



ACADEMIC SENATE

The primary voice of the faculty in academic and professional matters at Santa Rosa Junior College.

MEETING MINUTES

DATE: May 19, 2021

TIME: 3:15 p.m.

LOCATION: Zoom only

ZOOM ID: 739 337 730

<https://santarosa-edu.zoom.us/j/739337730>

PRESENT

L. Aspinall, P. Bell, M. Bojanowski, J. Bush, J. Carlin-Goldberg, C. Crawford, A. Donegan, J. Fassler, B. Flyswithhawks, C. Hillman, T. Jacobson, J. Kosten, D. Lemmer, L. Nahas, M. Ohkubo, A. Oliver, R. Romagnoli, G. Sellu, H. Skoonberg, J. Stover, J. Thompson, K. Valenzuela, K. Wegman, S. Whylly

ABSENT

M. Aparicio (proxy K. Valenzuela), N. Frantz (proxy K. Wegman), S. Rosen, S. Winston

GUESTS

B. Bookman, D. Carmona Benson, D. Mezzera, L. Navarrette, J. Saldaña -Talley, H. Vettori

CALL TO ORDER

The meeting was called to order at 3:16 p.m. by President J. Thompson. The Land Acknowledgement Statement was read by J. Fassler.

OPEN FORUM

1. M. Ferguson expressed concerns related to the Discussion item "Board Policy 4.3.2/P, Faculty Hiring" and the addition of a voting student, and faculty or staff member of color from outside the discipline to serve on a department hiring committee; shared recent demographics of faculty in the SRJC Mathematics Department showing an increase of BIPOC faculty members since 2013-14, which is currently at 43% representation; credited consistent hiring goals, diversity training, and enhanced recruitment for the increase of BIPOC faculty members within the department; opposed adding a voting faculty of color (from another discipline) and/or student of color to serve on a Mathematics Department hiring committee; clarified his opposition was a functional statement, not a political statement, and that any student or employee outside the department lacks the mathematical skills to adequately assess candidates as per a discipline-deficient, first-hand knowledge of teaching mathematics in the classroom. [Read M. Ferguson's full statement here.](#)
2. G. Morre criticized an email sent from the Academic Senate Executive Committee that endorsed a list of demands, including a proposed change to Board Policy 4.3.2/P requiring "the addition of a voting student of color and a voting faculty of color from another discipline to hiring committees"; stated that demands are not necessarily solutions and are irresponsible if endorsed without careful evaluation of their outcomes; expressed concern that the already difficult nature of finding and retaining students to serve on a hiring committee, coupled with the demand for a student of color, would further slow the creation of a hiring committee and potentially result in losing diverse candidates in the process; and encouraged the Senate to continue discussing the demands from this viewpoint in the future. [Read G. Morre's full statement here.](#)
3. K. Valenzuela read a statement from a BIPOC faculty member who wished to remain anonymous due to concerns over their family's safety and well-being. They expressed concern that "the addition of a voting student of color and a voting faculty of color from another discipline to hiring committees" would undermine the autonomy of faculty in the hiring process, de-value campus programs – especially those in STEM – and disproportionately impact students of color as a result. They agreed

with others that the country needs change, noting public education as an important leader for those changes, but not at the expense of faculty freedom and academic standards. [Read their full statement here.](#)

4. T. Melvin read a statement from the Mathematics Department on hiring that acknowledged the department's support of a diverse, equitable, and inclusive SRJC which takes diversity components and training seriously; noted their current hiring practices are consistent and have already produced a more diverse department through consistently applied high standards and values, well-defined candidate qualifications, and diversity education and associated enhanced applicant searches; stated the department is against the following proposals: 1) requiring a student to serve on a hiring committee, 2) requiring a faculty member from outside the discipline serve on a hiring committee, and 3) banning the requirement of transcripts from applicants.

T. Melvin also shared a personal statement, noting that the Mathematics Department has adjusted its standards according to HR trainings; shared he would not be comfortable serving as a voting member on another department's hiring committee since he does not have the expertise; stated it is unwise to require students and faculty outside of a department to do the same; and expressed the importance of access to candidate transcripts while serving on hiring committees, especially in the Mathematics Department, to ensure that minimum qualifications and college-level expertise are met. [Read T. Melvin's full statements here.](#)

5. J. Carlin-Goldberg read two statements from her constituents:

- ◇ M. Ichikawa shared their perspective that hiring committees should not seat faculty from outside the discipline; noted that, as an engineer, they did not know how math should be taught; realized they had only achieved a superficial understanding of the subject upon earning their Masters in Math; expressed that comprehensive knowledge of the subject is needed in order to teach it and that those outside the subject should not be asked to discern that level of knowledge in a hiring committee outside of their expertise.
- ◇ A statement from a veteran BIPOC Mathematics faculty member, who wished to remain anonymous due to concerns over their family's safety and well-being, opposed the addition of a student on hiring committees, stating that a student would not be able to identify candidates' expertise to the same level as other professionally trained members of the committee; and expressed that adding another member to an already difficult process, either a student or a faculty member outside of the department, could add unnecessary conflict.

[Read both statements here.](#)

6. B. Flyswithawks addressed the Senate regarding actions needed to move racial justice forward on campus including, but not limited to, the...: "immediate" hiring of two Black faculty for the Black Ethnic Studies Program; hiring of Asian Pacific Islander, Latinx, and Native American faculty members for their respective programs within the to-be-formed Ethnic Studies Department; hiring faculty of color across all disciplines, managers, administrators, and staff; revision of all SRJC policies, procedures, and contracts to be centered around diversity, equity, and inclusion (DEI); development of a Comprehensive Racial Justice Action Plan; creation of a Faculty and Staff of Color President Advisory Committee as well as a District Equity Committee; redesign of Participatory Shared Governance. B. Flyswithawks also stated, "...the district has failed our Black faculty, staff and students. The Academic Senate has failed our Black senators, in particular our past parliamentarian, Dr. George Sellu," and acknowledged that actions are now needed, over words, to address institutional change. That those actions must center in conversations and decision-making the voices of Black colleagues, faculty and staff of color; and must include Black Leadership Association Collective (BLAC), Latinx Faculty and Staff Association (LFSA), Asian Pacific Islander Staff Association (APISA), and Native Faculty and Staff Association (NFSA). [Read B. Flyswithawks's full statement here.](#)

7. C. Williams and J. Kremer jointly brought attention to the District Online Committee (DOC), a standing Academic Senate Consultation Committee, whose work also falls under 10 + 1, which includes frequent discussions of student success and online learning needs, best practices recommendations, and conversations regarding mandatory scopes of bargaining; stated that the shared governance process has created unclear boundaries between the Academic Senate and the All Faculty Association (AFA); noted a recent claim that the Distance Education office overreached its role in establishing online supports for faculty and students as courses were brought online in the last year; reflected as co-chair of the DOC, J. Kremer, that the AFA President claimed at a recent committee meeting that much of the committee's proceedings were either "inappropriate or illegal," and he was personally discouraged from engaging in discussions concerning shared governance going forward; that the committee ceased activities due to a lack of support, which was agreed to by the AFA President and Senate President; reflected that 95% of classes have been online for over a year, during which time the Senate had not requested consultation from the DOC once; urged the Senate to swiftly address the following issues: 1) hold conversations to identify unconscious biases at SRJC; 2) quickly affirm and strengthen the DOC's role; 3) address online issues expeditiously, pragmatically, and without the exclusion of faculty with expertise in the area; and 4) pay more attention to the rapidly changing field of online delivery. C. Williams concluded by asking the Senate to continue guiding the DOC's work; encouraged ways of systematizing the Senate's communication with committees tasked with Senate work as it intersects with mandatory subjects of bargaining; and that administrative representatives bring these subjects forward to negotiation. [Read their full statement here.](#)
8. R. DasGupta read a statement on behalf of the Department of Behavioral Sciences which stated they stand in solidarity with calls for transparency, equity, and social justice on campus; BLAC and the immediate formation of Black Studies and an Ethnic Studies Department; the demands of the Black Student Union; those working to dismantle white privilege, white fragility, colonial and anti-Black sentiments present at SRJC; efforts to establish an anti-racist district; and strong alliance with and service to African American, Black, Latinx, Asian, Pacific Islander, and Native American students and colleagues. The department implored the Senate to work every day to achieve these goals and remain dedicated to undoing many injustices at SRJC.

R. DasGupta also responded to previous Open Forum statements that were against the inclusion of interdisciplinary students and staff on hiring committees; shared her experience that the practice was standard, and it worked very well, at other institutions where she has served prior to SRJC; stated that a student of color serving on a hiring committee that is outside of the discipline shouldn't matter since most students in the classroom are not majors in that discipline; noted that students on hiring committees represents the student body; and invited anyone to reach out who would like to learn more about her experience with students on hiring committees. [Read R. DasGupta's full statement here.](#)
9. L. Larqué expressed her happiness towards the creation of an Ethnic Studies Department at SRJC and the strong sentiments to hire faculty of color; cautioned against stigmatizing faculty of color as only belonging in that department; specified that all instructional departments need wide ethnic and gender representation; encouraged senators to approve the Faculty Hiring Procedures item on the meeting's agenda and vote in favor of the Diversity, Equity, Inclusion, and Anti-racism workgroup's recommendations. [Read L. Larqué's full statement here.](#)
10. C. Hillman read two recent AFA resolutions: The [Resolution in Support of Cesar Chavez/Delores Huerta Day as a District-paid Holiday](#), which also supports the renaming of existing paid holidays in a way that addresses their associated history of injustice; and the [AFA Resolution to Call for Immediate Creation of an Ethnic Studies Department](#) with the immediate development of curriculum, prioritization of qualified and diverse faculty hiring processes, and the development of an Ethnic Studies Department that includes dedicated full-time faculty.

11. Matthew Long shared a report on behalf of the Integrated Student Success Committee (ISSC) and their work over the past year. The report covers information about ISSC's work and the Student Equity and Achievement (SEA) funded programs, the three Action Teams of the ISSC, the Communities of Practice taking place over the summer and next fall, and the impact of SEA programs on students. [Read M. Long's full statement here](#), and [view the full ISSC and SEA report here](#).
12. E. Schmidt shared her frustration and outrage upon learning that there were no Black or BIPOC students or faculty members overseeing the creation of the Ethnic Studies Department, and hoped to bring this issue to the Senate for discussion next Academic Year as a newly elected senator.

MINUTES

J. Stover moved to approve the April 7, April 21, and May 5 minutes. L. Nahas seconded the motion. A roll-call vote was taken, and the April 7, April 21, and May 5 minutes were unanimously approved.

ADJUSTMENTS TO THE AGENDA

None.

REPORTS

1. President's Report –

J. Thompson acknowledged the outgoing senators and thanked them for their service to the Academic Senate; welcomed the newly elected senators joining the Senate in the Fall; and welcomed the 2021-22 President-Elect, Nancy Persons, whose term begins on May 29, 2022.

Informed senators to watch for a Guided Pathways design and implementation solicitation, of which applications are due May 26, and an upcoming email from Dr. Saldaña-Talley's office inviting participation in policy work over the summer; and encouraged senators to watch recordings of last week's meetings on the college's policy project and on governance. J. Thompson thanked members of BLAC and the BSU who organized the May 5 BlackOut for allowing the Senate to elevate and highlight their voices; everyone scheduled for the May 5 meeting who returned to share their public comments and reports; those helping to keep the Senate focused on DEIA work and "keeping the pressure on"; and the faculty attending the ASCCC Curriculum Institute and the ASCCC Leadership Institute this summer.

Reported that the Ethnic Studies Department, under Dr. Saldaña-Talley's leadership, is moving forward and creating a selection committee to review faculty applications from those interested in developing Ethnic Studies courses; noted that a second round of committee recruitment was underway and thanked Senators Aspinall, Bush, and Ohkubo for overseeing the first round of committee appointments; and thanked Amy Quinn for many hours of behind-the-scenes work.

Announced Amanda Hopkins had resigned from the Administrative Assistant position and thanked her for service to the Academic Senate; and N. Persons will be joining J. Thompson for the applicant screening and interview process over the summer.

Encouraged senators to review the Faculty Recognition Awards, which recognized three senators: Executive Secretary J. Stover for Staff Development, Senator J. Kosten for Curriculum, and Past President B. Flyswithawks for the President's Award.

J. Thompson concluded by stating: "Thank you finally to this Senate and the Executive Committee for everyone's hard work and creative thinking this year. We have a long way to go to create the College that we envision, and I am grateful to do this work with all of you."

[Read J. Thompson's full President's Report here](#).

2. Call for Professional Development Coordinator –

Dr. J. Saldaña-Talley acknowledged comments made concerning the creation of an Ethnic Studies Department without the contributions of colleagues of color, recognized this as a shortcoming among the groups tasked with overseeing the program's creation, and promised that the program development will move forward ensuring those voices are in the room.

Dr. Saldana-Talley announced that there would be a call for two new Professional Development Coordinators, but did not want the announcement to appear as being tone-deaf based on recent DEI recommendations; clarified that the recruitment tool being used to fill these assignments is similar to those used for the HSI Coordinator, IGNITE Coordinator, and the Queer Resource Center Coordinator; informed the Senate that the District had been working with AFA to create these Special Assignments, but both are open to renegotiation of those terms, if direction is provided by the Senate to do so. Dr. Saldana-Talley also thanked Tara Jacobson and Lauralyn Larsen who held these positions for longer than the original two-year assignment, and shared that there are 12 new faculty who will be relying on these important seats in the fall for organizing orientations and new faculty learning programs.

3. English as a Second Language Assessment & Placement – L. Navarrette, B. Bookman, H. Vettori

L. Navarrette provided background information on AB705 and noted that it needs to be fully implemented by Fall 2021; multiple measures can be used for student placement in ESL; the goal of AB705 for ESL is to ensure that students are able to enter the credit pathway within three years; and that the ESL team has been finalizing the Guided Self-Placement (GSP) measures in preparation. B. Bookman shared that ESL faculty first developed the GSP in summer 2019; collected student feedback on the Multiple Measure activities from piloted GSP programs over the last year; and are now ready to undergo a State-required two-year validation process. H. Vettori added that the State allowed ESL programs to continue providing the option of standardized testing due to AB705's lack of consideration of the uniqueness of the ESL population; and confirmed that if a student is not satisfied with their GSP, they will be able to use the assessment tool "Accuplacer," which will replace CELSA, the current tool, and is much more user-friendly and cost-effective.

4. Student Government Assembly – D. Carmona Benson, president of the SGA, thanked the Senate for their support this year and allowing the SGA a voice; commented that the Academic Senate was "the best reality show this year" and hoped to have more productive meetings resulting in positive, concrete actions in the future; requested that professors take into consideration the increased anxiety and stress, Zoom fatigue, privacy rights, and financial constraints many students are facing as a result of online classes; explained that the demands of BSU and BLAC are demands that benefit all students; advocated for a time for action and for Black Lives Matter to be enacted and embraced on campus; shared the student's perspective specific to potentially sitting on hiring committees; highlighted that one student vote equals advocacy, inclusion, diversity, and equity throughout campus; reminded the Senate they would not be where they are without the students; implored elevating student voices as the most important; and called for campus positions to be held by culturally competent, communicative, and diversely qualified people in the teaching of a wide range of students.

ELECTIONS of Vice President and Executive Secretary

1. J. Thompson announced the Election, voting occurred via SurveyMonkey, the Elections Committee (J. Carlin-Goldberg, L. Nahas, and T. Jacobson) certified the results in a separate breakout room, and the Executive Committee verified the results (minus those members who were candidates on the ballot). All returned to the main Senate room, and A. Quinn, temporary administrative assistant, announced the election results:

- Vice President: Monica Ohkubo
- Executive Secretary: John Stover

CONSENT

A senator requested a parliamentary inquiry on when Consent Items can be moved to Action. D. Mezzera noted Robert's Rules of Order and clarified that a Consent Item can be pulled up until the item is adopted.

1. Suspension of Academic Senate Ethics Procedures.

K. Valenzuela, on behalf of her proxy M. Aparicio, pulled the item from Consent and moved it to the Action agenda.

2. Approval of Revised Curriculum Writer's Handbook

No objections were made in adopting the remaining item, and the item was adopted.

ACTION

1. Suspension of Academic Senate Ethics Procedures.

K. Valenzuela read a statement from M. Aparicio calling to maintain a professional standard of communication between and about campus groups, and advocated for the protection of the Ethics Committee and Academic Senate from being disregarded by administrators.

T. Jacobson moved to approve the suspension of Academic Senate Ethics Procedures. J. Stover seconded the motion. A roll-call vote was called. There were 9 yes votes, 7 no votes, and 8 abstained. The motion carried.

DISCUSSION

1. *DEIA Professional Development Workgroup Recommendations

J. Thompson provided additional information for the guests; noted that the senator suggestions are bold and wide-ranging; clarified that the blue font in the item's support documents indicates recommendations germane to the charge of the workgroup; and briefly introduced the Brown Act.

M. Ohkubo introduced the discussion item; noted that the workgroup's recommendations ask for DEIA professional learning for all District employees; welcomed an invitation of knowledge, reflection building, and critical action; and reported that four open meetings were held for all faculty, including invitations to classified professionals and administrators, and feedback was accepted via email, survey, and meeting discussion.

L. Aspinall motioned to move the item to an Action item and noted that further discussion time would be granted. Seconded by T. Jacobson.

Additional senator comments included maintaining the Senate's focus on discussion and voting items already agendized; requested clarification that this document had been vetted by BLAC, APISA, LFSA, and NFSA and that those groups were afforded the opportunity to offer feedback.

M. Ohkubo confirmed that the information was open and provided to all faculty; that APISA was specifically present in the meetings; and clarified that the 10 +1 information could be easily moved forward as based on standing practices concerning AFA versus Senate purviews; and welcomed continued conversation at a later time.

A roll-call vote was called. The motion passed unanimously and was moved to an Action item.

Senators further commented on the scope of the task force and the mandatory trainings; expressed discomfort with possible overreach into pedagogy and curriculum; and resurfaced the importance of

faculty choice when exploring other DEIA trainings relevant to their expertise and/or not already on the provided list.

Past President Flyswithhawks moved to approve the recommendations from the Diversity, Equity, Inclusion, Anti-Racism Professional Development workgroup; agendaize all items that are aligned with the Senate 10+1, and forward appropriately those items not within 10+1 that we endorse onward to the respectable constituent group (AFA, Academic Affairs, Student Services, etc.).

Point of order was called and D. Mezzera advised that a current senator make the motion instead.

M. Ohkubo moved to approve the recommendations from the Diversity, Equity, Inclusion, Anti-Racism Professional Development workgroup; agendaize all items that are aligned with the Senate 10+1, and forward appropriately those items not within 10+1 that we endorse onward to the respectable constituent group (AFA, Academic Affairs, Student Services, etc.). J. Stover seconded the motion.

Additional comments encouraged the Senate to take bold action on this item; further clarified that the items in blue on the supporting document are being approved and that all other information is either endorsed by the Senate or will be discussed at future meetings.

A roll-call vote was called. The Action item passed unanimously.

2. Board Policy 4.3.2/P, Faculty Hiring: Regular and Adjunct Values Statement

This item was not discussed due to time, and will be brought back in the Fall.

INFORMATION

None.

ADJOURNMENT

5:01 p.m.