

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> |
|----|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1. | <b>Call to Order and Roll Call (Sign- In)</b>                             | Meeting called to order at 3:03 p.m.<br><a href="#">Sign-in Sheet and Voting Record</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |
| 2. | <b>Public Comments on Agenda Items (max. 10 minutes @ 2 minutes each)</b> | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |
| 3. | <b>Senate President's Report</b>                                          | <ul style="list-style-type: none"> <li>•The next Board of Trustees meeting is November 18. Related to that, we have a new trustee, Dr. Nathan Gonzales, who will be sworn in at that next meeting. I'm looking forward to what he can bring to the table. That term will go through November 2022, at which time there will be another regularly scheduled election. I want to applaud the Board of Trustees for the work they did to ensure that the position was filled within the time parameters required so that space would not stay vacant until the next election cycle. It was a bit of work for them, but I'm excited to see it come to fruition.</li> <li>•Plenary is this week, starting tomorrow. I believe there are eight of us attending, which is really exciting. I want to thank the Office of Instruction in allowing us to send such a number. It's nice to show up with a team. Our own Dr. J. Stanskas will be receiving a recognition award for his service as the previous ASCCC president on Thursday evening, so we want to support him and recognize all his service. Our own T. Simpson is also going to be participating in two presentations. Valley is once again representing and getting out there.</li> <li>•There's a lot of conversations happening. These last two weeks have been a lot of work at the district level. As a reminder, we've had a restructuring of our advisory committees. We're seeing good results from that in terms of getting the results we're looking for – more communication flow and participation. We're getting those results, but there are still some kinks being worked out.</li> </ul> |               |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• In terms of strategic planning, we are going to bring in a consultant group to help support that work. It was made very clear, by not only the Institutional Effectiveness Committee and Strategic Planning Committee at the district level, but also the work group that was brought together to look at the third party. We wanted to make sure that we were very involved in that process and that we have a successful interaction in that process. That being said, that group has been chosen, so it's just another step in the process. We are one step closer now in the steps of strategic planning. They did send out an announcement. I'm excited about that. I want to highlight that the consulting group is very strong in the education background. Every person on that team has a strong educational background, which we all felt was really critical. We wanted to have people participating and helping us in this process that understood the work we were doing, and we feel comfortable that we've made that correct selection.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| 4. | <b>Committee Reports</b> <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. <i>Financial Policy</i></li> <li>j. <i>Distance Education</i></li> <li>k. <i>Personnel Policy</i></li> <li>l. <i>Legislative</i></li> <li>m. <i>Ed. Policy</i></li> <li>n. <i>Guided Pathways</i></li> </ul> | <p><b>c. EEO</b> [R. Hamdy]: I met with K. Hannon and J. Stanskas about beginning those forums with AP 7210a. We put a little presentation together. We hope to first go to the department chair meeting to start getting feedback, then we will also schedule forums probably up until about February, and then get additional feedback in February and March. We will be able to do this very collaboratively campus-wide.</p> <p><b>d. Professional Development</b> [R. Hamdy]: The window for sabbatical applications closed, and the committee did receive applications. So we will be reviewing them and making recommendations to the district Sabbatical Committee who will ultimately make a decision. I don't know how many applications Crafton received, but we will collaborate at the district level. Please attend our PD workshop tomorrow on connecting with students. I sent some emails about it. It will be at 1:00 p.m. tomorrow and will be in conjunction with all of the PD Committee faculty members. We're really excited. We will do another one with a distance education focus in December.</p> <p><b>e. Elections</b> [B. Tasaka]: At our last meeting we opened the floor to nominations for Academic Senate President for 2022 – 2024. The nomination window is still open. As a reminder, it comes with a 1.0 reassign time. If someone other than D. Burns-Peters is elected, that person will also receive .2 reassign for the spring 2022 semester to shadow her and learn the role. We did receive a couple of nominations on the form that M. Worsley sent out in an email a couple weeks ago, and most of those were also for D. Burns-Peters. The only other nomination we received was actually for me, and I am going to politely decline. I am honored by the nomination, but I do not plan to run this time. Thank you. Nominations are still open; are there any nominations from the floor at this time. [No nominations from the floor.]</p> <ul style="list-style-type: none"> <li>• D. Burns-Peters: According to our bylaws, we have to have a decision by December 15, but December 1<sup>st</sup> is our last meeting of the semester. So we need to have a decision by then.</li> </ul> <p><b>g. Program Review</b> [C. Huston]: Needs Assessment requests are due on January 21. The Office of Research and Planning said the EMP sheets will not be ready this week, so they will go out on November 12. Program Review is a 10+1 item; we are formed as a committee of the Academic Senate under AP 7510. I see my role as ensuring that Program Review stays an academic and professional matter and a 10+1 item. With that preface, D. Burns-Peters mentioned that there was some shifting around and changes at the district level, and there was something at the District Offices Planning and Program Committee. They were finding the meeting didn't</p> |  |

function the way it should and were proposing for a vote that day to separate out district services office Program Review into a process, a smaller committee, which it had been before, that kind of runs independently, like our committee does on our campus and Crafton's does. They wanted to create a districtwide Program Review Advisory Committee that, among other things, would coordinate resource requests across the district, which I found very objectionable. As a 10+1 item our resource request is for our campus, for us. The other thing they had as a list for what the committee proposed was to have district-wide conversations on how SLOs should be developed and why that doesn't really fall under Program Review. SLOs are also a faculty matter. I was very vocal in my opposition to these ideas. It caught me by surprised and I had to send some apologies. We had two meetings since then, and they changed the name to the Institutional Effectiveness Advisory Committee, and there were two further meetings where we had some very in-depth discussion about forming a district-wide Program Review Committee. The outcome was there was a vote to separate out district services offices Program Review to a much smaller nimbler committee that could run their Program Review, needs assessment, and do their prioritization. However, at this time, there has not been a move to form a district-wide Program Review Committee, but the Institutional Effectiveness Advisory Committee is going to coordinate discussions on overarching purchases. A good example of this is Starfish. It was first purchased by Crafton, then Valley. Had they purchased it together, there would have been some savings, and everybody would have come up at the same time. Starfish isn't something that would normally go through a prioritization process on campus. It would go through an approval process with the Senate or the counseling areas that deal with it. Right now there's conversations on both campuses when it comes to these large district purchases.

**h. Accreditation and Outcomes** [C. Huston]: With all these changes and with CurriQunet Meta being supported by the Curriculum Committee and the Program Review Committee, we decided to revisit our Institutional Learning Outcomes (ILOs). So, what does that mean for you, and how does it affect you? Does it mean more work for you, right? A group of us with strong faculty voices sat down and reviewed the current ILOs. We rewrote them and made them align with our current practices for our outcomes. If you've been in Tech Review with me, you know we have a rubric that we follow for Student Learning Outcomes (SLOs). We wanted to be very intentional with how the ILOs are written, and one of them has a heavy focus on DEIA work, that was very important to us. You may have received an email from me asking you to take a look at them. They will be coming to our next Senate meeting after this first round of feedback. Please check to see if you see your program, which is your degree or certificate, your classes, or your area, such as Financial Aid, in these new ILOs. You do not need to see yourself in every single ILO. Seeing yourself in one or two is great. We will eventually have the outcomes in your areas (SAOs, PLOs, or SLOs) map to these ILOs, so we see a connection and the big picture. We also put examples in there, and we tried to be very conscious of groups that often say they don't feel seen, for example, CTE or Student Services. We want those groups to easily see themselves in these groups. So if you got an email from me, we are asking for feedback by Monday so we can regroup, take the feedback into consideration, and bring it back to our committee, this body, and College Council.

**i. Financial Policy** [A. Castro]: We met once this semester. R. Pires is going to District Budget Committees. We reviewed the recent budgets; they've been on and off. I can do a presentation in a future meeting.

|    |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|----|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    |                                           | <p><b>j. Distance Education</b> [M. Worsley]: There was a memo from the Chancellor’s office about the California Virtual Exchange. We talked about it at one of the last DE meetings. To do a brief update of how that affects our campus and options for students, the California Virtual College (CVC) is a statewide consortium which we’re a part of for distance education. They have this application process to become what’s called a home college, and that means that if a student who is registered here needs a class or two that’s not being offered here, they are able to take it online at another campus. This is nice because it also means many of our classes can also be on this exchange, so if students are living in remote areas or places where either their classes are impacted or they’re not able to get a class on their college campus, they can sign up our classes too. This CVC is becoming more important for FTES and for students having options to help them get through their pathways. The DE Committee has talked about this and how we will promote and market it. We will keep you posted.</p> <ul style="list-style-type: none"> <li>• D. Burns-Peters: Also PCCR review process and it’s coming as a third level. The DE Committee has been working to create a process on our campus. The CVC’s process is really bottlenecked right now. M. Worsley and I are serving as co-members of a task group to find ways to break that bottleneck and be able to implement this in a more efficient way across all campuses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| 5. | <p><b>Additional Reports</b><br/>None</p> | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| 6. | <p><b>SBVC President’s Report</b></p>     | <ul style="list-style-type: none"> <li>• It seems like the Senate meetings have been after the campus updates. I’m trying to make sure you aren’t hearing repeated information.</li> <li>• I did want to reiterate we have a new board member, Dr. Nathan Gonzales. He represents Area 4, which replaces where Trustee Singer represented the district for a very long time. I’m looking forward to having a full seven-member board beginning the next meeting.</li> <li>• Spring registration began on Monday. Our priority groups started registering for the spring semester. Students still have a lot of options; there is a variety of classes available to them. As a reminder, Books+ will continue in the spring semester. Make sure those book titles are accurate so the bookstore can make those available. We review those lists for accuracy. Some students come to pick up the books or digital books, so please respond to make sure that it’s the correct version.</li> <li>• The 95<sup>th</sup> Gala is in three months. January 22, 2022, is almost upon us. The Gala will be celebrating 95 years of the college’s successes. It will be an in-person event as it’s currently planned. We look forward to hosting the community and celebrating 95 years of the college.</li> <li>• I had an opportunity to attend the 48-hour Film Festival in person. It was an impressive collection of films by students who put something together in 48 hours. I was amazed at the quality of the content. The food from the food truck was also great; the kimchi tacos were outstanding. It was a great event and everyone was wearing a mask and abiding by the protocols.</li> <li>• Tonight at 6:00 p.m. is the Dia de Los Muertos event in the Greek Theater. We’re going to have a mobile vaccine unit available. I want to acknowledge the great work from the Arts, Lectures &amp; Diversity Committee, amongst others, who really help support and put on the event. This will bring the community back to the campus in a safe and meaningful way.</li> </ul> |  |

|    |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                               |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>We're going to start having a First Gen Day, which will be Monday. It's going to be in person as well, starting at noon. It's a day to recognize and support our students who are first generation. So the Student Equity Team is working on putting on that event.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                               |
| 7. | <b>Consent Agenda</b><br>Approval of the minutes for 10/20/21                                                                                                                                                                                               | <ul style="list-style-type: none"> <li><b>Motion 1</b></li> <li><b>Discussion:</b> None</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Motion 1:</b> Move to approve the minutes.<br>1 <sup>st</sup> : M. Tinoco<br>2 <sup>nd</sup> : C. Jones<br>20 responses<br>Aye: 95% (19 votes)<br>Nay: 0% (0 votes)<br>Abstain: 5% (1 vote)<br><u><b>Motion passes</b></u> |
| 8. | <b>Action Agenda</b>                                                                                                                                                                                                                                        | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                               |
| 9. | <b>Information Items</b> <ol style="list-style-type: none"> <li>Fall 2021 Plenary Resolutions</li> <li>Guided Pathways: Three Goals for AY21-22</li> <li>DEIA-Faculty Ethics Statement and Equity</li> <li>President Nominations Closing 11/5/21</li> </ol> | <b>a. Fall 2021 Plenary Resolutions</b> <ul style="list-style-type: none"> <li>[View <a href="#">Resolutions Packet</a>]</li> <li>Plenary starts tomorrow. I will be attending virtually and the voting will occur Saturday, November 6. The resolution packet is now finalized and is posted on the ASCCC site. There's a good handful of them, but it's not a long list. I have not found any controversial ones; it was a pretty smooth Area D meeting. A lot of the resolutions are supporting work that's already been done or clarifying previously written resolutions, a lot of DEIA focused resolutions as well. Section three is about diversity and equity, and there's a resolution regarding support for mental health awareness and trauma informed teaching and learning. There's some conversation in that resolution, talking about why trauma informed teaching and learning is important for us to use as a lens in instruction.</li> <li>There was another one under curriculum regarding adding culturally responsive curriculum, equity mindedness, and anti-racism to the course outline of record and adding that to the requirements and Title V. Again, that's not a new conversation. And we just had a great presentation from our own Curriculum Committee Chair on that topic. This resolution is working at how to clearly integrate that into the course of record.</li> <li>There's also a resolution asking us to go update the baccalaureate handbook because when it was written it was written for pilot programs and that's no longer a pilot; it was written into law.</li> <li>If you should take the time to read any of those resolutions and have some opinions, you have until Saturday, November 6, at 8:00 to let me know. I'm happy to have a conversation with you. I will be watching my email.</li> </ul> <b>b. Guided Pathways: Three Goals for AY 21 – 22 [A. Castro]:</b> <ul style="list-style-type: none"> <li>[View <a href="#">Guided Pathways agenda</a>]</li> <li>Thank you to the Senate for your patience and understanding. The leads, we jumped into this role with a lot of responsibility and we're learning. Know that everything we've discussed is for the best interest of students. I'm going to share our agenda from my last Guided Pathways agenda needing to show that this is the consultation we had at the committee to show there were no changes or anything. So where we stand as a team and</li> </ul> |                                                                                                                                                                                                                               |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>as leads, we see this work as collaborative process to enhance the student experience. Why do I say enhanced? We have a lot of good work already being done on the campus and we've just started to learn a lot of it. So the development of these goals is to help unify and bring all these efforts together across the campus to essentially create an educational journey that is really relevant to their particular path. That's the long-term angle, now what the action item is, is the set of goals.</p> <ul style="list-style-type: none"><li>• They said the best way to get this done is to divide the work we're going to progress forward into three groups, so that's where the three goals come from. Three goals:<ol style="list-style-type: none"><li>1. Career Fields</li><li>2. Success and Retention</li><li>3. Onboarding</li></ol></li><li>• The purpose of each one of these is to analyze goals within the respective group to help move the overall work. So within each of these groups these are the sub goals we had talked about during our previous Guided Pathways meeting. We're here to present the information item to first get the perspective of the Senate and senators to take it back to the constituents to get feedback from the campus or any recommendations, and hopefully move forward with the support from Academic Senate to begin to work on this and carry Guided Pathways forward at our campus. I will briefly summarize what we discussed.</li><li>• The <b>career fields</b> we're seeing this going, the first things we discussed is to get the maps that are in development and all the department chairs and counseling have worked on together. We want to get those available for our students, get them up on the website. It is usable to get them accessible. That leads to one of the bullet points here – we are looking at a website redesign team. L. Cuny has a lot of great vision of where he wants to carry our website and how this can be very interactive for students and how they can get the best out of visualizing their map, making contact with relevant contact points. Map progress is one of the big goals of this actual work to get this website developed and get everything in action. The other one here that's still being discussed, and one thing I really want to emphasize that there is no directives embedded in any of these. These are just kind of the idea of what we wanted to start working with the campus. So evaluating the viability of student success teams, this goes back to a lot of departments working and we want to see how we can put all this together to develop a nice team so the student feels important, has a good educational experience all the way through.</li><li>• Now we're going to <b>success and retention</b>. The first one here is a big one here: have support for the gatekeeper courses within the student map. This is referring to the math and English gatekeeper courses. What's can we do to enhance this and bring it all together to help students get through the math and basically rename this AB 705 to make sure they have everything the campus can provide them to fulfill and succeed in these classes. The other big one is develop faculty support and mentorship in the student educational experience. We are hoping to get faculty input. This is coming from my personal opinion here. The faculty like flair and love for our field, and bringing that to share with counseling to help them see okay we're going to build this advising experience counseling can provide the master students. The example I've been giving across campuses if I'm a math professor and I have a student that wants to do financial math, I can come to counseling maybe provide additional information or a brochure on local schools that are kind of designated to</li></ul> |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

financial math and have good networking with careers in the area. I briefly reviewed the drop process. I want to see if there's a way to analyze this to reach out to students in a manner so they're not dropping without contacted professors. What I've seen from other campuses is it's just that contact before the student drops. That might help them stay in the class. Another example I've been getting from myself here, I had a student going through something and she felt comfortable talking to me. She was about to hit drop, but she's back in the class and she's actually doing extremely well and it was just a matter of that contact point. We're trying to see how can we look at that and what constituents can we get together to say how can we reevaluate this to get the students in classes.

- The last team here is the **onboarding** team. We're going to evaluate and examine the matriculation process and look at assessment tools, what a lot of other companies have done in the areas for data cutaways is utilize a career assessment tool in the development of the website to help students kind of gauge where my interests are at. What we might have been looking at, what careers might be interested in, what maps might be beneficial to me, and then from that the counseling and matriculation process can be enhanced to help students get on that map and that will provide them the support they need, again connecting with the whole success team model also providing the additional information from the faculty. Everything together to provide the experience for the students leads to the next point about investigating counseling. These articles are the same thing building the bridge between the counseling and the faculty departments on campus to help strengthen the advisement. We often get the best information they need to go to the school they want to go to and to help give them all the support resources they need to go and be successful there. Identify key onboarding events. Any orientation career events we're talking about developing campus wide, what can we get involved in to help build these events to help give students the information about heir maps, careers, and support services on campus. Then finally, this is a big one here, evaluate the matriculation process, from the perspective of various student populations. As we mentioned we're really trying to see our student population on what they're going to be seeing as they come in, what are we providing them from our culture? What is it we already have in place and how do we build this pipeline to give a student all the support that Valley currently has, or we can develop, to strengthen the educational journey of that student. Ultimately what we see a pathway doing is being a campus-wide collaboration. In my mind what I see is everybody just opening their doors, all the departments on campus sharing all the skill sets we have together, and then handing down all this collective knowledge we have as faculty, staff, classified so students can have the best educational training.
- **Questions/Comments:**
  - D. Burns-Peters: We need to get feedback on this. We need to know that the Senate body supports this work.
  - A. Agilar-Kitibutr: This is well thought out. I can see how this lines up with Pillars 3 and 4. My question is on the fourth bullet; evaluate the viability of student success teams and you're just saying evaluating the viability. You said it's a nice team, I wonder if you have some kind of descriptions, though it may be initial descriptions, what exactly is student success? Because we have a lot of success teams all over campus right, I would just like to know how this is envisioned in the Guided Pathways framework.

- Lucas: Generally speaking, I think that's the part of the viability is to see. We've seen examples at other campuses like Bakersfield College, Irvine Valley, I think. Part of the viability question is what that would look like here really. So that's as best as we can do at this point, but we can definitely take it back as feedback and get more specifics.
- A. Aguilar-Kitibutr: That's actually what my question was referring to – how it would this look on our campus, knowing how unique our campus is and that there are Title V requirements? Come back to us with the description.
- C. Jones: I know Starfish is there to help outreach to students, but I wonder if this is going to work with them and if there's a way for my courses like Chemistry, that notification comes late, and I only remember to do it when it's due. I do talk to my students you know every week or two as I hand back stuff I graded, but you know that might be able to get a counselor involved. I wonder if there is a way to set this differently for different courses, based on the intensity of the course and when the kind of no return is which would vary from course to course.
- A. Castro: What we've learned from other campuses is there's a crucial four week period and every campus is a little bit different. First things first, maybe some data like you said, how many of us are actually referring and using Starfish and maybe we can bump up and utilize that more because that was explored by other campuses. Another one was they beefed up the advisement process during those four weeks. So they had contact points, they met with the advisor maybe twice during the week and analysis had the instructor contact and advisor during that time. We want to start the conversation and say there's a pivotal process there that needs to be some student support at the beginning of the term. Even thinking long term, give me some data as hopefully to see why so many students are dropping – is it work related, textbook related, family issues, so I kind of want to get as much data as possible for our campus and see what needs to be done to make sure our students are staying in the classes and then getting passed like you said. What is that cutoff point.

**c. DEIA- Faculty Ethics Statement and Equity [D. Burns-Peters]:**

- [View [SBVC Academic Senate Faculty Ethics Statement](#)]
- This ethics statement was, well I don't know when it was originally created, but it was revised September 20, 2017. It went through a collegial process and came through Senate and was approved. I want to use this space to highlight some of the areas this Senate body has supported. I would like to believe that this still stands true. I want to address this as an equity point as well.
- The Senate supported this statement in terms of an ethics statement. That means we believe there are ethics involved with this role. It doesn't necessarily outline right from wrong, and this is not a reminder about right and wrong, but a reminder that there are guidelines to follow because there's a certain sense of expectation that we have of each other, as colleagues, and in the world in which we work, that we will abide by a set of ethics.
- Section 1 talks about a responsibility to our discipline. I think we all actively participate in that in terms of our professional development, our discipline content areas, to stay engaged in the work we do. And to be a model to our students and to our fellow faculty in terms of the professional standards and within our disciplines as well.



- Section 2 covers the responsibility to our students, the work we do, and I'm not going over every bullet, but really promoting the support services and having excellent support services and instruction for students. Helping our students understand what it means to engage in civic responsibilities, being sensitive to their needs, with their diverse student population needs, and actually for all our students. Helping our underserved populations understand the proper faculty roles and intellectual guides we are.
- Responsibility to our colleagues. To participate and connect with the work of our institution. To encourage conversation among us as well. It's good for us to have inquiry and conversation, but also to maintain a level of respect regarding opinions of others if they differ from ours. We can engage in conversation, we can engage in dialogue, but there's that level of respect that should be maintained as well.
- Responsibility to academic institutions. That's really to our campus as a whole. It's going back to being as good of an educator and scholar as we can be, to avoid creating conflicts of interest in what we do, to respect our institution.
- Finally, a responsibility to community. Looking at just this, you're going to see some key words that flow throughout this ethics statement and one of them is **respect**. One is promotion of certain actions, the idea of upholding a certain truth as evident here, and this ethics statement into our work and our discipline. This is modeling professionalism, modeling lifelong learning, and collegial interaction.
- I wanted to bring this back and remind us that we are experiencing times like we've never experienced, right? We have this change happening and sometimes that can be a lot to handle. Early on, we talked about it being a sprint when we went into this race. It turned out to be a half marathon, and we are at the hundred mile range and we all need to change shoes at this point. We're really just experiencing things we never experienced before that impact us personally and professionally. We're all experiencing it in different ways, and our students too. We may not always agree with what all these changes are. We have a lot of change happening and that can be scary for anybody. And sometimes it can just be a lot to handle.
- When we are experiencing those situations where you may have to be at odds with each other, or maybe you have opposing opinions, we can go back to an ethics statement to kind of guide us and what we do, or how to process things or how to think about them, to remind ourselves of our responsibilities as a part of this institution.
- From an equity perspective, it's important to abide by ethics we've adopted for the sake of our students. In the classroom there is definitely a power gap, and there's inequity in terms of power. Just by this pure dynamic of a classroom, we as faculty hold a level of power in terms of their grades, assessments, and things like that. Students are conscious of that, even if we try to break that down, it's still there. We need to be very sensitive because I feel confident that the code of ethics the Senate adopted backs this up. We have to be sensitive and conscious of what we say, do, how we behave, and what we talk with students about on a personal level. Students may feel like they just have to sit and take it because they're not empowered to question what happens or what's said. Sometimes it's just fear.

- We want to try to change how we can balance the equity gap, and one way is to abide by our code of ethic. We need to engage students in teaching them how to have intellectual curiosity or to promote intellectual curiosity and to be sensitive to their needs and the fact that we are in a position of power. As a result, if we do harm, we may lose students. In my opinion, if we lose one student, that's one too many.
- A student may sit through a class environment or attend our campus, and maybe it's not just one class right, maybe it's just this sense that they have when they're on campus that if they don't feel supported or engaged or represented or safe, you may not hear about it. They may just disappear. They may walk away with an experience that makes them feel differently about their ability to obtain an education, not only here at SBVC, but at another location as well. You never know what that decision is going to be to your students.
- I want to encourage faculty to face our future, whatever that looks like. To face the changes that are coming. To face the uncomfortable feelings we experience with various challenges and changes occurring and some of the unknown, like what's next semester going to look like? What are we going to be required to do? As we face that, keep in mind that we are in power and we need to respect that power in a way that supports our students and makes them feel authentically welcome, and encourages them in their educational path rather than discourages them.
- If there are statements that the Senate no longer supports, I would encourage that feedback come back to our Exec Committee so we can start that conversation. In reviewing it, it feels as if it still fits, but I am open to feedback.
- **Questions/Comments:**
  - M. Worsley: Thanks for sharing this. I've never seen it before. I want to talk about sharing this because I think if I hadn't seen it, maybe the rest of our constituents should probably see it too. I know we talked about academic honesty and integrity with our students and I'm wondering if there's something comparable as far as a student's ethics statement. If not, maybe we could talk to the student government about getting something like that created? I think that stuff like this is good to bring forward and we could even put it in a syllabus.
  - D. Burns-Peters: I don't know if a student ethics statement exists, but I will ask.
  - R. Hamdy: I think we do have one because of working with R. Carlos. When there's a grievance against the student or whatnot, as they go through that, so they have like an ethics contract, but I don't know how widely it's distributed.
  - D. Burns-Peters: I'll also say this is not the result of any one item. In this role I try to be sensitive of the pulse of what's happening. This shows students they can trust us.
  - A. Castro: What you said was related to that job process for Guided Pathways, so that student I talked to literally is what you said. She felt comfortable to talk to me because it felt open. She said I didn't drop your class, I dropped my other professor's class because I didn't feel I was afraid to talk to him and it's literally what you said when you create the environment we keep those students.

**d. President Nominations Closing 11/5/21**

- Discussed under Elections [4e].

|     |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|-----|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 10. | <b>Public Comments on Non-Agenda Items-including announcements (max. 8 minutes @ 2minutes each)</b> | <ul style="list-style-type: none"> <li>• A. Castro: We're going to do the student loan talk once again with MESA. Surprisingly we had a good turnout, we had 75 students at the first run, but it was offered at a bad time. I had a lot of students email to ask if we could do it at night. We'll run it again soon and we'll let everybody know.</li> <li>• B. Tasaka: We have a budding Asian Pacific Islander association group. We've found some really great community within that group. We are on the agenda for the HR DEIA subcommittee to get an official vote. So we are one step closer to being official so we can start collecting dues. We want to work on some student scholarships. If you're free next Friday at 3:00 p.m., let me know and I'll send you the Zoom link.</li> </ul> |  |
| 11. | <b>Adjournment<br/>Next Meetings:</b> <ul style="list-style-type: none"> <li>• 11/17/21</li> </ul>  | Meeting adjourned at 5:05 p.m.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |

*Governor Newsom issued Executive Order N-25-20 on March 12, 2020, Executive Order N-29-20 on March 17, 2020, and signed AB 361 into law on September 16, 2021. Portions of these orders and not now relax parts of the Brown Act under specific conditions. 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. The signing of AB 361 into law allows for the above conditions to remain in effect through January 1, 2024 as long as specific conditions are in place, the main condition being operating under a State of Emergency.*