

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 3:02 pm Sign-in sheet and voting record	
2.	Public Comments: non-agenda and agenda related (max. 10 minutes @ 2 minutes each)	<p>D. Graham: My public comment is the suggestion that I feel like something that would be helpful for me is maybe an overview of procedures, norms, the structure of the Senate and subcommittees, and how people get put on different subcommittees or some of those structural pieces. If all this information exists somewhere, where can I find that and follow up on that? For example, how do we agendize topics we want to bring forward and have time to discuss further? How do we do that? I'm wondering if one of these handouts is speaking to that process for identifying topics. What are the procedural guidelines around that? I've always been afraid of doing things out of order, and at the wrong time. How do I make a motion? I think that'd be helpful.</p> <p>J. Lemieux: My comment was something maybe I could talk to you guys about separately too. I found that with the new system of writing minutes, I have a hard time reading them all because they're long. In other committees that I'm in, they're briefer. I do appreciate how complete they are. I was wondering if maybe people wanted to talk about how we ought to go about that with this new technology, which is really useful if we want to find a way to make them briefer, to review them more effectively.</p>	
3.	Senate President's Report	<p>D. Burns-Peters: I wanted to recognize that February 1st, we are moving into Black History Month, as I noted in my email containing the agenda. I think that we're all in agreement that this month is one to take the time to highlight Black excellence, the beauty of Black culture, and the contributions of our Black colleagues and historians.</p> <p>I would like to encourage us to find ways to include Black History Month in our classrooms. If you need help finding connections with your subject matter, we have many resources on campus. I know that our Black Faculty and Staff Association is one that would be happy to provide support.</p> <p>The Academic Senate President and the union presidents were invited to participate in the Board of Trustees retreat. There was a conversation about feedback from the constituent bodies on how to</p>	

effectively make that work better. Some of you will, if you're watching any of the reports, will hear us refer to templates. We've been using a template to do some of those reports. We, as a unified body, are asking, what can we do next? What are the next steps to try to improve that process?

As a result, we will continue to use the template to report to the Board of Trustees, but what I really appreciated about this opportunity was that each Trustees on the Board was able to identify what they're looking for and what they want to hear from the faculty. I will say that there was a very clear recognition of the importance of the faculty body, of the Academic Senate, and the connection to the work that they do in terms of policy, and more. I hope to see more conversations like that happen because I think it was very beneficial across the board. That's a sentiment that is shared with our Senate President at Crafton. We both left feeling we can better target our reporting and our conversations with the Board of Trustees.

To fill the knowledge gaps for new senators, newer senators, or even returning senators who haven't been here for a while, we will use that fifth Wednesday this year in March to do a Senate 101. I don't want it to sound so basic that nobody will attend the meeting. We will cover many components like policies, procedures, how things work, the exec body, etc. Plan to come. I hope that day will bring clarity, provide more support to the senate body, and open pathways of communication from the Senate body to the greater faculty body at large.

The faculty chair lead position for program review is open. We do have some who are interested in that, but that is still an open process until February 17, 2023.

Another conversation that was had at the executive committee last week was the Academic Senate feedback form. This was something that I covered in the last meeting. I said I had a form, but I wanted to run it by the exec body. We do have that form, here is the QR code on the screen. That will take you to a form. It asks you to identify if you're giving a comment, giving general feedback, if it's a complaint or a concern. It allows for anonymity, but there's also the option at the end to receive a return response. If you want to hear back and if you want to have further conversation. You'll be able to identify that that's what you would like at that point. You can put it in your name we can follow up with you. I can find your email. If you include your name there, we can follow up with you. I'm open to hearing how that works and what you think about that.

We have a new agenda item called new business. Recognizing that there probably hasn't been a lot of clarity about how senators take information from the larger body and bring it forward to the Senate. We would like to make this process seem real, tangible, and trackable.

You may have seen a form sitting at the back table. We will make these available for you. We're going to give this a try where you can identify and briefly outline what concern or item that you want to bring forward in Academic Senate. We are asking that you tie this to 10 plus one so that you can identify how that connects to the purview that we do. Use the check for whatever it connects to. It might connect to more than one. The intent for the form is to give senators something to fill it out and provide time and space to present that to the senate body as a whole: to say this is something I want to submit as consideration for a future agenda item. We will then take those and include them in a tracking form for review and action by the Senate or referred to a committee who is already addressing that work. The intent is to be able to close the loop again and identify that we've actually gone through that process: That it's either been agendized or it's been referred. At the end of the semester, we'll be able to see where things are. I think it'll help bring forward any themes within the faculty body. Cause that helps

		<p>give us a pulse or a rhythm if you will, of what's happening with the body at large.</p> <p>As well, I really want to encourage the entire Senate body to share their voice. If I am in a space where I don't see your hand, please let me know if you have something to say. I don't want to lose you if I stand to one side of the room. We talk about diversity of voice and wanting to hear more voices. I think we have room to grow, so don't be afraid to let your voice be heard.</p> <p>There are a lot of things on our radar list. A couple of things that you'll hear coming up in Senate work is, first, the governance handbook. We've had a governance handbook in draft form. It was mentioned during the exec meeting. There was a suggestion that Accreditation Committee could take that on. The exec committee agreed that that would be a great place to start, particularly since Accreditation Committee knows about all of the workings across campus, as well as the accreditation requirements for governance. The goal is to bring a draft back by April. If you're on the Accreditation Committee, you'll hear a lot about that. I want to thank them for taking that on.</p> <p>We'll be looking to do a final in May or August. That will depend on timing and what feedback is from the body. This is a really important process that will likely be mentioned in AP 2510. I can't promise anything because it has to go through process. The intent is to refer to our local governance process. We can't really do that if we don't have a strong documentation of what that is. It does tie deeply with accreditation and the AP that is open.</p> <p>The second is working on bylaws. They've been open since the beginning of the semester. The goal is to get some of the more important pieces of that codified and brought back to the senate body. The restructuring from the District, and the Advisory Committee structure at the district had a great impact on our bylaws as well. We are kind of coping through those step by step and kind of focusing on that piece first. That's some of the real immediate things that we're working on.</p>	
4.	Committee Reports	<p>Program Review Report</p> <ul style="list-style-type: none"> • C. Huston: I can announce that program review will launch our pilot on Friday morning, in B100 at 9 AM. I've been chatting with volunteers and committee members this afternoon, and we're all really excited about it. It's never too late to volunteer. Send me an email and check out the announcement from the co-chair. <p>Curriculum Committee Report</p> <ul style="list-style-type: none"> • B. Tasaka: We're still acclimating to Meta, and sometimes it is confusing. We are working on a frequently asked questions piece specifically through things like the required pieces, appropriateness to mission, what the committee is looking for, what you could possibly write in those spaces, as well as the DEIA pieces. We're first considering if we still want those questions. Do we need to revise the questions and update them? What are the things we're looking for with examples? If you have feedback or want to help with that, we would be happy to hear from you. Thank you. 	
5.	Additional Reports	<p>CTA Report</p> <ul style="list-style-type: none"> • B. Williams: Two things that you would probably want to mark down from your calendars. <ul style="list-style-type: none"> • SBCCDTA General Membership meeting Thursday, February 23, 2023, from 5 PM to 7:00 PM, occurring at the SBCCDTA office, 1997 E Marshall Blvd, San Bernardino, CA 92404. 	

		<ul style="list-style-type: none"> • There will also be a joint SBCCDTA and CSEA picnic & BBQ at Sylvan Park in Redlands, CA, later in the semester, May 6, 2023, from 10 AM to 2 PM. 	
6.	<p>Chancellor and SBVC President's Report</p> <p>a. Welcome and Introduction of Dr. Linda Fontanilla</p> <p>b. General Update</p>	<p>Chancellor D. Rodriguez:</p> <p>Good afternoon, everyone. Thank you, Davena, for allowing me to invite myself today</p> <p>First, folks have asked what happened to your leg. I know I told a little bit about it on opening day, but for those that missed my glamorous story, apparently, I can't walk down steps in my own home without tumbling. It all happened fast. I took my right foot and missed a step. My left foot tried to compensate, and I ended up overstepping three or four steps. I planted my foot square around, which resulted in a cracked heel, broke my fibula two places, and it's that little tiny pressure at the front of the ankle that hurts the most. I am healing well. The doctor said that I am a good healer. I'm going to take that as a positive step.</p> <p>When you all last saw me, I think I was in a plaster and fiberglass cast. I have graduated to an air cast which is quite the challenge to take on and off at the end of the day. I don't recommend it. The good news is that, for the most part, I am able to walk with crutches. The last couple of days, I have been in Sacramento on crutches. This was not one of my best decisions. My leg, let me know about it yesterday and today. We dusted off the wheelchair, and here I am again. That is the story of my leg. It is healing. I thank all of you who gave well wishes and asked questions. I have vowed to be walking without devices for commencement. That's the goal.</p> <p>The first thing I wanted to say is congratulations on your enrollment endeavor. As of last week, when I looked at the numbers, SBVC is up over last year by about 9½ percent. Congratulations. That is huge. I was on a phone call this morning with several CEOs, and they are not experiencing that level of growth at the moment. I know that we still have a long way to go to reach the levels that we were pre-pandemic. During the pandemic, we dipped at about 22-25%.</p> <p>It is not expected that we will return to that level overnight. If we look at the trends that if we look at what constitutes sustainable growth, it will take us four to five years to get there at a reasonable growth level. I don't want folks to panic over the enrollment issue, but it is a serious issue, and I feel the sense of urgency that you all have. Jose, the Executive Vice Chancellor, has talked a lot about what we call this fiscal cliff. I think we are doing things at the district level to mitigate that as best we can. We're also working with profit as best we can. We are starting with various different enrollment strategies, including a full-on marketing campaign. You'll start seeing an influx of things happening. I just wanted to start out saying that you are doing a fantastic job in terms of enrollment. Keep the level of urgency up. I think it shows that you are doing great things.</p> <p>Speaking of great things, one of the things that I think is just fantastic is the grad check. <applause> It sounds like I stole someone's thunder. The grad check that you are going to have on February 21st from 10 AM to 2 PM, from what I understand, and when talking to so many organizers of this, this is going to be a party. This is going to be fun. This is what we need events like this to attract our students to get them excited about being here. I think I plan to show up with my giant genius skills. I'm still practicing the cornhole, but we'll save that for next year. I encourage you to come out and participate to be a part of it, to apply right side by side with our students. I think this is doing intentional grad checks for our students is huge. A lot of our students don't know that they're one or two classes away from a certificate or a degree or transfer eligibility. So, this is fantastic. Thank you all for coordinating this. Thank you to everyone who is supporting it. I think it's fantastic. I hear Patty providing the hot chocolate. So, I'm in.</p>	

A couple of things I wanted to share with you is that I would, I'm hoping that the Senate would be open to having more than just myself from the district office come to your meetings and give a 5 or 10 minute presentations on what we're doing at the district and take questions about how we can better support Valley College. You all know how special this campus is to me. I think by not only having myself but having Dr. Brown come in and talk about her work in diversity and equity and inclusion, having Kristina Hannon, Vice Chancellor, come in and talk about her work in HR, Dr. Ornelas is here. There's still a lot of mystery around EDCT, and she can share some of the things that are going on there and how we can help support the college. Everybody always wants to know about budget and facilities and so on. I know that Executive Vice Chancellor, Jose Torres, would love to come in and chat with you about it. He may not love it, but he'll do it. <laugh>

One of my goals is to really try and connect all the institutions that we have so that we'll all continue to work towards the four goals that you all have also identified in your master plan. If we must emerge out of the light, so to speak, and move in different directions, that's okay? So long as we know and there's a reason why we're doing this, we come back together and keep moving forward. Just as a reminder, the district office, the DSO, exists to help the colleges. That's what we want to do.

I mentioned I was in Sacramento over the past couple of days. We had three goals, three things that we were going to talk with our legislatures about at this particular conference. One of those was CalFresh. How do we get CalFresh services to our colleges? I learned a lot about how we can do that. I've talked a lot about our needs, sharing the statistics of our needs, and sharing the willingness of our institutions to do so. We can do this. We need to be doing this for our communities.

The other topic that we talked about was ongoing funding for student housing. I know that when I was president of this institution, we had anecdotally approximately 300 students that were homeless that were taking courses with us. We need student housing. Now some might argue... 300 students? We have 9,000 students, aren't we investing a lot for 300 students? Yes, we are. If we get funding from the state, we are because those 300 students will have the ability to be far more successful at our institutions than if they didn't have housing. Housing also comes with other support for other students and their families. That's really what we were advocating for in Sacramento. Currently, Crafton Hills College has land that can be used for housing. We're exploring that. It won't necessarily be Crafton Hills housing; it will be student housing for anyone who is a student across the district. I wanted to make that clear. We're currently also looking in the area around here for opportunities where we might be able to secure some land for housing that's closer to San Bernardo Valley College. More to come on that.

The third thing that we were asking for is ongoing funding for FNX TV (First Nations Experience). As many of you know, that is the only station in the nation that's focused on our Native American communities, our only station. We asked for a very large amount of money. They told me, I couldn't say what it was, but if you look very close there, what we got for KVCR, it is very similar. See I didn't say the exact number. We are optimistic. They were open to it. Of course, nothing is ever finalized until we get the numbers in hand. We're excited about it. That would mean that we would be able to provide ongoing FNX programming for years and years to come, much like we are now able to do with KVCR. We are staying true to our four goals and priorities that we set forth.

Some of you know hosted the Gates Foundation this morning. They were incredibly impressed with the work that we're doing here. We hope to receive some funding from them as well. Your Heavy Diesel Truck program received 1.5 million from Representative Aguilar. Again, amazing. The money keeps

rolling in. We are now on the radar of the state office. Many of you in this room and many of the executives, actually throughout the district, are being asked to sit on panels, to sit in committees that are really going to help shape the future of California Community Colleges. Especially as we roll into this new world of education and coming out of the pandemic.

Teaching our students today is a lot different than it was years ago. A lot different than it was pre-pandemic. The things that you are doing are being noticed, and they're asking us to come talk about those things and how we can help and coach other districts. Thank you for that.

The last thing on my agenda here to speak about is to introduce your interim president, which have met, Dr. Linda Fontanilla. Dr. Linda Fontanilla has recently retired from Irvine. She has a long history within the community college system. A lot of real-world experience. She is a veteran and has served in the Air Force. Dr. Fontanilla has been sought by numerous institutions to learn how to seek and hire permanent presidents. She's helped several institutions write job descriptions, set policy, look at ways that the process is inclusive, and so on.

That is something that we are looking at right now led by Dr. Brown and Vice-Chancellor Hannon. We're looking at our processes. We want to be true to our commitment to diversity, equity, and inclusion. Right now, the processes that we have do not reflect those practices.

Even throughout the previous search, some of the folks on the committee pointed out flaws in the process, but it was deemed at that time they were a little too far along to stop. We're going to go back and look at that. As you all know it takes time to change policies within our district if we want to have a true conversation around it. We'll take another look at the job description and allow people to invest time into that new job description. We're going to give it one more look to be sure that we are putting in what we need to have successful searches and to have strong candidates join us. I just wanted to share that piece with you. Dr. Fontanilla will be instrumental in that process, giving her background. I think we are very lucky, very blessed to have her join us.

Interim President Dr. Fontanilla:

We wish you all the best in your healing. Thank You. I appreciate Davena for having me here today, and it is a pleasure to meet all of you. I think I had an opportunity to shake hands and chat with most of you. If I didn't, my apologies for doing that.

As the chancellor noted, I have been in the community college system and Higher Ed for some time. Before I get into all that, I would like to take a few minutes to tell you a little bit more about me. I think whether you have a full-time president, interim president, or you have a part-time president, you want to know a little bit about who that person is, and what they're bringing to your institution. The reason I decided to come out of retirement and try to offer some assistance to this wonderful district is because the more I learned about it, the more I realize that your students and many of your community members are in a place just like where I grew up.

I come from Central California, I won't say the year, don't make me tell you how old I am. During the time in which my folks moved to the Central Valley, they had little aspirations. It was about work and trying to put some food on the table. I came from a family where most of the jobs were around agriculture. They were about being blue-collar workers and working in the fields. One day my mother told me that I had to go out in the field with some of my cousins, and we were going to pick grapes. I went out for the day, and when I returned, I said, forget this, I have to do something better. I mean, it's a

wonderful job, and somebody has to do it. Lord knows I like a glass of wine now and then, but when a young person can't see beyond where they're going to go from the fields to something else, that's a sad day for the community. It's a sad day for them. It's a sad day for their family.

Growing up in poverty, I had to find a way out early on in my life, and the only place I knew to go was a place my girlfriend was talking about. She was interested in going to the military, and I was like, really? So, I gave her a ride to the recruiter, and she never joined, but I did <laugh>. Being an air traffic controller in the Air Force was a bright light in my life. I didn't know anything about airplanes, I didn't know anything about radar, I didn't know anything about anything. I was leaving the Central Valley to try to make life better for me. I was given that opportunity to become an air traffic controller, and working for the Federal Aviation Administration for many years turned my life around completely. Since I was a veteran, I had an opportunity to get my undergrad degree on my GI Bill, as they called it back then. So that was a stepping stone. Do I recommend it to everyone? No, but it's what happened to me.

When I hear the stories about our students and our families, I can relate, and because I can relate, it was a strong enough pull for me to say, I want to go there. Hopefully, I can do something good in two semesters, in the summer, or however long I'm here. It may not be huge transformational change, but we're going to talk about things that are important, like enrollment, implementing your educational master plan, like bringing in your equity plan and looking at that and figuring out how it ties into the educational master plan and maybe even starting the dialogue and some action steps on creating a new enrollment plan.

It can't all be done in a day, and we all are familiar with our system so we know it takes time, back and forth, all kinds of dialogue and discussion about it. However, there are things to do, and as the Chancellor said, our enrollment is headed in the right direction. Covid turned our lives upside down. What we found from our students, like all the other students in our system, many of them had to leave because they felt unsafe. They wanted to go to a safe place. They had family to take care of. They needed money. They had to go to work. They were looking for shelter. They were looking for a way to protect themselves. Many of those students haven't come back. Our job is to collectively work to get them back and to help them figure out the next steps in returning to their educational process.

I've worked at the College of Sequoias up in the Central Valley. Cuesta College over on the coast, and my last stint was with Irvine Valley College down in South Orange. All of those colleges were very different, but we all have the same issues. We are here to make students' lives, and their families lives, better. When you take away all the differences in all the little characteristics that they all have, that's what we come to work every day to do: make students' lives better. If I can help you in any way, I want to do that.

I am married, my husband is a former corporate architect for In-n-Out. I've told some of the other groups, I have no benefits anymore. I used to be able to pass out little tickets and invite you to openings and all that. All those perks are gone. We're just normal folks. We both have great careers. We have a son. He is a fireman in the Visalia Fire Department. He's a captain, and I have to brag a little bit. Two things. I'm going to be going home soon to celebrate his announcement as fireman of the year for the city of Visalia. Thank you. He and his wife are having my first grandchild. I'm extremely excited about that. I've already started spoiling her, she's not even here. I am a proud grandmother; you'll hear me talk about my grandchild this year. If you don't mind, just be patient with me because I'm sort of like out my mind.

As the Chancellor mentioned earlier, we had an opportunity to meet with some of the folks this morning

from the Bill Gates Foundation and a lot of our partners, community-based organizations where they're also talking about what they do to help build students' lives. They talk about when these students come to their organizations, they have no idea. They're not thinking about going to college, they're thinking about surviving. They don't know what filling out an application means. They don't know what filling out financial aid application means. They're just trying to get from A to B and see how that organization can help them. Then those organizations introduce them oftentimes to us. There was such a dynamic in that room, and hearing about what they did. I've worked for a lot of nonprofit organizations, and I know the work that our partners do is really valuable.

I happen to know the executive director of the community action agency here in San Bernardo. She's the one person in San Bernardo I know cause we go back 25 years when I was in social services, and she has promised me that we're going to partner. One of the things I'm going to be talking to her about is how her organization can help support our students in filling out the information for CalFresh and bringing that application process here on campus. If there are 700,000 students out there who qualify for CalFresh and there are students on our campus who qualify for CalFresh, we're going to reach out to them with a partnership with the Community Action Agency and see if we can do something about that. There's so much work to be done. We can stand here forever and talk about all the initiatives that we're working on, and we're going to work on, and we will get to those conversations.

Here's my pledge to you as your interim president. We might not be able to turn the world around in a year but let's start. Let's make a good effort. Lay a foundation that when your permanent president comes on board, there is work that you all can say, look, this is what we've been doing for the last year, year and a half, and we're moving forward. Come on aboard and continue to help us with this. If we can do that, I will leave here and go back to retirement and feel really good about what we've accomplished.

We have a beautiful college, fantastic students, and a great community. You've been very welcoming. I do certainly appreciate it. Thank you, Chancellor, for giving me the opportunity, and thank all of the staff at the district and Dina, who was lovely in our first meeting and for giving me lots of information. I'm on information overload right now, and I guarantee you I will remember probably none of your names, but that's okay. I remember faces, I used to remember lots of call signs and push aircraft across around the sky and it's a little scary how that changes when you get older because my husband and I look at each other... I know that glaze in his eyes. It's like, what's your name?

Thank you. I look forward to working with you.

QUESTIONS

- D. Burns-Peters:

Thank you. I believe Chancellor Rodriguez has two minutes in case there are any questions.

- A. Hecht:

Welcome and congratulations on the interim president position. Will we start recruiting this fall for the SBVC President position, or will we wait a year, or year and a half to start the recruitment process?

- Chancellor D. Rodriguez:

Our goal is to have a completed search done within a year. In fact, Dr. Fontanilla's contract is for a year, and she has told me I have a grandchild I get to. We will be checking in with the campus periodically to give updates. We're going to be taking a deep dive into our practices, our policies, and how we do it. But a year is our goal.

		<ul style="list-style-type: none"> • K. Barnett: My question is regarding the student housing. Are you going to have a committee for that? It would be great to have faculty involved regarding Student housing, • Chancellor D. Rodriguez: Yes, definitely. We will have a committee as we move forward. I know that there was a community event not too long ago, and it was held in this room if I'm not mistaken, to talk about the needs from the area. As we get closer to identifying funding and property, yes, absolutely. All of the constituent groups will be involved in those conversations. • A. Hecht: Concerning the new student service building, what I heard is that they plan on putting all the counselors together in that one building, which I think is a fantastic idea. Since all of our counselors are in many different areas with different deans under them, how would that structure look with our counselors? • Chancellor D. Rodriguez: I don't know that level of detail in the building specifically, I don't have knowledge concerning that right now, but I can get you the answer. • A. Hecht: Thank you. • Chancellor D. Rodriguez: Any other questions? Feel free to call, text, email if anything comes up. Thank you for having me. 	
7.	Consent Agenda a. Approval of the minutes for 1/18/23 b. Administrative Policies: 3420, 3430, 3433, 3434, 3435	Motion 1 DISCUSSION A discussion clarifying the changes to the consent agenda occurred.	Motion 1: Move to approve Minutes for 1/18/23 with changes & Administrative Policies: 3420, 3430, 3433, 3434, 3435 on the Consent Agenda. 1 st : C. Jones 2 nd : J. Banola 25 Responses Aye: 92% (23 votes) Nay: 0% (0 votes) Abstain: 8% (2 votes) Motion passes

<p>8.</p>	<p>Action Agenda a. AB928: proposed ad hoc workgroup and membership</p>	<p>B. Tasaka: AB 928 is in effect, and we're trying to figure out the best way for our campus to move forward with this. There's a difference between the state-level transfer requirements for general ed and our local general ed requirements. That's the point of the ad hoc and steering committee. We would like the request this as coming through curriculum with steering committee membership to include myself, Janice as Articulation Officer, Dina as VPI, Katie as Curriculum Coordinator, and then some counseling roles that have overlap between general counseling, the Curriculum Committee, Academic Senate, special populations, and CTE. We want to make sure that's all incorporated.</p> <p>The larger committee can be more of a rotating door. Not all division representatives have to be present through the whole process. Those are some of the things we want to talk out. Looking more campus-wide, people from Curriculum Committee, people from Transfer, A & R, Guided Pathways, etc., to make sure that, as a campus, we're addressing as many of the concerns that we can. We want to make sure everyone's at least heard. I think that that's important.</p> <p>We have an end date on this. We do not want this to go past spring 2024 unless things happen at the state where all those deadlines change. This is a three-semester plan, and we are keeping a very close eye on what's happening. Janice and I were at a five-hour webinar a week ago to update us, to make sure that we're as informed as possible, and that we can make good decisions for our campus. It will be good to really get out ahead of AB 928 and not have to play catch up. That's the whole point of this.</p> <p>D. Burns-Peters: Alright, establishment of a committee is something that needs to go through Senate, that's why it's here.</p> <p>DISCUSSION A discussion ensued clarifying the term of the ad hoc committee, the steering committee's mechanism for collegiality and rotation of affected disciplines, and the Academic Senate's role in approving faculty assignments after a filtering process by the curriculum committee.</p> <p>Motion 2</p>	<p>Motion 2: Move to support the establishment of an ad hoc committee and steering committee for the work on AB928. 1st: D. Graham 2nd: L. Henkle 25 Responses Aye: 100% (25 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes</p>
<p>9.</p>	<p>Information Items a. AP 5035: Withholding of Student Records</p>	<p>D. Burns-Peters: AP 5030. This is identified as a level three by PPAC, the Policies, Procedures Advisory Committee, as a legal update. Title V regulations came into play that prohibited us from withholding grades and transcripts from students. If they owe us money, we can still prevent them from registering in future semesters, but we can't keep a transcript or a degree if they've earned it from them.</p> <p>I have highlighted it for you. I'm presenting this to you today to review. It will come back. This is penned in for our next meeting agenda. I'm not predicting a lot of feedback on this one, but if there is, there's a timeline, and we can follow it. Should you have feedback, let us know, and we will get that incorporated because it's level three. If we have a policy that comes with a lot of feedback that needs to go back to a chapter owner, sometimes those timelines do get extended. Once that's gone through with the chapter owner, it will return to us.</p> <p>RECOMMENDATIONS It is recommended that a district policy maximum owed of \$200 as the limit that prevents registration for future courses, and under that dollar amount allows students to continue to register.</p> <p>D. Burns-Peters: We're working to move our campus from a home college to a teaching college in terms of the California</p>	

		<p>Virtual Campus and our online exchange process. This allows students to come into our campus and take online courses from us, especially if they can't get the course in other places to complete their degrees and certificates in a timely manner. This also allows our students to do the same. This will be district-wide, and with the common application will cause some uniformity in those policies. Our common application is actively moving forward to benefit our students. This will come back for action.</p>	
<p>10.</p>	<p>Administrative Policy Tracking</p> <p>a. Level 2: Legal Updates</p> <p>i. 3420, 3430, 3433, 3434, 3435 (L2, legal update, non-10+1->constituent fb by 1/31->PPAC 2/13/23->BOT 3/9 and 4/13)</p> <p>b. Level 3</p> <p>i. AP 4020 (feedback provided, pending Chapter Owner Feedback of Feedback, will return for need constituent support for changes made by 2/15/23 to go to PPAC for final and forward to BOT)</p> <p>ii. AP 5035 (requesting constituent, feedback, due 2/28/23->PPAC 3/13/23-> BOT 1st read 4/13/23 2nd read 5/8/23)</p> <p>c. BOT 1st Read</p> <p>d. BOT 2nd Read</p> <p>i. 5030 (1st read 1/12/23, 2nd read 2/9/23, constituent feedback provided)</p> <p>e. Future AP Work 2510</p>	<p>D. Burns-Peters:</p> <p>AP 3420, 3430, 3433, 3434, and 3435 have gone through to level two. The next step is that they will go back to PPAC. I have included the Board of Trustee's approval dates. The ability to track things when they come to Senate is to answer questions brought by faculty at a later date concerning when policies came to Senate and when their approval occurred.</p> <p>DISCUSSION</p> <p>Discussion concerning where to send feedback for policies and procedures presented at Senate with the recommendation that it should be sent directly to the Academic Senate President.</p>	

11.	New Business a. Future actionable agenda items	RECOMMENDATIONS <ul style="list-style-type: none"> • S. Lillard: My proposal comes from conversations with several faculty. I would like the Senate to consider putting the following on the agenda: Draft a resolution supporting academic freedom of faculty to use or prohibit ChatGPT or other AI bots in their class or assignments as they see fit. We should not look to ban. I know several faculty, myself included, who are excited at their prospect of teaching our students how to use these tools properly. I fear that the college or the district may try to institute limitations, or an outright ban, and I believe that the Senate needs to be proactive in our collective stance that faculty have a right to choose whether or not to permit these tools in their individual classes or assignments, as we would a calculator in a math class or a Google search to initiate research. • D. Burns-Peters: I think that's a really big topic. How do we deal with it? How do we incorporate it? How do we face it? I think there's an opportunity for professional development for understanding it and what to look for. 	
12.	Announcements a. 2023 Accreditation Regional Meeting: Accreditation in Changing Times February 10, 2023 9:00-3:00 pm Los Angeles Southwest College (free registration) b. 2023 Spring Virtual Part-Time Faculty Regional Meeting: Equity in the California Community College System February 24, 2023, 12:30-4:30 pm (free registration)	B. Tasaka: Recognizing the Full Humanity of Our Asian and Pacific Islander Student Communities in the California Community Colleges, Zoom Workshop, Feb 7, 2023, 12:30 PM - 2 PM Bethany Tasaka will host a zoom room afterward where participants can debrief. RECOMMENDATIONS Recommendation requesting notification for events be sent two weeks in advance, if possible, to allow faculty time to schedule.	
13.	Adjournment Next Meeting: Feb 15, 2023 B100	Meeting Adjourned at 4:32 pm	
		Approval Date: March 1, 2023 Academic Secretary: Thomas Berry Academic Secretary Signature: 	