

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 3:07 pm Sign-in sheet and voting record	
2.	Public Comments: non-agenda and agenda related (max. 10 minutes @ 2 minutes each)	<ul style="list-style-type: none"> • D. Burns-Peters: I'm going to welcome you. Thank you for coming and thank you for being here. • J. Lemiux: I just wanted to come back around on some comments that I had made last time regarding the presidential search. As I was reviewing the board of trustees minutes from last time, it didn't seem that it was necessarily expressed to the chancellor our dissatisfaction and our uncertainty. I wanted to make sure and ask and find out, is the chancellor aware that we're unhappy about this and is there any action to ameliorate that and give us a little bit more information? That's more of a question comment. <laugh> • Hecht: I would like to address a few concerning issues. As some of you may know, I'm fairly new to Academic Senate as I recently just started this academic year. So if I miss things, please let me know. The Academic Senate for California Community Colleges accident empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning and faculty participation in governance. Last Friday, there was an in-service date that required all faculty to attend the all faculty meeting in which I wanted to ask a question and was told along the lines that we were done with that discussion and to move on. If faculty have questions isn't that the place to where we are supposed to have those and have that discussion? Shouldn't this be the place even here to have these discussions? Now we're limited to two minutes and I don't know all the rules, so I'll have to look those up. Number two, I would like to know who is part of the Senate exec team and is someone on there from student 	

services that can represent our counselors? Because I don't know who's exactly on that Senate exec team. Number three, from the minutes on November 30th, it was brought up about class sizes. Will this be part of the agenda for this academic year? Number four? Sorry, there's a lot. I'm curious to know in the 10 plus one, number six, district and college governance structures as related to faculty roles, what exactly does this mean here at SBVC? Could someone give me that definition? Also in the 10 plus one, what does the one mean? The plus one mean here at SBVC? What is the reprocess to be inclusive? And that's it.

- D. Graham:

All right, thank you. I did not formally put my thoughts together, so I'm kind of put them together on the fly. I would like to represent some concerns for my division surrounding how the ethnic studies faculty positions have been handled. Timing concerns, lack of transparency in perhaps processes or where things are in the processes, timing issues. I did not get a chance, I have been teaching today, so I didn't get a chance to look at some emails that have gone back and forth. I would like to put forth that I would love for us to bring forth a discussion of ethnic studies as how is the district prioritizing this because our students need this. So I would like to talk about that. And piggybacking on that from my personal perspective and just reflecting a little bit more for what I've been hearing too, I'm also new at this role. What I'm sort of gathering is, and what I've been feeling is sort of like a lack of transparency in executive decision making, prioritizations, timelines, lack of space for faculty, voice and input. For example, perhaps having space to discuss what we as a faculty want in our president so that we can make those recommendations and be proactive rather than reactive. Just more discussions about lack of implicit trust in faculty to know what we need to best serve our students.

- K. Barnett:

All right. I don't have my thoughts written down, but I just wanted to come up here regarding public comment to say my concerns and for all of our concerns, the low morale here on campus. I mean, it's scary to me because when morale is low here on campus, it affects our students. Another issue that I'm disappointed, well it's been discussed, but now we should come to an agreement regarding low enrollment. There are some full faculty staff that did not make their contract. So, a lot of their classes were canceled. Three, two, I'm one of those. My classes were canceled. I had to do a late start. We need to start having strategies and faculty need to be involved in those strategies. We know what to do regarding enrollment. So I just feel like administrators and management need to really listen to faculty and I feel that they're not, and it's frustrating. And again, it's affecting our students. So that's what I want to say and have on the agenda regarding having a committee, a faculty to come up with strategies regarding low enrollment. Thank you.

- D. Burns-Peters:

Thank you. I believe that was it for identified public comment. I think it's okay for me to give my own public comment. So, this is my public comment. <laugh> Not as your Senate president but my public comment as a faculty member. I believe I'm just going to publicly comment about the transparency and the sharing of information to the chancellor as well as her cabinet in terms of the faculty position, questions, and desire to know more behind why we were unsuccessful in the hiring of a president. I can only tell you what I have shared. I have shared those comments. I've had many, many conversations with faculty across this campus. I've heard your comments I've heard those comments in the all faculty

meeting. I've heard them in meetings leading up to it. I've heard those comments in individual conversations as well as in faculty meetings, whether they be department chair, or division meetings. They have been passed forward. It is very known. I say not just the chancellor, but the chancellor's cabinet, if you will, are all aware as well as our current interim president until Monday, Jose Torres, are all aware that there's lots of concern behind that.

I don't have all the answers. To expect that I do is unreasonable. It's unreasonable to expect that I have answers or that I can answer everything. What I can tell you though is that I do not take the burden lightly that I carry, which is to carry your voice forward. I promise you, with every ounce of my being, I promise you that is something that I do every single day in this position. You may not trust that. You may not believe that, and I apologize if you don't. I'm open to figuring out how I can assure you of that, but if you were to go to any administrator right now and ask them the question, I promise you the response will be, I've had that conversation with Davina. Davina has shared your voice. Davina has talked to me about that. So that is my public comment on that. That's the best I can do at this moment to reassure you. I look forward to Monday and our new interim president coming in, as I mentioned, I know nothing about them at this point other than what's been shared publicly. I am on the top of the agenda, and one of the first people to have a meeting with her when she joins us on campus, which will actually be on Wednesday. She's got to go through processing and all that for the first couple days. So, with that, that's my public comment. I'm now stepping out of public comment and moving back into my Academic Senate president's space. Okay, thank you.

- T. Allen:

A quick question. Is there any way, because listening to these concerns, I think we all feel they're valid. If anybody has a concern, whether you agree with it or not. Is it possible we could invite some of the people who do have the answers to address them with us?

- R. Hamdy:

Yes, definitely. Yes. We could definitely invite them in.

- D. Burns-Peters:

Yes. Correct. I actually have some comments kind of connected to that in my president's report. I do want to recognize we are moving off the agenda, but I am making space for that as I recognize that there's questions. So, I'm okay with that right now. Probably breaking some Brown Act law, but that's okay. Kelly,

- K. Barnett:

I just have a recommendation that the chancellor come and express to us regarding the president's search. I think she owes that to us. Again, we have been without leadership or a president for a while and it's frustrating. So I think that it'll be great for the chancellor to come in and to address this.

- R. Hamdy:

On that same note, I'm just going to say one thing cause we're on this and it's really being weighing heavily on me. I heard that and I don't know what meeting I heard it in. There were so many meetings that we are waiting a year until we kickstart that presidential search. I have a real deep concern with that because we know that that hiring time happens in the fall. People are looking for those jobs in the spring

		<p>and the summer. We want to bring on a president in the fall semester. I think that keeping an interim around, no matter how fantastic she may be, is really a big mistake. It's not consistency. What it's doing is prolonging the inevitable. We need to start the search in the spring and that's not just my sentiment. It's coming from all faculty.</p> <ul style="list-style-type: none"> • C. Huston: Okay, I just want to speak briefly for Davina. As a president-elect and president of Academic Senate, I served on two president searches and three vice president searches. Diana will not be rushed and she will not pick a president she does not think is appropriate for us. Also, Davina is doing what she can do. There are a lot of legalities with HR. There really are many things she cannot tell you legally or the campus gets opened up to lawsuits. So, she is with you, she's putting your information forward, but there are really things she can't say. So, thank you. • D. Burns-Peters: Thank you for those additional comments. I will respond generally that there has been an invitation to the Chancellor to come to the Senate. She has offered to come to the Senate body and so I'm happy to get that outreach. • T. Vasquez: I'm wondering, so I hear what Celia's saying as well, but we also as a body can speak regarding issues to resolutions as well. I don't think we have used resolutions heavily. I know I was a member of the Senate a while ago and we used to have a lot of resolutions and a lot of the resolutions are supposed to give the body voice to the board, to the chancellor, to everyone and where we're standing. So I think that we need to explore that more and discuss your governance and what that actually means because it also is about organization of the entire college that we've been battling with frequently. So I hope that we can explore that. • D. Burns-Peters: Thank you. Was there anyone else before I move on? • K. Barnett: I just want you to know and this is to you, Davina. I want you to know this is not an attack on you. Oh, believe that it's not an attack on you at all. But we do want to make sure that our concerns are addressed with the chancellor. Again, I'm disappointed the chancellor's not here, and has not been here yet to come and express regarding the president's search and what Rania said is true. Waiting another year. I'm just afraid that we're not going to get strong candidates because we've been lacking getting a president. So again, this is what a third search going now. So, I'm concerned about that. I want to make it clear to the chancellor to come and please share with us. That's what we're saying. But it's not an attack on you at all. We just want to make sure that the chancellor gets that information. 	
3.	Senate President's Report	<ul style="list-style-type: none"> • D. Burns-Peters: Moving forward with what I can recall. So, one of the items that I was going to cover in my president's report was again, clarification. I was already going to address clarification on the hiring committee. I think it may have been misunderstood. We do not know when that hiring committee will start. I hear the 	

voice that don't wait till fall to start it. So that will be expressed. That will be shared. The one year was really just identifying that's how long the contract is right now. It was not indicating that we would wait one year before the hiring process started. So again, I don't have specifics that I don't think HR even has a date at this point, but as soon as we do, we will let you know. I will be sure to express the concerns about waiting and the hiring cycle and the poll, et cetera, et cetera, et cetera. So that was one piece of it.

Another item I wanted to cover is at the beginning of this semester, I had mentioned providing some space or a place in which faculty could submit comments, feedback, complaints, concerns regarding their experiences in Academic Senate. I have a form crafted, but we have not been able to meet as an Academic Senate exec committee because of the holidays. The timing has been really weird that we meet next week. So that form will be shared with them. I want to ensure that how it's posted is in a way that anonymity can be maintained if that's how people desire to submit. So it's in my drafts, I promise you that's done. I'm just not going to post that until it goes to the exec committee as I don't think that's appropriate for me to share without making sure it passes through that group.

The other piece that I also put together just this week was in recognizing well, let's see, in other committees there's been conversation about how does a committee bring forward agenda items? And as a result, I had actually already started thinking, how does a Senate member bring forward agenda items? I often say, well bring it to me and then that gets to the... There's a process, but it's not always maybe as accessible or transparent as can be. In addition, I had a couple of emails that alluded to the concern or the questions around how Senators can bring forth agenda items as well. That too is on my agenda for the exec body. I've kind of outlined a form, if that's an option, but we'll talk about ways to do that. I do want that to be something that faculty have access to. They know where to go get it. Part of that process. It is important to identify how those concerns tie to 10 plus one and Senate purview. I get a lot of requests to do a lot of things that don't fall under our purview and need to be referred to other committees, et cetera. So, we will work on that. That is on the agenda for this next exec, which will be on Wednesday. So, there's two more.

Those were the three top things. Oh, the idea of trust. What do you want to call it? You used the word Danni, like the implicit trust the erosion of trust, I believe is maybe a comment that was made or I've heard that in other comments. I also have that at the forefront of my mind. And I am going to be really transparent as part of my report that it's a bit of a struggle to figure out how to lead that conversation and what space to lead it and what that means for the Senate body. What does that mean for me as a Senate president? And really trying to define what does it mean when I hear faculty say, I don't have any trust with the system, or I don't trust the administration, or I don't trust the Senate. I don't trust you as Academic Senate president, whatever the case may be. I often find that the word trust, if you look at it, really can be broken down into pieces, right? It's not just a word. There are action items that are tied to trust. I've been doing a lot of studying behind that and revisiting a lot of my readings, et cetera. But the battle that I have, my internal struggle is the role that I play is how Senate, as a body, can play that role in trying to gain some of that trust back or how to move forward.

Or are there other themes that maybe trust is being attached to, but it's other actions that we're looking for? I continue to work on trying to figure out how to do that. That is a very complex thing but know that it is at the forefront of my mind, and I'll continue to try to bring something forward sometime during the semester that we can try to work on, particularly as we're continuing to be in transition. Those other two items came to my mind in that conversation. Oh, collegiality in action. There were questions about 10

		<p>plus one but that was also on my list of things to talk about in my report. I just wanted to report that we do have a collegiality in action meeting occurring April 11th for in-service day. Collegiality in action is a training, if you will. A support about...</p> <ul style="list-style-type: none"> • R. Hamdy: It's about how managers and faculty can work together. • D. Burns-Peters: Okay. What I was getting at is that it's something we request from the Academic Senate, the ASCCC. It is conducted in conjunction with the California League of Community Colleges and they come to our campus. It will be in person at the District office. They're coming in person. That's part of the whole scheduling piece of it. So, it is to not only talk about the 10 plus one, but really to talk about that collegiality of how faculty and administration interacts, how we support, how we move things forward, purview, all of those components. So, it's not just like the superficial 10 plus one. This is our purview thing. It really digs quite a bit deeper. It's an extensive workshop, I guess is the best way to describe it. A half day workshop. It will include the chancellor, her executive cabinet. There's also a few managers that have been identified at the district level to attend. All of the managers and I should say the exec body here at the local campuses, both at Valley and at Crafton will be present and the Senate body will be invited, so senators. Look forward to that coming. I will say I'm a little disappointed it took us so long to get them here but, in the end, that's the date we ended on. I am glad that that's going to be happening. It's something that we requested quite some time ago and it just took time to schedule. So that being said, that is coming. <p>Last but not least, I will also share that it has been a week full of communication. I'm trying to get to everybody's questions, comments, concerns that have come to me I should say by way of email and or conversations. One of those items has been around ethnic studies. I did provide a response to a group that addressed those questions today. I'm a little behind on that communication as well. I think there's been a couple more emails since then, so I apologize. I will try to get to those as soon as possible. The ethnic studies position is posted, it's flying. Our adjunct positions are flying. I would encourage you, if you guys know people who might qualify to get them to apply.</p> <p>In my conversation, I want to reiterate here as well that I will do my part to express the need and to push forward the need to make sure that those positions aren't just shared locally but wide and far. That is work that we've been doing with HR for quite some time now, it is really being specific about where those things are shared so that we get a full, robust, qualified applicant pool. I just responded to that today. I will follow up with the appropriate people and just ask those questions and make sure that it's being advertised as widely and broadly as possible so that when it does come time to hire, we can make that happen. So I think that's the end of my report.</p> 	
4.	Committee Reports a. Guided Pathways: committee update	a. Guided Pathways <ul style="list-style-type: none"> • D. Burns-Peters: I will share with you in their behalf of Guided Pathways. I have had a conversation with them. There was a presentation at one of our most recent Senate meetings about disbanding the, or dissolving the committee and looking at more of an ad hoc approach to the Guided Pathways committee. They got 	

a lot of feedback from that. There's been conversations around that from various entities, including myself and the Office of Instruction, et cetera. The position now is that they're going to withdraw that statement. They're not planning on dissolving at this point. They're going to proceed with the committee and do some work to figure out how to better utilize the committee so that the committee feels productive and part of the process. I believe that those are fair words to share based on the conversation that I had. If you think like, wait, we never heard any more about that. It's because that's been withdrawn for the time being. So that committee will stand as is. So, we'll move forward with that.

b. Professional Development

- R. Hamdy:

Hello. Some professional development announcements. First I have been in contact with Amy Mills from the English department. She is my partner in what we're calling the purpose series, which is really spearheaded by the English department and their community of practice. PD is just jumping in to support that the first time we've done more than a one day book discussion. We're doing three days. Tim Klein was at our in-service day in fall. We're having him back again in April just to kind of wrap us up. Through the basic skills funding, we've ordered a hundred books and they just came in today. So if you want a free book, the How to Navigate Life Book by Tim Klein. They are up in the division office. Emily McNichols has been kind enough to hand you one of those books. She's going to write your name and your department, and you do not have to return them. It's not like a library situation where you check them out. We are prioritizing English faculty, but we have a hundred books. So if you want one of the books and you want to participate in the book discussion, I'm hoping that this launch is kind of a one book, one college thing that we tried several years ago. And I see Andrea nodding at me, and Yvette has done such an amazing job with the book discussions and we just want to elevate that and see if we can actually have one book that we read and work through for the entire year. So, we're trying that.

The other thing is I still have some funding for conferences. So, tell folks. I don't have much, but if you want to go to a conference, I know travel is ramping up, so please send me that conference request form. It does need to be signed by the dean and if I can't fund it, I'll work with you to try to get funding from elsewhere.

Just look for my emails. A lot of good stuff to come this semester and I appreciate everyone's support and submitting your flex hours. So yay to that. Thanks everyone.

Discussion

- D. Burns-Peters:

Reading the book counts as flex too. Reading the books that Yvette Lee puts on. The books their count as well. So, lots of opportunity there.

- R. Hamdy:

Our purpose series is on Yvette's book discussion. So, you'll see the three dates that we have for this. So please read the book.

- T. Vasquez:

		<p>So I wanted to go back to the Guided Pathways committee. I don't remember if they have come here to tell us what the goals of the year have been or what they have accomplished in a very particular way. Like very detail oriented. I think that would be very helpful. As they are reorganizing or reformatting, I think would be really helpful if we all know as a campus how things are working. I know that website has been a target for this past semester, but then looking at the over scheme, because when I look at the pillars of Guided Pathways, there's so many pillars and there's so many subsets. So, what is it that we're working as a college and how we can actually implement that and move forward? Because I feel, and it's my personal feeling that we've been stuck in just one area and we haven't been able to move forward. I know maps have actually been sent to us as chairs, but I feel that we are still stuck two years ago or something like that. I know pandemic time work as well, so it's difficult to gauge, but it would be really helpful to have goals in what sort of mission do we have just by looking at the charge of guided pathways. It also doesn't tell me what the group does, it just talks about the initiatives. So it isn't really helpful as a senator or as the member of my college.</p> <ul style="list-style-type: none"> • D. Burns-Peters: All right. Yes. The last update, I think official update, kind of going over where they're at in status would've been the S O A A report, and that occurred towards the end of last year or maybe the first of this year. I can't recall which one, but it has been a while. We can look at getting a detailed update from Guided Pathways in terms of progress and maybe not looking at a report, but more kind of operationally what that looks like. 	
5.	Additional Reports	None	
6.	SBVC President's Report	<p>None</p> <ul style="list-style-type: none"> • D. Burns-Peters: I don't know when we'll have our next president's report. We do need to allow a little grace and time for the new interim coming in. I will be inviting her to give a report. So, we'll see. I will invite her to at least introduce herself and come greet us, et cetera. But in terms of the actual reporting, it might take a round or two for product to start happening, if you will. 	
7.	<p>Consent Agenda</p> <p>a. Approval of the minutes for 12/07/22</p> <p>b. Curriculum: Water Resources Management Program Map</p>	<ul style="list-style-type: none"> • D. Burns-Peters: All right. That takes us to the consent agenda. All right. I have two items on two items on consent agenda today. One is the minutes from 12 seven oh so long ago. That's been more than a month ago. That's wild. As well as the water resources management program map. That is not a guided pathways map, but a curriculum map. It was part of the process for the application and it has been supported by the curriculum committee. So, I'm just giving you some context. I did share that out as part of the agenda. That is part of the process of establishing a new program. And as you know, the bachelor's degree application has been submitted. So now we get to wait with bated breath until May. If they're on time, May 13th. I think <laugh>, see if they're on time. So that being said, those are the two items on the consent agenda. • C. Huston: 	<p>Motion 1: Move to approve Minutes for 12/07/22 & the Water Resources Management Program Map on the Consent Agenda.</p> <p>1st: C. Huston</p> <p>2nd: T. Vasquez</p> <p>25 Responses</p> <p>Aye: 96% (24 votes)</p> <p>Nay: 0% (0 votes)</p> <p>Abstain: 4% (1 votes)</p>

		<p>I motion to Approve.</p> <ul style="list-style-type: none"> • D. Burns-Peters: Welcome back, Celia. Thank you for your motion. Can we give welcome back to Celia? I think you shared in all faculty meeting... • C. Huston: Pretty much that I was sick. • D. Burns-Peters: There's an extended time, so if you're wondering where Celia's been, we are happy to have her back on campus in person and we appreciate that. So, we have a first or can we have a motion? Looking for a second? Thank you, Tatiana. <p>Discussion</p> <ul style="list-style-type: none"> • C. Jones: For the water resource management program. I just thought the map should include a chemistry class where they have a lab, so they're looking at something related to ions coming out of water or something. But it all looks like legal classes to me. Maybe I'm missing something, but I just thought that was missing because I thought we should have something where they see how we get different ions out of water. But maybe I don't know enough about wastewater treatment, but that's what I would've expected. I was shocked not to see it. Yeah, thank you. • D. Burns-Peters: That's a good question. Sweet. There are a lot of management types of classes in this degree and there's a reason behind it. • T. Berry: I believe the degree focused on those people who are already working in the industry. So hopefully they already have those types of classes and then it's to move them from a lower level in their industry up into management positions. So that's why you're seeing the focus on legality, on supervision, on things like that. • R. Hamdy: It's current water technicians in the field that want to go into management. • D. Burns-Peters: Okay, thank you. Hold on. • B. Tasaka: You weren't the only one who had concerns like that. I know one rationale was we changed it from a BS to a BA and that was some of the rationale in taking the sciences out. The math that we have is tentative and I think that that's a good thing to bring back or to have the science division faculty bring back to the curriculum committee. We can talk about that there. Not that you can't talk about it here, but I do foresee that coming up later too. Yeah, you weren't the only one with 	<p>Motion passes</p>
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		<p>that question.</p> <ul style="list-style-type: none"> • D. Hunter: I was just going to say that there's no requirement here that they'd be in the industry either. So, on top of that. • D. Burns-Peters: They do have to have an associate's degree in water supply technology. They do not have to be working in the field. You're correct. So yes, • J. Herrera: As part of their associate degree, there's water/wastewater chemistry and analysis. So there is something, I know it's not chemistry. I know there used to be an option that you guys had. They used to have an option. It was either the water chemistry class or the chemistry class and then they just converted into this. So there is something, but again that is part of the associate degree as well. • D. Burns-Peters: Thank you. Any other discussion regarding that? All right, thank you for that. <p>Motion 1</p>	
8.	Action Agenda	None	
9.	<p>Information Items</p> <p>a. Program Review: Faculty Lead Position 2023-2026 Term</p> <p>b. AB928: ad hoc workgroup and steering committee proposal</p> <p>c. Legislation and Academic Senate</p>	<p>a. Program Review</p> <ul style="list-style-type: none"> • D. Burns-Peters: I am bringing program review to the body officially. This will go out in email no later than tomorrow morning but I'm bringing it to the body officially here. I just had to check a few things before bringing it forward. As a reminder, our program review position is going to be up for term renewal or term election, if you will. It is a position that will run from 2023 to 2026. So, it's a three year term. That being said, I have included the committee charge. So basically I just pulled what we've flown for the last few cycles. <p>Side note, another parking lot item is to look at our faculty lead positions as a whole and their job descriptions. Right now, this is what we have, this is what we've used. So, we wanted to make sure that the committee charge was included as part of that, because that plays a big role in the duties and the responsibility of program review chair. So that is there. This will be obviously posted on the Senate site as well and included as part of the email that will go out. I've included the purpose of program review. So committee charge, the purpose of program review is providing an examination of how effectively programs and services are meeting departmental, divisional, and institutional goals and to aid in short term, short range planning, decision making, improved performance services and programs, to contribute to long range planning, contribute information and recommendations to other college processes as appropriate and serve as the campus conduit for decision making by forwarding information to appropriate committees.</p> <p>So very much a position that has lots of long fingers that stretch out across campus and is</p>	

interconnected with many of the processes and procedures that we currently have and or need to review and revise. Much of that is already in process. It's a three year term no less than 0.58 reassigned time. If you equate that to hours, is it like 20?

- C. Huston:

I'd say 26.

- D. Burns-Peters:

You can do the math. It's a significant amount of time is what I'm trying to say. It is the majority of your load, obviously at 0.58. So also you would lead the committee, you would lead program review committee in the process of needs assessment and program review, co-chair the program review committee, and I say that cause it's a faculty chair position and then there's an administrative chair as well. Then conduct a program, review committee meetings. So, if you are into that and excited by that, really consider it. That being said we as mentioned, recognizing all of the transition that's been happening, I don't want to say transition, but the developments that have been happening in program review, there's been a lot of change in process and procedure or review of processes of procedure and there's a pilot program coming out, et cetera. We believe all that to be good positive work, moving in the right direction of continual change and improvement for the good of our students and the support of our programs and not wanting that to stop. The desire is to have this position, if we have candidates come forward, selected and fielded this semester to allow for some shadow mentoring time with a 0.18.

- C. Huston:

Yeah, because my load's 1.18 and I'm not up to working that right now. So, it's going to be available.

- D. Burns-Peters:

So, there's a 0.18 reassigned time that Celia is not currently utilizing. There's been a conversation with Soya in the office of instruction with Dr. Humble.

- C. Huston:

Not yet.

- D. Burns-Peters:

Well, there will, I think I had a conversation with her today. <laugh>. Right? So that being said we will work that out. The desire is to have that position to have the opportunity to mentor if possible because it's a big position. Okay? It's a big position. So as with any faculty lead position I feel it's my responsibility having experienced the pinch points and the curves and the struggles if you will, of going into such positions blindly. It's a leadership position. You need to be really clear about that. I don't say that to scare anybody, I just want people to know it is not a managed paperwork job. <laugh> There's a lot of paperwork involved but it's a leadership position, right?

You're going to be a person that's responsible to guide a faculty committee and the faculty on campus in terms of, again, moving further into the space of continual improvement and growth. So it's a serious job, but it can also be really exciting and fun if you're into that stuff. So I would really encourage you to think about it and if you know faculty who are interested the best thing you can do is as a senator, make sure that you're reporting this out to your departments and your division. So that

word gets out. So again, we'll get it on an email and I'll be consistent.

Discussion

- R. Hamdy:

Just really quick comment. I know Celia's going to be humble about all of the monumental work that she has done, but she's really transformed program review to make it much more equitable and open and program review is such a punitive process. I can attest personally.

- C. Huston:

She was on probation.

- R. Hamdy:

Thanks <laugh>. Let's not say that out loud. It was a really tough process, especially for those in non-instructional divisions. So student services were hit really hard by program review and many, many other areas that were not under instruction, because it was really with an instructional slant, and that has changed. Whoever applies for this position needs to know you're not just working with instructional faculty, which they are awesome. I love them. They're my besties. But you are really working with all departments across campus. That's custodial, that's marketing, that's everybody. So just know that it's really in areas all across the campus because everyone now does program reviews. So just keep that in mind. I mean it's beyond just working with faculty, which is a big task.

- C. Huston:

Yeah. Feel free to ask me if you have any questions.

- D. Burns-Peters:

Yes, reach out to Sylvia. She is open to answering your questions. Might even let you breathe easier if you're considering it after we've scared you to death. But yes, thank you for adding that clarification. It is across the campus. It is not just faculty. You're working with student services and the entire campus and district, the whole thing.

- C. Huston:

And I would be with the committee at least one more year, if not longer, depending on who assigns me to a committee.

- D. Burns-Peters:

So, she'll be with the committee for at least one more year. I will make sure of that and the mentorship. So, we're really trying to approach this from a viewpoint of we want whoever decides to say, Hey, yeah, I'm interested to be set up for success. Yes, we want to make sure we're setting you up for success.

- R. Hamdy:

And professional development is no longer on probation. That just happened one time. <laugh> We got off right away.

- D. Burns-Peters:

One time.

- R. Hamdy:

I was very angry.

- C. Huston:

I have a list.

- R. Hamdy:

Let me tell you, it was like most of student services was on probation at that time.

- C. Huston:

There is no more probation.

b. AB928

- B. Tasaka:

We're treating this as a first read. At the last curriculum meeting of the year, so, December 12th, I think, the committee voted to support an ad hoc committee for AB928 treating it kind of the way that guided pathway has got its start where there's a steering committee and then an ad hoc committee attached to it. The request is for the ad hoc, the larger committee to have representatives by division, and have representatives from the curriculum committee. I would be on there, Janice would be part of that. Katie would be part of that. To have representatives from transfer, admissions and records, guided pathways, and then people who can speak to our special population groups like EOPS for shared experience, and then the steering committee would also be part of that.

Then the request for the steering committee would be for a curriculum committee, or for me, for the curriculum committee faculty co-chair, for our articulation officer, our vice president of instruction, our curriculum coordinator, which would be Katie's position. Then faculty who are both in curriculum and counseling because they can speak to that kind of dual perspective, how the counseling world works and how it pairs with the way that curriculum works and have that broad view. Then also faculty who are in counseling and Senate. Again, because we want that understanding of our shared governance processes and the emphasis on counseling is really because they have that bird's eye view of programs. When Carol was talking a moment ago about the baccalaureate program, I don't know if you heard our counselors kind of whispering like, oh, there's a chemistry class on that already. They have that bird's eye view and you can throw out degrees and things like that and they know what's on it.

That's why there's a heavy emphasis in counseling participation. We are also requesting the CTE counselor liaison. That is specifically because our CTE areas, we want to be really intentional about how AB928 affects them. We want to make sure that any classes that are put on a general ed pattern, whether we have one that applies to the whole campus, we want to make sure that it's a good fit for our CTE people as well, or we also want to explore the possibility of a separate GE pattern. This is locally that is specific to CTE and maybe a little more pared down based on what employers are really going to look for. So we know some of the conversations that we're going to be having. There's one more person, somebody who is on Senate and also is connected with special populations and has that

more narrow focus of some of our specialized groups.

This is in anticipation of, we know a lot of the hurdles that AB 928 is going to bring to us. We know that some areas represented in this room right now are going to be very directly affected by it, and we want to be as proactive as possible and get out ahead of that as much as possible. Some of our areas in lifelong learning, we know that they're going to get hit pretty hard or other things we just don't have answers to yet. So we just want to make sure that we can be really strategic in making sure that those areas are considered against CTE's. A really good example of that. Keep looking at my CTE friend over here. We want to be really intentional about that. This is kind of an initial request for that. As we get going, we might find there's a gap, we need another voice, we need another person. But really trying to emphasize this is a faculty driven process that we're trying to streamline through curriculum, and our asking that this is a three-semester committee. There's an end date in mind. We don't want this to go on forever because at the end of those three semesters, we should know exactly what AB 928 looks like for our campus. I don't know if there's questions about that. I know it's an information item.

Discussion

- R. Hamdy:

Are making a motion next time in support of the ad hoc committee. Is that what the motion is for next time?

- D. Burns-Peters:

Yes. That's the intent is to bring it forward for a motion of support. Again, I've been very consistent with that as much as I can other than the emergent conditions that it come because, so if I can, the next step would be to share this out, get this information out that they are asking. The curriculum committee has presented support of this ad hoc committee being established as a three semester and given the outline of membership, think about what that looks like. Oftentimes we open that up for discussion and after the fact we get a lot of input about, but what about this and what about that? Now's the time to have those discussions and bring those back as part of the discussion when we go into to support this next round. Obviously hindsight is always 2020, so I do want to honor that but to the best of our ability have consideration, see what your constituency groups look like and their feedback on that and be prepared to provide support or for a vote to occur.

- B. Tasaka:

I think we also really want to find the balance between what's good for students and what works for our college. I think it's easy to spin AB 928 as a whole bunch of people are going to lose classes and programs and that's not the goal. So we're not out to get anyone, but we also want to balance that with, we have to ask students what's good for them and if there are classes that maybe shouldn't be on that general ed pathway. Being really honest about that. And that's why we want broader feedback. And we'll make sure that there's division reps. Janice and I have said we're going on tour. We've visited several divisions who are going to be particularly effective Leticia's division and we talked to CTE. So, we continue doing that. It's not like, Hey, we visited you. Good luck. We'll keep talking to you. We'll make sure that those

division reps have things to take back and get information on how we can move forward. So that's kind of the intent behind it.

- R. Hamdy:

I was just going to suggest one more thing. Sorry.

- Hecht:

Given that a lot of people could apply for this position, I mean to be an ad hoc work group, possibly. There are a lot of people that fit those descriptions that Bethany described. Maybe we can start, and if we're going to continue with more ad hoc work groups, creating a structure. So I like what we do for the faculty lead positions. People do a little write up. I'm most qualified to be, and I'm not the special populations counselor because I have this expertise, and then because it's an ad hoc committee of the curriculum committee that should really come back to the curriculum committee, the vice president of instruction. And then they have the authority to choose out of the three write-ups that they got that the best person is "Jamie" for this position or whomever. There should be a structure. I think this would be best practice in case other Ad Hoc committees come up in the future.

- D. Burns-Peters:

Thank you for that. I think my original thought and haven't talked again, we'll be meeting at exec. My assumption is that we would be doing a committee assignment through Academic Senate. But that's a good point. That might be another option. Bethany, I'm going to ask you to remind us when to have that conversation, if you will. I know it's in the notes, but Sure. Ooh, there's just a lot there. Okay. Thank you for that. Any other questions before we move on? If you have anything and write up on that, I'll post that as well. So, thank you.

c. Legislation and Academic Senate

- D. Burns-Peters:

One of the things that happens is we go to plenary sessions. The whole group of us go and I find that the pattern is often we learn a lot of information and we all get to be the proprietary holders of such information. We don't always get that back out to faculty and to the body. The whole purpose of going is to bring it back to campus, to operationalize it, to implement, et cetera, et cetera, et cetera. In going and looking through all of the stuff that I attended and I personally learned at the plenary session, I pulled out this presentation which I have converted into a PDF and I will post that on as part of our minutes and agendas page.

I'm not going to edit this, I'm just going to highlight a few things. This was a presentation that was given regarding the legislative landscape and you. I felt like this was something just to highlight, one, because there's an ask at the end, but because legislation has greatly impacted the work at the community colleges. It's greatly impacted us as faculty. It's impacted our programs, it's impacted our course offerings, like gravely. I don't mean gravely as in always bad. I think sometimes the intentions are good, but there's lots of consequences to that we all get to live through. There's a lot of conversation regarding academic freedom because of that. It feels like sometimes and maybe it's reality that legislation is driving what we do every day rather than our academic freedoms.

This was a presentation just to kind of highlight some of the impact of legislation with Academic Senate. I did want to highlight this component that it is part of Senate's responsibility and we should be involved in shaping the local implementation, which I think we do a really a good job of in terms of how legislation involves when it involves 10 plus one, AB 928's, an example of that 1705, soon to be 705, et cetera. It is of great importance for us to be informed of what's happening, what's coming down the pike, and what is about to land on our front door. So again, AB 928 is a good example of that. It seems like it's far away, but we have to do the work now so that when it is at our front door, we are well prepared for that.

Again, this is going to be posted for you and I'm going to skip through a couple of slides. What I did find interesting and I wanted to highlight and something for you to go back and look at is the amount of legislation that came through from 2010 to 2017. So here's all of the bills, Senate bills and assembly bills that came through. You're going to see this name Irwin a lot. Maybe we all should go visit Irwin. Irwin and Padilla. I don't even know if they're still in office, but we should probably check that out and go knock on their door, get to know them. They put a lot of bills through <laugh>. So that was from 2010 to 2017. 1, 2, 3, 4, 5, 6, 7. And then from 2018 to 2022 we have another 1, 2, 3, 4, 5, 6. We have another six bills in 2018 to 2022. So, AB928 came in 2021, through the process, et cetera, it's taken that long to really land at our front door. 1705 will be the next one to come down the pipe. So just a little bit of information on the number of legislative bills that have had a direct impact on 10 plus one which is our purview.

I will not go over this part, but they did provide a nice little background about how legislative bills go through the cycle of a bill, the legislative calendar, and if you're not really familiar with that process, it's a good review of that. It's a good informational piece. If you're familiar with it, you're probably good, but there's many of us who haven't played in that realm. If you haven't listened to, I'm only a bill, I don't know, whatever that song is. In a long time I never memorized that song. I went to private school. I guess they didn't think it was important. I don't know. They also shared information in terms of the number of potential bills that can go through in a two year cycle. 5,600 bills can go through in a two year cycle. That's just insane to me. I'm like, are you joking?

That's wild. Obviously don't, they're not all successful, but that's a tremendous amount of legal movement and action and activity and no wonder it's hard to keep track of y'all, right? It's really difficult to track and they break it down by how that happens. The number of assembly members that can propose bills and Senate members because we have assembly bills and Senate bills that much I do know. So there's a little more education on that. A little history in just the last two years most recently 2353 bills were introduced. 240 of them relating to higher education. Sorry, that's just shocking to me. That's wild. 240 directly related to us.

1,166 made it to the governor's desk. 997 were signed into law. We have from 2020 to 99 New California community college related bills. I couldn't tell you what they all are. Can't they just leave us alone? That was the sentiment of the body. So again, I won't go through this part, it just goes through the calendar component pieces, but it is part of the presentation. I did not eliminate it. You can review that on your own. The other piece that I wanted to highlight. So, it's like, it's one of these things that I know, but you kind of are reminded of and maybe it really sinks in at some point coming into this position, legislation, working with legislators, getting to know your legislators. I'm not throwing you under the bus. Nobody told me that. <laugh> guess what it's is.

Discussion

- C. Huston:

It's what your legislative committees are for.

- D. Burns-Peters:

Well, exactly. The point is that it has become more and more clear and more and more evident not only to me but to the California community College as a whole, the need for tracking legislative changes, understanding the process that it goes through, and recognizing the impact that it could have or will have upon us. The piece that was interesting to me is that as of the November 2022 election, at least 33 of the 120 legislators were new. So that was just recent legislation. So in this presentation there's an encouragement to get to know those new legislators that we are close to or directly related to for the sake of putting us on the map, making us very real. I will say that our district does interact with our legislators quite a bit. We've had some pretty high end, high level administrators or legislators come to campus for different programs, et cetera. But there's still a responsibility that we as a Senate body kind of understand that process, know who our people are and track that. So again, they were advocating for building relationships and engaging in that advocacy process. Talked about how to get to know them. They emphasized the importance of again getting as you get to know those legislators, sharing the authentic voice.

- T. Simpson:

No, I just wanted to share since you're on this topic here about the legislators, ASCCC will be hosting an advocacy day on the 21st and the 22nd of February and they are looking for people to come.

- D. Burns-Peters:

Advocacy day on the 21st and 22nd of February, by ASCCC. Yes. I didn't see that on the calendar yet.

- T. Simpson:

Yeah, it came out, I was at the meeting on Friday. That was one of the things that came up and to ask us, cause they weren't going to get the information out really quickly on the website. So if anybody's interested, you know, send it to info ASC and then they will see how much space they have.

- D. Burns-Peters:

Okay, and I'm just going to rephrase that for the minutes if you don't mind. I should have handed you a mic time 21st, 22nd of February. ASCCC is going to be doing an advocacy day. If you're interested in attending it sounds like right now, you can email info@asccc.org and let them know you heard about it at your Senate meeting and you would be interested in attending. That being said, as soon as I get an official, I'm sure that they're getting it out. If that was Friday we'll share that with you as well. It sounds like they're going to foot the bill on that one, so yay. So that being said, yes, advocacy, they will share more about how to do this work that needs to happen. But with all those new people coming in, how can we share those

authentic stories of our students and of our faculty and the work that we do?

And that's again, really important for them to know. They represent us in the legislation. They should know what we do. So here is the ask. We have not had a legislative liaison since Todd left us. Shame. We missed Todd. That's okay. I respect his desire to focus on other things at this time. But we do have liaison positions and at this point what that means is helping the Senate body essentially to track some of this legal information, the bills to provide reports and updates regarding those bills. And to share that out on a regular basis with the Senate body. You would receive information as a liaison by joining the legislative list serve that the ASCCC has in place. So the ASCCC has their own legislative committee that shares out information by way of listserv and communicates to the liaisons that would then be carried back to us.

The nice part about that is they help sort and sift through those 99 bills and highlight what's coming now, the impact, et cetera, so that they support how that should be communicated and actions to be taken and advocacy to happen. So if you are, there's no reassigned time to it. It seems like a lot of work. It is. I don't know how to measure a lot. I think a lot's relative, but it is work. I'm not going to lie, it's work. It would be something that you'd want to schedule on a regular basis to just check in on things and be prepared to do a report, et cetera. But it is very helpful to the body to understand that process.

Liaison positions with the Senate, the ASCCC are in place because they recognize that a single person or even a small team, i.e., the Academic Senate president and or the exec team, it's impossible to track everything all the time 24/7. I don't know if you guys are getting that sense from me, but it is really difficult to be on top of everything all the time. 24 7 <laugh>. And that's not an excuse. That is just reality. So the liaison roles are related as a way to just try to help provide additional support to the body. So if you're interested in joining and being identified on the listserv as a liaison for legislative purposes, I would ask that you let me know and support us in that way. I recognize not everybody is into that. I also recognize that or I will also want to share that I am serving on the ASCCC relations with local Senates committee, and part of what we're looking at is are these liaison roles and trying to better identify what those responsibilities look like and how to better support them at the local campuses. So I'll keep you updated on that as well.

It goes on and this presentation ends with a ton of resources as you can see that would be available to anybody who decides to say, yes, I want to help out Senate and I would love to provide a report on legislative things once a month. Okay, so think about it. That's my ask. I told you there was an ask at the end. That's my ask and that's the end of what I'm sharing.

- B. Tasaka:

I was wondering if the state doesn't give any time, if we could find some locally to support that person. I know we have more time than we did and I think there was an extra point.

- D. Burns-Peters:

We do still have a 0.18 on the table. That is correct.

- B. Tasaka:

I'm wondering if for things like this, because the workload is so high, if we can maybe look at

		<p>what time we have as a Senate and how it's divvied up and decide if we would want something like this to have time.</p> <ul style="list-style-type: none"> • Hecht: <p>Yes. So for the record looking at if the state doesn't provide, because the state does not provide reassigned time for any liaison roles, any of them. There is a stipend for the OER liaison. But that is because of some grant funding that they're utilizing to support that and it's very small. The question is we do have a 0.18 that we have not ever taken advantage of since this position became 1.0. I have consistently kept that on the radar of the president. I don't think I've did so good at keeping it on the radar with you, Dina, but I'm bringing it back up again. I literally have consistently said, don't forget there's a 0.18 that we have not used because we need it. That is something that the exec body will need to discuss though in terms of there's lots of liaison roles and what does that look like? So, I'm not opposed to that.</p> • R. Hamdy: <p>But there are also a lot of lead positions that need their release time tweet and then possibly other lead positions that maybe need to come on board or whatnot. So I think it's a real holistic conversation.</p> • D. Burns-Peters: <p>I would agree. It's a holistic conversation about current lead positions, adjustment of time one way or the other and what that looks like.</p> • R. Hamdy: <p>It's spreading everything out. Seeing what we have.</p> • D. Burns-Peters: <p>That parking lot piece that I had about structure, et cetera, is part of that. I'm also not opposed to looking at other ways to accommodate faculty in some of these positions, i.e. in terms of even district service time counting as part of their district service time, et cetera. So again, holistic conversation, let's have it. Let's do it.</p> 	
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<p>10. Administrative Policies:</p> <p>a. Level 2: Legal Updates</p> <p>i. 3420, 3430, 3433, 3434, 3435 (constituent feedback expected by 1/31->PPAC Feb->BOT 3/9 and 4/13)</p> <p>b. Level 3</p> <p>i. AP 4020 (feedback provided, awaiting chapter owner edits, will return for constituent support by 2/1/23 and to go to PPAC for final support and then to BOT)</p> <p>ii. AP 5035 (need constituent feedback by 2/28 for BOT 1st read by 3/13)</p> <p>c. BOT 1st Read</p> <p>i. 5030 (BOT first read 1/12, is a L2, constituent feedback was provided)</p> <p>d. BOT 2nd Read</p> <p>i. 3225, 7700, 2700, 2350</p> <p>e. Future AP Work</p> <p>i. 2510</p>	<ul style="list-style-type: none"> • D. Burns-Peters: <p>I am being really consistent with lining out, and this is recently in the last few Senate meetings, but the AP and BP updates, just for clarification, level two, I'm identifying them as they are categorized and I attached all of these to the agenda and they're all posted on the site. So you can see the red line diversions of them. So the first 10A is identifying level two, meaning that there might be some feedback, there might be some changes, however they became open for review as part of a legislative update. A legal update. This group 3420, 3430, 3433, 3434, 3435, all of them. Any feedback is expected by the 31st. So if you take a look at them and you have feedback let me know. The process-if we have constituent feedback, that will go to the policy and procedures committee, advisory committee and then they make sure they go through their review process. If all is good, it moves forward. If we need additional time, it stops there, we circle back, et cetera.</p> <p>There is a new level three, actually there's two level threes on the agenda. These are the two that I need you to really look at. When I say look at, these are the ones you need to take your constituent bodies for review, feedback, and commentary. AP 4020 and AP 5035. I should have put their titles next to them because then I could tell you what they were about. 4020 is curriculum.</p> <p>I was just reading my notes there too. So 4020 we brought to the Senate, we had feedback. I understand there's additional feedback, but we had feedback. That feedback went to PPAC, which has forwarded all that feedback to the chapter owner and that's where it's at now. And if you look at the top of 4020 as it's posted on the site right now, it indicates that the chapter owner has that. They will make any adjustments based on feedback. A new red line version will come back to PPAC, the advisory committee and it will come back to the Senate. So because it's level three, it goes through the cycle a couple of times. So, you have your first chance at feedback. It goes through chapter owner reviews, it makes changes, creates a new red line version and goes through the process again and again. There was feedback on that one that had been forwarded since that time. I was made aware of some additional feedback from ethnic studies and that is being forwarded to the chapter owner before it comes back to us. So, we'll see what results there.</p> <p>Discussion</p> <ul style="list-style-type: none"> • R. Hamdy: <p>Sorry, did you say that there is a committee that oversees the APs and BPs that are coming forward? Where is that committee and how did they give us... I'm just speaking for myself, seeing all of these APs and then saying I have to look for them or I have to read them, I just wish that there was a better way or a different way. Maybe we have faculty open forums about them when we look at the hiring committee policies or something where we can break it down, give an executive summary, get feedback, maybe do a survey. I don't know, something because it feels like it's in such a silo. I'm going to sit here and read all these APs. You know what I mean? I'm just trying to think of a better way.</p> • D. Burns-Peters: <p>I would love a better way. I used to try to read out the red line versions, but when you've got this many, we would never get through them. So, it's hard though. I agree there. It would be nice if there was another process, but...</p> 	
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- T. Vasquez:
Where is this committee?
- D. Burns-Peters:
The policy procedures advisory committee? That is at the district level.
- R. Hamdy:
It's at the district. So is there a campus person?
- D. Burns-Peters:
That's a good question. Let's talk about that in exec committee, because I can tie most advisory committees to a local campus committee. This is one I'm not clear about.
- R. Hamdy:
Because then that campus committee can do work jobs and can then do the advising and then get feedback. Say I'm the chair of that campus committee and have something to do specifically with ethnic studies. I can be the person to go to ethnic studies. You know what I mean?
- D. Burns-Peters:
Right, I understand. I understand. I'm happy to, let's talk more about that and figure out if we can find a more efficient way. In the meantime, the reason I'm breaking it down this way is because what I'm trying to share with you is that those level ones, those level two they're legal updates, probably not an issue. You just scan. They're probably okay. They're not open because of major change. They're open because of legal updates that they're required to put in there. So it's important to keep that in mind to help keep some of the overwhelmness down. Level threes are the ones that are really important right now. Not that they're all important, but level three is really important for us to look at. So, the new one is 5035. And again, I'm sorry I didn't put the title next to it and then I'm just tracking for you these last three bullets is just tracking where the previous policies that we've reviewed and discussed, where they're at in that line. I'm just trying to do this as a tracking purpose. The other reason is sometimes people will say, well how did this happen? When did this happen? How did this come to the Senate in Pass? This is one way to help try to track that maybe.
- R. Hamdy:
I think it's a lot of work for you too. As you were saying, you can't just be the one person who oversees literally everything related to 10 plus one.
- D. Burns-Peters:
It is a lot of work.
- R. Hamdy:
We have to think of a different way.
- D. Burns-Peters:
Different, that's what I hear. Yes. A different way. Yes.

- T. Vasquez:

Didn't we have subcommittees in here that actually were policy? It was a policy subcommittee or some of that sort. So then there's a select few that actually really kind of dive into it. We get an executive report and then we can actually do a better job. Because I also feel uncomfortable just calling it out. I mean, I do want to do my homework.

- D. Burns-Peters:

You guys in your homework today. Yes, yes. And that we've gone back, I'm just going to be really transparent with ABS and my case. We've gone back and forth quite a bit on how they're managed and how we do that. Yeah, they've always been a lot of work. We've had a committee. We've had not a committee,

- R. Hamdy:

But that committee was not giving us that information. The problem is it was just, it's part of a Senate committee so that faculty already has their actual other committee. So that was not right.

- D. Burns-Peters:

Which goes back to this whole issue of can we maybe look at how to support faculty better who take on that role so that it's not in addition to, in addition to, in addition to. Right. So, it really is a very global conversation and I know it feels like no actions happening on it but we really are trying to think through that, and this is another one of those pinch points.

- B. Tasaka:

I'm not at that table. So, I didn't read this ahead of time. I didn't do my homework. No, but I'm

- D. Burns-Peters:

Bethany didn't do her homework. I'm just kidding.

- B. Tasaka:

I don't care. <laughter> But 5035 is on discrimination and harassment and it says changes are in red and I don't see red.

- D. Burns-Peters:

Is it in blue?

- B. Tasaka:

No, there's nothing changed. So, I don't know if it's the formatting we linked to. I don't, it'd be good to see what those changes are.

- D. Burns-Peters:

Okay. Because I saved those straight from...

- B. Tasaka:

I'm just saying I don't see it on here. So, it's hard.

- T. Berry:

		<p>Bethany, when I went through them, I didn't see the red lines, but I did see red bullet points on some.</p> <ul style="list-style-type: none"> • B. Tasaka: On the 5035, the one that the other, cause those are our domain, right? The Four to 5,000? I'm not seeing red on that one. • D. Burns-Peters: Let me look at those again. I pulled those straight from we have those on teams, and I just saved them as PDFs. So let me see if I can repost those with the red line version showing. They were showing it when I did it, but let's see if we can work something out. • B. Tasaka: Technology, right? • D. Burns-Peters: Yeah, no, I understand. But I want you to be able to see them. Can't give feedback if you don't know what the changes are. So, we have some time on that. 	
11.	<p>Announcements</p> <p>a. 2023 Accreditation Regional Meeting: Accreditation in Changing Times February 10, 2023 9:00-3:00 pm Los Angeles Southwest College (free registration)</p> <p>b. 2023 Academic Academy Virtual Event: Trauma-Informed Leadership Practices in Education February 16-17, 2023</p> <p>c. 2023 Spring Virtual Part-Time Faculty</p>	<ul style="list-style-type: none"> • D. Burns-Peters: I am a minute past my average closing time. I'm a minute past my average closing time for Academic Senate. That being said, I'm going to point out some events. I want to show though that the trauma informed leadership was canceled. I have no idea why they canceled it. Oh yeah. I went to register myself and could not do so when I reached out. So, I meant to share that with John. Cause I know many of the science faculty were planning on attending. I expressed that to ASCCC that we had a lot of faculty really looking forward to that. So I don't know what caused the cancel, but it is canceled unfortunately. So that being said, there's some events happening. Take a look there. Next meeting is February 1st in B 100. I am going to close with we continue to navigate through some really challenging times and through some uncomfortable spaces. Uncomfortable because there's a lot of unknowns. Uncomfortable because some of that is a result of the work that we're doing. I've had to come to terms with that a little bit myself, that as we take steps forward, we move into new space, we move into new realms, and we have to create new shared understandings and new relationships and working pathways, et cetera. And it's that, you know, hear it all the time. This work is hard. This work is dirty, this work is uncomfortable. We are in a really uncomfortable space right now. I believe that to be part of a lot of the dynamics that are occurring right now. I think that that's a lot of what we're seeing. I want to have faith and I'm going to continue to walk in faith that we as a family, if you will, we're often identified as a work family as educated colleagues and educated instructors and faculty who have done a lot of personal work and growth that we will find our way through this and we'll just continue to work through it the best that we can. Not get through it, but work through it and have success on the other end. • B. Tasaka: Next Friday and Saturday is the SLO Symposium that I work with, but it's fully online and it's free, and 	

	<p>Regional Meeting: Equity in the California Community College System February 24, 2023, 12:30-4:30 pm (free registration)</p>	<p>some of our science faculty are actually going to hold a panel. There are awesome things they're doing. The theme is relevant and equitable learning and that fits them very well,</p> <ul style="list-style-type: none"> • D. Burns-Peters: Relevant and equitable learning. SLO symposium. What were the dates again? • B. Tasaka: Next Friday and Saturday. Fully on Zoom. I can send the link out. • D. Burns-Peters: Friday and Saturday. Yes, please do. That would be great. So, congratulations on the faculty who are sharing that. I would love to know who they are so I can highlight you at the board of trustees because again, I would like to tell them what you all are doing. So, any other announcements? • B. Tasaka: There's a basketball game tonight if anyone wants to go. • D. Burns-Peters: I'm officially you at 4 39. Thank you, guys, for being here. Thank you for the conversation and have a good Wednesday afternoon. 	
<p>12.</p>	<p>Adjournment Next Meeting: February 1, 2023 B100</p>	<p>Meeting Adjourned at 4:39 pm</p>	