

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 3:04 pm Sign-in sheet and voting record	
2.	Public Comments: non-agenda and agenda related (max. 10 minutes @ 2 minutes each)	<p>D. Burns-Peters: Our first item is public comment.</p> <p>A. Avelar: We have questions about the new construction taking place and a lot of the end users may have not been contacted in a long time. Are there any updates on that?</p> <p>D. Burns-Peters: I know it's public comment but for clarification, are we talking about the construction specific to the hold on the Applied Tech building or all of it? Are you looking for a larger-scale conversation? We do have on the agenda a brief update as a follow-up. I'm going to ask Tatiana to share later today regarding bio gardens. What I hear you asking for is an update on overall construction and long-term planning. I'm going to include in that that would be the Allied Health building that's forthcoming and the LA building, correct?</p> <p>A. Avelar: Yes.</p> <p>D. Burns-Peters: I think I would be better served to put that in a formal format rather than trying to respond in the moment. That's a to-do item for me. Thank you. Any other public comments? Seeing none...</p>	
3.	Senate President's Report	<p>Applause Cards</p> <p>March</p> <ul style="list-style-type: none"> • Anthony Castro • Luke Craig • Alicia Hallex • Ty Simpson • Tatiana Vasquez <p>April</p> <ul style="list-style-type: none"> • Don Adler • Daniel Algattas • John Banola • Devin Bennett • Shaneika Grant • Andrea Hecht • Todd Heibel • Patricia Holder 	

- Quincy Brewer
- Nancy Bulgarelli
- Keith Candelaria
- Thomas Carter
- Rawlston Charles
- Mary Copeland
- Grace Ding
- Armando Garcia
- Mary Lawler
- Craig Luke
- Jeremiah Marquez
- Kelly McGee
- Heidi Mondragon
- Michelle Powell
- Michelle Tinoco
- Christina Torres

May

- Georgia Burckel
- Luke Craig
- Amy Avelar
- Elizabeth Banuelos
- Anthony Blacksher
- Keynasia Buffong
- Davena Burns-Peters
- Mary Copeland
- Daihim Fozouni
- Edward Gomez
- Andrea Hecht
- Heather Johnson
- Patty Jones
- Tania Laguna
- Joel Lamore
- Mary Lawler
- Sherry Lillard
- Heidi Mondragon
- Kam Syphengpheth
- Bethany Tasaka
- Janice Wilkins
- Margaret Worsley

D. Burns-Peters: I just want to recognize and highlight all the good work. June-August will be presented in the next meeting.

- Presidential hiring is happening. The first hiring committee meetings and screening will start this week. Interviews are scheduled for the week of October 10. Open forums will occur on November 1 and blocked for all day in room B100. As we get closer, we'll have a more specific time frame for those meetings. There will be a process of collecting feedback, questions, and comments. Questions you would like to have shared in that forum can be sent in advance, as well as during the meeting.
- Welcome to our new senators and thank them for their willingness to step forward and serve.
 - Michael Levine - Economics
 - Samuel Addington – Computer Science/Computer Information Technology
 - Amy Avelar – Chemistry
 - Jessy Lemieux – Chemistry
 - Andrea Hecht – Counseling
 - David Rosales – Art

This brings us closer to representation for all our bodies.

- The revised version of the intention statement has not been posted yet. I will get that posted and share it with you guys for the work that we did the last time.
- Last year we experienced shuffling due to our new Advisory Committee's structure. Those of you who are returning to the Senate may or may not know the district assembly no longer exists. We now have a Chancellor's Council with five advisory committees that fall below that. There is representation of faculty across the board. There's been a lot of work and a lot of effort to build trust with the district. Not necessarily

blind trust, but definitely, an engaging process trying to create some sense of trust, and the ability to question when something doesn't feel quite right. I'm comfortable going to any of the people that I've had to work with at the district level and say, "do you know what? That just doesn't sit well. Or you know what? The faculty is not really happy, or I'm hearing a rumbling, I'm hearing conversations. I'm comfortable in doing that and I don't walk away from the table feeling like I've been attacked. We're not having arguments or anything like that, but it was a tough week.

- There was action taken by the district this last week to establish a mentorship program for faculty on our campus. However, there was no consultation with the Senate on a faculty mentorship program. That program has been put on pause because of the work of the Senate presidents and conversations being had. It's not being put on pause because we don't believe in the program. It's a program that should be successful. It's a program that supports new graduates who choose to or want to work in the Community College system. It's intended to bring diversity to the table and diverse instructors to our world. That's the intention we want to support. Whether it was a special project or not, due to 10 + 1, there should have been consultation. There should have been consultation on how faculty were even aware of the opportunities. I was made aware today that that is on a temporary pause and we're going to have further conversations. In reflection, what I also realized is that we are in a space where I can have those hard conversations and we can try to work towards a solution. I have no intention of trying to shut anything down. My intention is how can we work forward. How can we make sure that we're all on the same page, speaking the same language, and having the same conversations? We have also asked for some 10 + 1 training at the district level. It looks like that will be forthcoming. I think many times in life, sometimes you're doing something to be very helpful and supportive, with good positive intentions but unintended consequences occur when things aren't followed. Then we get frustrated by that, and it becomes an issue when it shouldn't have been an issue, to begin with.
- A. Avelar: Faculty mentorship... that's not a new concept. There's a lot of information about that already and it's been out there for a while. It shouldn't just be the Senate it also should be the Union. It should be a joint conversation. If it's done properly, it is fabulous. The faculty member is still the instructor of record, and we still need to be mentoring the mentee as they are going through that process. It isn't just the person doing the work and the faculty walking away. Which could happen if there isn't proper programming in place.
- D. Burns-Peters: That's the whole point of process. Some faculty may ask what's happening. It's because of process and has nothing to do with program. It has nothing to do with the faculty involved. It really is about process, and we needed to ensure that is happening.
- T. Vasquez: I also want to commend you on maintaining the 10 +1 connection. very informative but also will remind for ourselves. Thank you.
- D. Burns-Peters: I welcome any support. It is a learning process for all of us. I told the board of trustees a couple of weeks ago my intent is that you're going to hear me talk about it, not only just saying we're 10 + 1, but connecting to why it's a 10 + 1. This connects to curriculum also, maybe not in terms of a curriculum committee but in how the curriculum is enacted on a day-to-day basis.
- A. Avelar: On the 10 +1 training could you at least have the Exec Board or at least the President and Vice President be invited so that they know they know that they're being trained?
- D. Burns-Peters: We will be present, but the fear is that if Brandy and I go in and try to do any kind of training it's just going to be more of, "here's Senate again, the Senate is here to tell us what to do." We asked for that kind of more top-down support to make it really clear that it's not an option, but we will be part of the process. We're just not going to drive that process. We have a lot of new people and new positions as well,

		that just need training. They don't come from institutions with that kind of experience, or they haven't worked at multidistrict institutions. They don't really understand what that process even is. They look at a bylaw or a contract piece and only follow the contract without following the collegial process. We just have to work out those nuances, be really clear, and give examples. That is what I've asked for, that the training be case scenario driven. Maybe even reflect on some of our own experiences, why we had to get involved at any level, and review in what way they tie to 10 + 1. The union is involved in the conversation about the mentorship program.	
4.	Committee Reports	<p>Curriculum and Outcomes (B. Tasaka)</p> <ul style="list-style-type: none"> • Outcomes: There's work being done on service area outcomes. We're working on digitizing the essay reporting process. Feedback is welcome and if you want to be involved just ask. A few years ago, we voted to pilot submitting student learning outcomes on a student level, and then it kind of died. It's going to come back. Meta allows us to do that. I'm not fully ready to lay out all the details but just know it's coming. If you're interested and want to participate. Let me know. • Curriculum: The first curriculum meeting is on Monday, 9/11/22, with training. <p>Questions:</p> <ul style="list-style-type: none"> • M. Worsley: The SLO data with the students, is that something you want us to ask our constituent people about? • B. Tasaka: In what context do you mean? • M. Worsley: You said you're looking for potential classes to be surveyed. • B. Tasaka: I'll send something out again to ask who's interested and who wants to participate. We kind of talked and said this was Senate approved, it's just been a couple of years since we've been able to do it. That's just on the horizon. I just wanted everyone to kind of know where we were. Counseling will be receiving information soon. 	
5.	Additional Reports	D. Burns-Peters: There is some conversation about who and how we can get some CTA reporting happening at the Senate level. One of the challenges is not having senators who are in CTA leadership. We need to make sure that there's some path of communication. We're working on that. I know there's some conversation at the union level on who might be able to commit to doing that. We do watch for that to come.	
6.	SBVC President's Report	None	
7.	Consent Agenda a. Approval of the minutes for 8/31/22	<p>D. Burns-Peters: Any submitted edits prior to today, 9/7/22, at noon have been corrected and are reflected in the minutes.</p> <p>Motion 1</p>	<p>Motion 1: Move to approve the consent agenda. 1st: B. Tasaka 2nd: C. Jones 18 Responses Aye: 94% (17 votes) Nay: 0% (0 votes) Abstain: 6% (1 votes) Motion passes</p>

<p>8.</p>	<p>Action Agenda a. Academic Calendars AY2023-2024 and 2024-2025</p>	<p>D. Burns-Peters: Last week as a first read or first presentation of the AY2023-2024 and 2024-2025 Academic Calendars. I will confirm that all of the feedback that was given on that date has been forwarded to the subcommittee and is being put on their agenda for review at their next meeting. Not all of it falls within the committee’s purview. Some of it will get redirected back out and be identified as manager duties, and right of assignment issues. It has all been forwarded to the committee for them to determine what is within their purview and what is not.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Avelar: Can I move to table the approval of the calendars until all the feedback has been reviewed and then that gives us a chance to ensure that we get more feedback from our division? • D. Burns-Peters: You absolutely can table that. • Avelar: I motion to table. • T. Vasquez. I Second that. • Attendee: I don't agree with that. Last week when we had brought that conversation up everybody had the opportunity to look at it. • Attendee: We never finished discussing it at the last meeting. • Tasaka: There’s a motion on the table • Burns-Peters: Let's back up. • C. Huston: We get to discuss the motion • D. Burns-Peters: You absolutely get to discussion motion. We have a motion to table the calendar vote until next week. I heard you, that you could add... what else you said, but what did you say about the feedback piece of it? • Attendee: We need to get that feedback back from the committee. Comments were sent to the committee, correct? • D. Burns-Peters: Yes, that is correct. • Attendee: We need to see that feedback first, to see what might change, before we vote. • D. Burns-Peters: You’re asking to table the motion with hopes of receiving feedback from the committee. Like what maybe they've identified. Where things go. What they will address. We have a second, thanks. Tatiana seconded it and now we get to move into discussion. • T. Simpson: Last week when that came up about feedback it was pointed out that it was already posted. We had time to read it. I don’t understand how this situation is different from last week’s situation. • C. Jones: I had a number of comments on the later calendar that we never got to because we ran out of time. That's why I think it's a good idea to wait. • D. Burns-Peters: That is true. There are 2 calendars to be looking at. • M. Worsley: Assessing the feedback that we did have in the last meeting, it seemed like feedback that wouldn't necessarily change this calendar anyway. This included the intersession and the conflict with counseling. It's my understanding, please correct me if I'm wrong, that it's important that this calendar gets past very soon. I'm in favor of voting for it today. • C. Jones: Then we need to split the calendars. • D. Burns-Peters: I see multiple hands and I want to recognize them. • T. Berry: Some questions that were raised, that weren't answered yet from the last meeting, such as why are there two Saturdays for finals? The answer at that meeting was, “I'm going to go check.” • D. Humble: I just wanted to mention that the academic calendar subcommittee is scheduled to meet on September 14, 2022. That’s coming up, and as Maggie stated, you definitely want to get your feedback in for 	<p>Motion 2: Move to table vote to approve 23-24 & 24-25 calendars until feedback is given on how the sub-committee has addressed the initial feedback. 1st: A. Avelar 2nd: T. Vasquez 18 Responses Aye: 88% (16 votes) Nay: 6% (1 votes) Abstain: 6% (1 votes) Motion passes</p>
------------------	---	---	--

that. From the office of instruction perspective, we can't roll next year. I can't roll summer until that calendar is approved. It will affect faculty chair scheduling if it's delayed. I just wanted to mention that. It doesn't matter because we will make it work but the sub-committee is scheduled to meet on September 14, 2022.

- D. Hunter: I don't know how else to word this. If it comes out wrong, I'm sorry but does the Academic Senate actually have the power to stop it because I've been on the calendar committee before...
- D. Burns-Peters: It is clearly 10+1. Can we stop it? I think that's putting it very bluntly. I will say that I and my counterpart fought for this to come for feedback.
- D. Hunter: Thank you.
- D. Burns-Peters: You're welcome. I think it's important to know that just because there is a committee does not mean that they get to make the decisions for all of us without consultation. They get to come up with a proposal and a recommendation. We get to give feedback and then it goes back to them to support and move forward. That's where they're at.

I will add a little piece of context to this, and then I think we need to move to a vote because there is a motion on the table. This was to come to us at the end of last year, but it was not brought to us until days before our last Senate meeting. There was nothing we could do. I couldn't even get it on the agenda within 72 hours. That is why it's delayed. It would normally come at the end of the semester. That's not putting blame anywhere, it just is what it is.

I also happen to know that it's only on the first read at Crafton today. They are not going for a second read until next week or their next meeting. I don't know if that helps.

I will say that they fixed the two Saturdays. That's already been identified as an error. I forwarded the request to change Thanksgiving break to fall break. Even though that's how we've been practicing saying it. It needs to come out in writing, in my opinion, if we're going to support our students from an equity perspective. They switched that. Some of those minor changes have already happened but I don't have a draft to show that that's happened. Which sounds like what's on the tables to ask about.

- C. Jones: Can we change the motion to approve the 23-24 and table the 24-25 calendar?
- D. Burns-Peters: We would have to amend but we probably have to address either to table or not table first.
- T. Vasquez: We're uploading 2 academic years. Once we are locked in it's difficult to say that we had a process to allow this feedback when we didn't. Sometimes voices just need to be heard and maybe we will have come up with the same outcomes but at least we had a process for this. Being rushed into decisions is really difficult. I think we haven't heard about the calendar in a while. Maybe having enough time on how this is going to happen so we're ready for its creation.
- M. Worsley: I'm changing my inkling. I feel like we should table it now. It is a lot of time. If Crafton is doing it then we can too. Just press pause.
- C. Huston: If Crafton is only having a first read today, then we will not be slowing down the schedule or the scheduling by postponing. At first, I was like, we got to get the first one through because everybody needs to keep to their planning and would be upset to have their planning rushed.
- D. Burns-Peters: I'm going to say we should move to a vote. The motion is to table to allow us to get that feedback to be reviewed at the next meeting. I would ask if that is the motion that we go with that any further feedback is received by Friday, 9/9/22. E-mail and let me know if a little more time is needed. Moving to a vote to table this, move it to an action item at our next meeting, along with feedback from how the committee is going to address the feedback.

Motion 2

<p>9.</p>	<p>Information Items</p> <p>a. Resolution_SP22.01: Status Update (rescheduled from 8/31/22 agenda)</p> <p>b. Budget Highlights for 2022-2023</p> <p>c. Educational Master Plan: status update, feedback</p> <p>d. Student Equity Plan: status update, feedback</p>	<p>9.a. Resolution_SP22.01: Status Update (rescheduled from 8/31/22 agenda)</p> <p>D. Burns-Peters: We had a resolution at the end of last semester regarding the construction and the footprint of the new building and the encroachment upon the biology gardens. Tatiana has been involved. I mean I don't know who else knows more about this than Tatiana at this point. Thank you for taking that role and doing all of that work. I just asked her to come and give an update on where we're at with that and the progress that we've made.</p> <p>T. Vasquez: Thank you Davena. I'm here as a delegate of the science division as it was presented as a resolution from the Science Division. The response to the resolution was very speedy and was very positive from the district, and from the campus, unfortunately, demolition did still take place. There is partial demolition of the gardens. The reason the gardens are a key element for this Senate discussion is that they're an instructional element of teaching in the sciences. We have been working since May with a great group that is looking at how to follow up and recover from what was done. Mitigation is in the planning of a design. Thanks to the Athletics Department who allowed us to go into a grass area where we can have a mitigated space while construction is happening. In one area we at least can have a design for instructional services. I use over mitigation because in the meantime we actually are designing that. The purpose of the new design is to allow instruction from old areas in reality. Obviously, there is the science perspective coming in where we hope that this still serves the community at large. Not just the community of the college but also the community of the entire San Bernardino area. We hope that it's actually better and that's the mission that we are all working towards. What's really beneficial is that the district personnel, the campus personnel, and the construction personnel, we're all working together to make sure that the student experience is the best.</p> <p>9.b. Budget Highlights for 2022-2023</p> <p>D. Burns-Peters: There was a resolution put forward last week by the District to the Board of Trustees that was signed and supported to request emergency allocation funding. We are requesting the emergency allocation funding versus a home harmless because it was more beneficial for us to do. This is the highlight of the budget report not only with the emergency allocation funding but an overall summary. I do want to appreciate the fact that this report was given out both to the Budget Advisory Committee and was also presented to the Board of Trustees. As a reminder, the Chancellor's Council has five advisory committees underneath. Those five advisory committees are directly connected to our campus. I'm still working on filling in some gaps to make those very intentional connections for communication flow to happen. This was presented through a lens of tying it into the district goals and strategic planning. I thought that it was nice to see tied into actual planning. I am highlighting that we're opting for this. It is posted for you as a reference. There is some reference to what some of our enrollment management is going to be looking like and some of the goals tied to that. It will be a key part of our success and will prepare us for returning to the SCFF (Student Centered Funding Formula), the student allocation funding model.</p> <p>M. Worsley: I'm sorry. With the enrollment management thing. What is the fiscal cliff? What is that part? Avoiding a 2024-2025 fiscal cliff. What is that?</p> <p>D. Humble: It means we are losing Money. It's like a falloff. We don't want to lose money and I will say we are already 2% over that 4%. We're already at a 6% increase for this year. With the state-funded marketing campaign really just kicking off a couple of weeks ago. We anticipate going beyond that and hitting those percentages in partnership with the faculty chairs and Deans and scheduling. We're going to hit it with no problem. I am very optimistic as to where we are right now without counting summer. Remember our summer FTES for those June summer classes, we have the option to pull back or push forward without using summer. If we add summer and if we add FTES that we also obtain from the police academy, which</p>	<p>Motion 3: Move to table action item 9c since presenters are unavailable.</p> <p>1st: A. Avelar</p> <p>2nd: M. Worsley</p> <p>18 Responses</p> <p>Aye: 100% (18 votes)</p> <p>Nay: 0% (0 votes)</p> <p>Abstain: 0% (0 votes)</p> <p>Motion passes</p>
------------------	---	---	---

we also historically have purchased, we privately are anticipating 9% which is good. We are officially at 6%.

D. Burns-Peters: It really is a financial cliff. If we don't plan right. If we don't get our enrollment in order. But it sounds like we're on track. I like it.

D. Humble: We are on track absolutely.

D. Burns-Peters: Going with this model also impacts what our enrollment goals look like in the future. Because we establish the goals and then they take an average or median or some other budget number to figure out what our goals are when we do return to the student allocation funding model. This also helps. It prepares us for going forward.

D. Humble: It's a new baseline.

D. Burns-Peters: A new baseline prior to this. We haven't known really what that is. This (budget summary for 2022-2023) is out for you. Feel free to look at it further. It really is to give you a heads-up on what's happening out there in the budget world.

9.c. Educational Master Plan: status update, feedback

D. Burns-Peters: I do need to put a motion to table this item until the next agenda because neither person presenting it could not make it today was unplanned and unforeseen.

Motions 3

9.d. Student Equity Plan: status update, feedback

D. Burns-Peters: I'm going to ask for feedback on Student Equity Planning. We have tried really hard to get that working throughout the summer even with supportive faculty being paid for their time. It was really difficult to get faculty present in the room and in the space to do that. There was a very good faith effort, and it was still not as successful as it could have been. Not enough work is being done towards that. There are just not enough people at the table to do that work.

A. Avelar: Can I ask a question?

D. Burns-Peters: You can.

A. Avelar: I never received an e-mail that asked for support on any of this. Was this sent out to all faculty or to a selection of faculty?

D. Burns-Peters: This is why I'm bringing it here so I can clarify where we're at and what we've done. A list of the work group members was presented to the Senate last semester. It was also presented on opening day. I can tell you in a summary, essentially it was college council membership with a few additional members to fill in very noted gaps. Everybody in that work group was invited to participate over the summer. Sometimes it was just four or five of us in a room, whether virtual or in person. There has been a plan to try to parse out pieces of that and try to divide and conquer some of that work. This is both positive and negative. It puts a lot of pressure on those who are responsible for getting that done. Especially as we return this semester. We have had additional people ask to be added to that Student Equity Planning.

I'm going to pause for a moment for newer senators. Student Equity Planning creates a plan and an intentional approach to how to bring equity for our students to our campus through programs, processes, procedures, support, student support, programs, etc. It needs to be based on student feedback, input data, and faculty and staff input on how we can best support our students and provide the best equity we can for them, as well as create the best equity that we can for them.

Now we are back in session, the plan needs to go through a review, be signed, and submitted by the end of November. We're running out of time.

Recently there have been intentional reach outs to our faculty associations. The faculty association

group's initial meetings were two weeks ago. I understand there are future meetings planned with them as well. It was my request that they are put on the team. We've also brought in English. We had our math AB705 lead Anthony Castro on the team, but we did not have a specifically identified AB705 English. The plan addresses AB705 and guided pathways very clearly. We pulled in Paula from English who has jumped right in and put a whole list of very specific suggestions in. Which were great to see.

My point is we've worked intentionally over the last couple of weeks to try to expand that group to get more feedback and more input. Where I see the gap is that we are a work group with representation, but we are not the faculty body. I'm bringing it here today to intentionally ask for you to have conversations with your constituent bodies. Historically when you think about student equity planning - what it's looked like, what we've done, what programs we have on campus... what more can we do? What are some other supports that might be missing?

Before we go too far, again as a reminder, the data has already been running. We've been pulling a lot of data. Samantha is one of our new research analysts. I think is her title. She's been really supportive of the group and pulling all kinds of data for the workgroup. It is clearly our black and African American students that have the greatest equity gap. I know we're not shocked by that but that's the focus. The intention and the writing need to focus on our Black and African American students. Will that ultimately have an impact on other groups? Likely. For example, if we as a faculty body go through a process of decolonizing our syllabi to address and support our black and African American students, is that not going to support others? Of course, it will. That's what I mean. It will have an impact on others, but the target is that group. We have to be really intentional with that.

D. Hunter: English worked on that a lot together. Let me ask this question. Aren't the actions supposed to be measurable with measurable outcomes that data can be attached to?

D. Burns-Peters: Ultimately yes. While those things have been inputted into that plan. Where they have been put into the document. Where we can see them. The next steps are that we have to take these and tie them into some kind of measurability over a period of time. Now the plan may include additional data being pulled. The plan may be saying we don't really know enough about this, and we need these tools to be able to know more. That can be part of our plan. It's not just about programs sometimes. It's access to information. It's access to data. It's the disaggregation of data. A lot of that's been worked on by our IR department. It may not be here now, but we can build that into the plan. Any other questions about the plan? The plan is not done. What I don't want to have to happen is we get to the first meeting in November or the last meeting in October and I'm asking you guys to sign a plan that I haven't asked you for feedback on.

A. Avelar: In terms of this feedback do you want it right now, here? Do you want us to give you something that we already know about? Do you want us to go back to our division and get information? Do want us to send it just to you? To the group?

D. Burns-Peters: I sit on that group as Academic Senate President representing Senate as a whole. Everything that we have is in draft form. I don't want to send out anything with any misunderstandings about what the plan is right now. What I can do is send the template to the Senate body. I don't know if that's been shared. I'm running through if I posted it in previous agendas. I don't believe so. I'm seeing the previous secretary go, you didn't, and she's got a great memory. What I can do is highlight some areas where faculty input would be critical. I would ask that you send that to me. I can take it to our future meetings and that will be incorporated as part of my representation process.

K. Barnett: Are you asking for more members to be on this committee, or do you have enough? D. Burns-Peters: I have recently added some members. I am open to adding more as we work into this very busy

time of this plan. Are you volunteering Kelly?

K. Barnett: Yes.

D. Burns-Peters: I will forward that information today and ask to be added to our next meeting. You are welcome.

A. Avelar: When do you want this by?

D. Burns-Peters: Sooner than later – Yes. I also want to make sure you have time to give that feedback. I would say between now and the next Senate minute meeting. I'll take anything that you can give me. I will get the template out today before I leave.

T. Vasquez: I'm having difficulty understanding the purpose of this plan. I think that figuring out what kind of feedback to provide... is coming up with the measurable things that we should be doing as a college so that we can all ride this wave because it is necessary because it's intentional because we're committed to this plan. I remember when the last plan came out. I'm all for including equity but I couldn't ride into that plan. It was just not what we were committed to it. I feel that this is an opportunity to do that. Especially with all the things that we have become aware of in the past few years. I know in my division we're working towards specific goals. I don't know what I'm saying but I would just like to express that I feel that intentional purpose, understanding... I also feel the same way about the educational master plan. Those are excellent plans that are an opportunity for us to really engage with our goals.

D. Burns-Peters: The things that keep us awake at night. I see you almost put your hand up John, would you like to share some insight? You're good?

J. Stankas: I can if you want me to make you, but I think you should do it.

D. Burns-Peters: I just thought I saw your hand go up. The things that keep us up at night. What does it mean to contribute to the plan? What should that plan look like? There have been recommendations like the B.R.O.T.H.E.R.S. Club that has been chartered and re-established. I think it's still a process or recently finished, the A2MEND chapter being brought back to our campus. Great recommendations and those came from a student services perspective. Here are the services that we can provide and the support we can provide for our students. My question always is, and this was the question in the last plan: if we're going to refer to a club that is student-driven, and student-run, can we call that institutional support for our students? I'm not saying that it's a bad idea. It's a fantastic idea. Our students are asking for that. We had a group of Black and African American students come and do an open forum and they specifically, unanimously, said we want B.R.O.T.H.E.R.S. Club on campus. Then they're going to get brothers club. What I'm saying is that institutionalization of support or is it only for the leadership that we have currently, i.e. our wonderful faculty advisor who's taking that on, Keenan Giles. What happens when Keenan can no longer do that or doesn't want to do that? Is that institutionalized to the point that B.R.O.T.H.E.R.S. Club continues to exist for our students? In writing the plan or making those recommendations, I think that's one of the key pieces that I keep going back to.

I'll say in the last plan, I was infuriated that our LGBTQIA club was listed as our recommended support for our LGBTQIA students. It's great but is that an institutional reflection of who we are and how we support our students? It's one little piece. What systemic changes, from a faculty perspective, can we recommend to make a real difference? Not the low-hanging fruit. Yes, we want to put that in there. It should be part of the big picture. What are some of those root things, that have come up in professional development over and over again? There's a conversation about what that looks like. We can't necessarily write that in the plan right now but we know it's a top priority. It can't just be... if you want to learn how to be anti-racist come take this training. It needs to be... we as an institution won't accept anything less. Therefore, we will go through whatever hoops we need to go through, we will trudge through whatever

valleys we need to trudge through, to make sure that that becomes a required training and that everybody, not just faculty, goes through it. I don't know if that helps

T. Vasquez: I think it does. I think part of the concern is we put in so much effort with so many things. When we're talking about the institution, it really is leadership. At the end of the day, they're the ones that sign everything off and have the funding. We can make all these plans that if leadership says, "whatever" and doesn't do it, nothing will get institutionalized. I think it comes down to continuing the motivation and encouraging ourselves to be cautiously optimistic. Let's go ahead with the ideas and make plans but at the end of the day, the leadership needs to say this is what the entire body, the faculty, the staff, and the students, this is what they want to do. How do we make sure it happens? I wish leadership would say, what do you need? How can we make it happen? Instead of, how can we squeeze more out of you? That's a battle that feels like it's never-ending. I just wish there was a different vision where leadership would just say, how can we make it happen? I think that's where it comes down to because we make awesome plans but then there's but no, but no, but no. It means making things happen but also communicating with all the bodies that need to communicate. It's not making secret back deals with different areas. It is actually talking to unions, and associations that need to be talked to, just getting it moving. To get any of these plans to work, it's listening to us because we're in the classrooms. We see what's happening. I have students telling me how much they love our smaller but not super tiny classes because they get more attention. We can actually give them the attention that they need to learn the content. We spend so much time with them versus at the university level. I have students that went to a four-year school that have classes with 200 people. They say, "I can talk to my professor there. My professor doesn't know me. I don't feel like I belong there. I love it here because I can talk to you. I know you." It is that kind of stuff that if they listen to us and see what we are providing, we are really going to achieve everything in our plan. If they don't listen to us and they just want to see how much they can squeeze, it doesn't work. I would recommend that the leadership say, "What do you need? We'll redouble our effort to change for the success of the students." I see what you're saying. We can do all this but if the institution and the leadership don't actually make it important. It won't happen.

D. Burns-Peters: I think that alone is feedback. I think it's a balance. We don't want to be given the burden to do this work without knowing that we don't have the upper support. I'm also going to say we don't want to be given the burden and not have it across campus. There is a very clear conversation going on in many spaces right now that the faculty have been driving this work for a long time. I'm not saying that there's no commitment at a higher level. That's not what I'm saying but the commitment by the faculty has been strong. I see it in lots of different meetings where people are very passionate, they're exhausted, they're working hard, they're doing all of this work. Now the question is, as a faculty body we can do all of this but how do we as a campus as a whole? It needs to be everybody. It is not helpful to do the work in our classroom with our curriculum, with our representation in our courses, and all the work that I know that your division is doing, if they go to a student services counter and have a very different experience. It really has to be as a whole.

T. Simpson: I was just concerned with the fact that it is a lot of work. I think those of us who do the work we get like work to death and then you have people that don't do anything or very minimal. I also know that we have a culture here where everybody does not feel valued and that is a big issue. We see the work that needs to be done, but when I go there it feels like I am wasting my time. We have a lot of meetings but there is not very much action. It's frustrating. That's the elephant that we need to address as faculty. Yes, we have 10 + 1 but again we're just recommending bodies. We have got to remember that our management is here to support us, but we got to recommend and keep on moving. We can't keep fighting

every little thing. It makes it hard. Then when you talk about the students. I'm in counseling and everybody knows that. We see these students. We're telling them. We're assuring them go through this, your instructors are going to add you, they're going to do this, and then when they come back and say, "Oh no they said that I'm too late or I didn't plan." They're getting cut off there too. We have to have a consensus across this campus that when students come in that we are all here to help, not just part of us. It is devastating when you're canceling classes when students are looking for classes. That's the problem. I mean, we just have to be honest.

D. Burns-Peters: I think that's fair and that too is feedback. I think having accountability in the plan is going to be another key. It's something that I've been advocating for, that it's not just a plan but that there's accountability built into it. That there are milestones or benchmarks, whatever you want to call them, along the way. While the plan does already call for that a little bit. I think we need to be more intentional about that. That we're not in a cycle of just checking in when we need to. I mean we're having these conversations around program review and accreditation as well. How do we make that a continual process and not just check off a box on a list? This is my formal invitation to whatever those thoughts are, anything that that kind of gets to the root of change... that's how I see things.

I come from an interesting background as an occupational therapist. When somebody can't lift their arm up over their shoulders, they think that it's because of the pain right here. It's like, no, let's go back to the root of the issue, and let's go deeper into your muscle structure. It's way down over here in the back of your back. They're like how is that possible? It's possible, trust me. Those of you who know anatomy know that... It's really kind of going to the core and from an interpreter's perspective... you know interpreters coming in, want to be mentored. I can give you a million things to fix your interpreting, but I can also give you one or two really critical things that will have a great impact on your development and your growth...

When you give feedback maybe from that perspective, you don't need a laundry list because that becomes exhausting. How do we handle all the laundry lists? We get a lot of that in meetings. We're so overwhelmed because there's so much to do. Let's try to think about what some of those really deep root issues are. If we can fix those issues what naturally grows from that will be equity not only for that targeted group but across the board. I feel like I'm preaching a little bit. I don't know if I'm helping.

C. Jones: I don't want us to be limited by what we can measure. I kind of want to hear all ideas and then figure out how to measure on paper.

D. Burns-Peters: Put it all on the table. What I'm going to say is that it's likely that as your feedback comes in... again we've already received some feedback. I will say some but we've received quite a bit of feedback from the workgroup. The challenge has been over the summer to get that constituency like English which was not able to do anything until they returned. When they returned, they had conversations. That's where we're at now... I'm inviting that now. It is likely that we're going to see a lot of overlap. We can work with that. The perspective will be, what can we manage in the next five years? What is actually reachable, doable, and will have the greatest impact? At least, that's the voice that I take to the table every single time and I will continue to do.

C. Jones: Does it have to be things that will be reachable in five years? I feel like in the sciences we have to go and try to do outreach to target the youth. I feel like you don't decide, "I want to be a doctor" or "I want to be an engineer." I don't think you decide that when you're in your 20s. I think you decide that when you're like 5, 6, 7, 8 years old a lot of times. I feel like I want to go target all the local kids and go get them excited about something.

D. Burns-Peters: No, it does not have to be reachable in five years. It's just what we're going to do in five years. I agree, influencing the youth as they come right beyond our high school. Once they're in high school

		<p>they sometimes have already made their decision or don't have a decision, and we're trying to guide them. Thank you, guys, for that discussion. I do think that is helpful and all of that will be included in what I take back.</p>	
10.	Announcements	<p>B. Tasaka: Friday, September 9, is the first Asian Pacific Islander Association Meeting at 2:00 o'clock on Zoom. If you want to link e-mail me. I would be happy to forward it to you. All are welcome. After this Academic Senate meeting, is a volleyball game. Anyone down to joining head over to the gym.</p> <p>M. Worsley: Friday, September 16th, we're having a music Theater and Dance Faculty Recital. You are welcome to come to watch your fellow faculty do their thing.</p> <p>M. Levine: Friday, September 9, is the first meeting of the Honor Society for this semester. Every student got an e-mail with the Zoom link and information about it. If you have some exceptional students in class that might benefit from being a member of the Honor Society, just say to them, "you know the Honor Society is a good opportunity." I can add them to the email.</p> <p>A. Avelar: STEM-MESA is having a lot of events all month long and over the next few months. Please tell your students about STEM-MESA. They do not have to be a part of STEM but if they are interested, they can come to listen to the speakers about different pathways like the PCR medical program and other cool stuff.</p> <p>D. Burns-Peters: Our next meeting will be on September 21st back in this room (Library Viewing Room) and then we will return to B100 unless the body feels differently. We can talk about that next time.</p> <p>Attendee: I have a question. Why did we move from the president's conference room?</p> <p>D. Burns-Peters: Because this body no longer fits comfortably in the president's conference room.</p> <p>Attendee: Thank you. I was wondering why.</p> <p>D. Burns-Peters: You're welcome. Thank you all. Meeting adjourned.</p>	
11.	Adjournment Next Meeting: 9/21/2022 Library Viewing Room	Meeting adjourned at 4:25 pm	