

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

	Agenda Item	Discussion	Action
1.	Call to Order and Roll Call	Meeting called to order at 3:03 pm Sign-in sheet and voting record	
2.	Public Comments on Agenda Items (max. 10 minutes @ 2 minutes each)	None	
3.	Welcome a. Senate Norms and Shared Values	Norms <ul style="list-style-type: none"> • For comments, motions, and voting please state your name. • Please use the microphone when making comments. Shared Values D. Burns-Peters: I want to welcome you all here. As we begin this academic year, meeting face to face, I took some time and thought about how to start this year. There's something that I do with my classes on a regular basis, and I thought I would model it here. I think it's important for us to talk a little bit about what some of our values and shared expectations might be as we go into the new year. I would like to start off with what my intention is. Something I do with my classes is to introduce them to my commitment and to ask them what their shared commitment might be. <ul style="list-style-type: none"> • My personal commitment as Academic Senate President as we go into this year is first and foremost acknowledging that everything that I do is from a perspective of my own ethnic, sexual, and social 	

identification. I'm a Caucasian, heterosexual, cis-gendered female and I happen to be of a socio-economic status, at this point in my life, that has really allowed a level of privilege that I recognize is not shared by all. I can't change those things about me but what I can do is ensure that I do not use those privileges to perpetuate harm to others. That's my number one commitment.

- I believe that silence and passivity are equally harmful in perpetuating hate, racism, and discrimination. Therefore, I will be action-oriented and speak out against the wrongdoing of others. I will be very active to speak out against these things in all spaces of the Senate that I have the purview or privilege to be in.
- I work to make space for and amplify the voice of those who may not have access to share their own. I don't like to say that they don't have a voice, they do, they just may not always have access to share that.
- I will elevate the success of all people. I will work to provide representation of a diverse group of people within the Senate.
- I will allow myself grace in being human when I make a mistake or misstep along the way. My intent is always to be better tomorrow than I am today. That's my commitment.

I also wanted to present what some of the Senate member's commitments might be. I think sometimes the best way is to present some information and then allow the members to make some choices where you get to agree on those that sound good, you get to edit or change them, and you get to add to them. That's where the group connection happens. That's where the group agreement and commitment happen. I have listed here a few that I've used in the past or have been brought to me by other groups and other student bodies. They are not set in stone so this is the activity that I would like to spend just a few minutes.

- To refrain from any and all hate speech of any person or group of persons
- To consider the perspective of others and how we interact and respond to others by coming to the table of conversations and interactions with an open mind and heart with the willingness to learn.
- To share any pronouns or names that differ from the legal names and names that you may have previously been known by. I'm very serious about this. Anything that has made you uncomfortable feeling safe let me know. I can't do much about that if I don't know about those things and I can't take action or have reparation.
- To share ways and opportunities that you notice can make the Academic Senate more inclusive and representative of our diverse population.

First, decide if these are acceptable to you. Are there any additions that you might want? Is there something missing? I can guarantee you there's something missing. This is just a brief starting list. Any of these that you want to edit or expand upon? Think about how we're going to move forward in this next year and what does this look like for us as a group. I'm going to say can we do this activity in a 5-minute time span. I will ask each table to report out at the end.

- Table 1 Responses (D. Sandoval): We agree with everything. I was questioning was like the second to last, where shared ways and you may know that make makes any more inclusive and representative of diverse populations. The only question is... I guess on that is... what are we doing because I'm not a part of Academic Senate, and now I'm just an adjunct professor, but I saw the e-mail, and I was like... Oh well, I want to know what's going on. I like to be informed... being part of this like one of the club here. I like to have my students also know what's going on. so I guess for me is... how are we doing that here?

D. Burns-Peters: Good question one of them is getting that word out to all faculty, making sure they're aware, that I'm intentional about reaching out to even adjunct faculty, as we do committee assignments as well and subcommittee assignments, district assembly-not district assembly! Ooh that's a flashback-advisory committee assignments, it's as intentional... there is an intentional process to look at diversity not only amongst ethnicity and background, as well as gender looking at diversity in terms of across divisions and

		<p>departments across the campus and then some of that also comes back to the division and the departments as they select senators that that should be part of the thought process as well as how do we have diversity represented in these spaces so I think it's really a partnership that is shared process but it's something that I know can always be improved upon and so I'm open to any like, if you've got like tools, bring them on. Thank you guys</p> <ul style="list-style-type: none"> • Table 2 Responses (R. Hamdy): We discussed perspective-taking. We want to really focus as the Senate on taking other's perspectives as opposed to just listening, and kind of being open or really understanding where they're coming from and why they're saying that they're saying... that takes a level vulnerability too, so work on really getting to know the holistic person more as opposed to just saying, "oh. you're Rania, you're this, you're not instructional faculty," but like I'm a whole person so I think that's something that we can grow as a Senate to do. Excellent. D. Burns-Peters: I also heard from your table looking at this language instead of "you, me" looking at saying "us, we, our," so we will take that in a note as well. • Table 3 Responses: Adding something about student focus. • Table 4 Responses (Fernando): Being able to send it anonymously any issue that makes you uncomfortable. D. Burns-Peters: Good point. So, an anonymous format to submit experiences that need to be addressed. • Table 5 Responses (N. Sogomonian): To consider the perspective of others and how we interact and respond to others by coming to the table of conversations and interactions with an open mind and heart with the willingness to learn. D. Burns-Peters: Conversation interaction I think we're making it here OK so that doesn't mean a little bit over there so wonderful thank you thank you thank you I think we have two more tables • Table 6 Responses (P. Wall): We talked about adding another bullet point of communication... respectful communication. We also said something about jargon. In my example, when I first came to the Academic Senate, it was very ACC and JCC, there were so many acronyms that I was last in the conversation. So maybe to attract more senators we have a list or sheet or lesson. D. Burns-Peters: I believe there might be an acronym sheet in existence that our past president, and maybe even our secretary put together. We can pull that forward and provide a link to that. If you are lost there should be a safe enough of space to just say I don't know what that means, can you please explain what that is. But as being conscious that we try not to make you do that (by explaining the acronyms from the start). Sometimes there are many acronyms in one single sentence. Yeah, we ran a similar situation at the budget meeting yesterday for the Chancellor's Council. We had a new student representative from our student body and the acronyms were flying... flying! The student was like, "I'm sorry I don't know what any of this means?" So, it was a really good check for us and of course, they were supported with us all backing up and explaining some. • Table 7 Responses (J. Banola): There were a couple of things that were already covered by the first group and another one, that the senators come from the division and not us ourselves. It was also mentioned that a request for a suggestion of our ideas rather than demanding our ideas. D. Burns-Peters: Excellent, recognizing that we should be requesting ideas rather than thou shalt or this is what I want. • D. Burns-Peters: I want to thank you all for participating in my day one activity. 	
4.	Senate President's Report	Senate President's Report will be provided at the September 7, 2022, Academic Senate Meeting.	

<p>5.</p>	<p>Committee Reports</p>	<p>a. Professional Development Report (Rania Hamdy)</p> <ul style="list-style-type: none"> Professional development update and our first committee meeting is on September 19th. We do have money to fund some conferences. I don't have a large budget but what I'm going to try to do this year is to work collaboratively with other areas to find where money is. If you don't know where money is and you think PD or someone in your division wants you to go to a conference, then send that conference request to me. If I cannot find the money, I am going to try to be really proactive this year and work with my committee and work with other areas to distribute funds elsewhere and get you funded. I hate rejecting conferences, training, and things like that just because I don't have the budget for it. So, send them my way. Keep reporting flex. I'm going to update the flex video. Some folks need help with that but you all, full-time faculty, have that pretty much down. It's 12 hours this year same, as last year, same as forever. So, keep submitting your flex on days and where you're doing professional development that are not in-service days. Thank you. <p>b. Curriculum and Outcomes (B. Tasaka)</p> <ul style="list-style-type: none"> Hi, so, for curriculum just letting everyone know we have some open office hours (online) for Meta. If you're worried about how to use meta. If you have a quick question that you just want to pop in and ask... we can answer it. The next one is next Tuesday from 3 to 4. If those times don't work for you e-mail me or Katie and we'll set something up. For outcomes, I've already started emailing some divisions on outstanding SLO submissions from old summer and spring. If like to do them before I e-mail you, go for it, it makes my life a lot easier, but thank you. Just so you know that is on the horizon. If you get an e-mail from me that's why. Deans I apologize for this in advance for flooding your inboxes. So, that's all. <p>c. Accreditation and Program Review (Celia Huston)</p> <ul style="list-style-type: none"> Hi, I'm Celia Huston, the faculty lead for accreditation and outcomes which we're kind of sharing with Bethany and curriculum these days. It was mentioned at our opening day that the ACCJC which is the Accrediting Commission for Community and Junior Colleges... was kind of just wrapping up one last little loose in from our online accreditation that took place on October 20 when they came to campus. We had one of the vice presidents from ACCJC on campus. We were treated to a marvelous meal in the sunroom, and she put the final, cross the T's and dotted the I's, everything for accreditation so we were already good to go but now we're like totally official (applause) so that is the update from accreditation. The program review-needs assessment went out on Monday. It was sent to department chairs and managers Needs assessment is due on November 2nd and we're going to be having two needs assessment workshops on September 23rd from 9:00 to 10:30 and October 14th from 9:00 to 10:30 am. Of course, you can also always reach out to me or my Co-chair Diana Oxendine, or the program review representatives from your division for additional help. We have some scheduled workshops that were always very happy to work with people outside of that. Thank you. <ul style="list-style-type: none"> Avelar: I had a question regarding faculty evaluations... in the process. We have a new contract. My first question is... are we going to get a hard copy of it because even though some of us don't like paper, I have to take notes to report back to my division? I would like paper. If I have a copy of the contract, I can make notes on it. The evaluation section completely changed, and we're supposed to start evaluating our colleagues and being evaluated and we haven't gotten anything. Are we going to get a contract or we going to get training? I would like a paper contract. R. Hamdy: I'm not in charge of the contract distribution but Amy I'll make sure that I'll ask. I'll get them for everyone. I had a meeting recently with HR and my Crafton counterparts were there. We are aware that the 	
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evaluation process changed. What we want to do because it's a district-wide change... We are developing training that Crafton and Valley will do exactly the same. We'll get that out very soon to you and then I will talk to probably human resources or whoever to get everyone hard copies. Those that want them.

- D. Burns-Peters: Those assignments will be starting the week of September 14th. Those of you who are chairs, and surrounding some of that evaluation process, that's when the assignments will start and I will have academic assignments completed by that Friday.
Attendee: I think that may be a bit hard for us because our timelines aren't in sync. So, we have already been told... here are those part-time you need to evaluate and then the full-timers, you need to tell me, first, who is your peer then the person you're assigned. You can't ask for a peer if you don't know what your assignment is. So, there's a timeline... so we are being told way too early.
 - D. Burns-Peters: We can certainly take that aligning may need some intention to get things done a little bit earlier... we'll give you some heads up, etc. It does bring an unintentional consequence where you might choose a peer to do your evaluation... for those who are new and haven't done this, you get to select a peer as part of your evaluation process, and then you have an assigned peer. You don't want to choose somebody and then I don't know that you've chosen them. Then I assign them on your list. It really is a process. It is active and faculty are assigned a peer for review. Those will be done the week of the 14th. We've made note of that, and I'll work with Rania.
 - Attendee: When are they due?
 - D. Burns-Peters: I don't know. I do have a timeline, but I don't have that in front of me. We can follow up.
 - Attendee: I was just going to say that this timeline seems tight. Without the actual language of what we're supposed to do... I know the evaluation process changed significantly. I think we need to ASAP.
 - R. Hamdy: So, the contract is up digitally on the union website but I will see what I can do to get hard copies.
 - D. Burns-Peters
 - This is an important conversation to note. Thank you for bringing it up. it is new, you're right. It's a new process and I think we all just want to make sure we're doing the right thing when we get ready to evaluate. That's really the key, right? We don't want to be evaluated on old expectations.
 - Attendee: Hello. I did speak with Ed Gomez at the beginning of the semester to ask when will we get them and he said 30 days. I don't know 30 days from what, so.
 - R. Hamdy: If you had a conversation with Ed, I'll just reach out to him because I know before we could request hard copies, I can't remember the rules, and they would give this to us. So, I will see what that new process is.
 - Attendee: I was told they were in the instruction office.
 - D. Burns-Peters: There are new printed contracts. I know that they're out there. Any of you who are connected to the union might want to make note of that as well. We will try to get some printed contracts as well.
Something that I could probably share is what the general timeline looks like. I know what my timelines are, but we do have a general timeline that should be in alignment. Whether you're getting information early is another thing, but I can share that. So, a note for me that I could, and for Rania, to follow up with those two things.
- d. Subcommittee Report of the Senate on Personnel Policy (D. Burns-Peters)
- I'm going to do a quick subcommittee report of the Senate on personnel policy. We did have our advancement in rank review last year, as we typically do, and we do have a couple of faculty who have... I think you know, if you have a decision that you don't agree with or you have additional supporting evidence that maybe wasn't present at the time of the decision, you can ask for that to be reviewed again... and so we do have two faculty that have done that. I just want to publicly make that commitment that we're going to

		<p>address that during this semester. I will be calling together the elections ad hoc committee to review those again. I am going to have different committee members in that review process to ensure, that you know, all is fair as far as we can be. So, I am addressing that. I'm not going to hold to those until the spring when we typically ask for advancement in rank. So, I will be addressing that with the ad hoc committee.</p> <ul style="list-style-type: none"> • What used to be our Finance Committee... We have a budget committee here on campus and we have an advisory committee as well. When I say advisory committee that's at the district level. it's part of our bigger larger governance process. They did have a meeting last week, Thursday, and there was a strategy session for the board on Friday. Then there was a strategy session with the board on Friday which had an action item related to the budget. There was definitely representation there. Essentially, I will share some of that or I'll make that up as an agenda item at our next meeting. I have the budget key points that have been shared with me by the chair of that advisory committee. I will distribute that as part of our agenda next time. Essentially the action item was to request an emergency allocation funding rather than to remain in "hold harmless" or return to what they call SCFF which is our Student Centered Funding Formula. They went through the process of how they made that decision. Ultimately the emergency allocation funding gives us more money and provides us protection for another year in terms of FTE's. So, it seems to be the right decision. There are some ties to that money. The most impactful is that we need to be part of the online consortium, which we are as a campus. Yay, for us. We really are pretty deep into that and we're pretty well in order. There's a very clear statement in those requirements, as well, that professional development is prioritized for the support of faculty and staff with in terms of online education and distance learning. So, we will move forward and see how that vets its way out. So, that is the budget. • T. Simpson: I was asking about the advancement in rank. We have put so much energy into this. what exactly is the purpose of that? • D. Burns-Peters: The question is what is advancement in rank? What is the purpose? The advancement in rank is very closely tied to tenure review now. We come in as assistant professors and that is our given title at the time of hire that remains in place for your first four years of service. Then, if tenure is approved or granted, then you move into associate [professor]. That's pretty much an automatic process with the granting of tenure. so that doesn't come into play with the advancement in rank committee at all. So, the only thing on the table is the "professor" -advancement to a professor. There is no monetary difference here. • T. Simpson: yeah, I was just wondering because I work with somebody that had a question about titles. • D. Burns-Peters: It is literally a title. I mean, people have maybe different views on what that means to them. Some people value that very much to have professor as a title; to be able to put it on your business cards; to be able to put it on your resume. Hopefully, you're not leaving us... and at conferences. Other universities and institutions view that title a little bit differently maybe than we do. There are some more intrinsic motivations to get that and we do offer that, but it does not come with pay. It really is a personal choice. It's a recognition... let me add this piece. It's ultimately recognition of your service and your commitment to our students and to our campus. That's really what it becomes. That is what the rubric is based on and that's really what it's about, so maybe that helps... emeritus as well; to be able to move into professor emeritus. <p>D. BurnsPeters: That's all for reports</p>	
6.	Additional Reports	None	
7.	SBVC President's	None	

	Report	D. Burns-Peters: Our interim president is not here today. He is presenting in San Diego at a conference.	
8.	Consent Agenda a. Approval of the minutes for 5/4/22	Motion 1	Motion 1: Move to approve the consent agenda. 1st: T. Simpson 2nd: N. Sogomonian 19 Responses Aye: 74% (votes) Nay: 0% (0 votes) Abstain: 26% (5 votes) Motion passes
9.	Action Agenda Ethnic Studies FT Faculty: Urgent and Emerging Needs Request	<p>D. Burns-Peters: The practice of the Academic Senate has been to bring things to the table as a first read, share the information with your constituent group and then return to vote accordingly that consensus. Sometimes, we do bypass that for time reasons or in more urgent kinds of situations. There is an action item today that because of timing I am asking that we consider waiving that second read.</p> <p>We do have a presentation by Anthony Blacksher. I should probably introduce him as our new Ethnic Studies chair. (Applause)</p> <p>A. Blacksher: Briefly, my entire academic career has been connected to and in conversation with folks in ethnic studies. I think the only reason why I did not go into Ethnic Studies was that the positions did not exist as I was coming through. now thankfully because of the work of so many amazing people across the state, really across the country, it is here. There are folks training who have been training, there are folks who are gearing up, and they are ready and prepared to give students in California the necessary information in understanding historical struggles, in context, that come out of the field of Ethnic Studies that go into all fields. If there's anything that we have learned and seen in 2020, issues of race, racism, systemic oppression, systemic violence, epistemic violence, do not simply appear in places where there's no cover. It takes folk coming out of disciplines such as Ethnic Studies into all areas. That being said, it relates to Valley College.</p> <ul style="list-style-type: none"> • I'm looking to submit an urgent and emergent needs request soon. and I am here to ask for the support of the senators of this body, really for our students and for our program. Before I go any further, I'd be remiss if I didn't acknowledge our incredible adjunct professor, Dennis Sandoval. Please say hello. This is part of my closing that one of the inherent projects and tenants of Ethnic Studies is to get involved, be involved in the community, and in campus leadership. Professor Sandoval is here, being visible. This isn't a show. This is what Ethnic Studies is and what Ethnic Studies does. We show up, we care, we're concerned, and we figure out how to make positive change. • First of all, I want to answer the question of what Ethnic Studies is. Let's go to our campus definition. Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity from the perspective of four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, Latina/Latino Americans. Ethnic Studies include the following disciplines: African American studies, Native American studies, Chicanx and Latinx studies, and Asian American studies. • I want to mention these because as faculty are considering classes for ethnic studies, I want us to be mindful and clear about what the core tenants of Ethnic Studies are. • Ethnic Studies core tenants: Assumptions, methodologies, and theoretical frameworks evolved from a specific 	Motion 2: Support for the Urgent and Emerging Needs Request for a FT Ethnic Studies Faculty. 1st: B. Tasaka 2nd: A. Avelar 19 Responses Aye: 90% (17 votes) Nay: 5% (1 votes) Abstain: 5% (1 votes) Motion passes

historical context, in response to specific structural and systemic social processes. Ethnic Studies explore, evaluate, and explain racism, colonialism, and systemic inequality as it affects those four racialized and ethnic groups. It also evaluates and explains how to resist these processes, change these processes, and challenge inequality.

- I ask those who are thinking about courses and classes, this notion of the history, the struggle around racism, around colonialism, and change from the perspective, from the histories of those four groups are imperative to any class or any topic that gets added to or is put in conversation with ethnic studies.
- What Ethnic Studies are not: it is not the diversity part of curriculum and content; it is not the diversity part of disciplines and programs; it is not the study of all or any racialized ethnic groups—and if I need to contextualize that there's an entire movement in conversation around Jewish experiences into ethnic studies; Ethnic Studies is not critical race theory; it is not activists and activism training; and Ethnic Studies is not only for brown, Black, Asian, and Native American students.
- We are implementing our Social Justice Ethnic Studies Associate of Arts and transfer degree
- We have four “Introduction to Ethnic Studies classes.” We have about nine Ethnic Studies classes cross-listed. Six meet the area F requirement.
- We have a class in anthropology, two in English, a class in film television and visual media (STVM), as well as classes in history and sociology.
- We are asking for support for a full-time faculty beyond the department chair because all students will need an Ethnic Studies class to meet the area F requirement. That is anticipating 20 or 25 Ethnic Studies sections by next year, in between 50 to 75% of these classes should be proper Ethnic Studies classes. While cross-listing is great, that is not the spirit and movement of why people were fighting and struggling for ethnic studies. I love sociology they were not fighting and struggling for Ethnic Studies for sociology instructors to teach this discipline. We want Ethnic Studies proper. Ethnic Studies faculty are disciplinary experts and there's a particular engagement with the community, with the campus community, and with campus advocates that Ethnic Studies researchers and faculty have.
- We also are looking for full-time faculty to help develop courses broadly; Asian American studies, Black studies, Mexican/Latin/Chicano studies, and Native American studies. This isn't just intro to Black studies.
- We need folks who understand black studies in film. Indigenous studies and land today. So not just broad histories but also social justice, community organizing, economics and philanthropy, research, and interdisciplinary methods. These last four are also components of ethnic studies. We're already working with the Rialto school district on pathways connecting their ethnic studies, with their K12 to what we're going to do so that they can transfer out.
- I'm asking for support from full-time faculty and, I'm asking for support of Ethnic Studies by honoring the history of Ethnic Studies, honoring the struggle of Ethnic Studies, and most importantly respecting the discipline of Ethnic Studies, respecting the theorists, respecting the scholars, respect the research and please avoid the appropriation in the colonization and please avoid the assimilation of Ethnic Studies as these are not part of the core tenets of that discipline. Thank you very much and I hope we have your support.

D. Burnes-Peters: I would like to clarify that it is not required for the Academic Senate to support this for it to move to the College Council as an urgent and emergent need. The workgroup recognized though that they desire the support of the Academic Senate as they move forward.

Discussion

- T. Simpson: I'm wholeheartedly and in support of Ethnic Studies. This is my concern. If we push this and don't do it correctly, like how we did the implementation of area F in our general education. Then we had all of those students that came back, that we had to get waivers and send them away to complete that requirement. That is really scaring me as counselor number one. The second one, I am kind of shaky on pushing this without having everybody speak on it only because I feel like, as a campus, we should all at least have the opportunity to share it with our colleagues. I know from my division I would like for everybody to weigh in and say yes. As opposed to pushing this and we don't know why. Those are the two things that are really concerning me. I want to say yes but I can't until those things are addressed.
- C. Huston: I just wanted to mention from a program review/needs assessment perspective, the process that's being done for the urgent and emerging needs is an appropriate process. By going with what Anthony is doing, then it enables this position to be hired for spring of '23. If this position goes through the needs assessment process and is ranked, the hire date for that would likely be spring of 24, maybe fall of 23. That is just how the cycles work. Typically, any approved position for through programming and needs assessment is the following fall.
- A. Avelar: It's been a long day but the agenda's been out for a week-ish so we could read it... or 72 hours, thank you. Our colleagues if they were really opposed to it, they would have seen that on the agenda and told us to vote no but nobody did. I think a lot of us see the urgency of this position.
- R. Hamdy: May I say something? I just want to say how important it is that we support a full-time faculty position in this: because what's going to end up happening, what's happening now, what's happening in other community colleges is that we are putting this load on the backs of our adjunct faculty. I'm a huge advocate for adjunct faculty. I think that is unfair and so this position really needs to move into a full-time position: because of the requirement and because we cannot continue to marginalize our part-time faculty. Thank you.
- D. Burns-Peters: I will add a piece of clarification as well. This is not an approval for a new department. This is not an approval for any of those things. We've already established that ethnic studies is occurring. We've identified who is shepherding this at the moment. This is, literally at this point, support for the request for that position, knowing where it's going to go in the future.
- B. Tasaka: I'll just add that faculty were well represented in that room when those conversations were happening. I just want to share that the process has been followed.
- N. Sogomonian: I have a question. It sounded like in the request that's going to be submitted there is a request for a chair as well. Even though I know it says full-time faculty. Do we have one? Because you said there wasn't going to be a department.
- D. Burns-Peters: The Department has not been determined yet. It is living with Anthony.
- A. Blacksher: Let me clarify, as the department we would like to hire a full-time sooner than later. so that we can work to grow ethnic studies into its own department: as there's already a transfer degree associated with it—as the scale of it is going to be large. That is hopefully the inevitable direction that we're going. That's the direction but they will not come on immediately as chair. This is not immediately a department, but you can imagine chairing sociology along with a brand-new entity. It's quite the adventure. So, it would be great to have.
- D. Burns-Peters: Yes, the next logical step will be to follow the process and procedures that are in place, our normal review process.
- D. Sandoval (Ethnic Studies Instructor): Hello everybody, as a person that's actually teaching ethnic studies right now, I have to say that it sucks when you have students that are really begging and pleading to add your class. I would love to just add as many as I possibly could. It breaks my heart because, honestly, it sucks. I know what it feels like to be stuck at a junior college. I was stuck at Chaffey college. Thank God I came over here as a student

		<p>and was able to transfer out. I understand what that feeling is like. I support you just thinking about this as far as, are we actually helping our students? Are we becoming... basically bringing that idea that Community College is where you get stuck and where you don't move. Then eventually you just get so tired that you want to quit. I'm just asking you all to just really consider that. Please, as I think about it, like the students, more or less, than anything else. That is all I have to say. Thank you.</p> <ul style="list-style-type: none"> • M. Tinoco: Anthony, I have a question. For this new faculty that's going to get hired, where is this faculty going to be housed at? Under sociology or... • A. Blacksher: For right now • D. Burns-Peters: For right now. So, as you all may be aware we have departments that house multiple disciplines. Right now, sociology is taking care of the discipline. I'm a great example, I'm American Sign Language. I live with modern languages. I am a full-time faculty member and I live under the bigger umbrella of modern languages. Another example is anthropology. We've got multiple examples. This is really valuable. • D. Burns-Peters: I think we should probably move to a vote. • D. Burns-Peters: Again, this is just showing our support, recognizing that they're going forward with that. They did not require this but did ask. We wish you luck. They will be on the next college council agenda. <p>Motion 2</p>	
<p>10.</p>	<p>Information Items a. SBCCD Academic Calendars AY2023-2024 and 2024-2025 b. Starfish Faculty Lead c. Resolution_SP22.01: Status Update</p>	<p>a. SBCCD Academic Calendars AY2023-2024 and 2024-2025:</p> <p>R. Hamdy: I am a member of the academic calendar committee. I have been a member for a long time. I have seen lots of changes to the calendar. This iteration is not like the change you saw a few years ago. Previously, the number of in-service dates changed from 177 days to 175. So much work and advocacy from Amy Avelar, particularly on changing the calendar to the way it is now. I think it's a very functional calendar. The new calendar came about the first year we were in a COVID environment. I know that was a big shift for people and it was shocking even though we had voted on it quite a few years before. This calendar that will show you in a moment is really just a lot of the same. It's almost a duplication. The calendar committee spent about a year on this. We are contractually obligated by the state of California and by our union to have the in-service days placed outside of the calendar, so they don't affect instructional days. During opening week, for example, we had a flex day, then we had our in-service days, then we moved into the academic year. We still have the same amount of flex time. Full-time faculty know they have the 12 hours of flex obligation. That is because we have two flex days that equate to six hours each so that's where the 12 hours come in. If you don't participate in flex day activities, you are still contractually obligated to complete the hours. I am required to report to the state how you did your 12 hours of professional development.</p> <ul style="list-style-type: none"> • What we're calling a fall break now includes the entire week of Thanksgiving which is great for our students. The calendar committee had a lot of discussion about fall break and we knew that our students have children and childcare issues. They were missing the whole week and yet we were holding classes, so it was really not an equitable situation. As you can see that has been fixed, we have an entire week. • Not much has changed in the winter break aspect • Spring break start is really about the same. • We had a lot of discussions also about spring break. This calendar committee has just been so phenomenal. This year they sent out a survey to students and got a pretty big response rate on when spring break should be. There was no consensus so we placed it where it would break up the short-term classes as best they could. • Commencement is on a Wednesday. 	<p>Motion 3: Move Agenda Item 10c to the next agenda. 1st: C. Huston 2nd: T. Berry 19 Responses Aye: 100% (19 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes</p>

- The semester ends before Memorial Day.
- The reason we're bringing this calendar to you is as an information item and then next week I will ask for a motion of support so that then we can move forward with sending the calendar to the board to get it approved. It will then go up on the website.
- Do I have any questions?
 1. C. Jones: Why are there 2 Saturdays for finals for the 23-24 Calendar?
 2. R. Hamdy: I think it might have been to give people a choice of when they want it if they're teaching on a Saturday. I will check on that for you.
 3. Garcia: Is there a way to move Flex/In-service days when it's not peak for student services? Three weeks ago, I actually left after the quick activity because we had only two action counselors on Cranium Cafe and we had over 20 students in the queue. The average wait time was over an hour. Can we please move the flex/in-service days to the end-of-July/beginning-of-August, or simply September or October?
 4. R. Hamdy: I appreciate that feedback, Armando. We try to build the schedule in a way that is flexible. It really should be the full-time faculty regardless of non-instructional personnel who attend. It's difficult to move it within the semester because we lose money on apportionment and then we lose instructional days. I will say traditionally though, at the community colleges that I've been in communication with, all have their in-service days outside this semester. I can't say that it's not impossible and I know it puts non-instructional faculty in a particularly difficult situation.
 5. M. Worsley: I'm asking about inserting a winter intercession-a semester of five to six weeks-which supports student success. They can take another class. They can get more credit. We get the FTE's. It is a win-win for everybody.
 6. T. Vasquez: I have a comment regarding finals week. It's confusing. We discussed this in the chairs meeting. When we have finals, adjunct faculty and full-time faculty get confused about when to give out the final. So, when are we having finals? We used to have that calendar dates and times. Also, facilities and safety would like to add the great shakeout dates.
 7. R. Hamdy: We used to do block scheduling and Crafton has not done block scheduling for a very long time. We went to a finals week schedule where the faculty have the opportunity to give their final anytime. Block scheduling is completely done away with district-wide, and faculty have the flexibility to give their final anytime during finals week during their scheduled classes. We can communicate that through the office of instruction.
 8. N. Ornelius: I just wanted to comment on the request to look at the in-service for faculty. One of the things that restrict us is that it is a working condition. Having it in July is outside of your contractual obligation. That would need to be discussed and it would be a working condition. The role of the calendar committee is to set the actual academic calendar with instructional days. Anything else outside of that is a negotiated item and should be discussed outside of the calendar committee with the appropriate group. The other comment about going through intercession is that there are a lot of campuses and colleges that are doing that. They have found a way and it helps different groups of students. Students that are at the CSU's or are transfer students that want to come in and get some units. It also potentially helps student-athletes and students that maybe didn't know that they needed one more class to graduate in the spring. There are a lot of advantages. This is a further conversation for the calendar committee that should come as a recommendation for that's really how those conversations get started. If that's something that the faculty want, then that's something that can be discussed at the calendar committee. One caveat is that you'd have to then begin to look at how much

		<p>time is between the break and if there's an opportunity to extend beyond spring or start earlier because then grades have to be rolled. Students need that information sometimes if there are prerequisites to go into another class. These are other implications. I have seen a lot of colleges use that as an enrollment management strategy.</p> <p>9. R. Hamdy: Yes, a lot of faculty did advocate for an intercession. It is something that I think needs time for the calendar committee to revisit.</p> <p>10. D. Burns-Peters: Yes, well and I would want to advocate that our summer sessions, at least I think many of us experienced enrollment rates that were better than what we've experienced. It might be something worth looking at. I'm going to make note of that as a future academic Senate item where we can talk about that and determine on how to move that forward. Thank you.</p> <p>b. Starfish Faculty Lead: D. Burns-Peters: The next informational item is the starfish faculty lead job duties. It is part of our enrollment management planning at this point, student success and recruitment. They're looking to have a faculty lead to take on some of the duties that are listed. There is potential for some reassigned time. I do not have a specific number yet, and there are some duties assigned to that.</p> <p>c. Resolution_SP22.01: Status Update Motion 3</p>	
11.	<p>Public Comments on Non-Agenda Items-including announcements (max. 10 minutes @ 2 minutes each)</p>	<p>D. Mayo: I'm the new director of STEM MESA. Come on over and see us and PS121 we have an exciting program lined up this semester we have advocates that are in science and we have a bunch of events coming up, such as a pipeline program through the UCR program on September 12th. Also, we have some environmental health talks on September 16th. To see all of the information and all the events coming up please join us. https://www.sbvstem.org/mesa/ Thank you very much.</p> <p>D. Burns-Peters: A big welcome to you. I would just encourage you as faculty to allow space for advertisement and not only our native program but our tutoring and for any of our student support services.</p>	
12.	<p>Adjournment Next Meetings: 9/7/2022</p>	<p>Meeting adjourned at 4:32 pm</p>	