



ACADEMIC SENATE

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

MEETING MINUTES

DATE: April 7, 2021

TIME: 3:15 p.m.

LOCATION: Zoom only

ZOOM ID: 739 337 730

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

PRESENT

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

ABSENT S. Rosen

EXCUSED H. Skoonberg

GUESTS D. Mezzera, J. Saldaña-Talley, J. Smotherman

CALL TO ORDER

The meeting was called to order at 3:15 p.m. by President J. Thompson. The Land Acknowledgement Statement was read by T. Jacobson.

OPEN FORUM

1. L. Aspinall reported attending the Umoja Supported Program Meeting, a follow-up to their Spring 2021 PDA session, and shared that they are looking to work with faculty to support Black and African American students in their classrooms; invited Senators to share the Umoja Supported Program [Interest Card](#) link with their constituents; stated that any member of the Umoja Team can be contacted for more information: Michael Hale (English Faculty), Jesekeh Loggins (Counseling Faculty), Regina Mahiri (Student Success Classified Staff Member), and Byron Reaves (EOPS Faculty). [Read L. Aspinall's full statement here.](#)
2. R. Dasgupta and A. Flores jointly delivered a statement from the SRJC Asian Pacific Islander Staff Association (APISA) in response to the recent rise in hate crimes against Asian/Pacific Islander American (API) communities, both nationally and in the Bay Area; stated that they wished to raise awareness of the negative impacts that ongoing racist attacks have on the API community; and invited the SRJC community to join APISA in rejecting hate and in building bridges. Noting that statements are not enough, the speakers, on behalf of APISA, called for the SRJC Community to reject bigotry, hate, and brutality everywhere; do the work of supporting API communities; engage in community conversations, speak up when witnessing injustice, and call out racist words and actions; learn about API history; and come together to fight the violent oppressions that continue to sabotage the API community. [Read APISA's full statement here.](#)
3. J. Stover invited the Senate to attend the upcoming *We The Future Social Justice Conference* on Friday, April 16; noted that flex credit and probably PGI-credit would be available; highlighted the conference's theme, "Power in Numbers," and keynote speaker Boots Riley, the director of *Sorry to Bother You* (2018), and front-man of the political hip-hop group *The Coup*; and emphasized participation as an opportunity to connect with community members, students, and other faculty members. [Read J. Stover's statement here.](#)

MINUTES

J. Thompson requested that David Mezzera be added to the list of guests on the March 17 minutes.

J. Stover moved to approve the minutes with the stated changes; J. Carlin-Goldberg seconded the motion. A roll call vote was called, and Senators adopted the minutes as amended with 23 yes votes and 1 abstention. One Senator did not respond to the roll call.

ADJUSTMENTS TO THE AGENDA

None

REPORTS

1. President's Report – J. Thompson welcomed Hannah Skoonberg, regular faculty member in the Art Department, appointed to fill the Area 5 vacancy; announced that seats were still available for Communities of Practice (CoPs) and asked Senators to encourage faculty members to apply by Friday, April 9, for the Math-Engineering-Physics CoP, and by noon on Friday, April 16, for all other open CoPs; reminded Senators that the deadline for contract faculty members to submit committee interest is Friday, April 9; announced that the Job Announcement Taskforce will have its first meeting the following week; reminded Senators about Plenary next week, and encouraged feedback on the packet of resolutions be sent to attendees (L. Aspinall, J. Carlin-Goldberg, C. Crawford, A. Donegan, M. Ohkubo, R. Romagnoli, J. Stover, and Julie Thompson).

Additional announcements included the launch of the Diversity Equity and Inclusion (DEI) Professional Development workgroup, led by L. Servais and supported by M. Ohkubo. Additional workgroup members are B. Bookman, S. Cavales Doolan, C. Cullen, R. Findling, M. Hale, D. Morgan, P. Ozbirinci, B. Reaves, R. Romagnoli, and R. Stoddard. J. Thompson thanked all members for serving.

J. Thompson provided an update on the progress of the Ethnic Studies Department, announcing that Dr. Saldaña-Talley's office had sent out a call for faculty members who meet Minimum Qualifications in Ethnic Studies to submit interest in writing Course Outlines of Record for Ethnic Studies Courses.

J. Thompson announced that the draft description of the new Planning and Budget Council, which will integrate planning and budget allocation and replace the Institutional Planning Council (IPC) and the Budget Advisory Committee (BAC), would be shared at a joint IPC-BAC meeting on April 12, and that the draft will be shared more generally in the future.

J. Thompson also updated the Senate on College Council's ongoing discussions concerning Board policy, including the task of updating the large number of policies and procedures, which will require a number of years to complete. A subset of College Council is working to define the scope of the project and identify policies to prioritize for Accreditation, create timelines for expedited revisions of out-of-date policies, and establish an ongoing cycle of policy revisions. [Read J. Thompson's full report here.](#)

2. Officer of Equity – L. Servais responded to a message forwarded by the Academic Senate for California Community Colleges (ASCCC) from Chancellor Oakley which called on all CCCs to adopt a local resolution supporting diversity, equity, and inclusion (DEI); stated that the resolution and DEI resolution plan contains insightful ideas that could be adopted by SRJC as local DEI goals are established; suggested possible actions that the Senate could take in response, such as considering possible adoption of all or part of the resolution at a future Senate meeting and/or engaging in conversations about the DEI Integration Plan and

parts of the resolution that specifically inform the Senate's work; invited Senators' questions and thoughts; clarified that she is more interested in using Senate time to discuss the DEI ideas and actions that could be utilized by the Senate to put DEI goals into action and less interested in using that time to debate the specific content of the resolution; encouraged Senators to review the Chancellor's message; and expressed hope these issues can be brought forward for future discussions. [Read L. Servais' full statement here.](#)

3. Low-Cost Course Designation Resolution – J. Carlin-Goldberg provided background regarding a law that requires a no-cost tag be used for courses in the online schedule of classes; informed Senators of an ASCCC resolution encouraging local Senates to pass additional resolutions requiring a low-cost tag on qualifying courses; reviewed the Open Education Resources Initiative (OERI) which provides educators and students with online webinars and other support materials; highlighted three OERI resources of possible local interest: 1) Ethnic Studies and Social Justice text [[Race and Ethnic Relations in the USA: An Intersectional Approach](#)] 2) the [[OERI Website](#)] and, 3) a Canvas course listing OERs created and vetted by Community College Faculty for accessibility and diversity in their textbooks [[OER vetted for use in CCC courses, listed by CID](#)].

C. Crawford added that the Textbook and Instructional Materials Committee meets regularly and continues to discuss new resolutions brought forth by the OERI organization such as the institutionalization of open educational resources and maintaining open conversations about OERI with the faculty; shared that the Committee has begun preparing a resolution regarding no- and low-cost options for students; and expressed hope this item can be brought back to the Senate for further discussion.

CONSENT

J. Thompson read a statement from Vice President Monica Ohkubo and Officer of Equity Lauren Servais, acknowledging the violence and discrimination being witnessed in our nation; asked the Academic Senate to accept the call to action by the SRJC Asian Pacific Islander Staff Association (APISA); called on Senators to unlearn racism and build policies and procedures that end discrimination; asked the Academic Senate (AS) to denounce anti-Asian racism and violence by adding the AS's endorsement to the Board of Trustees' resolution; further asked AS to continue calling each other to anti-racist learning and action through motions, recommendations, and policies created together in Senate. [Read full statement here.](#)

1. Pacific Islander Communities and Denouncing Anti-Asian Racism/Violence, Resolution Number 7-21.

J. Stover moved to approve Board Resolution 7-21; L. Nahas seconded the motion. The motion was passed unanimously by roll call vote with 25 yes votes.

ACTION

None

DISCUSSION

None

INFORMATION

1. Board Policy 4.3.2/P, Faculty Hiring: Regular and Adjunct – Ed. Code §87360

J. Thompson provided context by stating that, in May 2018, the Senate approved a draft of Board policy 4.3.2/P; that the draft was never forwarded to the Board for approval; that in early spring 2020 the Senate briefly revisited the May 2018 draft before the process was

delayed due to the onset of the COVID-19 Pandemic and more urgent items related to anti-violence, anti-racism, and equity; that demands from BSU and faculty have prioritized finalization of the hiring policy, to support diversification of the faculty and EDI and anti-racism principles; that the training on March 19 educated Senators on the topic; and that preparing the Senate to revisit the May 2018 draft to identify additional areas of improvement was of immediate concern. The history of the Senate's work on 4.3.2/P is described in "[Introduction to Board Policy 4.3.2/P, Faculty Hiring...](#)," from the February 17, 2021 meeting.

Senators were asked to provide ideas and ask clarifying questions in discussion, and not in debate, of the item; were informed that notes from this discussion would be used to support future discussions; and asked for time to incorporate what they have learned thus far as they moved forward with the process.

Further Senator suggestions and concerns included: providing time to debate the make-up of hiring committees; potentially excusing deans from the adjunct hiring committees due to their heavy workload; improving the current diversity prompt used in recruitment to possibly include examples of lived experience and representation; diversifying the job recruitment to expand the applicant pool; and creating an internship program that prepares future colleagues for teaching at SRJC.

S. Hopkins clarified that the Human Resources Department uses the full list of resources provided in the Areas of Recruitment list when posting job announcements.

Further points from Senators included exploring supportive language for departments to ensure the construction of diverse committees; revisiting the inclusion of students as voting members on hiring committees; and creating a more collaborative Vice President-level interview process.

Additional Senator concerns/ideas related to the composition of hiring committees included problems associated with small, multi-discipline departments, which find it difficult to ensure adequate expertise representation; eliminating bias in hiring by focusing on skills and abilities and de-emphasizing names and transcripts; acknowledging that values other than discipline expertise are needed on hiring committees; reviewing other best practices to determine whether future policies should include orientation and/or retention best practices; adding a vision statement that reflects our values; improving interview questions; and reducing the number of interviews required in the process, thereby eliminating equity roadblocks due to travel costs.

A Senator clarified the past practice of forwarding multiple candidates provides a fallback in the event that candidates decline an offer.

Senators requested further information related to Laura Schulkind's slides, specifically citing the point about "bands and ranges" on (slide 28) and ranking and recommendations (slide 34); noted the importance of including diversity questions during the interview process; recommended utilizing Zoom or other remote options for interview stages; noted the idea of providing professional learning for prospective applicants to prepare them for the community college hiring process; and raised the question of ranking of candidates before forwarding them to the Vice President(s).

Senators agreed that students could have a greater role in the hiring process; noted previously expressed concerns about confidentiality and potential consequences if an adjunct faculty candidate was not hired; advocated for department and committee flexibility in determining best practices; and recognized that student participation is already occurring via candidate teaching demonstrations.

President J. Thompson paused to request that time be extended for additional commenting.

It was noted that ideas had been added to the chat and, desiring to make them part of the record, the ideas were read: changing the language to require that students be voting members of hiring committees; including a non-department faculty member on a hiring committee; and concern about the multiple interviews that candidates must attend.

Final comments included the point that ranking was eliminated to avoid creating records that could be subpoenaed; considering the DEI implications of having students as voting members; the idea that committees be required to include someone with a DEI focus; highlighting our stated values; using relevant hiring and hiring committee data as evidence when analyzing current policies and processes; highlighting a focus on relevant values and skills, versus degrees and awards; requiring outreach to economically disadvantaged groups; providing candidates with funding for travel-related costs; keeping in mind the importance of student-center pedagogies in all areas of the policy; improving the existing Diversity Statement in section 5.D; and considering inclusivity, not exclusivity, in every line of the policy.

2. Annual Report to Accrediting Commission for Community & Junior Colleges (ACCJC)

President J. Thompson informed the Senate that the ACCJC annual report is due on Friday, April 9; suggested that Senators be particularly aware of the section on institution-set standards for student achievement; and noted that the report has already been reviewed by SRJC's President's Cabinet.

Vice President of Academic Affairs Dr. Jane Saldaña-Talley provided additional background on this year's report and noted that, historically, the Institutional Planning Council (IPC) worked on the report (but is now dormant), while the new Planning and Budget Council is developed; announced that the committee's co-chairs are Academic Senate President J. Thompson, Senior Director of Institutional Research Effectiveness, Research, and Planning, Dr. Jeremy Smotherman; and Vice President of Finance and Administrative Services Kate Jolley; and informed the Senate that the recommendations for institution-set standards in regard to student achievement had been turned over to Dr. Smotherman.

Dr. Smotherman presented his recommendations and aspirational goals in the areas of course completion rates, certificates, associate degrees, and transfers; acknowledged that past reports fluctuated in relation to those standards; expressed hope for stabilizing those trends over the next few years; and shared institutionally set standard recommendations and aspirational goals. Data points included course completion rates of 72 percent, with the aspirational goal of 75 percent; 633 certificates awarded per academic year, with the aspirational goal of 668; the number of associate degrees is 2,310 degrees awarded per academic year, with an aspirational goal of 2,541; the number of transfer degrees at the institutional-set standard of 1,350 transfers per academic year, with the aspirational goal of 1,485. [View Dr. Smotherman's full report here.](#)

ADJOURNMENT

5:02 p.m.