



# ACADEMIC SENATE

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

## MINUTES

DATE: August 19, 2020  
TIME: 3:15 p.m.  
ZOOM ID: 739 337 730

### PRESENT

M. Aparicio, L. Aspinall, M. Bojanowski, J. Bush, J. Carlin-Goldberg, C. Crawford, A. Donegan, J. Fassler, N. Frantz, T. Jacobson, J. Kosten, D. Lemmer, L. Nahas, M. Ohkubo, A. Oliver, S. Rosen, G. Sellu, J. Stover, E. Thompson, J. Thompson, K. Valenzuela, K. Wegman, S. Winston

### ABSENT

P. Bell, S. Martin, R. Romagnoli (proxy G. Sellu), S. Whyllly

### OPEN FORUM

**T. Jacobson** spoke on behalf of her and L. Larson's roles as professional development coordinators; adjusting the New Faculty Mentor program to promote the retention of diverse faculty; work on diversity, inclusion, anti-racism, and student engagement in online environments; continuing with equity or anti-racism in the spring; and collaboration with L. Kuwabara and L. Servais to share departments' best practices on recruiting and retaining diverse faculty. [Read T. Jacobson's full statement here.](#)

### MINUTES

June 11, 2020 minutes were adopted without objection.

July 22, 2020 minutes were adopted without objection.

### ADJUSTMENTS TO THE AGENDA

A five- to seven-minute break at 4:00 pm was added to the agenda without objection.

### REPORTS

1. President's Report – J. Thompson acknowledged the recent power outages, fires, and evacuations as well as dealing with COVID and working remotely; the challenge for new and continuing faculty; and the need for the Senate and other faculty bodies to provide leadership at this time.

J. Thompson and Vice President J. Saldana-Talley are working on the letter to solicit faculty members who may be interested in working on the Black Studies and Ethnic Studies Task Force; the Guided Pathways MOU has been signed, and Workgroups are reconvening; the Executive Committee is finalizing committee appointments—the process is delayed this year; Dr. Chong has invited a peer review team to come to SRJC to assist the College with enrollment and shared governance; the draft of the upcoming Senate Retreat includes discussions about values and budget, revision of the hiring policy, supporting efforts to diversify faculty, and Senate professional development in areas of diversity, equity and inclusion.

### CONSENT

1. The Senators adopted the three consent items—endorsement of Propositions 15 and 16, the Chancellor's Office's "Proposed Changes to Title 5 Regarding the Diversity, Equity, and Inclusion Statement Adoption," and the Academic Senate for California Community Colleges' "Inclusivity Statement."

## **ACTION**

### 1. Formalizing of Language from July 22, 2020, Academic Senate Meeting

*Shall the Academic Senate endorse creation of a Black Studies major as the first and most urgent component of an Ethnic Studies program at SRJC and, to that end, partner with the Vice President of Academic Affairs in creating an ad-hoc task force of faculty, students, staff, and experts that will recommend the curricular content and requirements of such a program?*

J. Carlin-Goldberg moved to adopt the language as written online; J. Stover seconded the motion. The roll call vote unanimously carried.

## **DISCUSSION**

### 1. Senator Vacancy, Area 10

The vacancy in Area 10 includes Kinesiology, Athletics, & Dance and Health Sciences; it had been suggested at an earlier meeting that this might be an opportunity to increase the diverse representation on the Senate; it has been discovered that there is a contradiction in our our Bylaws regarding filling absences or vacancies, specifically Article II, Section One, and Article VI, Section 5.

Senators discussed whether suspending the Bylaws was a good option; suspending the Article V language and relying solely on the Article VI language; relying on the Article VI language and soliciting interest from the whole faculty and giving preference to BIPOC faculty from Area 10; specifying in the solicitation email a call for BIPOC faculty interest in the vacant seat; and the importance of centering this appointment on recruiting BIPOC faculty members.

M. Ohkubo moved to suspend the Article V language and rely on the Article VI language, expanding to other Areas as necessary.

M. Ohkubo moved that the Senate rely on the Article VI language from the Senate Bylaws, solicit interest from the whole faculty, and give preference to BIPOC faculty members from Area 10; the motion was amended to delete the phrase "from Area 10" and to state that the solicitation email specifically call for BIPOC faculty interest in the vacant Senate seat.

E. Thompson moved to delete the second sentence, regarding the email's including a specific call for BIPOC faculty members, due to redundancy, amending the motion to read that the Senate rely on the Article VI language from the Senate Bylaws and solicit interest from the whole faculty, to be appointed by the Senate President in consultation with Executive Committee; preference will be given to BIPOC faculty from Area 10.

A. Donegan amended E. Thompson's motion by including that the language include "from the Senate's Bylaws" after "Article VI."

Senators stated that the Senate's objective is to fill the vacant seat with a BIPOC faculty member; expressed dismay at the prospect of moving to suspend articles of the Bylaws; picking and choosing which bylaws to rely upon, thus creating a situation where the legitimacy of a senator's appointment may come into question; and the importance of first addressing filling the Senate vacancy and thereafter amending the bylaws.

L. Nahas moved to amend the language to state that the Senate will address and resolve the discrepancy between Article V and VI vacancy language: Rely on the Article VI language from the Senate Bylaws and solicit interest from the whole

faculty, to be appointed by the Senate President in consultation with Executive Committee and giving preference to BIPOC faculty members from Area 10; and that the Senate will address and resolve the discrepancy between the Articles V and VI vacancy language.

M. Ohkubo moved to return to the original language of her motion; rely on the Article VI from the Senate Bylaws language, solicit interest from the whole faculty, and give preference to BIPOC faculty members from Area 10; the motion was amended to delete the phrase “from Area 10”; the solicitation email will specifically call for BIPOC faculty interest in the vacant Senate seat.

There was a further comment about the importance of clarifying the Senate’s priority in electing BIPOC faculty to this position. It was agreed that the discussion would be tabled until the meeting on September 2.

2. Status of Senators during the summer. This item was postponed to the Senate’s next regularly scheduled meeting.
3. Black Student Union Demand: Faculty Professional Development

J. Thompson referred to ideas for faculty professional development voiced at the June 11 Senate meeting, including SEED, an Equity and Justice Institute, a Racial Justice seminar. Senator comments included holding faculty accountable for attending trainings; mandatory trainings become a workload issue and therefore requiring negotiations; whether mandatory training to broaden cultural understanding was a priority and, if yes, then to ask how the Senate can make this happen; PDA Days being an opportunity for trainings to address cultural competency; that many creative solutions, such as Communities of Practice, fall within the Senate’s purview; a Senate statement on the need for training, followed by AFA-District negotiations; ideas within the 10 + 1 can be implemented immediately; the need for immediate movement and long-term accountability; centering PDA days on equity and diversity. J. Thompson reported that AFA’s chief negotiator supports negotiating paid mandatory training of this nature.

Further comments included noting that ASCCC provides free equity-focused resources and speakers; the need for additional options for adjunct faculty members and faculty members who teach online, as they are not required to attend PDA day; new employee trainings through HR could impact a wide variety of incoming faculty; and that devoting one PDA Day per year to diversity and equity could be an ongoing, sustained pattern.