



## SBVC Academic Senate Agenda

Wednesday, September 15, 2021

3:00- 4:30 pm via [Zoom](#)

Commonly known as the "Ten Plus One," (as articulated in [Title 5 of the Administrative Code of California, Sections 53200](#)) the following define "Academic and Professional matters."

Curriculum including establishing prerequisites and places courses within disciplines  
 Degree and certificate requirements  
 Grading policies  
 Educational program development  
 Standards or policies regarding student preparation and success  
 District and college governance structures, as related to faculty roles

Faculty roles and involvement in accreditation processes, including self-study and annual reports  
 Policies for faculty professional development activities  
 Processes for program review  
 Processes for institutional planning and budget development  
 Other academic and professional matters as mutually agreed upon between the governing board and the senate

	<b>Agenda Item</b>	<b>Discussion</b>	<b>Action</b>
<b>1.</b>	<b>Call to Order and Roll Call (Sign-In)</b>	Called to order at: 3:05 p.m. <a href="#">Sign-in Sheet and Voting Record</a>	
<b>2.</b>	<b>Public Comments on Agenda Items (max. 10 minutes @ 2 minutes each)</b>	None	
<b>3.</b>	<b>Senate President's Report (max. 5 minutes)</b>	Senate President's Report <ul style="list-style-type: none"> <li>• Share out your successes and rough patches so far. The Academic Senate is here to provide support you.</li> <li>• DEIA: Transforming our work.</li> <li>• Correctly pronouncing student names</li> <li>• Applause Cards (June – September):               <ul style="list-style-type: none"> <li>○ Elizabeth Banuelos, Counseling</li> <li>○ Erica Begg x3, Counseling</li> <li>○ Keynasia Buffong x2, Counseling</li> <li>○ Jody Fehr, Tutoring</li> <li>○ Deana Kelly-Silage, Counseling</li> <li>○ Maria Notarangelo x2, Library</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ Veronica Valdez-Flynn, Counseling</li> <li>○ Armando Garcia, Counseling</li> <li>○ Bethany Tasaka, Mathematics</li> <li>○ Ailsa Aguilar-Kitibutr, Counseling</li> <li>○ Anthony Blacksher, Sociology</li> <li>○ Davena Burns-Peters x2, ASL</li> <li>○ Rosemary Cooper, English</li> <li>● Board of Trustees updates: Seeking a replacement for Trustee Singer.</li> <li>● Fall Plenary</li> <li>● IEPI Partnership</li> <li>● Adjunct senator positions: Extended date</li> </ul>	
4.	<p><b>Committee Reports (max. 15 min.)</b></p> <ul style="list-style-type: none"> <li>a. <i>Student Services</i></li> <li>b. <i>CTE</i></li> <li>c. <i>EEO</i></li> <li>d. <i>Professional Development</i></li> <li>e. <i>Elections</i></li> <li>f. <i>Curriculum</i></li> <li>g. <i>Program Review</i></li> <li>h. <i>Accreditation &amp; Outcomes</i></li> <li>i. Financial Policy</li> <li>j. Distance Education</li> <li>k. Personnel Policy</li> <li>l. Legislative</li> <li>m. Ed. Policy</li> <li>n. Guided Pathways</li> </ul>	<p><b>f. Curriculum</b> [M. Copeland]: I sent out an email, but I wanted to remind faculty that we are switching to CurriQunet, a new course management system. All curriculum proposals will be in limbo; you won't be able to access them starting around October 25. It will come back on in January. If you have some curriculum need that's really urgent, contact me or K. Yarborough and we will try to accommodate you. If you want something approved this fall session, it really needs to be in by October 20. Don't panic if it's missing after that date or if you go to submit something and you don't have access. Switching over is a huge undertaking, so please be patient. There may be some blips, but we will also be doing training for faculty. More information to come.</p> <p><b>g. Professional Development</b> [R. Hamdy]: We are accepting conference requests, whether they're in person or virtual. If you see a conference you're interested in, we do have our funding back, so send those requests to us and we're happy to fund your conference.</p> <p><b>h. Legislative:</b> <a href="#">Written report</a>.</p> <ul style="list-style-type: none"> <li>● AB 75: Education finance</li> <li>● AB 245: Name changes for students</li> <li>● AB 275: Classified community college employees</li> <li>● AB 337: Student members on Board of Governors</li> <li>● AB 367: Menstrual products provided in bathrooms at community colleges</li> <li>● AB 417: Rising Scholars Network</li> <li>● AB 543: Educational Information on CalFresh</li> <li>● AB 1269: Salary schedule – failed deadline</li> <li>● SB 205: Absences due to illness or accident – failed deadline</li> </ul>	

		<ul style="list-style-type: none"> <li>• SB 228: Support services for foster youth</li> <li>• SB 436: Nonresident Tuition Fees</li> <li>• SB 330: Affordable housing pilot program</li> <li>• AB 949: Biological sciences incubators</li> <li>• AB 103: College and career access pathways partnerships</li> <li>• AB 1216: Governing board membership – student members</li> <li>• AB 928: Associate degree for transfer – Intersegmental Implementation Committee</li> </ul>	
5.	<b>Additional Reports (max. 5 min)</b> SBCCDTA-Jamie Herrera	<ul style="list-style-type: none"> <li>• Hello I'm your new lead negotiator. Bethany Tasaka is also on negotiations, Alicia Hallex and Kenneth Lawler are your full-time representatives, and Devin Bennett is the part-time representative.</li> <li>• We just signed an MOU on cameras in the classroom. This was actually signed several years ago, but we realized with the hy-flex and online classrooms, the cameras that were installed violated that portion of the MOU. So now it's been fixed. The cameras are in the classrooms, but those recordings cannot be used for evaluations. We needed that clarification to that piece.</li> <li>• We are currently working on rollovers from previous years – class caps, lecture lab parity, unit recognition, and evaluations. We are almost done with evaluations. M. McLaren sent out an email on 9/9 asking feedback on the tenure process. Please provide feedback by the end of this week.</li> <li>• <b>Questions/Comments:</b> <ul style="list-style-type: none"> <li>○ R. Hamdy: I heard there was an oversight, awhile ago when CSEA got tuition covered for their dependents and CTA didn't get that. It seems like a glitch that just has never been fixed. I know a lot of faculty are interested in that as a perk or benefit.</li> <li>○ J. Herrera: Our contracts can be different, and we don't always have the same things as CSEA. It depends on what's negotiated. I've been on CTA for quite some time and I don't know if it's a glitch or oversight, but I'll definitely bring that up to the next group. Maybe it was before I was here.</li> <li>○ R. Hamdy: Yeah I think it was before. Yes, fix it or if it needs to be opened, CSEA got that a while ago, I mean at least over a decade ago. I only heard it was an oversight when a faculty brought it up at a meeting a few years ago because he was paying tuition for his children.</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ J. Herrera: Sure, of course. We did send out a survey and we are looking for the top things that people are requesting. It's possible different things were negotiated between the two unions.</li> <li>○ D. Burns-Peters: Thank you and thanks for the survey. I think that's a great way to figure out what the body wants in terms of things being sunshined. I also heard the same thing about negotiating tuition and cost for the faculty body. I didn't know where it would fit on the survey. Maybe I can revisit that to see.</li> <li>○ J. Herrera: I will take that back to the team. I did see K. Hannon here, maybe she can help. I will go back and find out where that would even go and in which article.</li> <li>○ K. Hannon: [shared this information in the chat] Tuition Reimbursement falls under the appendix (along with compensation plan, salary schedule, etc.). Since it's part of total compensation, sunshining, since it's part of total compensation it can fall under wages.</li> <li>○ D. Burns-Peters: Just to clarify another point, as T. Heibel pointed out in the chat, those cameras should not be used for faculty evaluations or for surveillance. Can those recorded videos be used with permission by the faculty for the purpose of evaluation, meaning if a faculty member is teaching hybrid format and they give the recording of their evaluation to their colleague, what's the union's position on that?</li> <li>○ J. Herrera: Right now, it's a no. The point is it's very different when you're watching someone's class and you can take notes for your evaluation. When you're watching a video you can actually scrutinize every little thing they do, and you can rewind and watch it again. We also didn't want anyone to feel pressured by their dean or anyone saying it would be helpful if you could just send a recording. We know things like that happen. We also know this is a changing environment.</li> <li>○ D. Burns-Peters: That's what I wanted. So live interaction interviews work. Sharing of a Canvas shell for a fully online course works, but not a recording.</li> </ul>	
6.	<b>SBVC President's Report (max 5 min.)</b> S. Thayer	<ul style="list-style-type: none"> <li>● We're nearing the midpoint of the semester. It's amazing how time is flying by and it's good to see the smooth transition for the most part as we come back together. I'm so thankful for the work that everybody's done to get us to this point. I wanted to provide you with a brief enrollment update just to keep everyone abreast of what's occurring. Numbers are a little soft. We've</li> </ul>	

been saying that throughout the pandemic, and it's not a specific Valley issue. It's really a regional and national trend. Our sister colleges are seeing the same type of enrollment. We have just under 10,300 students who are with us this semester. That's about 1600 less than we had a year ago. A lot of times that number is about 2020, so it gives me some hope that we're moving the needle getting students back little by little onto campus or back on Zoom, really just back and engaged with us as they continue their academic journey. In regards to FTES we're just under 700 less. That number has varied – it's gone up as high as 1000 and now that it's under 700 that's another sign that hopefully we're getting close to seeing more students. So just over 3500 FTES a year ago, and right around 4100. We are in hold harmless, and what that means is historically we've been funded through our FTES. Right now we're in this hold harmless because the state situation, they're not going to be penalizing us. We also have late start classes

- There are four district goals or areas of focus from Chancellor Rodriguez:
  1. Advance access to address diversity, equity, inclusion, and anti-racism (DEIA)
  2. Continue to expand student access and success
  3. Position our district as a regional leader
  4. Diversity revenue streams
- Those are pretty big goals, but the work we've been doing fits into that. We're working on a list or some activities that we're currently doing that fits into these areas. We'll share that with the senates and College Council to see where we are currently. Then use it as a springboard as we move forward into our strategic planning process. C. Crew gave us an overview on that process at our College Council meeting. We have an Institutional Effectiveness Partnership Initiative (IEPI) partnership resource team. We were selected to have a team visit us and they're going to assist us and support us on some topics around strategic planning and data collection, so it's a nice convergence. As we begin the process, we will have the support team available to us and at the end of their visits with us, resources will be made available, I believe, up to \$150,000, in order for us to implement some of the things we've identified and the partnership research team has provided their expertise to help us get to those goals. Our first meeting kicks off on October 12.

	<ul style="list-style-type: none"><li>● I'm glad to report that San Manuel has provided us with another grant for Valley Bound in the amount of \$100,000 and a mentoring program that just launched and we're going to have our students be mentored by the leadership team as well. We have 18 students identified for this project and we're excited to connect those students with their leadership team. There was a kickoff meeting, or dinner really, and that was a very nice way to start that for our students and really strengthen our partnership.</li><li>● We have a taskforce meeting for folks who are on the taskforce for reopening.</li><li>● At last Thursday's Board of Trustees meeting, the Board approved Dr. Olivia Rosas as our interim VPSS. Prior to her appointment here, Dr. Rosas served as Associate Vice President of Student Success and Equity at CSU San Bernardino. She had oversight of state and federally funded programs on TRIO programs. She also served as Associate Vice President of Enrollment Management where she oversaw the operations of admissions, student recruitment, visitor services, financial aid, scholarships, university registrar, dreamers, student success center and office, and the pre-college programs. She has over 30 years of experience and is a part of this community. She will be with us for the remainder of the year. We look forward to having her on campus. If you get a chance to see her via Zoom or in person, say hello.</li><li>● <b>Questions/Comments:</b><ul style="list-style-type: none"><li>○ M. Tinoco: I wanted to ask about student enrollment numbers and FTES. I know we are having students come into Cranium asking about the Spring schedule. Do you know if the schedule will be similar to our fall schedule? That's determining whether or not they will stay part-time.</li><li>○ S. Thayer: Our first priority group will be able to register on November 1. The schedule will be just under 40% in person. It will be similar, but not quite the same. All the deans have to look at enrollment patterns and data. I'll let Dr. Humble provide a more specific time table.</li><li>○ D. Humble: Yes, 40% of our classes will be in person in some format. The CIOs in this area did an informal survey and showed that colleges with lower percentages of in-person courses have higher enrollment. We're looking at that. We are also looking to do a student pulse survey to get the student voice on what students want, but also to understand that we still need a percentage of those classes. I don't see our percentage of in-person classes going up; I see it maybe going down a little bit, but we are</li></ul></li></ul>	
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		going to continue to serve our students, especially those who need or want to be on campus so they have a full schedule. We met with faculty chairs last Friday and they're going to be looking at their schedules and making sure they have offerings in mornings, afternoons, and evenings so students what do want and need to be on campus get that schedule. We'll also be looking at, especially for lectures that we had in person, maybe converting some to online depending on student needs and enrollment patterns. The schedule is planned to be out at least two weeks before priority one begins, so we're looking at around October 15 if not sooner. We're really working hard with the Office of Instruction, deans, and faculty chairs to get those final schedules ready.	
7.	<b>Consent Agenda</b> Approval of the minutes for 5/19/21 and 8/18/21	<ul style="list-style-type: none"> <li>• <b>Motion 1</b></li> <li>• <b>Discussion:</b> <ul style="list-style-type: none"> <li>○ C. Jones: I thought something was missing, but I can't quite remember what it was, so I will vote nay.</li> <li>○ [Clarified in voting record] C. Jones: Regarding 08/18/21 minutes during Accreditation (institutional set standards) it mentions the goal being 1 or 1.5 std dev above the 3 year average... That seems way too high so I wondered if that was supposed to be a different number or if they meant standard error or something other than std dev.</li> </ul> </li> </ul>	<b>Motion 1:</b> Move to approve the consent agenda. 1 <sup>st</sup> : S. Meyer 2 <sup>nd</sup> : H. Johnson 14 responses Aye: 93% (13 votes) Nay: 7% (1 vote) Abstain: 0% (0 votes) <u>Quorum was not met</u>
8.	<b>Action Agenda (max. 20 min.)</b> a. No action items for 9/15/21	None	
9.	<b>Information Items (max. 25 min.)</b> a. Student Financial Responsibility with EW- Sam Trejo from Financial Aid b. Distance Education: Committee Goals and Training Updates- Margaret Worsley c. Senate and DEIA: an update-Davena Burns-Peters	a. <b>Student Financial Responsibility with EW [Samuel Trejo]:</b> <ul style="list-style-type: none"> <li>• EWs started in spring 2020 and there's been some confusion, well, a lot of confusion about EWs and how they work for financial purposes. In spring 2020, the U.S. Department of Education permitted financial aid offices to not require students to return what's referred to as earned pell grant money, and this is only focused on pell grants during the spring 2020 semester. If students change their enrollment, meaning they went from full time to half time, three quarters, to anything less than what they were at, the Department of Education now requires us to calculate the difference and then request the student return it. This is all of course trying to be helpful to students. Students were informed beyond spring 2020 that if they petition for the EW grade with Admissions and Records there was no consequence with regards to financial aid, then that was</li> </ul>	

really just half true because for financial aid purposes are excluded from what we refer to as the satisfactory academic progress calculation or the SAP calculation. We look at attempted units compare those to how many are actually being completed where we look at GPA and so forth. This is a portion of eligibility criteria that will be determined if students are going to be able to receive financial aid when they have to appeal for SAP status. The good thing is EW grades do not affect SAP calculations so that continues to be excluded, however, after spring 2020 when a student would change we would just change enrollment or care when a student reduced their enrollment. The difference is the amount we would require the student to return, so we would ask us to give us the money within 30 days by federal regulation. We would return the funds for them on their behalf, to the Department of Education. Some students couldn't do that and had spent funds or needed the funds and, as a result, doing our part by federal regulations we had no choice but to report them, or we call it referring them to do it for the student. Then would need to return the funds directly to the Department of Education, however during this time the student found out that their account with the feds will be flagged as default. Any school they had listed on their FAFSA when it was crafted for your school, any school listed on there would receive an updated FAFSA to show that now it's flagged with this overpayment or default status. Of course that doesn't help the student right, because if they try to go to a different school it just follows them there as well. I don't have the historical numbers before 2021 because this is something we typically don't track, however, when we had pulled the numbers for fall 2021, we were surprised to see that it was much higher.

- Some numbers for y'all: Fall 2020 we had 194 students that had a chance of enrollment. We had 74 students return funds to us, which we then returned on their behalf and those were over \$50,000 and then we did have to refer 120 students out to the DoE. For spring we had 173 students involved, 70 returned a little bit over \$52,000 and 103 were referred out to DoE. We don't have a record who ended up returning funds, who had cleared up their default. If they do, every school again listed on their FAFSA will receive an updated form to show them the default status but the flag is now removed.



- The question as far as has this been a factor of students being able to continue their education, perhaps I did do a little bit of spot checking in with a lot of students and looked at them individually, some of them were still enrolled and some are not. They also had a SAP issue, meaning that the default wasn't what would have prevented it could have been a combination between the default and overpayment due to change of enrollments in addition to the SAP. Now we can work with students when they have a SAP issue because we have an appeal. We would take into consideration what happened in the past.
- The other question we had poste was helping faculty support students in making the decision when a student approaches counselors, faculty, anyone and says hey I'm thinking about withdrawing. In Financial Aid we always have students and let us know if you're having an issue because we need to address certain things. The student may have to return funds and in some cases they don't. Even with a change of enrollment it's possible they don't have to return funds because, let's say we dispersed 50% of their financial aid up front for example. That's our normal practice, but then they withdrew before we did the second half. Then they don't have to pay a fee so not everyone who has a change of enrollment will experience a situation where they have to return funds. It's very unique to each student.
- If you have students who are considering withdrawing, have them come to a specialist or contact us, it's on our website, because we are running a very skeleton crew in the office. We'll look at transcripts to see if they withdraw what will be the result of that. In some cases students may also be on SAP appeal, so if they don't withdraw correctly, with an EW and they just do a W, then that action cold actually violate the conditional approval of the SAP appeal. That will terminal financial aid beyond that semester.
- **Questions/Comments:**
  - D. Burns-Peters: For clarity, what I heard you saying is we should refer them to both a counselor and Financial Aid, is that right? The counselor will look at academic load impact and Financial Aid will look at the financial component. For me, as a faculty member, that's a little more clarification than I've had in the past. We need conversation around what can be done.

- M. Worsley: I am deeply concerned about this issue as a faculty member who recommended the EW to many students. We as faculty did not know the financial ramifications of the EW to students. Had I known that I would have communicated to them to visit Financial Aid. I'm asking my fellow senators, how can we help those students who slipped through the cracks and who's financial aid has been affected by this, it sounds like permanently? Where do we do and what can we do right now?
- S. Trejo: There was an email in spring, dated April 10, 2020, that talked about not having to return money and no consequences. It also had a specific time frame, I think March to May. The conversation that's come up with us and Admissions and Records, was what can we do? The intent was to help as many students as possible. We have CARES money. That idea has come up. We have a portion that is for students and a portion that's for the college. This round is over \$12 million. This conversation has sort of picked up speed if it's been introduced quite a bit in meetings as far as can we use some of those funds to cover, right? A lot of questions behind that, like what excuses are a reason for having withdrawn meets the criteria and can it be used for that? I've been working with Dean Cota and Dr. Thayer, and now we have interim VP Rosas.
- J. Oxendine: The first round of CARES funds did have a lot of stipulations. We had a different administration at that time in the federal government. Since then we have received two other rounds of CARES funds that are much less restrictive. In the first round, the institutional portion cannot be used to recuperate lost revenue, but in the last two it can. Those lost revenue streams include student debt. We will be able to cancel student debt that has been incurred since March 13, 2020. We are working to compile those lists and looking into exactly how much each student owes. Once we figure that out, those debts will be paid.
- H. Johnson: Is there going to be an email sent to faculty, staff, and students about this so we have transparency?
- S. Trejo: Yes, we can put something together to inform the campus. Transparency is important. Unfortunately, I don't know how we ended up in this situation. Something went wrong, something went beyond

that initial email that stipulated it would be for one period only. I wish we knew more about that early on, I wish we knew more about how much momentum they had picked up as far as the recommendations for students to take certain actions with EW grades without considering what might happen. I prepared a list and sent it to Dean Cota, but it's sort of a snapshot. A couple of things to consider if you're using those lists are it was at that time we don't know if they're returning funds directly to the student, so they may have already settled what they owe. The other thing we've had is we should be prepared and I don't take it into any situation for those who did return funds and now question what about me, I returned my funds the way I was supposed to and you didn't cover my funds. The amount will be much greater if it's the full amount. We want to be fair and equitable. I almost feel like we should reimburse them too, especially when we have so much funds.

- A. Agilar-Kitibutr: Thank you for giving us a way in which our students can appeal while you're trying to find out what needs to be done for the CARES funds. When you say send students to Financial Aid. Who do you want us to refer the student to? And there's so many factors in this, and I think the way to do it is to respond to this and move forward.
- S. Trejo: Right now I would recommend the student be referred to the individual specialist. On the Financial Aid website there's a contact us tab. I also want to mention that change in enrollment is not a new practice. It's always happened, it's always been part of what we do when a student withdraws. It's just a lot more students involved. It seems like there's a pretty clear way out of this and being able to help our students stay enrolled and keep their education going. We're here for them.
- T. Vasquez: I wanted to make two quick comments, one on not pointing fingers. I know that's now what we're here to do; we're here to find solutions, but we also want to look at how did we get here so we can prevent this in the future. I've gotten information here and there, so how do we not get into silos. Honestly this is an institutional equity issue. Second, are we keeping records of the progress we are making and can we see that here in Senate? If we start with 100

students in EW debt, can we get a progress report of how many were paid off? I like to see those actual numbers.

- S. Trejo: We will have to discuss that, it was never available to us. So we don't have a tally of student accounts here at Valley. Another thing to consider would be how we would know about payments being made, with that, are we able to pay on students behalf or does a student have to provide a statement? I'm not sure how the rules work with these funds, if we make the funds payable and if something comes up and they use some of those funds and don't pay off their debt. We need all the survey questions that we need to entertain as we discuss this further.

**b. Distance Education Committee Goals and Training Updates [M. Worsley]**

- [View DE: Committee Goals and Training Updates.](#)
- First, I want to thank the DE Committee for their efforts, we have a wonderful committee and we are working to get stuff done. Our first DE Committee meeting was August 20. We established some goals last year. Then we voted on those goals and prioritized three main goals and ventured into breakout rooms to has out each goal into measurable objectives. The following is what we collectively decided on:
  1. Increase Success Rates of Online Classes
  2. Training Faculty
  3. Collect Data of Online Student Support Needs

**c. Senate and DEIA [D. Burns-Peters]:**

- In really trying to formulate how to lead this work with actions and an actions-based approach in the Senate agenda, there are a couple of things that came to mind. One is we need to have a starting point. Two, we need to reflect on what we've done. Three, this needs to be a collaborative effort. In terms of reflecting on what we've done, we know that last year we very quickly put into place our own anti-hate resolution, and the state Academic Senate did the same in fall of last year. So we have some precedent set. We have some resolutions in place. I thought, those are great things, but if we're going to actively pursue this throughout this year again, because this is not a destination right? It's a journey and we're continuing this journey. So as we continue this journey it's great to have those higher-level resolutions that talk about what the state level is doing; they talk about what our institution or our Academic

Senate body is going to do in terms of institution, but we also need to look at what we're going to do as individual faculty members. I'm going to touch on that real briefly. But then, also in reflection, looking at it being a collaborative effort. To do some of this work, obviously that's part of my role, but I want to make sure that I open this up and welcome others that if you have ideas of what can be put on the agenda to reflect and support and to move forward the DEIA work we are doing, and I ask you send that to me, and we can find ways to incorporate that. Again, I'm happy to do my part as well, but I want to make sure we understand this is a collaborative effort and I'm open to that information being shared back with me. In terms of where we are as individuals, one of the things, while we have these other resolutions at this higher level, I want to invite faculty to reflect on their own pledge and their own personal commitment to what they might do to further DEIA, a movement and work we are doing.

- [View DEIA Commitments form.](#)

- This Google Doc is an opportunity. The state resolution is listed in the Google Doc as well as our own anti-racism and anti-hate resolutions, one being specific to Asian and Pacific Islanders. The action I'm putting out there and challenging you to do is read those resolutions and reflect on that.
  - [Resolution SU20.01: Infusion of Anti-Racism/No-Hate Education](#)
  - [Resolution SP21.01: Condemning Anti-Asian Racism and Violence](#)
- First, consider what you personally, now we're coming down to that individual level, a personal level, what are you willing to do personally to address DEIA work on anti-racism? What are some very specific actions that I'm willing to take as a person, an individual.
- The second part is what you're willing to do at the institutional level. That could be in ways you support it from a committee perspective, the actions you might take to support it in your classroom, actions you might take to support the Senate work.
- Take a moment and reflect on the purpose and the intention. As we start the school year, I know we're quite a ways into it, but in terms of Academic Senate meetings, this is meeting number two. Take a moment to reflect and think what am I willing to do over those you know next couple of weeks to be fully engaged in that process.

		<ul style="list-style-type: none"> <li>○ You'll notice the name is optional, so feel free to leave your name off it if you want to keep your responses anonymous. If you do include your name, it will not be tied to what your commitment is. I'll pull those names out as just identification of who we have.</li> </ul>	
10.	<b>Public Comments on Non-Agenda Items-including announcements (max. 8 minutes @ 2minutes each)</b>	<ul style="list-style-type: none"> <li>● C. Jones: When we do assessments, we talked about percentages after the COVID data. They did like a seven-day average for their statistical analysis. You know everyone will write in the reports, oh we went down by 4% and we don't even know if that's statistically relevant so I'm wondering if that's something we can think about, like how we want to analyze data moving forward. So maybe we could have some sort of error bars that are like a three- or four-year previous average of like standard error or something. We'd have something to say whether the error bars line up or not during the program review process.</li> <li>● B. Tasaka: Our unofficial Asian and Pacific Islander Association that's being developed had a meet and greet last week. This upcoming Friday we are having our first meeting. All are welcome, let me know if you're interested.</li> </ul>	
12.	<b>Adjournment</b> <b>Next Meetings:</b> <ul style="list-style-type: none"> <li>● 9/29/21</li> </ul>	Meeting adjourned at 4:43 p.m.	

[ASCCC Fall Plenary](#): November 4-6, 2021

*Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to "attend" a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that "such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment" (N-29-20). EO N-08-21 extended the permissions for Brown Act bodies to meet virtually through September, 30, 2021.*