

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 3:04 pm Sign-in sheet and voting record	
2.	Public Comments: non-agenda and agenda related (max. 10 minutes @ 2 minutes each)	A. Avelar: Thank you. My public comment on a non-agenda item is requesting of the Senate make class sizes based on pedagogy and discipline expertise back to the Senate body. We are getting really bad reviews in our division, and I'm sure it is strictly not to other divisions regarding class size being based on just the size of the room. First, it's pedagogy being in the best interest of our students. Just like we saw this issue here with this room, we see the same issues with our classrooms. For example, laboratories are not conducive for lecture. That is why they're in separate spaces. Laboratories are conducive for experimentation but not for taking lectures and for working in groups and doing the things that you would do in a lecture setting. The lecture rooms for design in a Euro-centric manner, especially the ones that are stadium. The stadium ones mean you have one person in the front that you are pushing the attention to, and it's very hard to have the group dynamics in place. Those are also being squished together. So if you are trying to get any type of assessment, if you have every single seat taken up, students can just see each other's work very easily. So, building up this room to capacity, is not in the pedagogical best interest of our students. I wish our administration would stop saying it is in the best interest of our students when we, as instructors who are in these rooms, are actually working in the front lines and actually can see what is in the best interest of our students. That is my request. I think I speak for a lot of people in my division and hopefully on campus. Thank You. J. Lemiux: I just want to say I agree.	
3.	Senate President's Report	D. Burns-Peters: The December 7th meeting, which will be in here, will be a meet and treat. Maybe not a meet and eat, but a meet and treat. It will be sponsored in some way, shape, or form. If you would like to participate in the holiday cheer, which I very much appreciate, I celebrate Christmas, but I'm happy to stand with you in any holiday celebration that you would like me to stand with you in, and I'll celebrate that too. I personally celebrate Christmas. There will be a meet and treat, and it will be sponsored. So	

please come join us and we'll have a little holiday savory with our agenda.

I want to say a public thank you to those who have contributed to the Academic Senate basket. If you're still interested, I'm still taking donations. I will be doing the last purchases to add to that tonight. I shared in an email if you didn't see it, that I got a smokin' deal on a 22-inch stainless steel Blackstone grill with a cover and a lid. If you don't know what that is, it's like a taco bar, teppanyaki, stir-fry, and I cook a whole lot of other stuff on it. It's great for outside. You can deep fry stuff on it outside. Anyhow, I think it's a great gift. I already have one, or I would try to earn the basket back. I do want to thank those who have contributed. It is very nice not to have to carry that myself. I appreciate that.

I hope to see us at the Chancellor's Party tomorrow. If you can make it. I know a lot of us have classes, but if you can make it to the Chancellor's party tomorrow at 11 o'clock, on Del Rosa, at the ATTC. The chili Cookoff was unfortunately canceled because there was only one participant, I'm actually a little bit relieved, so I don't have to cook tonight. I'll cook chili another day. They are going to have a corn hole tournament. If you're there, bring it on. I'm going to go play some corn hole. So dress comfortably and warmly.

Friday is our President's Holiday event here on campus at 11 am. I know that chef and all of the students are working very hard to get ready for that. There are some great baskets already out there, and then we will have our own.

I also wanted to share that along with our peer evaluations for faculty, I think every manager on campus has also been evaluated this semester. It's just what it feels like.

Attendee 1: We might be behind, probably

D. Burns-Peters: They might be behind. It was everybody. It's a long list. So what I'm saying to you is there were like 27 evaluations. It was big numbers. Many of you were assigned to the review committee. You don't do the evaluation itself, that comes through email and the surveys, but then there's a committee that faculty are assigned. I did make those assignments, and I may not have given you a heads-up that you were assigned, and I apologize,

Attendee 2: How do you know you were assigned?

D. Burns-Peters: That was why I'm announcing now. You may receive an email from either Dr. Thayer, Dr. Rosas, Dr. Humble, or Dr. Stankas.

R. Hamdy: Also, Brooke from the District

D. Burns-Peters: Yes, Brooke from the District. If you're getting a name and you're like, who is this? What is this? Yes, you were assigned. I will try to at least put a compiled list together to say watch out for this so that you can kind of search and make sure you haven't missed something.

Attendee 3: So I did get a letter from Dina.

D. Burns-Peters: Yes. I believe you're assigned.

Attendee 3: And it said I was assigned to an evaluation committee.

D. Burns-Peters: Yes.

Attendee 3: Is that what they're talking about?

D. Burns-Peters: Yes, ma'am.

Attendee 3: Okay. Because some of the other people that I did receive emails on, I had no idea these

		<p>people were,</p> <p>R. Hamdy: Those are surveys you'll get on everybody.</p> <p>Attendee 3: Don't worry about then. Okay. I didn't want to judge anybody unfairly. I was like, I have no clue who that was.</p> <p>D. Burns-Peters: Right? Yes. If you've received something from Dr. Humble, then yes, you've been assigned. If you haven't done it before, it's a process of looking at the results of the survey and having a discussion around that, and ensuring that there's representation in that process. That helps create whatever feedback is going to go back to that manager. It's a review process. That's the best word for it. The information's there, and then you talk about it as a group. I will try to get that list out, so you know that it is true.</p> <p>C. Jones: Are you saying you've all been assigned to one?</p> <p>D. Burns-Peters: No, just many of you.</p> <p>D. Burns-Peters: Over the holidays, there are so many things to think about and be thankful for. It is that season, right? I'm thankful every day, but during the month of November, I'm intentional in my social media space about expressing my thanks. I continue to do that. The flip side of that is there are still a lot of things to be concerned about that are heavy. One of them, I couldn't even tell you the date now, a week and a half or two weeks ago, between our last meeting and now, was the shooting at the Q in Colorado. Five were murdered in hate, and 17 were injured. I just invite you to save some space in your work and your energy. The work is hard. The work is heavy. Prior to the break, I'm going to be really honest, I left in a place questioning how. It's just too much to carry. I might have been on that ledge that senators and senate presidents talk about. I was reminded over the break that the struggle, the load, and the burden cannot keep me personally from moving forward in progress. It can't prevent me from doing what I feel is the right thing, and that is to call out those injustices and recognize that hate is real. I don't understand it. There is no understanding it in my book, but the hate's real. It's just one more incident if you will. The reason I bring it up is that we've passed a resolution. Uh, we're doing all this work with student equity planning, with educational master planning, and we keep talking about D E I A work, and I think sometimes it's fatiguing, right? But then we have incidences, just recently in Colorado, where it's in our face again, that we have to keep plugging forward. We have to keep moving forward. I just invite you to hold space and remember those whom we lost recently.</p> <p>A. Avelar: Yes. I would like to add to that. The only email that I think I've received about that was from Ernie. Thank you, Ernie, for bringing that to our attention and understanding the struggle our students, our staff, and our faculty can potentially face. We didn't get anything from our Chancellor, I think, nor our President unless I'm mistaken. I don't think we got anything from anybody else. I don't know what the students got to make them feel safe coming back to school and to make a space to be able to talk about this because it is out there. The hate is out there, and the hate leads to eventually hurting people that don't need to be hurt or don't need to be hated for who they are. That's my comment. Thank you, Ernie, as well, for that email.</p> <p>D. Burns-Peters: Part of my reason for commenting today was that I did not send an email out either, and I wanted to bring it up. Let's continue the work, support each other, hold each other close in an appropriate way, lift each other up and continue to be as strong as we can.</p>	
4.	Committee Reports	<p>Curriculum</p> <p>B. Tasaka: This is a follow-up report to what was brought to the group last time. I had mentioned that we</p>	

		<p>were forming a workgroup or a planning group, I think we're calling it, for AB 928. Our intent is to get in front of this as much as possible. I want to remind everyone that this is a senate and curriculum driven group. The focus and support are coming from both the senate and curriculum. We see this as something that falls under our purview. I say that because it's been a little frustrating. There was a request for a handful of people to be in this workgroup and it was for very specific reasons. One request was for Janice, obviously, she's our articulation officer. I need her brain, basically. She's fantastic. Another request was for Andrea (Hecht). She, there's on Academic Senate, but she also has a pretty good understanding of articulation. She subbed when Janice was on maternity leave. She's been really great about that. Also, she's really good at reading documents, which I appreciate. There's a request for Nicole Jimenez. She works with the FYE program. Again, a good set of eyes to have moving forward as we explore what's necessary. We asked for her. We also asked for Jamie Herrera, who is also a senator. She works on the curriculum committee, and she's actually been amazing on curriculum this year. I really appreciate having her voice there. A final request was for Debbie Orozco because she works very closely with our CTE division. She's a liaison to that division. We believe that with AB 928, we need to specifically examine general education patterns for our CTE folks. Asking do we need something specific for them or not, but we need that voice represented. They all were very willing to serve. We were kind of at a place where the only yes's that I've received are to Janice, Andrea, and Nicole. It's been a little bit of time which is where my frustration is coming from.</p> <p>I just kind of wanted to update this group. In addition to receiving those two no's, we were given an additional person who unfortunately, does not fill the skill sets. I have no problem with that person, but they don't fill the needs that we're looking for in this group. We will be moving forward, as of right now, unless things change with the yes's that we were given and not with the extraneous people. We are planning to meet for the first time on December 8th. I think that's right after our next meeting. Our goal at that first meeting is to lay out an agenda and plan for the spring so that we can start reaching out to the other groups who need to be involved with this. So this is meant to be the core group.</p> <p>We'll reach out. I know languages have a big stake in this. CTE has a big stake in this. We want to make sure all of those voices are brought in when the time is right. I do also want to say thank you to Dr. Humble. You've been very supportive of this. You put up with my many text messages. We're going to continue to focus on what is best for the campus as we create plans for this response to AB 928 and to students in the center that.</p> <p>Dr. O. Rosas: I just wanted to comment on Bethany. Thank you for bringing that up. We did speak, and I shared with you that I would support you in any way that I could and that I would back to you. I haven't had a chance to do that, but thank you for bringing that up. I will get back to you once I think we can talk</p>	
5.	Additional Reports	None	
6.	SBVC President's Report	<p>Dr. S. Thayer: Good afternoon, everybody. First, I just want to thank everybody for this semester and the work that's happened. I'm not going to repeat some of the things. You know, we have events happening this week. It's how we end the semester and get a chance to celebrate the successes. This semester has probably been a unique semester compared to others, right? I actually, it has been probably one of the most unique of all semesters that we've had to deal with as we finally came back from a pandemic, which still is with us. It's not like it's gone anywhere, but it is easily forgotten or put aside, and we say, let's just</p>	

		<p>get back to business and get back to work. The reality is it's with us every day, it has impacted us directly and indirectly and we don't talk about it anymore. I know that it weighs on us, all of us in the things that we have to do. We push through it because we're here to get the work done. I want to commend you all for your commitment to showing up. Can I say that showing up is half the battle? Half the work is being present, which means when you show up somewhere, you actually are engaged. You know, we have the ability to talk to each other and share our thoughts or perspectives.</p> <p>We've been in an interesting time with how people have responded to shootings. And we never want to become desensitized, but there are so many happening consistently in closer proximity that makes us question what we are doing. I'm not saying us here at the college, but collectively as a state, as a country. These things are not okay, yet, the further away it is, the less we think it impacts us. Unless it's in our backyard, we really don't have this intentional response to it because we're seeing so much of it happening. I would say we never want to be desensitized, but we do want to acknowledge the hurt that has occurred from these events. And the hate, right? The hate's real. The hate, unfortunately, has been allowed to continue to be present, but our work is to push back against it. Our work is to stand up for what we believe to be true and show up, right? We show up to our students.</p> <p>I just wanted to say that because we're in a time of being thankful. Over the break, hopefully, you had a chance to get some rest and reflect. We're fortunate to do the things that we do. We are blessed to be in the role of the leader, and there are a lot of people who have a lot worse than we have. Never lose track of that. That's what I always do and say. I have an opportunity to go do this work, and others don't. Right? Others have been really impacted. They've lost their jobs, their homes, and their careers. They've lost their family members. They have a lot of loss, and some of us have felt some of that. We've always had the security of these positions, right? It's been a commitment by this district and college to make sure our employees are taken care of and have support. It's not lost on me, but I just wanted to thank you all for everything that you do because we don't anchor success enough. But we do beat ourselves up when things don't go right. That's something hopefully we can step back from and say, "Hey, the class went well today. That was a great class today." When we get awards, we need to step back and say, "Wow, we earned this award," and not act like it's not a big deal. I just want to say that being thankful, anchoring success, make sure not to lose track of that. Be thankful for the commitment that everyone has made. You show up every day, and you do great work. You have an impact on all the students and all the people that come through our doors. That's why the quality of the institution resonates in the community.</p> <p>I just wanted to say that I'll touch on the information items as they come up, so we don't have to spend time on that. We do have two events. Chancellor's event tomorrow, Friday, we have the event in the cafeteria. We have 20, I want to say we're at 30 baskets. Hopefully, that's a lot. We were at 26 when I checked yesterday. Listen, the money goes to support our student scholarships. The foundation takes those dollars. I look forward to seeing everybody on Friday. Tickets are available. Purchase your tickets. So we'll see you Friday. And that's my report</p>	
7.	Consent Agenda a. Approval of the minutes for 11/16/22 b. Motion of Support: Program Review:	Motion 1	Motion 1: Move to approve both a. and b. of the Consent Agenda. 1st: M. Worsley 2nd: R. Hamdy

	Efficacy Pilot Program for Spring 2023		20 Responses Aye: 75% (15 votes) Nay: 0% (0 votes) Abstain: 25% (5 votes) Motion passes
8.	Action Agenda a. Baccalaureate Program- Motion of Support for establishment and selection process of program	<p>a. Baccalaureate Program- Motion of Support for the establishment and selection process of a program</p> <p>D. Burns-Peters: In the last meeting, I brought forward a presentation that outlined the opportunity to bring a baccalaureate program to campus. I shared with you some of the Chancellor's office expectations and an application process that is very detailed, very outlined, and very specific, and that it's for CTE programs, not for any programs. There are very specific rules. It has to be CTE and can't duplicate any programs that are at the CSU or UC statewide.</p> <p>Then there's a rubric plan, which was also shared, and the rubric points that were within our control to decide. There are three rubric points that the Chancellor's office is going to look at on their own. Then there were four other rubric points that we internally could look at. We sent out a survey on that in terms of looking for interest. I also shared the makeup of the workgroup that has been working on that. Bringing a new program and program establishment is a Senate purview, right? It is our number one thing of the 10 plus one. It's like the number one thing.</p> <p>The action today is in two parts. One is to support bringing a baccalaureate program to campus. I want to remind us that it is in alignment. I also shared in the presentation, and I'm happy to pull it back up again if you would like, how it aligns with our district goals and campus goals as well as strategic planning. Particularly since we are currently going through process and near final stages. Bringing a program to campus has support from the top down and hopefully from the bottom up as well. There has been a very overt expression of support, recognizing that there will be a need for financial support for our faculty and support staff who will be part of that process or added to it. That was part of the survey too.</p> <p>The survey asked if additional faculty are needed. Would you need additional staff? Et cetera. The question then is, do we support a baccalaureate program coming to campus? One being student-centered, recognizing the access for our students and the ability for them to earn that bachelor's degree at the community college level in terms of cost. Ultimately allowing them to move upward in their field, to better-paying jobs, and into higher-level management or supervisory roles that they're prevented from going into without that degree. We know that's a particular challenge in our CTE fields, right? That workgroup I had shared about last time, as well as all of the Deans that have CTE programs, were there as well. As was curriculum representation. So again, the whole representative group did meet today to look at what that interest form brought forward.</p> <p>We had 20 plus, less than 30 actual degrees proposed. "Yes, I'm interested in this degree." I'm sharing this detail because I think it's important to be transparent so you understand what you're supporting. 20-some degrees came forward. Looking at the rubric and understanding the parameter that there can't be duplication essentially narrowed it down to three. That was done very thoroughly. The resources were checked for the CSU system. Verification was done, and basically, it came down to three. Of those three, with further discussion and looking at the rubric from the Chancellor's office, one of the pieces that they're</p>	Motion 2: Move to support the establishment, selection process, and program selection for a Baccalaureate Program. 1st: B. Tasaka 2nd: J. Banola 20 Responses Aye: 95% (19 votes) Nay: 0% (0 votes) Abstain: 5% (1 votes) Motion passes

looking at is, do we have faculty with a master's level degree to teach those courses.

It's a big part of the rubric that we have the faculty to support the program. We could say we're going to hire them, but then that challenges us in the application process. Then looking at the graduation rate of the current program, etc. I'm proposing that the action today not only supports the Bachelor program but also which program is selected with the understanding of how that selection process happened.

Water supply technology was the selection for the Bachelor program today. You may not be aware, but they've got consistent graduation rates, and there's definitely a need. There was a discussion about a gray tsunami with all of the retirements that are happening in water management right now. We even looked at the job market over a span of time in that group. Now understand this does not mean that we're approving any curriculum for that yet. That would be the next stage. This is saying, yes, we think this is valuable. Our students would benefit from this, and we support this program based on the fact that the process that was done was thorough, inclusive, transparent, and thoughtful. It was not done by only considering whoever raised their hand first. If it were, I would've been jumping and screaming and upfront the whole time. Does that make sense?

The next stage would be for the selected program faculty to start working through the curriculum processes. The first stage would be to outline what the program outline looks like and then work on the actual course development.

Discussion:

A. Avelar: This is just a clarification question. The first one is about the Cal State system that we looked at. Was that the local Cal State?

D. Burns-Peters: No, all of them statewide.

A. Avelar: Okay. So it's not... I thought it was competing with our local ones. So, statewide.

D. Burns-Peters: Statewide. Okay. And that took out many of the programs.

A. Avelar: And what were the other two programs that were not selected?

D. Burns-Peters: The other one was, well, I don't know the word.

V. Thomas: Heavy and medium duty trucks.

D. Burns-Peters: Heavy medium duty trucks. There was a lot of discussion about sustainable transportation, logistics, etc. It was a very strong contender, but in the end, having the faculty with the master's degree in the water technology programs already here and having the number of graduates really pushed that program forward. And we decided not to push two applications forward because this is a huge undertaking.

A. Avelar: Who was the third?

D. Burns-Peters: Welding. There was also discussion about Psych Tech at some point, but they're not ready for that as a department recognizing that this will come up again. But welding was another one. In the end, based on all of the components, water technology was best positioned. And it has been a desire for water technology for many years.

T. Vasquez: I have some questions on what is the local ability for growth in terms of the need. If we will need facilities. If that demands specific safety with that program as well. As we are growing in faculty members, will we have enough space for the faculty to be posted at? I think for the growth of the

program, they need space and an office where are doing group and helping work along with their own team, right? So that's a thing. Those are questions on top of the questions that are part of the rubric. I know the rubric says labor market demand and institutional capacity. I need this information so I can figure out whether I want to support it or not.

D. Burns-Peters: That's part of my clarification today. Thank you, first of all. Some of that information we don't have yet. The process is first, what program do we think would be the most viable to move forward in that application process? The application process requires us to address all those things that you've mentioned. The facilities, the growth, the space for faculty, and many other resource pieces. Including the labor market pieces as well. Now we had a preliminary review of labor market graduation rates, things like that, at hand, and again, that program still rose to the top.

As part of the application process, which will occur between now and January 13th. All of that has to then get compiled and put together in detail. That's where we're at in this space. Like we can't move forward with the application without selecting a program, but we don't have all the information on the program to make a dec(ision), you know what I mean? Like we don't have time to go through the whole application process before making the selection on a program. If that makes sense.

T. Vasquez: It makes sense to me but how can we as a Senate support it as well? That makes me, personal, I want to support something ultimately the idea is that this is for the students for better the community, the students growth rather in terms of raising their, um, elevating the community by income, I mean that's how, do you know how money the people that are going to be getting their bachelor's degree will get as opposed to their associate's degree and then the labor market would be helpful for me to make a vote of support.

D. Burns-Peters: I don't have those numbers today because that will be part of the work. I can only say that. I think part of it is trusting that the process itself was thoughtful and intentional. Those things were looked at on, I don't want to say a superficial level because it's not. It's on an initial level and was validated. There is going to be an increase in wages. There will be upward mobility, there is a need. All of that is there on first glance, which is all we had for any of those programs, and understanding too that the application is just an application process. It's a lot of work, but it's an application process in terms of that program actually coming to fruition. It goes through curriculum, which has its own approval processes. I hope I'm being clear on that.

N. Jimenez: I just wanted to comment on that. As a counselor, I have seen this year a huge growth in demand for students wanting to go into our water supply technology program. I hope that will help with our support because these students are already working in the field, or their brother is, or they know somebody working in the field. Their jobs pay them to go to school, which is also helpful to know. Some of these students are going to get financial aid from their jobs to do this. I'm getting students constantly that are going into this program. I hope that in upcoming terms, we have a lot more sections because they are filling. So that's helpful.

D. Burns-Peters: That was one of the reasons why welding didn't move forward. We were not able, at that first glance, to justify an associate's degree or certificate versus a bachelor's. Our students who are in welding generally are doing a certificate, not necessarily finishing an associate's, because they are leaving and making six-digit numbers with a certificate. Because ultimately, if their weld holds up under the x-ray, they're good. I hope that helps.

Motion 2

<p>9.</p>	<p>Information Items</p> <p>a. Student Equity Plan: returns 12/7/22 for motion of support</p> <p>b. Educational Master Plan: returns 12/7/22 for motion of support</p> <p>c. Student Services Update: Dr. Rosas and Dr. Thayer</p> <p>d. Guided Pathways-Committee Update: returns 12/7/22 for motion of support</p> <p>e. Fall Plenary Resolutions Results</p>	<p>a. Student Equity Plan: returns 12/7/22 for motion of support</p> <p>D. Burns-Peters: I brought student equity planning to you a couple of times. It's posted. I promise it's there. Did you all see the student equity? Did I post the student equity plan?</p> <p>R. Hamdy: Where would you have posted it?</p> <p>D. Burns-Peters: On the Academic Senate website or by email. Okay, I will need to look at that. Let me look at that. I can confirm that while somebody else is doing a report. I apologize.</p> <p>D. Burns-Peters: Yes, the Student Equity Plan is done. This will be considered first read. It will come back for a vote of support on December 7th. I want to intentionally ask you to look it over. I hope you will see your comments or the tone of your comments, right? The intention, I should say, of your comments and feedback in the workgroup was reflected in that plan. I have no doubt you'll see it. I hope you will see that yourself, though, as you read it. Be prepared for a motion at the next meeting. While the other report is happening, I will verify that I posted that. I'm pretty sure I did, but I may not have gotten the final report out. I will make sure that that's up there and accessible for you.</p> <p>b. Educational Master Plan: returns 12/7/22 for motion of support</p> <p>D. Burns-Peters: Today is the day for Educational Master Plan. Today is the last day for feedback. It, too, is done. But in that last stage of feedback, once it goes back to the consulting group, CBT, it will come back to us in the form of a plan. Okay? This is your 12th-hour opportunity for any last feedback. We did have some input today. I will be sure to add that in, and we'll want to make sure that the baccalaureate program is identified and listed in that plan as part of our goal. We will make sure that that's represented because that's a pretty big one for the next couple of years. That too will come for a motion of support at our next meeting. If you could forward that information to your constituent groups and ask for them to share feedback or put a Google Doc out and get some general feedback, whatever's easiest and most convenient for you, we would appreciate it. Be prepared to come back for a vote on the seventh while we eat treats. All right?</p> <p>c. Student Services Update: Dr. Rosas and Dr. Thayer</p> <p>Dr. S. Thayer: Thank you. Good afternoon. As you heard last meeting, Vice Chancellor Hannon came and gave an update on what has transpired the semester in regards to what's going on in the DSO and resources and the processes. I did want to come today and share with you the information that's being shared with Student Services. Dr. Rosas has had numerous meetings with the Deans and directors and all student services around Student Services Reimagined. We have three Deans in Student Services. When I first began, there was one, and one was woefully insufficient. Now we have three, and this is where we are. What we wanted to do today is share with you this structure that we have been working on to make everyone aware of what student services will be looking like with a three Dean structure.</p> <p>That's the intent, just to share out that information. The input and the conversation that took place, and there were some comments that we've heard throughout, is to keep continuity, address specific areas of focus and make sure that we are dealing with and implementing the initiatives that we are being mandated. You heard Guided Pathways is one that we've been working on that journey for a while. Basic needs. We have a lot of initiatives coming from the State, and we want to make sure that we balance the work. We want to make sure that it makes sense. As you can see up here, there are three separate</p>	
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Deans and the duties or the areas that each Dean will be overseeing.

The Deans of student services and instruction meet on a regular basis. The joint dean's meeting happens minimally once a month, as does the student services meeting. In regards to coordination and integration, all those conversations are happening. The one thing that you may note on this, which is probably the biggest shift, will be athletics. Historically athletics has been in instruction. Thank you, Dean Johnson, for the work you've done with the athletics program. All faculty will stay with Dean Johnson. That has not changed. The coaches will be working in student services. That model is now accomplished. It's a model I'm familiar with by having athletics, just the athletics coaches in student services. The instruction stays with the Dean and maintains that continuity. That's not going to impact the classes being offered per se.

It's really dealing with the coaches and making sure that we have the support for all of our student athletes. In conversations that we've been having throughout all of the initiatives that we've been dealing with, the question that comes up is, how do we leverage what we have to best support our students? This is what has been presented to student services. This is where we see some continuity, some ability to focus and align with the initiatives that we are dealing with. Is it perfect? Probably not, but it is an opportunity for us to really address the things that we have to address with the structure that we have or with the people that we have to do this work. That is what you see. I'll ask Dr. Roses if you want to add information.

Dr. O. Rosas: Thank you for the opportunity to share this with everyone. I want to highlight some internal movement within the division in some areas. Those are highlighted in red and include financial aid and scholarships. For example, Sam Trejo, director, and April Dale, director of Admissions and Records, those areas will move under Dean Rodriguez. Then with a new associate Dean, Ms. Sharaf Williams, she will retain the portfolio that she had. She will also bring to her area our Umoja Tumaini and Rising Scholars/Justice Impacted Students. There is a big initiative systemwide related to the student population and how we can serve them.

Once students matriculate, Sharaf's area will make sure that support is there for them. If we move over to Dean Cota, the three areas that he's inheriting will be the STAR program and the leadership of Deanne Rabon. That's the Success through Achievement and Retention Program. Larry Branson, director of Student Accessibility Services, and Joanne Hinojosa, the director of Extended Opportunity Programs and Services. Then we move over to Dean Carlos. We have a housing initiative goal, also a systemwide, for our community colleges. We just received an email today on the application for grants. We're going to be following that. He will also be responsible for all of our LGBTQIA initiatives and plans and Rising Scholars and our Justice Impacted Students in terms of the grants initiatives. Once students are enrolled, he hands them over to Sharaf for follow-up and support. He is responsible for basic needs and all of those initiatives relating to supporting housing insecurity, food insecurity, and all that we see a connection with our student health services and mental health services. So we're putting that under the umbrella of wellness and student engagement.

Dr. S. Thayer: So that's the overview. As I said, we wanted to be intentional. We wanted to be focused. We wanted to give each area a core focus and align the areas that made sense. This is a first approach. These

are the conversations that happened with student services, with the Deans, the directors, and then all student services. We wanted to bring it here to show this information. There's no adverse impact. These areas work well together. The directors in the area will continue to have direct provision over areas, continue to do the work, and support students. That's what I wanted to outline and show the differences. There is some adjusting, but we feel it will allow the ability to support the work and give attention to specific areas within all of the initiatives that we're dealing with.

Dr. O. Rosas: Just to clarify, I'm sorry, Dr. Thayer, this is what we are proposing, and it will need to go to the board, but this is what the proposed plan is.

A. Avelar: I have a lot of comments. First, I don't think I've ever seen it like this, a proposal, and I've been here for a long time, like 14 years. I appreciate that. Thank you for showing us every area. Maybe because you only had one Dean before, but showing what every dean would have under their purview. The other thing that I heard was Deans meeting. Do we have Dean meetings across the board with the Deans of instruction and non-instruction meeting as well?

Dr. S. Thayer: mm-hmm. <affirmative>.

A. Avelar: Then how do we coordinate knowing this information? I know a lot of the emails go to the students, but how do we get this information as faculty? Speaking to what we could do as instructional faculty to help our students know what these resources are, who to contact, and what is coming up in these different areas so that we are up to date with that information.

Like the mental health services, I'll go online. I'm not sure if it's updated or not, maybe. They have more resources, but because we don't get those updates, I don't know if there are more. If I need to direct a student to our resources, I usually just go to the website. If I'm able to contact the person that I know there, I'm like, okay, can this student come over? We're going to go over there right now. It really would be nice to have that link a little bit less siloed and more linked so that when our students are in our classrooms, we know they need it, and we know these resources will be helpful for them. We can direct them pretty quickly to it. I like that we can actually see where everything is at. Another thing that could help would be discussions between instructional and the Dean of Student Engagement and Wellness, especially with conduct and student complaints and BIT. I think at those two points, sometimes there's a disconnect as to how we help intervene. How do we help our students? Because when there's an issue, maybe the student is calling out for help. How do we work with not putting that student in a place where they can't come out of, but how do we help the student really address what the issue is and even the faculty to address what the issue is, to help the student be successful? So I think those are my major comments. I would recommend seeking a motion of support from the Senate because I think that'll make it stronger for when you take this up to higher levels.

R. Hamdy: I just want to say, I just want to respond to one thing that Amy mentioned. For in-service days and adjunct orientation, I've had the BIT team come and speak actually at every adjunct orientation. It wasn't this last in-service, but it was the in-service before when they spoke. We also went to the Chair's meeting to show the new student conduct handbook. I haven't reached out to Ray yet, but I have them on my schedule for this upcoming in-service day. I just got a thumbs up because I think that's the best way to reach the faculty to let them know right at the beginning of the semester and then make sure that everyone has access to those handbooks. So they are on my

schedule, and we're just working out those details.

Dr. S. Thayer: I'll say to your point, we have a student resource guide. We have a student newsletter, which we continue to disseminate, but we'll continue to do that and point to it so you know where to go to get it. We don't want it to be a scavenger hunt. I know student services just did an activity, an all-service meeting.

Dr. O. Rosas: Yes. And we also have a joint cabinet where the Dean of Instruction and the Dean of Student Services meet as well. Once this is approved, we can definitely distribute it and have it sent to your inboxes so that way you know where the resources are.

N. Jimenez: I wanted to share this with everyone. I got an email yesterday from one of our counselors from EOPS/Care. They created a Wolverine Success Guide that does have those things. It's under the student tab on our website, and that's something that everyone can add to their syllabi if they would like to. I sometimes know other schools have something that they send to faculty before the semester starts that they can add to their syllabi. This is a very detailed success guide that our students have been looking at for the past few semesters. Our students have given feedback on this. My class is one of those providing feedback for this semester, so it's really helpful for them, and it has a lot of great information.

A. Avelar: I'm going to plug one more time that I think the other thing with student success guides, we can cross-pollinate because we know that there are student success guides in terms of the non-instructional, the holistic well-being of the student, but there's also student success guides for the academic part, which is also part of the holistic being of the student. Where let's not procrastinate. Let's keep up with the content. Let's ask for help. Um, Let's ask questions when the questions come up. Such things like that would be really great to have that discussion between the instructional and non-instructional.

A. Hecht: I just wanted to address this. It was discussed among student services at a meeting that was not mandatory, so not everyone could show up to this meeting. The comments that I heard during this meeting were that the faculty did not feel like this was inclusive to us. Mainly because we now, if you notice, have four Deans under non-instruction. We have Patty Quach, who also does Valley Now, and who is not addressed here. So to me that that's four Deans under 60 plus counselors, which is a lot. Ray Carlos will now take over athletics, which includes student health, which includes our counselors as well.

We have counselors in science. We have so many Deans over us. It is so top-heavy, and it is hard to keep track. But not only that, I know instruction always assumes if a counselor doesn't know something, it is blamed on general counseling. Our chairs are to train any counselors, yet they're not informed of where they're going to be hired. We do not have that capacity when you are chair. I was chair for three years, it was extremely difficult. I would find out a month later that somebody was hired and seeing our students without being trained. That is a disservice to our students. Because we're not all faculty. There are so many directors and coordinators on there. Even Ray Carlos is now going to take over the help. Another faculty member said that, because they're nursing, they addressed that issue again about inclusivity because this was not transparent to us. We were told at a meeting, and I was told through the Academic Senate. When Kristina Hannon came in, this is a new position, this Dean of Student Engagement and Wellness, and I believe they said, well, this person was reclassified because they do all this. This person did not oversee athletics.

This person did not oversee our nursing as well. If you notice now, they're adding a Housing Initiative, the LGBTQIA, Raising Scholars, and Justice Impacted Students. I don't know what that is, and I'm a counselor here. I have no idea what that means when they say that. That's not only under Ray, it's now under Carmen, who has it as well. We are not talking. We're not being transparent with our faculty. Yes, I want to move forward. I agree with moving forward. I feel that wholeheartedly but it needs to be transparent. Our faculty needs to be able to have these leadership positions, and we're being overseen because, instead, they're just reclassifying them. I don't think that's great. I'm sorry.

Dr. S. Thayer: I know, as I said, Vice Chancellor Hannon is here last time. From my understanding, if there's additional feedback for her, you can reach out to her directly. She can give more details on that piece of it.

D. Burns-Peters: I did. Maybe not quite such an intense question, but I do wonder about the thought process in putting the LGBTQIA student population and support under the Dean of Student Engagement and Wellness, who has nothing to do with that. I'm just wondering how and why there versus under the student equity component, particularly when student equity specifically calls out LGBTQIA student populations. I am just wondering about that thought process.

Dr. S. Thayer: That's a great question. We have associate students and student clubs, and there are clubs that align with that area. There are going to be some things that could probably end up in one of three spaces. This part was balanced, but part of it was leveraging the work. That is a good point. We know that's why we wanted to bring it forward. Talk it through. In regards to student life in general, a lot of the programs that come from there address the overarching umbrella clubs. We have a variety of clubs and different things that they work through.

Dr. Rosas, do you have something you want to add? That was the thought process and where it ended up. It's a new initiative. When I say new, it's not new, but the state has either designated resources or they have given guidance. I want to be clear when I talk about what programs we're seeing coming forward and if there are resources attached to it that we appropriately utilize them. Making sure they're being monitored, implemented, and bringing the people together on the conversation. This is the work, but as we all know, it's a collective effort, right? It's not a silo where one person does it all. As with a club, any faculty member could be a club advisor. That's where this overlay comes with student services and instruction. That's just an example. There are things that we could move to different places, but that's how it ended up initially.

Dr. O. Rosas: That's, that's, I did look at that exactly what I was going to share with Davena because she had the same questions I had.

R. Hamdy: I had a similar question about, Tumaini/Umoja being under one Dean and then Puente being under a different Dean, I know they're separate programs, but they serve an impacted population. I think to have them under separate Deans, there may not be an equitable balance if they're not overseen by the same person. I just have that question about why Tumaini was split up from Puente.

Dr. S. Thayer: No, that's a great question. It's been, should they be together because of all the reasons? Puente has a specific structure, and Tumaini there's overlay. I think that's one of those that has been in a back-and-forth dialogue on how to best lay this out, but it is a great point.

D. Burns-Peters: If I could maybe make a recommendation that we reach out to faculty that are a part of those processes and make sure they understand. I know this is feedback and not final. While this

is planning, and I know it sounds like there's been discussion, do they go together? Do they not go together? Puente is over here and Umoja/Tumaini over here. What are the thoughts about those programs being under different Deans versus the same Dean? I understand there's an initiative with the LGBTQIA+, but in terms of that support process, some of those other programs are over here. I would recommend that we check out and check in with the faculty who are involved in all those programs. There are faculty in all of those programs, right? Make sure that they understand what this movement looks like and get their feedback on how that might impact them and the program services that they're doing.

A. Avelar: I think it's even more specific to make sure to ask the why. Why are people not happy with the moves? Usually, you're going to hear the unhappy, like, I'm not happy with this, and maybe that's not enough, but you should hear it's why. It takes a little bit of work but as a past negotiator, doing that legwork, asking why, sitting down with people, and talking to them will save a lot of headaches later on. Ask why they're not happy with it. Seek ways to resolve it. Sometimes it could just be misunderstandings. Like, I really work really well with this person, and now you're going to silo us. As human beings, it is stressful. Ask how we can get things on the same page. I'm hearing my friend here, Andrea, and it just sounds like all the counselors, depending on where they're at, are on different pages.

So everyone's not on the same page when they start off. Consistency. When we care about our students, it's important, right? We don't want one counselor saying X, and another one saying Y because they're under different areas. So how do we fix that problem? I'm a chemist. I'm about fixing things. How do we problem-solve? So when we see things like that, how do we fix this? How do we sit everybody together? Okay, we've got counselors that are serving in all these different programs and areas. How do we all together and make sure we're all on the same page? I think it is very solvable, it's just making the time to do it. Time is really important. We should own our time and care for it.

d. **Guided Pathways-Committee Update:** returns 12/7/22 for motion of support

D. Burns-Peters: Speakers were unable to present due to illness.

B. Tasaka: So guided pathways, you said it's not here, so we're not voting on it at the next meeting.

D. Burns-Peters: We will not be voting on guided pathways at the next meeting. It will continue as an information item if it comes back at the next meeting.

e. **Fall Plenary Resolutions Result**

D. Burns-Peters: Have you guys noticed a new paint job on our website? It's just a paint job. It's just a paint job. It does look a little different. A little brighter, a little sharper. Um, so the final adopted resolutions are here. I can pull up the Word document, which is here. Uh, but it is posted for you. It really is an information item.

I would invite you to take a look at the document. The first section is all of the adopted resolutions. Toward the end, it lists all of the referred resolutions. I believe we had two that were referred back to the exec, meaning they couldn't agree. The discussion was such that it made sense that maybe this is deeper and more work than we originally expected. It gets referred back to the exec.

		<p>I think it's okay to share the statewide API Caucus had a resolution that went forward asking for an official voice, seat, and vote for the various faculty caucuses, which included the API, the Black Caucus, and the Latino Caucus. Those are the three most active at the moment. In the discussion, realizing that this includes bylaws and is going to take many more steps. It's not just a vote, so it gets referred back to the exec. That's when you see what that's about.</p> <p>Then there was a couple that did not pass. One of them was retracted. None of this is taking any kind of impact at the moment. There's nothing that I need to bring directly back to this Senate body and say we have to do A, B, and C. It is good to look at and to be aware of what's happening statewide and what might be coming a couple of years down the road. When you start to see a pattern of the various resolutions, you're like, that's on everybody's mind. What are we doing about it? When we have those discussions, you recognize the connection. That is posted for your review. I would just encourage you to do it. I will keep you informed of anything critical, I promise.</p>	
<p>10.</p>	<p>a. AP: 4020-Program Curriculum and Course Development: Level 3 Review (10+1, extensive feedback expected): first read and discussion on receiving input, due 12/31/22</p>	<p>a. AP: 4020-Program Curriculum and Course Development: Level 3 Review (10+1, extensive feedback expected): first read and discussion on receiving input, due 12/31/22</p> <p>D. Burns-Peters: APs and BPs, obviously, we had talked about how we're going through a lot of them. We did get behind with the transition from the district assembly to the advisory committees and with Covid, but we are on catch-up. So a lot of these are coming through as legal requirements. This is one that came through because it had to be opened up because of a legal requirement, which is the additional information here and is encouraging. So the board encourages the development and offering of programs and curricula in ethnic studies program and curricula that infuse a global perspective into the curricula offerings and programs and curricula that include instruction on the perspectives of persons below socio socioeconomic status.</p> <p>You can see it's really important when we open these, and I share these red-line versions at the top. The practice now is to identify what level it is. Remember levels 1, 2, and 3, and it also reviews the level approved. So every AP that comes forward, the Policy and Procedures Advisory Committee identifies that this is going to be a level one, this will be a level two. The committee supports and/or approves that and says, yes, we agree that is a level two, or that's moving on a different level. So that lets you know when we did that.</p> <p>Then the constituent review anticipated, you'll notice a 12/31 deadline. We're probably not going to make that. We have the right by policy and procedure to have at least two meetings before approval. We'll see how this goes. This is the red line, and I think that's the only red line in there. Right here, the district shall develop and offer programs and curricula and ethnic studies programs and curricula. I think that's a repeat, right? Almost word for word. Yes. So, it is open, and it is a 10 + 1 issue. It is really important that we review this and decide if what's being added makes sense. Does it align with our practices? Does it align with the verbiage that's used, etc.? So there's nothing being deleted.</p> <p>It is an addition. Lots of APs are going to come through with an addition for the D E I A component. There were a lot of legal updates for that. I'm not minimizing this, I'm just sharing that that's how it started. It</p>	

		<p>is open, and we need to look at that. I'm going to ask you again. You intentionally got a lot of homework today. Who is here from social sciences? Danielle and Michael. Particularly bringing this specifically to our faculty who are teaching in Ethnic Studies would be fantastic. I say that because we recognize that language matters in this area, and we want to make sure that it reflects correctly. If we could do that, that would be great. I'll keep bringing it back.</p> <p>T. Vasquez: Well, I'm thinking about the timeline for us as a senate</p> <p>D. Burns-Peters: Timeline for us. So that's why I'm saying we're not going to make the 31st, sorry. Technically we should have two full senate meetings to review that, but this is a fifth Wednesday, which means we would only have one week to turn that around for approval. I am not comfortable with bringing it back on the seventh, especially given that we are in the holiday season and we're moving it to finals, and we have a couple of parties to go to. I am okay with bringing this back in January. I might have it on the agenda just as a reminder on the seventh, but I'm going to push this till January. Does that seem fair?</p> <p>T. Vasquez: Can we also add to this timeline comments from the curriculum committee itself? This has to be back to them. We have to give it to our departments and our own divisions.</p> <p>D. Burns-Peters: Yes. We can accommodate that by moving that to January and bringing it back for a vote. We can allow for curriculum to do that as well. Thank you for pointing that out. Maybe our department and division meetings that are happening at the first of the semester would also allow for some discussion at that time. They're already aware it was not going to make that deadline, but that's what they put on there. Then we're able to move that out if we need to. We've drug out APs for a year before. Any other questions about this? So thank you for that.</p>	
11.	Announcements	Little Shop of Horrors, at SBVC Theatre, Dec. 1-4, 2022, at 7 pm.	
12.	Adjournment Next Meeting: 12/7/2022 B100	Meeting Adjourned at 4:28 pm	