

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

	<b>Agenda Item</b>	<b>Action</b>	<b>Discussion</b>
1.	<b>Call to Order and Roll Call</b>	<p><b>Meeting called to order at 3:06 pm</b> Sign-in sheet and voting record</p> <p>D. Burns-Peters: Welcome, we are smaller than normal today. I think there are a few reasons for that. It's our busiest time of year. We are exhausted. We are catching up. There are no action items on the agenda today. I think that is all playing a part in our smaller group today. Thank you for being here. We do have some things that we need to get on first read so that we can proceed.</p>	
2.	<b>Public Comments: non-agenda and agenda related (max. 10 minutes @ 2 minutes each)</b>	<b>None</b>	
3.	<b>Senate President's Report</b>	<p>D. Burns-Peters:</p> <ul style="list-style-type: none"> <li>• I would like to thank everybody who participated yesterday in the president of forums. it was a very long day that being said</li> <li>• It could not have been done without 18 people. I have a long list of thank you notes to write. People often came up to me to say great job, but it wasn't just me. It was an entire team of people. I thank everybody who took part in that. Thank you to those who had key roles. Thank you to those who brought students. It was fantastic to have that student presence. One of the faculty members who brought their student body has a</li> </ul>	

theme this semester of changing the world. They tied the presidential candidate forums into their theme in their class. That was fantastic.

- You have already received an e-mail from me, as well as from the district, that contains the video links and the feedback link. Please take the time to give feedback on the candidates. The cut-off is midnight tonight. I've asked for an extension, but they are not available to answer my e-mail until 3:30 today. There's a lot of feedback that has already come in. I would like more opportunities for those who weren't able to come and be part of that process.
- I want to welcome and recognize a couple of new senators.
  - Samuel Valle – Electronics
  - Danielle Graham – Psychology
  - Jamie Herrera – Counseling
  - Samuel Addington – Computer Information Technology and Computer ScienceWe appreciate you joining us.
- There is so much going on I just wanted to give you a quick update on the educational master planning. feedback that's right OK thank you it is not only get that out for feedback so just as a reminder though a lot of work was put into that we
- We went into a workgroup mode for several days going through and using poster boards. The Consulting Group guided us through that process and did a fantastic job. We then had to take what we gathered, then they compiled all that for us, and brought it back so we could narrow it down further. That was done a week and a half ago with the smaller work team and that has been sent back. It will come back to us before getting feedback. We will start to then look at implementing the feedback on the actual plan and then that will move into the next stages of implementation. We are right on track.
- One of those things that started, and is in the very early stages, is the baccalaureate program. You may or may not know that Title 5 language has changed. The state allowed for some pilot baccalaureate programs and at the last plenary there was a resolution to make that permanent. Title 5 changes are coming, and this is now no longer a pilot program. We can offer baccalaureate programs to our students. What an amazing opportunity to get a bachelor's degree at a Community College. Clearly, it is a 10 + 1 purview, and we are really conscious of the fact that it can't just be a free for all for everyone to want to have a program. Many of us have an interest in that and so it was immediately recognized that we needed to be collegial in that process. We've been working with the office of instruction, with Dr. Dina Humble, and we have a small workgroup put together to start that process. It includes Katie as the Curriculum Coordinator, Bethany the Curriculum Committee Chair, Janice the Articulation Officer, Celia the Program Review chair, myself, Thomas our Senate Secretary, and Dina from the Office of Instruction. We've had our first workgroup meeting today. You will start to see some information coming out in terms of an e-mail with some interest forms. It is not an easy process to apply for, but we want to make sure that everybody has an equal opportunity to be considered, and that that process is transparent. The Baccalaureate is only for CTE top-code programs. We can't do a bachelors in English, for example. It is only for programs that don't have a degree at the CSU level. There are a lot of parameters around that. We have more than one faculty and more than one chair interested. We're looking at putting together a rubric. We will be using some of the information from the Chancellor's office, their application, and their rubric. We will be customizing that to our local campus, our local needs, and our local priorities. That will be forthcoming quickly because the deadline is January 13<sup>th</sup>. Much data needs to be pulled and narratives need to be written. We can apply for more than one, but it is going to require effort.

4.	<b>Committee Reports</b>	<p>D. Burns-Peters: Rania was not able to make it today. Professional development touches on an agenda item. I will hold that I will not cover it here. I will cover it in the agenda item.</p> <p>B. Tasaka: This is on our agenda as well the plenary is coming up this weekend. There are a couple of resolutions related to curriculum that will be touched on. If you have any feedback, send it my way. There is a small group of people being put together to start talking about our local GE pattern and what that might possibly look like. We want to have an idea of what our options are, what makes sense, and that will be taken on tour to all the places that it needs to go. AB1705 was signed this morning. We did make a visit to Arts &amp; Humanities already to talk a little bit there. I don't have a lot of guidance on that yet, I would like other groups to put that out, but I haven't seen it yet. I'm sure it's coming. Other things that are coming down, AB1111 should be soon. I would like to offer again to visit your division and talk about things like AB928 and AB1705 we're happy to do that.</p> <p>D. Burns-Peters: On a note, I do want to appreciate the approach that is being taken with AB928, AB1705, and AB1111. They are all very curriculum-related assembly bills. Sometimes we put information out there, and we go through Senate, but there's a very intentional approach to be able to go to the division and highlight how it impacts the division. I know that for our division, there was faculty in the room who were like, "oh, wait, that impacts the Arts and Humanities quite a bit" by AB928. Social behavior sciences slightly but not as much as the Arts and Humanities. If you think it doesn't impact you, it does, and the local GE pattern more so. When we talk about the local GE pattern, we're guided by title 5 on the minimum number of units required for a degree. The current process is looking at how to take that GE pattern, one that is common for all of our transfer students, but our local GE pattern too. It might mean a shift of requirements, and then maybe it doesn't, but it might. That's the conversation and one that is our purview. I would just encourage you to start having those conversations in your local circles as well and encourage people to pay attention when it comes to their desks. If not, then they will be unaware, and after the fact, they will say, "What happened? We had a major change." Just keep an eye out for that. I appreciate the intention of "let's come to you and have that conversation and how that applies to your division."</p>	
5.	<b>Additional Reports</b> a. TA	<p>a. CTA None</p> <p>Comments: D. Humble: Just a quick reminder that Needs Assessments are due today. M. Worsley: Didn't Celia extended 24 hours. D. Burns-Peters: She said she could stretch it by 24 hours if you needed her to, but they have to be to the committee by Friday morning.</p>	
6.	<b>SBVC President's Report</b>	<p>S. Thayer:</p> <ul style="list-style-type: none"> <li>• Good afternoon, everybody. I hope you all had a happy Halloween. Dia de Los Muertos is this evening I believe. Events and celebrations for the fall. I know that it's been a lot with all the work that's being done. Sometimes it is good to step away and enjoy the celebration.</li> <li>• A couple of things of note happening this week. If you notice when walking by the campus center has a new name. Now it says the Lois Carson Campus Center. She was the first person of color to be elected to our board of trustees. That means she was the first African American, the first African American woman, and the longest-serving board member. Twenty-four years of which she served. She's being acknowledged on Friday. There will be the building naming ceremony this Friday, November 4th at 1 o'clock on campus. If you get a</li> </ul>	

		<p>chance to stop by there are some videos that we're showing about the impact she had. She was on the foundation board, a leader, and a trailblazer. She's going to be recognized in the new campus center named the Lois Carson Campus Center in her honor.</p> <ul style="list-style-type: none"> <li>• We had the campus and community meeting last week. We had a virtual meeting, and the focus was the educational master plan. It has been a journey that we've been on for the last year in the development of the master plan and it's really the strategic plan for the next five years for the college. That work continues and will align with the district's strategic plan. The December 2nd date is to provide more opportunities for feedback around the areas of the strategic directives. There is less than 10 total but that's a good number. If you remember, in the old strategic plan for the college there were about 43 objectives. It's trying to be intentionally specific and narrow in regard to the work and the themes that have emerged have been consistent things that have been happening over the past few years. There shouldn't be any surprises in the educational master plan. That document will be sent out again for more feedback to make sure everyone has an opportunity to read it and see what it says, and if there's some input, you'll be provided with that opportunity.</li> <li>• The Wellness Challenge is still going on if you haven't signed up. It basically goes through the end of December. It is our fourth challenge. We're just saying log in and get a password. We have 43 people signed up. We had this high I think it's 60 and the idea is wellness is an important thing right now since we've been coming back to campus. We did a raffle or opportunity drawing on opening day and they'll be an incentive for the people who participate and who can be on the leaderboard. I know some people have gotten into it. I just wanted to make that announcement. You are still able to sign up.</li> <li>• Spring registration started this week, and our students are now registering for spring 2023. As they go through priority groups we'll continue to be going in, getting their plans, getting ready for spring and making sure they have classes that they need.</li> <li>• The last thing I just want to note, we have our eighth episode of the SBVC campus podcast. This week we'll have John Carson who is Lois Carson's son. He is the featured person, as well as the president of the Latino Faculty and Staff Association, to talk about Hispanic Heritage Month. We have eight episodes so far. It's on Spotify. It's on apple. If you are interested it's about 15-20 minutes per episode. It features the work that's happening on campus, different individuals, and then sharing the great work that's happening on campus. I wanted to put that on the radar.</li> </ul> <p>Comments:</p> <p>D. Humble: I just wanted to say that I hear episode 6 is particularly good.</p> <p>S. Thayer: And what is in episode 6? (laughter)</p> <p>D. Humble: I believe we have the Vice President of Instruction in episode 6. (laughter)</p> <p>M. Worsley: I think episode 2 is better.</p> <p>D. Burns-Peters: Yes, episode 2 is even better. Its faculty leads. (laughter)</p> <p>S. Thayer: If you get a chance check it out.</p>	
7.	<p><b>Consent Agenda</b>  <b>Approval of the minutes for 10/5/22 and 10/19/22</b></p>	<p><b>Motion 1</b></p> <p><b>Motion 2</b></p>	<p><b>Motion 1: Move to postpone approval of 10/19/22 minutes until the next Academic Senate meeting.</b></p>

			<p>1<sup>st</sup>: C. Jones  2<sup>nd</sup>: K. Barnett  17 Responses  Aye: 100% (17 votes)  Nay: 0% (0 votes)  Abstain: 0% (0 votes)  Motion passes</p> <p>Motion 1: Move to approve of 10/5/22 minutes.  1<sup>st</sup>: C. Jones  2<sup>nd</sup>: N. Jimenez  17 Responses  Aye: 82% (14 votes)  Nay: 0% (0 votes)  Abstain: 18% (3 votes)  Motion passes</p>
8.	Action Agenda	None	
9.	<p>Information Items</p> <p>a. First Read: Student Equity Plan</p> <p>b. <a href="#">Plenary Resolution Packet</a></p> <p>c. Inservice days: Faculty Survey</p> <p>d. DSO/SS Reorg by Kristina Hannon</p> <p>e. AP: Level 1 Review-2220, 2345, 2720, 2725, 6370 Level 2 Review-2350, 5030 BOT 1<sup>st</sup> Read of 6305 with constituent feedback</p>	<p>Information Items</p> <p>a. First Read: Student Equity Plan</p> <p>D. Burns-Peters:</p> <ul style="list-style-type: none"> <li>I don't have a first read for you yet concerning the student equity plan. We'll be ready by the end of this week. I could pull up the draft, but I don't think that that's fair for Academic Senate to be looking at a draft. That's not something that I can stand behind. I'll bring it back, and it will be on the next agenda.</li> <li>I do want to point out a couple of things about that. I really want to recognize the efforts that have been made and the success of collegiality in that plan. We may not have started off so strong in that area, but once we got on board, we have seen great progress happen with that plan. I do want to recognize that in this space. That plan is in a very different place than it was even a month ago. The workgroup has grown in representation, and as a result of the increased representation, those who are doing the work with our Black and African American students intimately are able to speak to the needs and what we want to see in the plan. There's also been a lot of writing that must happen and a lot of changes that have happened and that have to happen, which is also causing this delay. I don't want you to think it is not ready today because we're still in the same place we were two months ago. I want to make sure that it's clear that we're on the right track now. I believe that we're on the right track now, and I can only speak from my perspective. I would welcome any other perspective on that.</li> </ul> <p>b. <a href="#">Plenary Resolution Packet</a></p> <p>D. Burns-Peters:</p> <ul style="list-style-type: none"> <li>The Plenary Resolution Packet was linked on the agenda. These are all of the consent agenda items that are coming up. This was just released last week in its final form and repackaged. The reality is that there</li> </ul>	

will still be changes. There's nothing here that I saw as controversial. There are a lot of requests for additional support. There's a call for the State Academic Senate to continue to provide resources, i.e., toolkits, guidelines, and papers. Things that we can tangibly get our hands on and apply to our local campuses. I invite you to take a look at it. If you want to get a pen and paper, I will give you my cell phone number. If you look at it, and you have some serious concerns, or you want your voice to be represented, or if you hear from your group and you want to get that to me. We vote on Saturday. That's our opportunity to give a pro and a con of each resolution. I am happy to receive that feedback. My cell phone number is 909-XXX-XXXX. Just be nice when you text me.

- Some of these are on consent, for example, automatic billing concerns when students sign up for an electronic textbook. They may have to put in a credit card number, and it gets a subscription version which is automated for payments. Getting out of a subscription is horrible.
- You can see the resolutions that are on consent are marked, but these are now categorized. They categorize them under Academic Senate related, accreditation related, diversity and equity, etc. The State Senate has added another "A." I think I've mentioned that in the past but just as a reminder. It is Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA). They intentionally put the second "A" as accessibility because we did not want to lose sight of the first "A" being Anti-racism.
- Bethany mentioned she'll be there. Janice, as articulation officer, is going in virtual format. We will have good representation on those articulation and transfer items. Much of it has been getting in alignment with the changes with title 5, Baccalaureate programs coming, course numbering, and all those things.
- I don't know how best to describe all of these to you. You have to read them. One of the approaches that I take when I read for the first round, I start with the results because the result tells you what they want to do. If you have questions, then you can go back and read all of the whereas, and the whereas will give you all that history. If you're looking to do a quick review, read the results. If it's a recommendation or request for support, it's not controversial usually because it's not directing anybody to do anything. If you have concerns, you can go back and read that. I really do invite you to share your thoughts with me if you want me to have a particular voice. If not, I will use the voice based on conversations that have already occurred in the Senate, conversations that are occurring in the curriculum, and conversations that are occurring in other spaces and use that as my guideline.

**c. Inservice days: Faculty Survey**

D. Burns-Peters:

- The next item is in-service days. We have mentioned that the union has sunshined this as an item to be brought to the negotiation table. I think we're all clear that the union has its purview in terms of workload. Faculty has its purview in terms of professional development and the use of those in-service days. After a conversation with our fellow Academic Senate President from Crafton, because it doesn't everybody impacts across the board and it's not just our campus, as well as with the union, with union leadership, and with the Senate exec team, we've decided to put out a very brief survey. Rania is the one that will send that out. She just wanted to let you know that it is coming out next week. There are two pieces. One survey will ask about spring in-service days in order to get some input and some guidance from faculty on what they should look like for us. This is your opportunity if you've been voicing that in some other way, make sure that you fill out that survey. Do you want time to sit down with your department and go over student learning outcomes? Do we want to have that decolonization conversation and really just roll up our sleeves, go word for word, and figure out how we can do better

for our students? How do you want that time spent? It doesn't mean we're all going to get what we want, but it is the place to put your voice so that we can begin to craft that.

Comments:

- B. Tasaka: Do we know if this is going to be an anonymous survey? I think that is really important for this.
- D. Burns-Peters: I think that that's fair and I will make that request. so I need that noted to make sure that we request that that's an anonymous survey
- Attendee: When is this going on?
- D. Burns-Peters: Next week.

D. Burns-Peters:

- The other piece of that is the survey regarding the overall concept of in-service days. On the record, just to be clear, we as a faculty don't get to decide how many days we work. That's not our job. Somebody else decides that for us. We have X number of contract days, and we must work those days within those contract dates. Right now, we have X number of in-service dates meaning those are days we are paid to do work. When we made this, what used to be 24 professional development hours got cut down to 12 because we had these additional in-service dates that were paid. If those in-service days get negotiated, and they decide they're not working out. If it is decided to get rid of them, then those professional development hours or those flex hours will increase again. It just doesn't go away. I would encourage you to think critically when you give feedback. I would encourage you to consider whether your concerns are about the length of time you are sitting in a seat or concerns about the topic and its applicability to your job. Are your concerns about scheduling, or are your concerns about doing something else and getting paid for that time?
- Another part of that is required training now. We've got distance education training that we need to stay up to date on. If all goes well with equity planning and educational master planning, there's likely to be more required training when it comes to diversity, equity, and inclusion. That's not in writing, and nothing is approved. I'm just saying it goes the way that we are seeing the push go. When's that going to happen? We'd have to renegotiate all those things. We could use those days to accomplish some of the work. Just think critically. It is your voice. We need to hear from you. It's not as simple as "I don't want to do them." That's what I'm trying to say. Just think critically about that feedback.

**d. DSO/SS Reorg by Kristina Hannon**

D. Burns-Peters:

- We delayed Christina Hannon's presentation by one date for the Senate meeting, and she was planning on being here today to talk about DSO. Somebody asked me what DSO/SS stood for. It means District Support Offices, which is their official title, and SS stands for Student Services. They are a support office that is their mission, and they are working to do that. Unfortunately, she is tied up. She was hoping to be here by this time, but we received notification that her appointment is going much longer than planned. She's not going to be able to make it today. If you came just to hear that, I'm sorry, but we will get her on the next agenda. I know that there's already been some shift that people have experienced, and it feels like it's a little bit after the fact, but there's it's really important to see the big picture. I still feel like it's very valid for her to come and present that information and also to kind of look at if there's more to come. Personally, I don't even know what that big picture looks like yet, so it's really important for that big picture to be laid out for us. I understand that the presentation that was given at Crafton was very well received because it did help everyone to see the big picture of how things have

happened and will happen and what the reasoning behind it is. This will come back to us.

**e. AP: Level 1 Review-2220, 2345, 2720, 2725, 6370 Level 2 Review-2350, 5030 BOT 1<sup>st</sup> Read of 6305 with constituent feedback**

D. Burns-Peters:

- We get to review a certain percentage of our AP's every single year. 10% are supposed to be reviewed. This year we have 120. It's because we actually have a delay in that process because last year we did all of the work with the five advisory committees, and most of the effort in the Policy Procedure Advisory Committee was spent on our own processes. Making sure that the collegial process is integrated and present. We're a little behind, and there are going to be a lot of AP's coming through. My responsibility and what I'm doing the best to relate to you is identifying a Level 1 versus a Level 2. I'm going to look at Level 1 as probably not controversial, but if it is, your voice needs to be shared. If not, it goes through as a Level 1. Even though it's a Level 1 we can still interject or intervene and have our voice heard. Generally speaking, though, Level 1 is non-controversial. It is usually a legal change or slight language change to align with new Title 5 or education code information.
- We did have two for Level 2 reviews. We had 2350 and 5030.

**5030**

D. Burns-Peters:

- 5030 actually came through as a Level 1 at the Policy and Procedure Advisory Committee, and we all said no, that is not a Level 1. You're going to see why. These are the two, and I will make sure that these two are listed in our agenda and minutes. AP5030 is related to fees for students.
- The change in this one concerns the TB skin test charge. We do TB skin tests for our students here on campus. The fee has been \$10 for a very long time. I don't know that I've ever paid more than \$10 for TB test, but our student health services have identified that that is no longer covering the cost. They want to raise the fees. We had a lot of discussion about this. We'll probably need to raise the fee to cover the cost. The question is, do we leave it as at cost, or do I we identify a cost? They know what the cost is right now. The discussion has been leaving it at cost to allow for potential flexibility; maybe not, it's a TB test. This is something to think about. That is where it is right now. It is at cost. It is coming to this body, to the Senate level, and to the collegial feedback level to decide if we support that or if you have recommendations for how to change that language. I think we can agree that \$10 is no longer efficient but are we OK with it being that open?

Comments:

- B. Tasaka: Do we know if our students are even utilizing this?
- M. Worsley: Federal Work Study.
- D. Burns-Peters: I am hearing a resounding yes.
- K. Barnett: I'm just concerned with how much it is going to go up. Since I've been here, I think it's been no more than 10. Is it going up to 20? Is it going up to 30? Is it going 40?
- M. Worsley: It's 15 now.
- N. Jiminez: I think it would be good to look at our other local Community Colleges and what they are charging. I know as counselors, you have to get it every few years, so being able to do it on campus is great. I had a colleague that went to urgent care last week, and it cost \$80. At Chaffey, they charge \$15.



- M. Worsley: It's required for federal work study applicants, and I think that should be waived.
- D. Burns-Peters: Oh. Equity. Okay. I just want to make sure that we're on the record. Definitely, our child development students have to do that, as well as others. The concern is whether we consider waiving that for federal work-study students.
- D. Graham: Could we set a cap like no more than this much?
- K. Barnett: 20 or 15.
- D. Burns-Peters: We could certainly recommend that language. Maybe asking for no more than X number of dollars.
- A. Garcia: For admitted international students coming from overseas, the federal government does require them to be tested. They would need to be added.
- K. Buffay: What is the actual cost? Is it \$87?
- D. Burns-Peters: If you go to the ER or to the occupational center, it might cost you that much. Maggie said it was 15. I've heard another person say it's about 15.
- K. Buffay: So it costs 15, but our students pay 10.
- M. Worsley: No, our students pay 15.
- D. Burns-Peters: We are currently operating outside the AP at the moment.
- N. Jiminez: We offer insurance for our students to get free things. Maybe that should be covered for them.
- K. Barnett: You would think it would be, but it's not. It's not covered.
- D. Burns-Peters: This is a good example of how starting off on something that is non-controversial. It's just a feature, but we all interact with our students. As a representative in that space, I don't have this information, so bringing it here and hearing that is really important to be able to go back with. I need to be able to give formal feedback on this. This is a first read. At our next meeting, I will give formal feedback. I will make that request or provide the feedback and have the conversation. This will come back to us.
- Attendee: Did they say how much this is costing them or how many students are getting this?
- D. Burns-Peters: We did we asked about that, but they did not have that information at the PPAC level, but we did request that information which might come at our next meeting.
- J. Banola: It seems like we have several programmatic needs that students, in order to complete their programs, would need access to this, and for those students, it seems that we should provide it for them. Maybe the district wants to say if they qualify for the fee waiver or something, but if they want to go into child development or nursing or are one of our international students that we asked to come here, then it's something that we should provide for them.
- D. Burns-Peters: I see this conversation going down into an equity conversation. Some of these other things they may have access to but not need, but what we're talking about is it could be a gatekeeping thing. I know we think it's \$10 or it's \$15, and it's not a big deal, but talk to our students. It breaks my heart to think that it makes a difference. They may or may not be able to get that test in time to get into the clinical or get into the program or go onto the site. That could be life-changing, and you just don't know for our students if it's the last thing that they need to take, and then they say I'm done. I can't do this.
- B. Tasaka: I'm remembering a conversation from earlier this semester you said that you didn't actually have to take the TB test.
- C. Jones: You don't. Apparently, Newsom signed into law that you fill out a form to identify a lack of

symptoms.

- B. Tasaka: Can we ask if it is relevant?
- D. Burns-Peters: I think that becomes a conversation about understanding the clinical side and the internship side. I think you know K through 12 and pre-K, and all of them still require the actual test. Maybe they just think that we're not around enough people to matter. Little do they know. Thank you for that feedback.

### 2350

D. Burns-Peters:

- This was Level 1, and we said no, it's going to go to Level 2. The single opportunity that currently exists for the Academic Senate is as a report to the Board of Trustees. The single pathway that faculty and classified professionals have to express concern to the Board of Trustees is by way of public comment. Please keep that in mind. They are looking to move their public comment time from 5 minutes to 3 per person and the max of 20 minutes reduced to 12.
- I think if you look at the history during COVID and if you look at some of the more recent serious concerns that faculty and classified staff have had. You might be able to surmise where it's coming from. We are talking about a difference of 8 minutes of their time. I'm going to go on the record and say that I find it appalling that you're even asking us to cut 8 minutes out of your time. That's my opinion. I'm not OK with this. However, if you have a different opinion, please share.

Comments:

- B. Tasaka: Can we recommend that they increase the time? It would be great to hear from us more and maybe not at 4:00 o'clock.
- D. Burns-Peters: It is my responsibility to take any feedback we have to the committee. I probably shouldn't have been so transparent in my opinion, but I don't think I'm alone in that. It's 8 minutes, but it speaks volumes to me. What's the purpose? Faculty and classified professionals have a voice, and that's the one space where you can do it. I think we need feedback.
- B. Tasaka: How would it best help you for us to give feedback? Do you need a motion? Do you need us to e-mail you?
- D. Burns-Peters: Well, this is first read for us. I think I can get a consensus here. I think if your department or as senators if you have a statement about why you should not decrease those minutes and what that speaks to you, I can send that back. I'm at that point and in my position where I can say a lot, but it's more powerful when it comes from the body. I can then stand behind the fact that it's not just my opinion based on my thoughts, but it is actually voiced from the body.
- M. Worsley: Do we know whether official reasoning is?
- D. Burns-Peters: We did ask for that. I will say we so in the initial request when this first came to committee that was our first response. Why would you do that? Why now post CTA CSEA movement?
- D. Graham: Think about what you're saying. I don't want to hear from you. I want to go home.
- D. Burns-Peters: It's 8 minutes. They're not talking about the difference between an hour versus 30 minutes. I will take this feedback, but if you have any other more direct feedback, clear statements that you would like me to share with the committee, or any alternative request, this is open for feedback.
- D. Graham: Can we get some information from them on, for example, the average time that people are taking now or how many people there are or how much time they're actually spending for each

		<p>one of these meetings?</p> <ul style="list-style-type: none"> <li>• D. Burns-Peters: Sure, we could ask for that.</li> <li>• K. Barnett: I need to know why you would even consider this. I don't know why they didn't explain that.</li> <li>• D. Burns-Peters: Let me be clear, this is a board of trustees AP. Technically we don't own this as a chapter. However, when it came to us, the alarm bells went off, and we said no, this needs to go to the body. Mainly because you all need to hear that this is a move that is happening. I don't want to surmise why. You can tell me to ask why. We did ask why but we have not had another meeting since then, and I can include that as part of the feedback. What is the motivation, and what's the need behind it? Is it necessary?</li> <li>• N. Sogomonian: I'm just curious why they're limiting items on the agenda from five to three.</li> <li>• D. Burns-Peters: Any other feedback, please send it to me.</li> </ul> <p><b>6305</b></p> <p>D. Burns-Peters:</p> <ul style="list-style-type: none"> <li>• The other one that I had on the agenda is 6305, which is the budget one that we've already reviewed. We did a first read. We did feedback. We did a second read. Just so you understand the process, after we did our first and second read, that feedback got submitted to Policy &amp; Procedure Advisory Committee, and there was no additional feedback at that point. It went forward, and it will be on the Board of Trustees' agenda. This next agenda, actually, for their first read. At the next board of trustees, you'll see 6305. That's how that works. The advisory committees and the chapter owners have the duty to do the work, to try to craft the changes, to get constituent feedback, etc. Once that happens, it goes to the Policy &amp; Procedure Advisory Committee. They get to take a look at it and confirm whether it's a Level 1 or no that should go to a Level 2. If it is a Level 2, we bring it here. We do what we're doing today. We have the opportunity for a first feedback, then a second read. Then it goes back to Policy &amp; Procedure Advisory Committee. It sounds like a long process, but it's an important process for us to be involved in.</li> </ul>	
10.	Announcements	<p>The 16<sup>th</sup> Annual El Dia De Los Muertos Celebration, 6-9 pm, November 2, 2022, SBVC Greek Theatre</p> <p>The Garcia Center for the Arts and Humanities Event: A Night of the Arts, 4-7 pm, November 4, 2022.</p>	
11.	Adjournment Next meeting 11/16/22 in B100	Meeting adjourned at 4:13 pm.	