

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 3:05 pm Sign-in sheet and voting record	
2.	Public Comments: non-agenda and agenda related (max. 10 minutes @ 2 minutes each)	None	
3.	Senate President's Report a. EMP Timeline	<p>D. Burns-Peters: Today I wanted to share with you a couple of things.</p> <p>Faculty Evaluations</p> <ul style="list-style-type: none"> • If you are being evaluated, you should have received an e-mail. I cc'd you when I sent the notification out to your peer evaluator who is assigned to you. If you haven't heard from them let them know that you understand they are your evaluator. • Let me know if you need help with that process. "Literally, every single available faculty member that could be assigned this year has and that's with many faculty being moved to a spring evaluation. At least 10 faculty have been moved to a spring evaluation. • It is an across-campus process. You may not know who the person is. For example, I have received a few inquiries where it was stated, "I don't know that person. They don't work in math. How am I supposed to know their skill set?" • Just as a reminder when we do evaluations, we are not measuring our faculty peers and their content expertise. That is not what our evaluations are about. Peer evaluations are observing the techniques we use within the classroom, such as engagement, interaction, and communication with students, and now a whole segment on how diversity, equity, and inclusion show up in those spaces. <p>R. Hamdy: I just received the information on that from HR about that today and I will send that out.</p>	

D. Burns-Peters: There have been a few inquiries about how to evaluate the section on diversity, equity, and inclusion. What does this mean?

- That responsibility for training was to come from HR and we have it now. Please look at that when you receive it. I will also say that this is the first time around, not just for this campus, but many campuses are experiencing this for the first time.
- One of the challenges that we're having is understanding the language. For example, what does fairness in grading mean? Or what does representation in the classroom mean? Is it enough to say, "Well all of my students are welcome here? Of course, I welcome them, I want everybody here." Is that being inclusive or are we expecting to actually see diversity and representation in the material, in the readings, in the photos, and in the language that we use?
- I will also try to send out this State Academic Senate adopted language and adopted glossary. There's a glossary from the State Senate that was adopted a couple of years ago. There's likely to be some feedback and conversation and how we can do this even better the next time.

R. Hamdy: Additionally, the peer evaluation form is new, and HR is recognizing that some things may not be applicable for faculty to measure. For example, there's a spot that says, "does this person turn in their grades on time?" How do you really know that? You're not the supervisor and you are not their dean. HR has acknowledged that in some spots you are going to write N/A or not applicable, or I can't measure, or I am taking the evaluatee's word for it. Whatever it is, that is ok because HR is going to see all of those things that you may not be able to answer, and then they will know how to make modifications.

Area D Meeting & Fall Plenary Session

D. Burns-Peters: Speaking of the State Senate, Area D meetings for our plenary sessions are coming. Our next plenary session is a series of work workshops or professional development over a couple of days and will culminate in the voting of state resolutions.

- At the State Senate level, resolutions are the pathway that we utilize to communicate to the State what we as the local senate's desire. As part of that process, the areas meet prior to the plenary to discuss what resolutions are out there and to decide if they are worthy of being vetted, are relative to the 10 + 1, and should move to the plenary session for review. That Area D meeting is going to be on October 15th and that's a Saturday. It usually runs from about 10-3 pm. Sometimes we get out early. It depends on how long that resolution list is. See <https://asccc.org/content/area-d-meeting>.
- I only encourage you to end that because it gives you a good insight into what the trends are and what the conversations are happening across the system. While those will be area D conversations, they're usually reflective of other conversations that are occurring.
- Fall Plenary Session will be from November 3rd through 5th. It's in Sacramento this time and I am working with Dr. Humble and seeing what kind of a team we can send. I am hoping to send more than just myself, but I will be there in person this year.

Adjunct Senators

- A call for adjunct senators has been sent out. I am hoping that we have a good response. I have not checked that number but the due date for that is tomorrow. If there's a need to extend, I will send that out and we've got some padding in that time. We should, at the next Senate meeting, have adjunct senators joining us as voting members.

		<p>a. Educational Master Plan or EMP Timeline</p> <ul style="list-style-type: none"> • Regarding the Educational Master Planning, we're going to talk and do some work about that later. • We are now in the space where they've had listening sessions locally last semester from a variety of groups across the campus including students, faculty, staff, and classified staff. They took all that information and did data research. We also had an environmental scan that was full of data done by another company. They presented all of that in an executive summary format a couple of weeks ago. Today we had our first goal-setting session. We haven't really set goals yet. I don't want to panic everybody and make you think, "Oh you guys were just in this room making a whole bunch of plans without us." That's not the case. We are now in the space where we have all the qualitative and quantitative data, conversations, and information and we are now narrowing that down to find those themes that will turn into our goals. • We spent four hours in this room today doing that and that will continue through tomorrow. The core work group that was reflective of the College Council is working on this. The college council membership has had a core group from the beginning. We have recognized some gaps and have added people along the way. Even today there was some conversation about pulling people in. <p>R. Hamdy: At the online campus community meeting on October 26th, is when some of those drafts will be shown and then we will get student, community, faculty, and staff input.</p> <p>D. Burns-Peters: I just want to assure you that they are not making the goals for us. I want to assure everybody that goal-making is not being done by the consultant group. The consultant group has, at this point, really been gathering the data and presenting it. This is a process that will continue through the end of this year and then we will be left with the task of working on a timeline for implementation.</p>	
4.	Committee Reports	<p>Professional Development (R. Hamdy)</p> <ul style="list-style-type: none"> • Just that we are continuing to take conference requests. I received a motion of support for my committee last time we met where we are going to try to fund conferences in full. The PD committee had a cap. First, it was \$700, then \$900, for a time up to \$1000. It left us in the spot where then we were asking faculty or staff to find other funding somewhere else and sometimes that just meant they paid out of pocket. I thought that was so unreasonable and it hurt my heart to know that when somebody wanted to go to a conference, we could give him \$1000, and then they had to pay out of their own pocket. My committee graciously approved that we would fund it. Trying to fund conferences is the first goal. If the PD budget allows it. • Now if it is an unreasonable amount like someone is asking to travel to wherever and it's like \$5000, we're going to go back to that person and say, "that's a quarter of our budget, let's figure this out." We have a small budget. As of right now, we're getting enough conference requests where I feel comfortable that if you submit something I can either help you find the money somewhere else, or I can fund it through the professional development committee. It's something I've wanted to do for a long time but I think now I can actualize it. Just send those requests directly to me. Tell the folks in your divisions that if they have travel needs, they can send them to me. If I can't fund them we will possibly go to student equity, maybe the EEO fund, there are some other options. That's my report. 	
5.	Additional Reports a. CTA Report	<p>CTA (B. Williams)</p> <ul style="list-style-type: none"> • Hi everybody, if you don't know me, I'm Byron Williams. I am an adjunct history faculty member here and the Secretary of our Union. I will be giving reports to Academic Senate on the CTA's behalf. • Just a couple of things, we did our first negotiations meetings back on Friday the 23rd. We sunshined some items at that time. Of course, there are two things on the table. There was lecture lab parity and class sizes. We 	

are getting on that, but there were a couple of things that we surveyed back to members to try and reach out to them to see what were some major concerns that they had. Two of those were reduced, if not free, faculty and family tuition, and also reduced in-service days. There needs to be somewhat of a discussion, I think Davena had even mentioned that last time, about what in-service days are going to be. How do we define those in-service days? We're going to take a greater look at that.

- I just wanted to invite all of you to a social bowl at Empire Bowl in Redlands at 1 pm on October 22nd. If anyone is interested, you can reach out to Ed Gomez at egomez@valleycollege.edu. We have already invited CSEA to be a part of that. We will also be having our picnic with CSEA but that will be towards the end of spring. Just to let you know you can always reach out to us. We are available to help you. If you have any needs, you can always reach out. I have office hours on Thursdays from 8:30 to 10:30 am. I can either do a zoom meeting, meet you on campus, go get coffee, or whatever it may be. You can also e-mail me at secretary@SDCCDTA4us.org. Of course, you can always reach out through the school e-mail too. I can get you in touch with whatever you need.
- Also, two more events are the General Membership Meeting on November 17th which will be from 5:00 to 7:00 pm at the union office. If you don't know the address it is 1997 E. Marshall Blvd., San Bernardino, CA 92404.
- We will also have a Board of Trustee Forum on October 28th from 12:00 to 2:00 pm at SBCCDTA offices. Bethany and Ernie from API in LFSA have already reached out and I have cordially invited them to come. Anyone else who would like to come, you are more than welcome to. Please reach out to Ed Gomez about that.

Comments

- M. Worsley: The Board of Trustees Forum is for the Redland area, correct?
- B. Williams: Yes, for District 4.
- D. Burns-Peters: It is the Redlands area, and it would be running against Nathan Gonzales.
- R. Hamdy: Who is running against Nathan Gonzales?
- B. Williams: Christian Shaughnessy
- R. Hamdy: Is the union backing someone in particular?
- B. Williams: We are backing Christian Shaughnessy. Unfortunately, Nathan Gonzales was not able to attend because he was in Europe during that time and gave us a written report.
- R. Hamdy: So that is the reason they are backing Christian Shaughnessy?
- R. Hamdy: There are other reasons for backing Christian. We think that he has a fresh perspective on things, and he is committed to staff, faculty, and students on campus. He is also backed by a lot of endorsements from other people like the Democratic National Convention and a number of different organizations.
- R. Hamdy: I do want to address a concern that I know that you opened up: the number of in-service days. You also said the union is going to spend time defining what those days look like.
- B. Williams: No, no.
- R. Hamdy: Yes, but you don't need to cut me off.
- B. Williams: Ok. I appreciate that. I was just saying that in regard to what Davena had said at the last meeting that we need to look at what that looks like and how we can move forward.
- R. Hamdy: As a Senate.
- B. Williams: As a Senate, yes. I was not talking on behalf of the CTA in that respect.
- D. Burns-Peters: Just for clarification, how those days are used can be defined by the Academic Senate and it should be in my humble opinion. It's definitely 10 + 1 purview. Those things are being sunshined, I believe, at this next board meeting. I think you must be on the board's agenda, and I believe they're going on the 14th. I am working with the powers that be on making sure that we are allowed input and that negotiations don't

proceed without hearing from us first. I'm keeping a close eye on that and watching timelines.

- R. Hamdy: I am concerned that that was something that we chose to sunshine because we as a body went through the entire process of changing the calendar and reducing the instructional days because we are the only district with 177 days and with the longest semester. A ton of research was done on that and a ton of negotiation. Because the calendar is done three to five years out, it didn't go into effect until the start of the pandemic. It's very concerning to me that two years when the calendar gets implemented, based on all of the good work that the union had initially done, the CTA, without any consultation to my knowledge, would then choose to sunshine that again. I just want to publicly say that that is gravely concerning because those in-service stays do not go away. We are required by the State to do something. That means we go back to additional flex days which is not always the best use of time. Those in-service days provide us with ways to do things that we don't have time as faculty to do otherwise. For example, the mandatory EEO training that's coming down and many other mandatory trainings, division meetings, and department meetings. If those in-service days go away, they cannot be replaced with flex. They could be replaced with additional instructional days. Those in-service days do not just go away. That's not a thing because there are mandated days that the state is requiring us to adhere to. I again have grave concerns about this decision. I do not feel that this was in consultation with the faculty, and it was just done by the union I feel a bit arbitrary.
- D. Burns-Peters: Thank you for that.
- Avelar: My comment is that they did send out a questionnaire asking us what we would like to have sunshined. I think I'm on for the lecture lab parity to keep on going but I could see if people responded and said, "Are we getting surveyed as to what we would like our PD days to look like?" I don't think we have ever been surveyed until this last one, barely. I was always told, "No. It's Ok. We understand. People can give feedback." Ok. I'll give you an example of this one that just passed. We were supposed to have time for division and department leads. Our department meeting time got jacked by our division meeting. So, we all have to scramble and find other times to meet causing faculty-to-faculty conflict. It happened in physics. Physics had to schedule a different day. It wasn't the chair's fault. It was because our division meeting took up the whole time. They had a conflict there and then we had a find time on Friday after a long day of being in a presentation. We're giving a presentation that is not ADA-compliant. We cannot tell what's going on at all. The font is super tiny. Everything that we are told not to do in our online teaching was done during that meeting. We're over here in the back. We can barely hear. We can barely see. Where like, "what the heck are we doing?" Then we still have to meet as a department because our time was stolen. What I hear is we need to have a look at this in-service. We need to talk and send it to the CTA. We need to change this because our in-service dates right now are being open to people who are not communicating with us at all as to what this faculty professional development should look like. I'm looking at professional development as to how do I get things right with my students. All of this huffing and puffing around. OK, but how do I do what I do to help my students learn and feel comfortable here and belong.
- R. Hamdy: That's all very good feedback and I hear what you're saying. I will take it on myself and the Senate because the pandemic really just hit us so hard. I understand and I agree as a Senate body and as the PD coordinator, there should have been more intentional gaining of information like this so that we can then continue to restructure. We have only been doing in-services this way for just two years.
- Avelar: I think people are tired and probably felt that exhaustion. "Why are we having these kinds of meetings? We're already burnt." We also are going through a pandemic. It is not just our students. When we get put into a room where no one is masked. By the way, the trustees all mask. We don't know who's vaccinated although we know the staff is.

		<ul style="list-style-type: none"> • R. Hamdy: It doesn't mean we slash in-service days. It means we restructure them. • D. Burns-Peters: I want to recognize that clearly, we have conversations to have about in-service days. I want to recognize that and that is the piece that needs to come here through a Senate process. I do believe that there may have been, as you mentioned, this frustration. Especially since we've never done that in person. It felt very different. There are lots of factors that went into it. That being said, we have purview over that, and we need to address it. I don't know if switching them back to flex days, in my humble opinion, is the best option. That is where this group has to have a conversation about and how that can be structured so that we feel and benefit from that structure. Our goal is to make sure that our students are served. This is one of those areas while it's being sunshine by the union, it's certainly not their purview to decide how that's going to happen or what those days look like. The only option would be to switch them back to flex days or instructional days. We will have those conversations. We will be in dialogue with the union. • Attendee: Is there a timetable? I feel that some of that conversation came from the calendar as well. Having input to the calendar and having input to the opening day. I think this is another area where we should have some input. How we get to visualize that calendar itself and that way we can pass that to our representative calendar committee. • D. Burns-Peters: We got to get on the front side of that and it is on the radar of the calendaring committee. Recognizing that any change that we make will impact calendars. We recognize that all those pieces go together. When you start hearing that the union is negotiating in-service days we're well aware that this is our purview on how we use them. We will be doing our part in that negotiation without sitting at the table. 	
6.	SBVC President's Report	SBVC Presidents Report (Dr. S. Thayer) <ul style="list-style-type: none"> • Good afternoon, everybody. I just got to thinking that it's been a hectic month. We're getting close to midterms. I was thinking about how I haven't been to the Senate meeting in a while. I wanted to share some things that have been going on. For the first meeting in August, I was presenting at the California Public Information Officers Conference around how we're using TikTok and social media to drive our enrollment. I missed another meeting because my mother got sick. I had to leave town and so I wasn't able to be here in person. She's better. She's on the road to recovery and that's good. I went to Minnesota and then came back. It's been busy. Thank you for asking, she's doing better. I almost went to the President's Conference room but I do know that we moved it to B100 for a lot of good reasons. • I want to share some things that have been going on since it's been such a long while. You've probably heard the good news around enrollment. We are trending in a positive direction. We're up 7% from a year ago today and that's the good news. We're chasing our pre-pandemic number but we're on track. The district goal is 6% and we're at seven. We believe we're going to meet and/or exceed our enrollment goal for Valley College and the district. Enrollment looks strong. As you see, in the classrooms students are back. They're engaging us and we'll continue to engage them. • Davina mentioned the EMP or Educational Master Planning process today in this room. It's been a busy day in this room, our consultants facilitated the conversation around our priorities. We have been talking about statewide initiatives. We've been talking about equity at the focus of the work that we're doing. With the data they collected and shared with us, we're able to dialogue and start to create some themes. The themes are not new. It's around the work that we've been doing for quite some time. The good news is they're emerging in a way that aligns with the work that we've been doing for a long time. We talked about last year was 95 years and building upon that as we move forward in this process. We're creating for the next five years our plan, our strategic direction, to move the institution forward to support the students and to make sure we're 	

delivering on the promise to get them to their identified goal. It's an exciting time. There's a lot of information that we're sorting through but it's really good work. That's the work that you do every day in the classroom and that you do every day on campus. Now we're going to be able to build upon the things we've done, add the things we need to, and integrate all the initiatives that were required to do. It's like this creative time and it's happening not just in our educational master plan.

- If you look around campus and our facilities, we're building again. Buildings are coming up and they'll be completed on schedule. We will keep you informed as we go along. The softball field is the first one that should get completed at the end of the semester. Then we'll see, as we make our way from that side of campus all the way back to this side, and we conclude the student services building, which is going to be a few years out. That's the big plan that's happening. Exciting stuff. We're building literally and figuratively. It's our start blueprint. We talked about the blueprint for success, and we are building on those things. Good progress is being made.
- There are a couple of announcements. Our shuttle to the Orange Show is back up and running. It was delayed for a few days or a week or so for some issues. It's available now for anyone using that parking at the orange show can be back on the shuttle. We still have a good amount of parking over here on this side of campus. We're going to start potentially losing another parking lot as construction progresses. That's why I want to make sure we have overflow parking as needed for everybody.
- The Great Shakeout will happen on 10/20 at 10:20 am which is our emergency preparedness drill. We're just going to go through and make sure that we run the test of our system. If you want to get the text on your phone, e-mail, etc., you got to sign up for it. Make sure to log into our system, webadvisor, and put your phone number in there so those notifications that are sent out to you when we test. We had an issue last week in the campus center where there was an outage. If you received a text that said the campus center had an electrical outage, about an hour later it was back up and running. That was a quasi-test if will. It did occur. No one was in the building. It was secured and identified as being safe. We're having that at 10:20 am on Thursday, October 20.

Comments

- R. Hamdy: It takes like 20 or 30 minutes of class time. I haven't seen an e-mail about it yet. If somebody could send something out that way of faculty are given an exam or something that day then they can pivot quickly. Also, we talked at the calendar committee about putting the Great Shakeout on the academic calendar so that everybody knows about it. If we could send out another e-mail as soon as possible that would be great.
- Dr. S. Thayer: It's not going to be like it was in the past. We're not evacuating everybody and moving to a station. We're testing our system. We're going to take incremental steps. We'll send an e-mail to give you all the specifics. It's not going to be what we had before. If you remember, we cleared buildings and went to sites. We're not doing that this time as we work our way back. We're going to test the system. We're not going to be moving around as we have. I know we did a drill a few years ago and there was a full-on simulation. We're not doing that. Maybe later we will get back to that. However, as we work our way back from this pandemic, we're going to test the system and make sure it's available. We are going to inform everybody that it's happening and then it shouldn't be too disruptive. We hope it'll just be OK we did it, however long, 5-10 minutes. We will move on just so we know that it works.
- A. Avelar: The practice isn't the problem. It's really good because when something does happen, we need to be ready. It completely makes sense to practice. We should know ahead of time so we don't have an exam or anything that will take the student's brain space away from what they are doing and

then we're trying to get back on track, which is really hard. Just knowing that already is helpful and with that email coming that should help.

- Dr. S. Thayer: That's a great point so we'll make sure we communicate that so you have it, you know exactly what it looks like, and it won't be that comprehensive drill.

SBVC President's Report (Dr. S. Thayer continues)

- You heard about the campus and community meeting which is happening. That's our annual meeting where we invite the community. The focus this year will be an educational master plan and getting input to make sure that the community has a chance to give feedback on what we're doing and to share out about the great work that's happening right now. The last thing I'll add is about the campus center.
- We have a building renaming ceremony which will be on November 4th at 1:00 pm. It's going to be the Lois Carson Campus Center. Lois Carson was the first African American trustee within our district. A community activist leader whom I believe may have been the longest-serving board member in our district. That was a decision made by the board last year. That ceremony will officially rename the building. There's a display case inside the campus center. If you haven't been there, it's in the cafeteria area. It has a picture and some information about who she was. That is happening on November 4th. There's a lot going on this month. If you get a chance and you have the time, go and check it out. Say hello and stretch your legs. We also want to promote the Wellness campaign as we take care of ourselves and our students. There are a lot of great resources and a lot of great things we can do together to get moving. We had fitness Fridays going again so you can definitely check that out. You want to have mental health, physical health, spiritual health, holistic health so it's important. That's my report and if there are any questions, I'm happy to answer.

Questions

- Attendee: There is no bad news? You mention the good news is our attendance is up. What is the bad news? (Laughter)
- Dr. S. Thayer: There's always a lot going on, right? The good news too is that we have opened this semester extremely well. That speaks to everybody doing their part. It's been a smooth process thus far.
- A. Hecht: I just had a question because we were talking about in-service and since you are here. If you want to speak on behalf of counseling and non-instruction. I know counseling has said it and that we sound like a broken record, but we are always stuck every year during in-service and have students outside our door and then we feel guilty. We are trying to do multiple things at once, and we can't come on those days. If we could close the campus that would be great because it's not fair to students and it's not fair to faculty. We're running around the whole day trying to service students and then they say, "why aren't they at in-service like our contract says?" Then we have admin telling us we should be serving students.
- Dr. S. Thayer: That is a great conversation to have about the stages right before the semester. They are running here and then we have activities and events that pull away our non-instructional faculty. It is a great conversation to have to see how we best do that and make sure that everybody's, our student and non-instructional faculty, needs are met. It is a topic we should tackle so that we don't keep getting into that scenario.
- A. Avelar: I need to look at the bad news part for middle college and get that extra funding we should have over ten thousand in terms of our enrollment, and I think we are a little bit under nine thousand now. We are still in a pandemic. The pandemic is still happening for our communities especially for those of color. People are still trying to navigate illnesses and other conditions as well as crazy amounts

of inflation. It is not all ok in that sense. Having the numbers that we do have is actually a great thing. It is great that we still have kids that want to come to college. It is important that we also advertise. When we look at what is happening out there, often times we are seeing RCC encroaching on our district area, and we are not seeing our district and our college well-advertised.

- A. Avelar: I live in the district. I care about the district. My kids attended this district. Two of my children had Valley College reps show up to help them with the application. My last kid, nobody showed up. If we are talking about improving our enrollment or improving our efficiency and all of that language that's coming up, part of it is actually going out there and providing that outreach. If we have an office on outreach that really should be part of the plan. I'm not sure what happened with the high school my kids went to. I'm not sure if there was a visit and my kids missed it. It sounds like there wasn't a lot of representation this time around. I think that is kind of the bad news that if we fall under ten thousand we will lose some funding, not all funding. We are also in hold harmless and that's why we are also ok. I think a lot of districts are experiencing this too.
- Dr. S. Thayer: Yes, it is a statewide issue and the hold harmless is helping. We have three years to get back. District wide we launched a big campaign right before the semester started. Our outreach team is now back out and they have been going wherever they've been asked to go. Part of it was that the high schools initially said you can't come, but now they are saying sure you can come. We got an additional outreach coordinator so now we have two who are going out. They're running all over the place and going wherever they're asked to. We will keep doing that and we're building different outreach teams of people interested because as the content area experts it's always best to have you all speak to students. We give general information and outreach when we do those resource fairs, and we hear feedback from the students. They're getting these rich responses about how they want to major in this subject area. You can tell them what you can do. We'll continue to do more of those just to expose students. We're doing a lot more tours with all these groups coming around from middle school, elementary school, and high school. Our team is touring them all over the place, so they get a chance to be on campus and experience what is going on.
- A. Avelar: We really did transition. We have to really look at ourselves and how much we changed and grew. Not just seeing the growth but also considering the work that all of us have been doing. We moved a lot of things online pre-pandemic and we really did it for a small fraction of our overall offerings but not that we have moved a lot of our content online, there is a question where we do need to make sure we are looking at and answering and writing resources for both faculty and our students. I know the books plus program is still going but if we have a lot of content classes online, are we still providing chrome books? Are we still providing students with hot spots? That could be another reason why we may have low enrollment. Students drop because they can't always be on campus to access the internet or they don't have the technology. Is that still something? How are we advertising that? I used to send students to the library. Do we still do that?
- Dr. S. Thayer: The library is still that contact. Thank you to the library for still being that entity to be open and having Chrome books. We are ordering more hot spots. Those things we're continuing to do just like books plus. The federal dollars have been very helpful for us to address these needs. Additionally, if a student doesn't have a hotspot for a reason, we want to say you can also go to the library into their lab if they're on campus. I know they don't always come up to campus but if we can keep giving them the information that our labs are open and available to students who can access them if they need a computer. If they don't have a hot spot for whatever reason, we're going to keep looking

		<p>at doing all those things with the understanding that our HEERF (Higher Education Emergency Relief Fund) dollars are running out at the end of this academic year. We're going to look to see what's the best way to figure out what the students need as we move forward. Hopefully, as we get to endemic from the pandemic, but that's that that's kind of where we're tracking.</p> <ul style="list-style-type: none"> • S. Meyer: For the tours, can they see our facilities and what we're doing and not just pass by. • Dr. S. Thayer: I love to hear that. Just let him know and they will bring them in. They don't want to disrupt the work that's happening in the class. • S. Meyers: I told them and they still pass by. • Dr. S. Thayer: That is a good point. Thank you. 	
7.	<p>Consent Agenda a. Approval of the minutes for 9/7/22/ & 9/21/22 b. AP6305</p>	<p>a. Approval of the Minutes for 9/7/22/ & 9/21/22 b. AP6305</p> <p>Motion 1</p>	<p>Motion 1: Move to approve the consent agenda. 1st: S. Meyer 2nd: T. Vasquez 18 Responses Aye: 94% (17 votes) Nay: 0% (0 votes) Abstain: 6% (1 votes) Motion passes</p>
8.	<p>Action Agenda a. Starfish Faculty Lead</p>	<p>a. Starfish Faculty Lead D. Burns-Peters: The goal of the starfish faculty lead is to have somebody to um really help us utilize starfish in a more efficient manner and it's tying into enrollment management and early alert system that we are not utilizing. It can be used to support faculty and to set up some automatic flagging, etc.</p> <ul style="list-style-type: none"> • I was able to confirm that the starfish faculty lead would have a .2 reassign time with the understanding that it will be re-evaluated at the end of the first year to see if that is enough or too much. That is about 6 hours a week. • This is really a motion of support that we could use some leadership in that area and attempt to use that to help with our enrollment process. <p>Discussion</p> <ul style="list-style-type: none"> • T. Vasquez: Had this been going out already? • D. Burns-Peters: We had a team that did some initial investigation, but it is recognized that somebody is needed where this is their task. They want someone from an instructional faculty perspective. • R. Hamdy: Additionally, Crafton gave way more reassigned time. It may have been all at one point and they have 90% of their faculty using it. I believe it's very high. They've seen a lot of success with this. Because it was given to Yancy who isn't in the classroom and just has a ton of other responsibilities, we weren't able to get it in the hands of instructional faculty the way that other colleges have and seen success with it. This is really coming out of enrollment management, guided pathways, and student success. The starfish team at the district and at Crafton, they have like 3 meetings a week. They do a lot of training with the starfish. We don't even need this explanation, it's a lot of work. • A. Avelar: I feel like we hear what the problem is, and we avoid the actual solution, on-purpose. It sounds like Crafton, which is a smaller college, gave a more appropriate time for the person who is the instructional lead to do this work, and "voila!" It gets done. That's only six hours. People are going to try 	<p>Motion 2: Move to support the Starfish Faculty lead position with concern to re-evaluate reassigned time. 1st: M. Worsley 2nd: R. Hamdy 18 Responses Aye: 88% (16 votes) Nay: 6% (1 votes) Abstain: 6% (1 votes) Motion passes</p>

		<p>this and they're going to get burnt out.</p> <ul style="list-style-type: none"> • D. Burns-Peters: We know what Crafton did and yes it worked. It is now part of the work that faculty do over there and it's part of their culture. That's why it's working. They no longer have that full-time position. We don't really have a measurement on this campus and I'm going to encourage anybody who applies for this position to document their time. Say these are things I can't do because I-don't have the time and then don't do it. If we continue to do the work that is when we burn out. It is a faculty lead position so it's something that we can shepherd and support. Yancy and Michelle Tinoco are a part of it as well, so this lead is not going to be standing alone. • A. Hecht: You may have help from others but it's a lot of work. I may document my time but I'm already doing my full-time job and now I have to do this in addition to the six hours. • D. Burns-Peters: I hear from you that six hours is not enough. Is that what I'm hearing from the Senate body? What I'm hearing in the discussion is that 6 hours a week is not enough. The question is do we provide support and move to a vote or do we need to amend that motion? • A. Avelar: Are they ok with a friendly amendment toward making a change to that time? • D. Burns-Peters: I have no idea. • A. Avela: What will it take? At Crafton did they have counseling support? Was it both non-instructional and instructional? Was it one person? • R. Hamdy: It was one single person. • D. Burns-Peters: They were instructional and an energizer bunny to be honest. • R. Hamdy: Yancy did a lot of the leg work to get counseling fully using it. • D. Burns-Peters: If I can add it was not, "this is all we're going to allow you." The question was posed how much time do we think this is going to take? We have no baseline other than Crafton and how they handled it as a measure for that. If I could let's move to the vote. You can choose to say no bring it back and let's have more discussion, or you can amend the vote. • M. Worsley: The motion was to support the position. It didn't mention anything about the load. • D. Burns-Peters: Maybe we can move forward with supporting the position, but we are expressing concern about the load. I am seeing a lot of head nods. <p>Motion 2</p>	
9.	<p>Information Items a. Senate Liaisons</p>	<p>a. Senate Liaisons (D. Burns-Peters)</p> <ul style="list-style-type: none"> • I mentioned Senate liaison positions before. We have some open. and in how again just a reminder of how you see them working I don't know if it's something that we want to move to an action item in the future or if it's more information that this is how the exact body and advisory will be set up and then when it comes to the by-laws being changed the course that will have to come to the Senate body S • Some of this stems from the fact that I am now serving on the Senate relations committee. We're looking very closely at what these liaison positions are. I want to express that we have a lot of them. These are all of the state liaison positions and that's the base that I'm starting from. If there are other liaison positions, we need from the campus level, we can manage that. • Their role is to communicate between bodies. The state positions communicate between the state Senate and the local Senate body. They are going to get information from the state in the form of a listserv and other communication that gets sent to them. They would bring items of concern or alert or conversation to the exec body at that point during exec meetings. Most of those positions can also serve as the liaison 	

		<p>between our Senate body in our local campus committees, as well as our district-level advisory committees. It is really because as a Senate President you're asked to do a whole lot of tracking and it's just impossible to keep track of it all. That's just reality. The idea is to build a team to help support and keep track of conversations. These positions specifically will then advise the local Senate.</p> <ul style="list-style-type: none"> • Does anybody feel strongly that this needs to be moved on and brought to an action item or put it into the bylaws? When that happens that we can have action then. <p>Comments</p> <ul style="list-style-type: none"> • R. Hamdy: How are we recruiting for these positions? • D. Burns-Peters: Intentionally is my first response. Where this person is on the other committees that they need to be on to get the information to us. • R. Hamdy: Which helps them to do their work in that position. I am in favor of you as Senate President intentionally assigning the right people to those positions. Then having you report back what is happening and what you need from us. • D. Burns-Peters: Is there any opposition to that? • M. Worsley: But also, what is the process? The meetings that they will be going to and the spaces they will be in. • D. Burns-Peters: I honestly have not had the time to do that kind of work but that is the intention. Then outline what those roles and responsibilities are. I'm hoping to fold that into some of the work I'm doing with that local senate relations committee because we are looking at those definitions of what those liaison roles do. I'm not just saying this is your task but also giving examples of what you are watching for. What kind of conversation should you be tuning into and understanding the connection to 10 + 1. Their role is all about bringing 10 + 1 items back to the table. 	
<p>10.</p>	<p>Student Equity Planning: a working session</p>	<p>D. Burns-Peters: What I really wanted to do today was to bring to you the four metrics that will be addressed in our student equity planning. I want to recognize some great ideas that came forward, but we need to have those ideas tied into a plan. The strategic planning or educational master planning process is really the design format that we should be following with this as well.</p> <ul style="list-style-type: none"> • As a reminder, our Black and African American students are our target population, and they have equity gaps across all four of these metrics. The four metrics are successful enrollment, transfer-level math and English, retention from the first to the second year, and then obviously completion. It kind of sounds like guided pathways: into the path, stay on the path, exit the path. • When we look at these metrics there are three pieces that we should be considering. If nothing else maybe this will help you with what we're asking for. Identifying equity-minded practices, policies, and culture that would facilitate a shift from to an equitable outcome. These are some things that could work. Then designing the ideal structure to ensure that success happens. Then talking about what the current barriers are. What's blocking us from doing that? Now nobody wants to always talk about that, but we have to talk about it in the planning. The four areas that we can identify in the plan if you look at the template that is posted, if you read through it, the four areas that you can identify include (1) instruction, that's us – What are we doing? What are our barriers? What are we putting in the place of our students or what are we doing to support the students? – (2) student services, (3) business services, or (4) other. I would say the budget probably falls under business services, but I would be open to considering something different. If we look at those four metrics that is my intent. I'm open to suggestions because we don't have enough time to complete this. <p>R. Hamdy: Send the PowerPoint to the senators and then let them get feedback from their constituents because</p>	

they can facilitate this.

D. Burns-Peters: Wonderful I can do that.

- Then this is broken down to look at successful enrollment, what are equity-minded practices, and transfer – I will say there's been a lot of work done in the transfer in math and English already. There's been a lot of effort put into that already and our 8705 leads and our math and our English departments have been doing that work – as well as the retention process from year 1 to year 2, and then completion. Not just identifying what works, what our dream is, and the ideal structure, but what change needs to happen in these areas for each metric. Where does that culture shift need to happen? Do we need to have a culture shift in instruction to increase retention from year 1 to year 2 for students? How does that impact us? Well retention, if they're walking into our classrooms and they're not seeing themselves represented, not just by me at the front of the room but in terms of our course materials or they're not being welcomed, and they don't feel like they're in an equitable space, they will leave. They've told us that. They've shared that with us in student focus groups. We've heard students saying, "we came here because this is our community, but we didn't see ourselves here and we left. We went somewhere else." That's not OK. That's not what we want. Some of the conversations in the educational master planning today were that this is their community. This is their home. We should be an extension of that home. We should be able to be part of the retention process of keeping people within their community. Not getting educated here to leave and I know that that happens. How can we educate them in a way that they stay and have an impact on their community long term?
- We are viewing this week as a bit of a restart to this design process. There's still a timeline that's very tight to meet but I'm not trying to focus on that right now. What I'm asking for is that you look at those four metrics through the lens of instruction and identify practices that could make a change, the ideal structure to ensure equity – What's the perfect world? –and the current barriers to equitable outcomes. When you're looking at those barriers consider those four areas instruction, business services, student services, and the other.
- Recognizing that we've had a lot of information come to the table but not necessarily a lot of input into the design. There are a couple of areas that have consistently come up. One of them has been professional development. When you think about Professional Development and what it will take to make a change on this campus because faculty have done a lot of professional development and we continue to do a lot of professional development but we're still not seeing the numbers we want to see. What is the additional barrier? What more can we do? How do we change how professional development is done? Does it need to become a required training? Does it need to be across campus on all levels with managers, classified staff, and faculty? That's what we're looking for. We already do this and that's good but how can we change it to make a more equitable practice? There is a suggestion also already out there that we have an academic center for excellence for African American students. Where we would design this central location for students and counseling services for them. Having student groups and support under a centralized center that could then be the coordinated Center for all things related to that. Something very focused driven and intrusive, that states this is what we do, not multitasking with other responsibilities. [Umoja-Tumaini](#) obviously is on the table as well. Some of the needs that they're looking for but recognizing that Umoja-Tumaini cannot be the answer to our equity. They are not the answer. They are a big piece of the puzzle especially if we are successful in institutionalizing some of that work in a more robust way. From an instructional lens what about our curriculum? What about our approach to the curriculum? Those are some of the biggest themes on the table that you should just know everybody keeps coming back to.

Comments

- A. Avelar: Something like this sounds like a good thing to send to division meetings. We can ask our managers

		<p>to put this on the division meeting agenda and it sounds like it takes about 30 minutes.</p> <ul style="list-style-type: none"> • D. Burns-Peters: I just had an idea that if I send it to you with a jam board link where you can type it in, I have access to it. • R. Hamdy: We need a commitment from the deans. • D. Burns-Peters: Who is left? I can ask when your next division meeting is and that will give a timeline too and then work its way back to the workgroups. • R. Hamdy: Instructional cabinet happens once a week so you can just pop in there and ask the Deans to dedicate half an hour. I agree with a lot of those things and a lot of the PD is voluntary but when people say to me, "Rania, we need to make DEIA training." It's like look, it's only the choir that came to this training. I cannot require anyone to do anything. I can't go into their classroom and make sure that their curriculum is culturally competent. It is about freedom and what's in the CTA contract. I just worry that people come up with these ideas and they're phenomenal, but they take a lot of outside forces to coordinate. I just wanted to voice that. • D. Burns-Peters: This is why we have to identify that change. This is where the pinch points are in policy and procedure. We need to put it in the plan. The plan matters because the plan is tied to our strategic plan and our educational master planning. • R. Hamdy: There have been districts that have said you have 12 hours of flex time and five hours must in the realm DEIA. Those things are possible. I see what you're saying. I mean I don't have control over that but putting in the plan and the district potentially seeing that and negotiating that, those are all possibilities. • D. Burns-Peters: Understanding we don't necessarily have control, but we put it in the plan and make it clear. • T. Vasquez: I wanted to make a comment about a lot of this stuff is focused on individual ideas, but I believe as an institution we haven't really gotten to the systemic issues. That's what we need to identify: the systemic barriers. We on an individual level are working towards getting rid of barriers but we have barriers ourselves individually. That culture needs to again come up. We need to address those metrics of systemic issues that we keep facing. I'm just thinking about professional development, why do we have a low budget for professional development when there are so many of us faculty, classified staff, and students, who would like to go to conferences and bring that back? Where is the institutional path for us to bring that back? We've been to trainings at USC equity that stopped. I've been too broke mindset. There is a cultural shift that we need, and we haven't addressed it. It hasn't got into these plans. This is a time for us to also think systemically. What is the systemic issue that's number one that we need to address for us to cascade into everything else? Otherwise, we can have the solution, but I feel honestly that toxic positivity is gaslighting. • D. Burns-Peters: That's exactly what we have to answer to that in the plan. There is space to identify the barriers and to line out what they are – those systemic pieces. I'll see if I can include the wording that might help just trigger that for everybody else. How can we make transformational change happen? I think we're going to find trends. Know that when we get feedback, I'm part of the representation to take that to the equity planning and I will do that. In the end, maybe your exact idea or words may not reflect in that plan but that doesn't mean you were heard. 	
11.	Announcements	<ul style="list-style-type: none"> • Hocus Pocus I & II tonight, October 5, 2022, from 3-7 pm in Library. • Picture a Scientist, Tuesday, October 11, 2022, at 4 pm in Art 144. 	
12.	Adjournment Next Meeting: 10/19/2022 B100	Meeting adjourned at 4:34 pm	