

SBVC Academic Senate

Meeting Minutes

November 18, 2020

[Zoom link](#), 3:00 – 4:30 P.M.

Topic	Discussion	Action
1. Call to Order and Roll Call	<ul style="list-style-type: none"> • Meeting called to order at 3:05 p.m. by A. Avelar [President] • Roll call via sign-in sheet [view the Attendance and Voting Record] <ul style="list-style-type: none"> ○ Quorum reached 	
2. Consent calendar	<ul style="list-style-type: none"> • Approval of the 12.2.20 agenda and the minutes from 11.18.20. <ul style="list-style-type: none"> ○ Motion 1 ○ Motion 2 <ul style="list-style-type: none"> ▪ Discussion: None 	<p>Motion 1: Move to pull the consent agenda and add D. Humble's item. 1st: B. Tasaka 2nd: M. Lawler 25 Votes Aye: 96% [24 votes] Nay: 0% [0 votes] Abstain: 4% [1 vote] Motion passes [Voting Record]</p> <p>Motion 2: Move to approve the minutes 1st: M. Lawler 2nd: D. Smith 25 Votes Aye: 92% [23 votes] Nay: 0% [0 votes] Abstain: 8% [2 votes] Motion passes [Voting Record]</p>
3. Public Comments on Agenda Items	<ul style="list-style-type: none"> • None 	

Topic	Discussion	Action
4. Senate President Report, A. Avelar	<ul style="list-style-type: none"> • [view the Academic Senate President's Report] <ul style="list-style-type: none"> ○ Sandra Bland deserves justice. ○ ASCCC Fall 2020 Plenary ○ How Did We Get Here and Why Aren't We Looking into It? ○ Ongoing Digital Resource Support ○ Guided Pathways ○ Senate President Resignation ○ Last Academic Senate Meeting of 2020: 12.2.2020 	
5. Committee Reports	<p>a.Ed. Policy [L. Cuny] – No report</p> <p>b.Personnel Policy [D. Smith] – No report</p> <p>c.Student Services [A. Aguilar-Kitibutr & M. Tinoco] – No report</p> <p>d.CTE [J. Milligan] – No report</p> <p>e.EEO [H. Johnson] – No report</p> <p>f. Professional Development [R. Hamdy]</p> <p>g.Elections [A. Pave]</p> <ul style="list-style-type: none"> • Our bylaws were revised. Our committee met via email and Zoom . • A. Avelar: Those edits didn't make it into this first read. We would have to get them in before the second read. So on 12/2 we'll incorporate the changes. <p>h.Curriculum [M. Copeland] – No report</p> <p>i. Program Review [C. Huston] – No report</p> <p>j. Accreditation and Outcomes [C. Huston]</p> <p>k.Distance Education [M. Worsley & D. Burns-Peters]</p> <ul style="list-style-type: none"> • D. Burns-Peters: We've been trying to get the numbers out in terms of who has been trained, both adjunct and equivalency level. Watch for that to come out in writing. <p>l. Legislative [T. Heibel]</p> <ul style="list-style-type: none"> • I wanted to mention our bylaws were updated as well. Thanks to our legislative policy subcommittee members. <p>m. Financial Policy [A. Castro] – No report</p> <p>n.Guided Pathways [M. Robles, T. Simpson, J. Stanskas]</p> <ul style="list-style-type: none"> • Guided Pathways has been working on our three areas: Improving communication and outreach, the mapping for our students, and the diversity, equity, and inclusion work we're doing. The Senate asked us to have recommendations about AP 7210 by the end of the semester and it will be done by the end of the semester, but not in time for the last Senate meeting. We will bring it back in January. <p>o.Honors [A. Blacksher]</p> <ul style="list-style-type: none"> • Our committee approved honors contracts. So we essentially want to give students opportunities to earn honors credit where we don't have honors classes. That will be an agreement between the instructor and the 	

Topic	Discussion	Action
<p>5. Committee Reports, continued</p>	<p>and signed off by the committee. We ran that through Curriculum and they okayed it. We look forward to implementing that in fall 2021.</p> <ul style="list-style-type: none"> • We are also looking at an honors section of Student Development. That will help create a cohort-like community. One of the components we are desperately missing is a sense of community for our students. • Our website is finally being updated and getting compliant. • We are rebuilding our scholarship fund. • We have some exciting collaborations with community and campus partners, particularly a research conference that's joint with Honors and MESA. We are going to dedicate recruiting efforts to students from Puente, from Umoja, as well as ASG. We are also looking for an honors track into our Nursing program. • In the course of trying to get everything structural and institutionalized we are discovering that the honors counselor, well we can't figure out if that's an institutionalized position. We certainly have B. Moeung who does an amazing job of getting our honors students transferred to the colleges of their choice, but it's very difficult to tell whether he's just volunteering or concentrating on honors students. We can't find a job description and we're starting to find that that makes a difference in terms of how our honors counselor splits his time. So that's something we're very concerned about. • Our numbers are declining. We saw this. We expected this, but it's important to report we know Honors does not recruit itself. We are looking forward to a big recruiting effort in the spring. I'll talk more about that going forward. • We also wanted to create a handbook this semester and it's not done. We are finding that it's not enough. Other schools have .4 or .6 for the lead and the counselor also has release time. Right now, SBVC is .4 total. • We are looking to bring in a cohort of about 30 into fall 2021. • We are moving forward with our college signing day program, even if we have just one student. We are going to celebrate the life out of that student. • Honors is moving in the direction we want. We still continue to have a lot of setbacks. We're still pushing back against the institution that everyone on the committee feels does not support the Honors Program in the way we claim to support students. Nevertheless we will continue putting in sweat where we don't have those resources. 	
<p>6. Additional Reports</p>	<p>a. SBCCD-CTA [S. Lillard] – No report</p> <p>b. District Assembly [B. Tasaka]</p> <ul style="list-style-type: none"> • We met earlier this month. We did vote to approve the next calendar. There was a lot of discussion around the calendar in terms of getting student input and something like a survey of faculty needs. I know there was also a concern about the location of spring break and whether that affects our short term classes. Someone also brought up Cesar Chavez Day, which is not a day we have off on our current calendar, but it was something that the Board of Trustees recognized. • A handful of APs and BPs were pulled again. There is a list of what's being reviewed in the order it's being reviewed on the District Assembly website. One that was tabled relates to manager evaluations. I recall that being weren't updated. 	

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6. Additional Reports, continued	<p>discussed when I first started District Assembly a couple years ago, but it seems like none of that conversation made it into the Ap or BP. We're starting a lot of those conversations again because the AP/BP. We want to make sure it's a fair process, but also make sure it's a real evaluation of the manager and what they're doing.</p> <ul style="list-style-type: none"> • There was a training for District Assembly yesterday. I'd like to put together some kind of unofficial FAQ sheet of what it means to be on District Assembly. • With A. Avelar stepping down, we do need to figure out a replacement for the faculty position. We've nudged a few people, but if anyone is interested it's 100% open to whomever would like to do it. • A. Avelar: Also District Assembly will be dark in December. 	
7. SBVC President's Report, D. Rodriguez	<ul style="list-style-type: none"> • First up is the accreditation update. The ACCJC commission has received our report. I was asked if I wanted to join the commission as they discuss the evaluation. That's generally done if there are deep concerns about any sanctions or anything in that nature. I will be responding back that I will not be attending. The accreditation report that came back was extremely complimentary of the work you all are doing. We did receive three recommendations, but the recommendations were not for compliance. The language on them were to be more effective. As I and others were ready to come out with tons of evidence, when we read through the document, we found it wasn't really necessary. We did send a statement back that clarified some of the things we have done in terms of those common recommendations. I'm looking forward to getting a very positive report back from the commissioners. • The campus will be receiving a survey that I hope all of you will participate in. It's a survey that's in partnership with the Gates Foundation and Growing in Achievement (GIA) and it was an opportunity given to us to take the survey. A group of campus leaders will take one and the rest of the campus community will take a second survey. The thought process behind this is to see where we can recognize where our gaps are. It gives an opportunity to highlight some of the areas we may want to include in our strategic planning that we'll begin next semester. It will cover things such as pathways, advising, technology, etc. I encourage you to take the survey. I think we can get some very important, rich data from that. • Interim Chancellor Torres put out an email yesterday. The thought process is Chancellor Torres understands that there is very real Zoom fatigue right now. It's very real and he wanted to give you the okay, if you will, to cancel meetings and take a break as kind of an ease into the holiday season. If there's a need to keep it, that's certainly okay as well. Some of the committees have deadlines they're trying to meet. • I'm also getting questions about the emergency fund. It was Dr. T. Allen's idea to set up an emergency fund for the campus, not just one group, but for all constituency groups. We should have the details of that worked out within the next couple of weeks so folks can either contribute and/or put in a request for funding. • Athletics has been on the mind of many of our faculty and our students. There's going to be an email within the next couple of weeks asking institutions if they are going to opt in or out. We're calling it Spring 1 and Spring 2 athletics, they basically delayed competition for fall sports to the spring. Once we get that, Dr. Humble and myself will have a discussion with those in athletics to talk about the decision that the district will be making. • There's a free conference coming up on December 4 called A Real College Conference, I encourage as many of you 	

Topic	Discussion	Action
<p>8. Action Agenda, continued</p>	<ul style="list-style-type: none"> ● to attend. It's an organization throughout the community colleges and the focus is around basic student needs and how we can accommodate those needs whether it may be food, housing, monetary assistance, and so on. R. Hamdy was going to send out the email. ● Our Opening Day speaker, Nzingha Dugas, is a dynamic speaker. She can be somewhat controversial, but I think what she has to say is important to our work and equity and our conversations on anti-Black racism. ● On January 8, the classified professionals will be participating in a retreat hosted by the district office. ● Enrollment is down for the college if you're looking at our EIS report snapshots that come out. If you compare them to this time last year we are approximately 3400 students headcount fewer than we were last year. Those are big, frightening numbers. We're hoping we can rebound a bit in the Spring and still meet our goals. We are reimagining our marketing campaigns, our enrollment management, and so on to see what we can do to affect those numbers. ● Questions/Comments: <ul style="list-style-type: none"> ○ [from the chat] Will the Board of Trustees be taking a break in December? I do not have the answer to that. ○ [from the chat] Who will the survey come from, so we can monitor it? The survey will come from SBVC information so everyone will receive it. We'll make the subject line very clear. The point person for this survey is J. Oxendine, if you have specific questions, please ask her. ○ A. Castro: Can we use KVCR or radio commercials in our efforts to help enrollment? ○ D. Rodriguez: Yes, that's part of our plan. I think L. Cuny has been brought into the conversation. If not, he will be brought in soon. We're also looking at various radio spots and how to get to where students are streaming. 	
<p>8. Action Agenda</p>	<p>a. Ad Hoc Committee – AB 705 Math [A. Castro and B. Tasaka]</p> <ul style="list-style-type: none"> ● A. Castro: We have a committee formed, we brought a proposal from Senate to do the committee for reassign time. D. Smith also volunteered to help me out. We also have some adjuncts willing to help. I'm going to take the lead on the research. I'm going to remain on the Budget Committee, so I won't have any reassigned time. Our goal is to take a strong statistical approach. I've always said I want to set the bar. I'm tired of looking at what other schools are doing and trying to compete with them. I want them to compete with us, so I'm doing a lot of data mining right now. I'm looking at statewide research using data mart and looking at other successful models. We want to form a strong action plan. I want Valley College to be the model for AB 705 instead of us looking to anyone else. We'll start the research over the winter. We want success rates to turn around as soon as possible. ● B. Tasaka: I'll also note that A. Castro and I will be running a Community of Practice for College Algebra in the spring. That class has some of the lowest success rates for our math classes. He and I have started planning some ways we can reach out to faculty who are teaching not only that class but the ones before and after it as well to streamline our efforts. We want to comprehensively approach what students need and what we can do differently while maintaining rigor, because other departments depend on the quality of our work. ● A. Avelar: I believe we discussed an ad hoc committee forming and those of you involved would have that as your committee. Is that still the plan? ● B. Tasaka: The unfortunate thing is that none of us can leave our committees. A. Castro is the co-chair of his 	

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<p>8. Action Agenda, continued</p>	<p>Committee, I can't leave the Accreditation and Outcomes Committee because of SLOs, and D. Smith can't leave Program Review. As generous as this offer is, I hope it's something we can utilize in the future.</p> <ul style="list-style-type: none"> • R. Hamdy: Just this morning in my division meeting, C. Gabriel was talking about creating an ad hoc data coaching group just around data and analyzing data for those that are interested. I think this fits really well with what you're doing and she's in Research and Planning, so she's pulling data. Maybe instead of an ad hoc committee, link up with C. Gabriel. I think she can aid in more of a substantial way and get everyone working together. • B. Tasaka: We can definitely reach out to her and see how we can work together. • A. Castro: Thank you, I really appreciate that since that's the approach we're trying to take. <p>b. 1st read bylaws [A. Avelar]</p> <ul style="list-style-type: none"> • This should maybe be an information item because we need a second read to take action. We'll do that on 12/2. • You can find the draft and the last version on the Senate website under today's agendas and minutes. I personally prefer to look at the clean one, but I know some of you may prefer to look at the one that was changed. 	
<p>9. Discussion Items</p>	<p>a. Anti-racism – DE/Peralta [D. Burns-Peters]</p> <ul style="list-style-type: none"> • In the DE Committee when we all started these conversations about what we can do about anti-hate, diversity and equity, and that. We participated in adding some verbiage to our DE addendums with the Curriculum Committee. • We also had another tool that we thought would be worth sharing. It's called the Peralta Online Equity Tool. Peralta has a course review process that they have their faculty go through for online education courses. They use a standard course design rubric for the first parts of the course review, but they decided that was not enough. So they created an online equity rubric. • The DE Committee looked at this rubric. We are looking at ways to integrate it into our own training and review process in the long term. In the short term we made this equity rubric available on our website and would like to share what it's about and let you know it's available as something you can use as a self-assessment process when you're looking at your own courses. Normally it has sections A through D, so they added this as section E. They look at everything you're providing from the technology to what students utilize within your course, all the way down to looking at human bias, connection, and belonging. Just like any other rubric, it's lined up with incomplete. For example with images and representation in your courses, if it's incomplete, if it's very homogenous in your representation or very stereotypical. It talks about how you can bring alignment by having a course image reflect broad diversity and ultimately how to be exemplary in the process. It's not a required process, but we think if you're looking at ways of how to make your online course more equitable and more diverse and to make sure it's not perpetuating stereotypes and biases of our students of color who are underrepresented, then this is a great tool to consider using. • To use it you take your online course and look at each section and do a self-assessment on what that looks like in your course. Of course, the DE Committee and your DE co-chairs are always available to talk about what that might look like or ways you can bring a course from incomplete into exemplary. We may not have all the answers, 	

Topic	Discussion	Action
9. Discussion Items, continued	<p>but we will be happy to support you.</p> <ul style="list-style-type: none"> • R. Hamdy: Do you want to mention what we'll have during convocation week? • D. Burns-Peters: We are looking to provide more equity in your online courses and humanizing your online courses. It's on our website as well. 	
10. Information Items	<p>a. AB 705 [P. Ferri-Milligan]</p> <ul style="list-style-type: none"> • [view Writing Center Success and Retention Data] • I wanted to talk about AB 705 and what we did and where we're hoping to go with it. It started as a year-long process where the department got together to figure out the best way to provide our students with an avenue for success and what the curriculum would be. We had a year of meetings and developed corequisite courses. I want to give a shoutout to D. Hunter and J. Lamore because they spearheaded this. • We have two corequisite courses that are attached to ENG 101. We have a regular 101 course and we have a 101 with a 2.0 unit corequisite that's designed for students who would be our traditional 914 students. Then we have 101 with a 1.0 unit corequisite which would be designed for what used to be our 015 students. Another shoutout to D. Lee who organized the embedded tutoring component with all the corequisites. The tutors are going into the classrooms, working with faculty, and making that link with the Writing Center. The students who go to the Writing Center have a greater chance of success and retention. • Going into fall we had the new curriculum. This really is a change for us. We're asking students to take a college-level course while they're learning skills they need for the course. It's not easy for students or faculty. We also had a new assessment. We have the Community of Practice. We get together once a month to talk about where the data might lead and what's working. I think the best thing is the contact with other faculty. My last shoutout is to J. Joshua who has taken over that Community of Practice. We're trying to get adjunct faculty compensated for their work. She's the one who organizes that and goes to Basic Skills. • Out of fall success and retention was low. I think we were hoping it would be higher, but for everything being so new there really is a learning curve. I'm not making excuses. I think we did a good job at what we're trying to do, and we're discussing it moving into spring. Spring as you know was chaos. I heard through the grapevine that success was low throughout the community colleges. The advantage we had in spring over now is we knew our students. We mad a connection for half the semester. The narratives promote the idea that students liked to be in class. • Here's what you can do for us. For spring courses are synchronous and we're happy about that. It makes a lot of sense because, for ESL, learning a language is hard unless they can interact with the class and instructor. It's hard to do that. Online instruction is effective in different ways. We never intended to put some of the basic skills students online. Going asynchronous was really hard in terms of basic skills. It's kind of like taking tools out of your toolbox. There are things we do when we're there with the students and talking with them. Having class together and learning, some of those tools are really taken out of our toolbox for the lower levels. • Our discussions have not stopped. We ask that you advocate more of those synchronous classes or that the 	

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<p>10. Information Items</p>	<ul style="list-style-type: none"> • department has more control of the number of those courses and types of courses. I'm just speaking for English. The department sees that ability to offer those synchronous courses as beneficial and giving way for students who are not comfortable with college a way to succeed. If you want to give students a voice that voice really comes in the classroom. It's not as strong when they're in front of a computer when they struggle with the language. They need to see other students are like them. • D. Hunter: I agree with P. Ferri-Milligan. I would ask senators to consider that while we cannot call our corequisites labs, they are very similar to lab courses. As you know many lab courses are on campus. To have the corequisites be synchronous would be extremely helpful. One thing our Community of Practice was also looking at considering is possibilities in technology. Some members are exploring if there's something out there that would be helpful. Lastly the data that has bene compiled, we were feeling like the narrative is more valuable because there are too many variables. • C. Crew: There is a Board report that goes out where I'm analyzing AB 705 data. I break it down by different categories. I appreciate the comment about narratives. I'm doing a district-level analysis, but it's always helpful to split it by college. I've stayed away from doing a narrative to allow the colleges to be in control of what that narrative is. • R. Hamdy: I think that's crucial because the Board is only seeing the numbers and it's very easy to judge one way if you only see numbers. The narrative tells the full story. <ul style="list-style-type: none"> ○ Motion 3 ○ Discussion: <ul style="list-style-type: none"> ▪ J. Stankas: I would just recommend to C. Crew that he explain in the narrative that this is a complete shift in the way we provide instruction for most students. It was anticipated that it would be an iterative process. That's exactly what's supposed to happen. <p>b. District Update [J. Torres]</p> <ul style="list-style-type: none"> • [view 2020 - 2021 Strategic Directions, Strategic Planning Process (Draft), and Climate Survey] • As Interim Chancellor, I'd like to set goals for the entire district. This is the 2021 strategic direction. The major goal that the Board gave us was to develop strategic plans with four objectives. • I'm so enthusiastic about the conversations you're having here at Academic Senate. You're using the word "student" a lot. The work you're doing is amazing. It's amazing to hear you talk about Guided Pathways, AB 705, honors classes, etc. I like that A. Castro said we want to be the district everyone else looks at. I think the great work you're doing is coming through. Thank you for that. • We are going to continue working on the four objectives. • I want to talk about the strategic plan. I showed this to District Assembly. We are going to continue working on this next semester. You'll see this as you work on your campus education master plan. We've used "strategic plan" and "educational master plan" interchangeably and it gets confusing as to which we're trying to follow. We want to create clarity. 	<p>Motion 3: Move to ask District and campus research to work with English and Math on creating a more robust AB 705 Board Report that includes data and narrative.</p> <p>1st: R. Hamdy 2nd: D. Martin 24 Votes Aye: 100% [24 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes]</p> <p>Motion passes [Voting Record]</p>

Topic	Discussion	Action
<p>10. Information Items, continued</p>	<ul style="list-style-type: none"> • One thing you'll see here is alignment between the plans. You'll see the primary responsibilities. It establishes districtwide mission, vision, values, and priorities. But it's not campus-specific goals and objectives. We want to make sure we are aligning, but not stepping on each other. They are aligned. Once you complete that, we go into the district operation support plan (DSO plan). This is where we establish goals and objectives, how we are going to support you to accomplish the goals you establish for yourselves. All of us can work towards the same goals as we move forward. • We know the environmental scan is already in the works with C. Crew. We hope to have that information for you early next year so you can begin your campus education master plan. • One thing I want you to know that's extremely important for us is the survey that was sent out, the report is within our website. One improvement we saw was to improve transparency in decision-making. One of the opportunities we wanted to see was improve transparency in communication and transparency in community representation. I want you to know we are continuing that with District Assembly. It might be a long process, but that's okay as long as we make progress. • Last, I want to thank you for everything you do on a daily basis. With the Thanksgiving holiday approaching I hope you take time off to spend with family. I hope you have a great break. • I think there was a question about the Board of Trustees meeting in December, they will meet then. I'm recommending that the District Budget Meeting cancel's their December meeting. • Questions and Comments: <ul style="list-style-type: none"> ○ A. Avelar: There was a question about the CARES Act and what the District has received. ○ J. Torres: I recommend you have a conversation with your president and VP in regards to the CARES Act. That money came to the colleges. We did receive it. Half went to students and the other half was supposed to come to items related to COVID. It might be a good conversation to have with your budget committee. ○ T. Vasquez: Is the district thinking about updating the mission to include racial equity? Also, regarding equity mindedness in our budget decisions, how is that factored in? ○ J. Torres: We do have a district mission. I won't get in the college's mission. That's one thing we will look at, the district mission. As a district, we want to work on creating a vision and values. I hope equity is included in those values. We will go through the process. My hope is that there is diversity and inclusivity included. In regard to budget decision-making, that process is left to the colleges. There's an internal process. This is why it's important we have goals that relay what's important to us. c. Draft timeline for Summer and Fall 2021 schedule [D. Humble] <ul style="list-style-type: none"> • [view AP 4235: Credit for Prior Learning and Faculty Chairs: Chancellor's Office Update on CPL and CBE] • Here are the summer dates for instruction. They align with Crafton as well. • I want to talk about Credit for Prior Learning (CPL). You'll have opportunity to provide feedback and input, then we'll work with Crafton Hills to finalize the document. It will go through both senates, then District Assembly, and then to the Board. 	

Topic	Discussion	Action
<p>10. Information Items, continued</p>	<ul style="list-style-type: none"> • CPL is basically college credit awarded to skills that are earned outside of the college classroom. A lot of students in this area are military trained. They could be trained in corporate, industry, state or federal governments, Peace Corps, apprenticeships, internships, and so on. CPL is not awarded for knowledge or skills already assessed or awarded through credit or formal college classes. So the Board of Governors adopted an amendment to Title 5 and each district must present a CPL policy to align with this initiative as it supports the chancellor's office Vision for Success goals which align with our district goals to accelerate completion and break down barriers for students. They don't have to repeat classes and skills they may already have. This is an opportunity for us to hone in on certain student groups and close equity gaps. • Per the regulation colleges must adopt and publish policy pertaining to CPL and must be adopted and implemented by December. We have been in communication with the chancellor's office and they know our timeline and they're working with us on that timeline so we're able to get through all our governance groups and get it Board Approved as soon as possible. • I also want to discuss Competency Based Education (CBE). We have an opportunity to express interest and apply for a pilot that will be funded by the chancellor's office for CBE. Again, this is supporting the equity Vision for Success goals and call to action from the chancellor's office. We have millions of Californians who have some college but no degree, and minority students are overrepresented in this population. Students need access to degree programs that lead to wage gains and are offered in a way that meets their demands. Degree programs lead to the greatest return on investment for our students. • There's a lot of questions regarding CBE and CPL and the difference between those. CBE is a program that is self-paced where students are assessed by summative authentic assessment versus exams, projects, discussions, that kind of thing. A program is based on mastery of those competencies. Here's a comparison for CPL versus CBE. As far as CPL and program integration , pre-program certification of current learning within the program. Achieving mastery CPL is done outside of the college. CBE is facilitated by faculty in that particular program. The evaluation of CBE is applicable versus examination of competencies. • We've shared this CBE interest form with the chairs and so I have feedback. We did a survey with the chairs. I have feedback in order to complete the chancellor's office form. We have several faculty who expressed interest in applying for the first pilot which has some funding attached to it, particularly some of our CTE programs. A lot of our faculty are already doing CBE, this would just be a complete program. We do have some time once we submit the interest form which is this month. We'll receive information on the actual application for the chancellor's office. • Here's a first go at AP 4235 which is CPL. You'll see a lot crossed out and what's replaced the current. This one is the Word doc, so you'll see K. Wurtz (CHC) has put in the crosswalk to Title 5 and what we're required to do for the college pilot for the district policy. We're asking if you can submit feedback by December 1 and we'll work with Crafton to finalize the document to bring for a second read before being forwarded to District Assembly. Send feedback to me. • I didn't put up the scheduled timeline that's bene distributed to all the faculty chairs. They're currently working 	

Topic	Discussion	Action
10. Information Items, continued	<ul style="list-style-type: none"> Diligently on those schedules. We do have basically until the last week of classes to get it in the schedule. It's a process, as I presented previously. It's quite a process to input all the classes. One thing we did was roll over the schedule from spring 2021. We know we've made a lot of changes in terms of synchronous and specialized notes for classes. We're also incorporating a pilot. We've asked for volunteers for chairs to work with our expanded scheduling tool that has a lot of automation on it. We're looking forward to getting feedback on that for full implementation. I want to thank the chairs for the amazing amount of work they're doing right now to get the schedule. We want to make sure when our schedule goes live for students that it's accurate. If we're in a position where we can phase in additional in-person classes, great. We can add those at a later date, but we want to get the main part of the schedule out for students and have it be as accurate as possible. 	
11. Public Comments on Non-Agenda Items	<ul style="list-style-type: none"> B. Tasaka: I will be sending senators a quick survey on the student characteristics relating to the SLO pilot. I'd like your feedback on the groups we want to see disaggregated once the pilot is complete. Look for an email from me in the next day or so. T. Vasquez: I want to commend you for the work you started in June, or maybe May. All the work you have done with the Senate. I want to give you kudos. A. Avelar: Thank you. 	
12. Announcements	<ul style="list-style-type: none"> None 	
13. Adjournment	<ul style="list-style-type: none"> Meeting adjourned at 4:41 p.m. Next meeting: December 2, 2020, at 3:00 p.m. via Zoom (link will also be shared on our webpage). 	