

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 Call to Order at 3:01 pm Sign-in sheet and voting record	
10.	Student Equity Planning and Design	<p>Brown Act (D. Burns-Peters)</p> <ul style="list-style-type: none"> • There's an assembly bill that is going through right now that is going to address the Brown Act. Specifically looking at the need for California Community Colleges to continue to meet in a virtual format for Academic Senate meetings. <p>Presidential Forum Tuesday, November 1, 2022, from 8:30 am – 3:30 pm (D. Burns-Peters)</p> <ul style="list-style-type: none"> • If you are full-time faculty, our Office of Instruction has committed to supporting attendance by way of paying for substitutes for your courses on that day, so you may attend the forum. A request to your dean is needed. • There are 5 candidates going forward. The candidate names should be posted on the district website prior to the forum. Check on Friday or over the weekend. • The forum will not be live-streamed for equity purposes amongst the candidates, but we are looking to get them recorded for those who are not able to attend. • Faculty will also be receiving an email with a link to a form to submit any questions that you might want to ask of the cabinets. I cannot promise that all of your questions will be asked obviously, but we will look for trends and formulate questions from those which HR will then vet. <p>10. Student Equity Planning and Design (D. Burns-Peters)</p> <ul style="list-style-type: none"> • At the last Senate meeting, I introduced a PowerPoint, and I also provided you with what the Student Equity Plan looked like at that moment in time. 	

- We have had multiple work groups since that time, and we have made some really great progress in the last couple of meetings. I would like to recognize and honor those who were involved in that process. It's not done yet and we still need the faculty piece and that's why this is so important today.
- What I'm envisioning today is to have a conversation from that faculty perspective in terms of the planning. Then let the workgroups do the task of looking to see what we come up with today, what's already been identified and shared in the plan, and then doing the aggregation of that information.
- I will point out that there's a strong emphasis on the enrollment piece. There's a strong emphasis on the continuation from year one to year two, as well as the completion of college-level English and math.
- The conversation ended yesterday by looking at completion, which is one of our metrics. Recognizing that if we're doing the other three metrics, completion will contain the things that were already being addressed in those three metrics.
- There was also a wonderful conversation about what completion means, and what the data that we're getting from the Chancellor's office looks like. Is it giving us the actual data? What does completion mean for students? The Chancellor's office is measuring it in a certain way, but we have students who come to us because they need one, two, or three classes to be able to move up in their current career or to get that pay raise bump, or for various reasons. In their minds, they may believe that they are complete and that we served them the way that they wanted us to serve them, but we're not able to actually track those numbers. Inquiries about what completion means for our students and how that can be tracked are some things we are looking at. That is being wrapped into the plan as well.
- I would like us to work in breakout rooms that have been grouped by division. There is an excel spreadsheet for each division to input information. I can take this information and compile it. One of the biggest gaps in the plan is the faculty perspective. What can we do structurally as divisions, departments, and faculty members to change the face of enrollment for our students, as well as enrollment from year one to year two retention for students, etc.? I have put the links to the excel sheets in the chat.
- I would like to remind you quickly what you're doing when you go into your breakout room. There are 4 metrics: enrollment, transfer-level math and English, first to second year retention, and completion. I would focus on the first three metrics.
- I would ask that the conversation start with identifying the equity-minded practices, policies, and culture to facilitate a shift to equitable outcomes. In faculty terms, think of these as your course objectives. These are like the ideal. In a perfect world, this is what we dream of. These are our wishes. Then what structures would need to be put into place to obtain those practices or to establish those practices? Think of action verbs or what we can implement.
- What do we specifically need? Are there specific barriers within instruction, student services, business services, or others that we know exist? Are there needs in those areas? Are there support needs in those areas that would be necessary in order to get to those equity-minded practices?
- This is the last piece. We need to be conscious that we are not just coming up with a bunch of ideas. We need to set a goal that is observable and tracked over a period of time. We need to be able to measure that and understand that implementation is the next phase.

Break-Out Room Work Groups

1. Math, Business, and Comp Tech
2. Academic Success and Student Support

- 3. SS, HD, Kinesiology
- 4. Science
- 5. App Tech, Trans, Cul Arts
- 6. Arts and Humanities

Report Back from Break-Out Rooms

D. Burns-Peter: Welcome back. I entered each of the breakout rooms and I heard some really fantastic things. if each group could just report on one of the ideal structures that you are highlighting or included in your write-up.

Academic Success and Student Support

- Group member: Students and faculty want to be valued and heard.
- D. Burns-Peters: Where were there any barriers or support needs that you identified to that particular structure change? Give me one or two of those if you want
- Group member: Our students don't feel a sense of belonging and they need that connection. In order to have that, I believe it comes from our faculty. First, our faculty are not feeling heard, their voices are not heard and if they are listened to, nothing is being done action-wise. We need to hire more full-time counselors, tenured, not temporary, and keep them for five-plus years. Maybe you'll get the job next year. Maybe not. They're working as adjuncts on top of a full-time position because they don't know if they'll have a job by April or not. So that's huge right there. They're not feeling valued and they're not feeling heard because this has been going on for years. Same for our adjuncts. It was spoken to that they're not getting paid comparably. We're in one of the lowest districts to pay our adjuncts and we have the most. We have more adjuncts than full-time faculty. Right there something's wrong. If we're feeling this way and feeling burned out? Imagine then when we see a student. They're not going to be happy with us if we're not happy with where we are at. I think that sense of belonging and the happier we are in our environment the more we want to participate, the more we'll stay later after work, and we'll go above and beyond. But if we're filling this other way, we're not. We're going to go home immediately because we have to work another job and take care of our family. So that's where we're at.

Arts and Humanities

- Group member: One of the things we were talking about was outreach. Some things that came into play with this idea included identifying feeder schools to increase enrollment for disciplines, as well as each division to get external campus outreach. We talked a little bit about Starfish implementation and integrating it to work automatically with Canvas, so there's less workload on faculty. Maybe having counselors that specialized for each discipline and for those counselors reached out to the department and vice versa so there's an interconnection there. We also talked a little bit about professional learning communities, but that was in our equity-minded campaign practices.

Social Sciences, Human Development, Kinesiology

- Group member: I think we spent a lot of time on 1st and 2nd year enrollment. We looked at it from two main perspectives, first from in our classrooms and understanding that one of the reasons there are different levels of retention is because of the different levels in failure rates

and failing students that largely comes from different levels of preparation. So critically examining course policies that disproportionately impact students of color and understanding what policies are in place and do they need to be there. Acknowledging inequity in your classes and not being afraid to talk about it and addressing your personal commitment to being part of the solution. Building flexibility in course policies to address levels of under-preparedness. We talked a lot about the idea that as students are coming into our campus, the idea of orientation or getting to know the campus and course is an ongoing thing and it's not something done in one day. We often build in our classes to have one day for orientation, but this should be an entire semester thing. Students are coming in with such different levels of preparedness. The idea they're going to understand everything in one day or one week is unrealistic. Similarly, the campus needs to extend the atmosphere of welcoming beyond welcome week. Week nine is a welcome week for many students who take late classes, and it should be just as easy to find resources at that time too. Towards the end of the first year or the second year, is there a second-year student welcome day? Or does this take place at the end of the first? Where all those resources that students need to know to bring them back next year are easy to find. We do a decent job and welcome week on making all these things very easy to see. You can't get on campus and not see what's available. Those should be there at the end of the year to get students to come back for year two.

App Tech, Trans, Cul Arts

- Group member: I'm just going over the one I suggested. I remember doing the "special help for students' paper" as part of DE level 2 professional development. Now our office is returning our syllabus saying you got to do better and so they're wanting that actual special help section in our syllabus. I thought of what if we encourage instructors to have a separate help paper just for instruction. Instructors developed their own summaries on various ways they help through the office, online, or whatever. Students will get it during the syllabus time. We were very fortunate to have Dr. Thayer and Dr. Humble helping us.

Science, Math, Business, and Comp Tech

- Group member: We mentioned just the use of qualitative data. I think this has already been said but working on the whole process of enrolling. It's too intimidating. That's definitely not equitable. We actually mainly focused on practices, policy, and culture with science. I think you'll see that when you see our spreadsheet. We had a lot of ideas for STEM Day with family and using our Stem Mesa Center. Having a full-time counselor for nursing and so forth. All of these things would be very helpful in encouraging students to want to come to SBVC.

Conclusion (D. Burns-Peters)

You may wonder where this goes next. I have been obviously a part of the student equity team and continue to be part of what we are calling the core work group if you will. So we will be taking this information, looking at it, and overlaying it with what's already been talked about from different constituent bodies. As soon as that is compiled, I will get that back out to you. Please don't be offended if your specific idea is not presented. We will have to look at that critically and again kind of prioritize what can be done over a year. I know that there are themes present. I've seen them, I've heard them. So that's what we will do. We will bring together the themes, overlay that with what we have, and then I will get that back out to the faculty. Know that this will go forward. You can expect them to be on the agenda on November 2nd, which will be in person in room B100. I want to thank you for sharing your

		voices today as the faculty body and I look forward to the next step. Let me know if you have any questions.	
11.	Adjournment Next Meeting: 11/2/2022 B100	Meeting Adjourned at 4:30 pm	