



ACADEMIC SENATE

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

MEETING MINUTES

DATE: June 11,
2020

TIME: 3:15 p.m.

LOCATION: Zoom only

ZOOM ID: 739 337 730

<https://cccconfer.zoom.us/j/739337730>

PRESENT

L. Aspinall, P. Bell, M. Bojanowski, J. Bush, J. Carlin-Goldberg, C. Crawford, A. Donegan, T. Ehret, J. Fassler, N. Frantz, T. Graziani, T. Jacobson, J. Kosten, D. Lemmer, S. Martin, L. Nahas, G. Navarro, M. Ohkubo, A. Oliver, R. Romagnoli, G. Sellu, M. Starkey, J. Stover, A. Thomas, J. Thompson, K. Valenzuela, K. Wegman, S. Whyly, S. Winston

ABSENT

M. Aparicio, S. Rosen, E. Thompson

GUESTS

Approximately 80 guests.

CALL TO ORDER

The meeting was called to order at 3:15 p.m. by J. Thompson.

OPEN FORUM

- D. Carmona Benson** read the [Demands of the Black Students Union of Santa Rosa Junior College](#) to the College's senior administration. D. Carmona Benson expressed appreciation for the support of the students, faculty, staff, administrators, and community members who joined or in some way assisted the BSU-led demonstration on Saturday, June 6, at SRJC. She requested that people read the *Press Democrat* article about the event to learn more. The Black Students Union's top four demands are: a Black/Ethnic Studies Department be created at SRJC; an Office for Black Student Development starting FALL 2020; more Faculty and Staff of color; and the IMMEDIATE Removal of Don Edgar from the Board of Trustees.
- H. Zarate** spoke in support of Board Resolution #15-20 in Support of Solidarity with the Black/African American Community and Commitment to Greater Equity and Anti-Racism. She recommends an action step of investing in funding for hiring and retention practices for Black/African American employees. She also recommends a complete re-writing of Board policy 4.3.2/P for faculty hiring in order to support this goal. [Read H. Zarate's full statement.](#)
- L. Kuwabara** shared concerns that our work now will surely get overwhelming as we re-consider 400 years of systemic racism and other truths. This fight for equity and justice goes beyond our lifetimes. She worries that many white people at this college will leave the conversation when their feelings get hurt, they get embarrassed, or they make a mistake. She expressed hope for supporting and meeting all BSU Demands; the institution continuing to provide and FUND ongoing opportunities to do this work during the academic year; re-starting the National SEED Project; affinity groups—ways for people of color to do

some of our work together on our own and for white people to do some of their work on their own; a summer Racial Justice Seminar for faculty and students; and that all of these programs will be coordinated in an Equity and Justice Institute. [Read L. Kuwabara's full statement.](#)

4. **G. Sellu** addressed the realities of having to “take on different personalities as a means of self-preservation and a survival mechanism” for dealing with the racism he confronts on a daily basis. He believes that we have a great opportunity in front of us to change policies that currently oppress Black/African American students, faculty and staff at SRJC. We are guided by the 10+1 which, in its current form, contributes to the oppression of Black bodies on this campus. If the Academic Senate of SRJC intends to address Black anti-racism within this institution, this body needs to review every item of the 10+1, whether it be curriculum, prerequisites, standards and policies for student preparation and development, the District governance structure, or institutional planning and budget development, and make the necessary changes. [Read G. Sellu's full statement.](#)
5. **J. Fassler** read a statement by L. Williams that addressed SRJC's commitment to an equity pledge (see Mount San Jacinto College); a call to defund the SRJC police department and replace it with a cheaper, unarmed college safety patrol; consideration to rename Burbank Auditorium after the Native people in consultation with local tribes; a call for outside and independent experts to conduct a campus-wide evaluation of every department, program and course for equity and discrimination; a desire for a future vision for equity of other marginalized communities that have experienced racism, sexism, ableism, and LGBTQ+ discrimination.
6. **J. Stover** stated that the conversation on Black and African American Equity, Safety, Dignity & Justice at SRJC and in the U.S. is long overdue; we must listen to our Black colleagues' and students' testimonies about ongoing, systemic racist policies and discrimination that they suffer every day; white faculty must learn about their complicity in upholding prejudicial and discriminatory practices; and that today's conversation is the start of a lifelong journey of healing, reconciliation, and restorative justice. J. Stover also shared words from John Stankas, the President of the Academic Senate for California Community Colleges, which noted that “our society is not built to have conversations from a position of vulnerability and humility” and that we must deconstruct “the parts of our society we have control over.” [Read J. Stover's full statement.](#)
7. **R. Romagnoli** noted her work, both at the College and as a doctoral student at San Francisco State University, on “the intersection of education and prisons.” They addressed the ability of even a single college class in reducing the likelihood that someone will return to prison, as well as their work with the flourishing Second Chance program at SRJC. People deserve “a humanizing response to their struggles, not a criminalizing response.” Educational institutions can afford a “fully militarized police force” but not “critical resources” such as therapists, support for disabled students, social workers, librarians, and small class sizes “so that our students can get a meaningful engagement with the learning process.” They called for disarming the police; committing to one year of research before defunding campus police; and diverting the police funding to “alternative forms of campus and community safety.” They also asserted that our budget should align with our values. [Read R. Romagnoli's full statement.](#)
8. **N. Persons** addressed her concern regarding her attempt to redesign the Faculty Fund for Advanced Study rubric to prioritize applications that focus on equity, diversity, and

inclusivity. She stated her desire that the Senate reconsider its previous response to the FFAS rubric. [Read N. Persons' full statement.](#)

MINUTES

None.

ADJUSTMENTS TO THE AGENDA

None.

REPORTS

None.

CONSENT

None.

ACTION

None.

DISCUSSION

1. **Black/African American Equity, Safety, Dignity & Justice at SRJC, in U.S.**

J. Thompson opened the discussion by presenting the issue of which senators are considered incumbent, voting members during the Summer; therefore, in order not to run afoul of the law or parliamentary procedure, J. Thompson suggested that all senators—outgoing, incoming, and those in the middle of their two-year terms—would be welcome to participate in discussion, and those senators in the middle of their terms or who have been elected to consecutive terms in their areas would be able to vote. If we get to a point where we are considering action, we will need to resolve this question.

Comments voiced by the Senate and guests included: Replacing the rubric for the Faculty Fund for Advanced Study with the original document presented by the FFAS Committee; structural issues at the College that prevent implementation of good ideas; the importance of raising up the voices of faculty, staff and students who have lived experience and training in cultural diversity, rather than working from a top-down approach and hiring outside experts; faculty members experienced in social justice movements are a resource on our campus, yet we don't rely on these voices; diminished faith in the board of trustees; students' request that a trustee resign were not heard; importance of paying faculty members who provide professional development on diversity, for their emotional labor; the difficulty of being called on to offer professional development to colleagues due to fitting a particular profile; importance of reviewing BSU demands, connecting them to the 10 + 1, and determining actions based on those connections.

The need to review existing policy regarding the naming of buildings; the need for the Academic Senate to make a statement of support for and solidarity with Black Lives Matter; the possibility of a formal resolution, including actions for improving learning for faculty and students; a complaint about the experience of serving on a hiring committee, when it seemed that the College President had already determined who would be hired (a "circus act"); the name "Burbank" is associated with White supremacy and eugenics; the need to prioritize the needs of Black and African American students, faculty, and staff.

Ideas for enacting police reform on campus, including training for officers and required equity and diversity training for academy students, as well as calls for defunding and reallocating police funding; the need to commit to discomfort, a time for making mistakes; asking forgiveness, and learning; sustained commitment from the Senate; approach the conversation with earnestness and understanding; those coming from “a place of privilege” need to prioritize listening; there can be disagreement about effectiveness of programs and yet partnership; the importance of not demonizing or undercutting relationships that will be necessary for change, going forward.

The need to change societal priorities, shift resources, allow access to meaningful curriculum, especially that centered around equity and diversity; State-level and Chancellor’s Office policies antithetical to meaningful access to curriculum and coursework and based on an austerity model “cloaked in the garb of inclusion and equity”; the need for more money for community colleges; ideas for political advocacy, including overturning Prop 209, which would allow hiring practices to consider race; support of allowing undocumented residents to vote in county and municipal elections, including for sheriff.

Statements about engaging in reflection, listening with humility, open heart, open mind; funding models based on enrollment versus completion; Guided Pathways is about completion, not speeding students through; charges that the Academic Senate has resisted implementation of legislation that has research behind it and that lead to equitable outcomes; the need to support the Schools and Communities First bill, which will close the corporate loophole for Prop 13 and direct money to K-14, in November.

A history of education based on models that fail to meet student needs; a history of higher education that shifted from control of White men to more diversity among the faculty, which has resulted in the faculty no longer being in control and that shifts the innovation and work of the faculty into the hands of white men who control corporate interests and funnel money into our system; education reforms cheapen what students are asking for; BSU students will not be pacified by apologies and want to see change; empathy for what students are going through; the Senate’s inefficiencies being an obstruction to anti-racist progress; the need for faculty diversity that represents our students; the need to address both implicit and explicit bias; the idea of establishing an Ethnic Studies Department; the need to address the BSU request to eliminate grading and deadlines this summer; a report that removing grading and deadline expectations at another higher education institution resulted in students’ grades plummeting, which has implications for students’ financial aid.

A list of 25 concrete, actionable issues suggested during discussion:

- Retention of our faculty members of color
- Equivalency Policy/Procedure
- Curriculum
- Changing the punitive incarceration mindset
- Aligning our budget with our values
- Efficient process for Guided Pathways
- Summer racial justice seminar
- Reinvigorating SEED (Seeking Educational Equity and Diversity)
- Meeting with BSU students to discuss their demands
- Defunding the police department and reallocating the money to support students of color
- Asking the Board of Trustees to request Don Edgar’s resignation

- Revisiting the Faculty Fund for Advanced Study rubric
- Creating an Ethnic Studies department
- Doing a better job of hiring Black and African American faculty members
- Better systemic funding so we're not operating on austerity mode
- Political advocacy for the Schools and Communities First Proposition
- A statement of solidarity from the Academic Senate and/or a resolution
- Overturning Prop 209
- Equitable hiring policies
- A policy for naming buildings
- Grappling with the recommendations emerging from the Chancellor's Office
- Ensuring that the equity results that AB705 was intended to achieve are happening at our college
- Supporting the effort to alter Prop 13
- Recommendations to research and potentially support Prop 15

A request that the upcoming Senate meeting with BSU be a planning and action session informed by BSU demands; consideration of Sonoma State University's plan of action as a model; the need for a Senate communication so that people know that the Senate is actively doing anti-racist work, with discussion of the form that communication would take and a decision that, in the absence of formal decisions, the communication identify categories of ideas that the Senate may pursue; the time-sensitive nature of BSU's requests; the need to listen to our Black and African American colleagues.

INFORMATION

None.

ADJOURNMENT

5:20 p.m.