Area B Meeting, Spring 2021, March 26, 2021

(Notes shared from Mary Pape, De Anza College, and the numbers/timestamp begin the Live Transcript downloaded from the auto transcription during the Zoom meeting)

ASCCC Exec. Committee March agenda link

<https://www.asccc.org/content/executive-committee-meeting-virtual-meeting-2021-03-05-170000-2021-03-06-203000>

ASCCC March Leg Report <https://www.asccc.org/sites/default/files/IV.%20A.%20%282%29%20Legislative%20Report%20March%202021%20v%203-4-21.pdf>

AB 1040
ADT Ethnic Studies requirement

http://www.leginfo.ca.gov/glossary.html Spot bill definition- A bill that amends a code section in such an innocuous way as to be totally nonsubstantive. The bill has been introduced to assure that a germane vehicle will be available at a later date after the deadline has passed to introduce bills. At that future date, the bill can be amended with more substance included.

ASCCC
<https://asccc.org/liaisons>

>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>09:15:17 As the notes for our meeting today, so we won't have to burden. Anyone with being responsible for note taking,

09:15:37 directions on the chat.

09:15:31 Okay, to recording then I'm going to start to the record.

09:15:37 Okay.

09:15:40 So here are the notes from the fall, meeting that we held in October.

09:15:54 Just going to scroll through that.

09:16:05 So, is there any objection to approving these notes and minutes from our fall meeting.

09:16:14 And my dad will help me monitor the chat.

09:16:20 And also feel free anybody to unmute themselves if you have any questions about the notes from October.

09:16:38 No objections.

09:16:42 Okay.

09:16:44 Thank you. so let's consider the notes, formally approved. Thank you everyone.

09:16:52 And so the next item on our agenda is actually, we are you know I think that there are some counties that are moving into the orange here pretty soon, if not already.

09:17:13 And so, things are starting kind of slow but hopefully steady and increasingly accelerating pace to normal.

09:17:25 And I'm sure there'll be a new normal. Right, post pandemic. But there is, it looks like there's a pretty strong possibility that for the fall area be meeting, we could actually be meeting in person.

09:17:41 And, as some of you who have served in academic senate previously or longer than a year. What's been really nice about those in person, area be meetings, is that, you know, we get to see each other, of course, and also we get to enjoy.

09:18:01 You know, like a continental breakfast and simple but satisfying lunch.

09:18:08 And so we are looking for a wonderful academic senate leader, who is willing to host this fall meeting at their college and help secure the resources and the funding needed to provide a continental breakfast and lunch for, usually it's no more than 50

09:18:36 people usually less than that. But is there any. Anybody who would be willing to come forward and volunteer their campus.

09:18:50 And of course the benefit for you is that you won't have to be the one driving an hour or more to the area be meeting to participate in person.

09:19:02 Is there anyone out there in our 44 participants who would be willing to even say hey I'll look into it, and talk to my, you know college president Oh, I see a hand make from college different.

09:19:17 Would you like to unmute yourself, sir. I'd be happy to check in and, oh my goodness, if we can do it cuz I'm all about saving the hour driving back and forth so you guys can all come to college Cameron, I'd love that and marine is a lovely place to go.

09:19:40 Thank you so much, make sure okay and. Thank you. All right, so we've got at least one volunteer if there are any volunteers who would also like to look into maybe hosting spring, as a possibility.

09:19:59 You can go ahead and let me know and if you want to take a little time to check into that and let me know later, that's perfectly acceptable but I'm delighted. Thank you make that we have a potential in person location for the fall 2021 area be meeting.

09:20:10 Okay, so I'm moving. Yeah, if I may. So, it would be lovely to have to security location for our spring meeting today. And so, think about it as I met Karen mentioned, and let us now before the end of it.

09:20:31 Yeah, and I see Laura has her, her hand up and Laura, would you like to unmute yourself.

09:20:41 Hi there, I put a question in the chat. Um, if the next area meetings at colleges were and that's, that's great for Santa Rosa, but oftentimes when the meetings are at other colleges you know we have to travel, sometimes two to three hours each way and

09:20:51 so I'm wondering if as a practice. Zoom will be available for for colleges just because we have much better attendance. When you know we have that option.

09:21:01 Thank you. Yeah, thank you. Thank you for asking that Laura, that's actually something that I think would and should be part of a normal going forward right is that we have that capacity for in person, and also being making it possible to pay to pay via

09:21:21 zoom I am told that I have never done it.

09:21:25 But I'm told that it is done and so I would have to find out more you know about the logistics of how how the meeting is conducted, both in person and via zoom and making it possible for the ones coming in on zoom to be able to, you know, fully here and

09:21:48 participate all the discussion that is happening.

09:21:53 So I guess I will definitely follow up on that but thanks for making that request, and Karen there's one more question I'm not sure if we are able to answer and maybe Jeannie can help us if she does know, but I do we have for the meeting in in the fall.

09:22:11 Yes, thank you, and maybe Jenny can help us with that question because the dates are usually set by the executive committee leadership. I don't see them on the calendar.

09:22:24 Right now I'm looking at the say should be I will go look okay so let me try. We should be meeting probably in October.

09:22:34 So raging. Yeah, usually it's October, and.

09:22:40 And like the end of March, early April, right.

09:22:45 Yeah, it's several weeks before the fall plenary session and so I'm looking at the dates right now.

09:22:51 Thank you, Jenny.

09:22:53 Okay so Jenny will let us know when she finds that and yeah, anyone who's who's looking into the possibility of hosting for spring please let us know if you're, When you're ready to offer to help.

09:23:11 Okay, we actually are up to you, Jenny Sorry to make you be multitasking I can also try to search the site.

09:23:20 But we are up to our Vice President, or as Triple C vice president Ginnie Mae thank you for being here. And she will be providing her update to the area meeting.

09:23:39 Thank you Karen and thank you my Ross, it's nice to see everybody here today. And so I have quit looking for those dates because Karen is absolutely right, multitasking is not one of my strengths.

09:23:49 I tend to do half of one job and half of the other and sometimes that doesn't mesh very well. So, thank you. But those dates should be available in one of our agenda is when we had our, our calendars when it for my rut and for Karen if they're looking

09:24:06 it up. Or you could send a quick message to one of the office staff probably April could send it to you right away.

09:24:16 So, um, so let's take a look let's, let's get moving on here.

09:24:37 necessarily know who I am and I, and I've been trying to read the chat to see everyone.

09:24:41 I see people waiting. It's good to see you. I've seen a number of you recently I saw Frank and Gretchen, and I can, you know, I was just out there colleges, virtually Of course.

09:24:55 Um, but, my name is Jenny, may I am actually from Sacramento City College so I am in area A but I have been to the area be meeting before, and it was such a pleasure.

09:25:08 And my discipline although I'm not representing my discipline right now but my discipline is mathematics. And I'm serving as vice president of the Academic Senate.

09:25:19 So, so welcome. So I wanted to start out and just share I think you to Karen and Maya who, who had the moment of silence and talked about you know that what what's happening recently I'm really saddened by the shootings and violence that continues.

09:25:36 And so a reminder of what local academic Senate's can do from then academic senate president john stands because he sent out a you know a call to action.

09:25:48 Last June, based on the violence that was occurring then and it continues. And so, you know, there are some items we can look at I'm going to briefly go over those, and I know many of you are already doing this but it's, it always helps to remind us of

09:26:03 what we can do. So, you know, consider making an agenda that includes a discussion of anti racism and no hate education.

09:26:12 And remember, you do not have to have all the answers to have a conversation.

09:26:17 And the more these conversations occur, The more we can be aware.

09:26:23 Prioritize culturally responsive curriculum redesign with your curriculum committee, and several of the colleges are already doing this. I've seen it with visits at the college's acknowledge, without assigning blame that the structure of the college houses,

09:26:40 the biases and prejudices of its founding time those biases have privileged some and disadvantaged others, particularly the Asian Pacific Islander, African American, Native American, and Latinx communities

09:26:58 prioritize the evaluation of hiring and evaluate and evaluation processes, and that too has begun. I've seen it all over in the community colleges right now.

09:27:10 You can always request services from the Academic Senate about any of these topics, and you can just send an email to info at as triple c.org.

09:27:33 Evaluate your academic senate and find the voice for among your faculty, those voices that are missing in governance, find ways to empower those voices. Look around the room, welcome those that are there, those voices that you're hearing, and then ask

09:27:40 folks to share and look around and say who's missing who's not here. Who do we need to hear from.

09:27:55 I'm work with your administration and students, and your classified professionals to find constructive ways students can express themselves. With the recent events, and the events, even a year ago, and further back, and the structural and historical biases

09:28:06 that exist. So it's just a nice reminder of what we can do and and what we're how we can move forward.

09:28:16 So most of all I really want to ask you all to look out for each other to support each other. Appreciate your colleges, your colleagues for what they bring.

09:28:27 And so. So with that, I'll move on with what's happening now. So, Karen had mentioned earlier about we may be moving into an orange tier for coded. So I'm thinking that's the Bay Area I did hear it for the Sacramento region as well where I am.

09:28:47 But we are still not fully back to classes and it doesn't look like that's going to happen anytime really soon for colleges to open up completely.

09:28:59 So we do have a new normal. And we're going to be navigating this new normal and working together to do that vaccines. As of April 15 vaccines are supposed to be available for all adults in fact, all, all Californians age 16 and older are supposed to

09:29:19 be able to get the vaccine. We cannot require the vaccine at colleges people been asking about that is because they're still in emergency approval they have not been fully approved by the FDA so there's no way that they can be approved, or I mean they

09:29:34 can be required.

09:29:36 So, so I know a lot of people had had questions about that.

09:29:41 So, at this point I'm going to start to see if there are any questions before I continue looking around I think Myra and Karen are looking at the chat I see, there are lots of comments in the chat I'm going to try and take a look at it and see if I missed

09:29:55 anything.

09:29:59 I don't think so. Okay.

09:30:01 But feel free to chime in. You don't have to wait for me to take a breath.

09:30:08 Um, so our next major event and that's what we're prepping for today is the spring plenary session. and it starts Thursday April 15 thing goes through Saturday, April 17 and we will be doing resolutions it'll be much like the way we did it in the fall.

09:30:25 So this is exciting. The Fall plenary session was fun, even though it was virtual it was still fun, and the resolutions went really well.

09:30:37 Next, let's take a look at so some, some new things that are happening, let me fill you in a little bit on what's happening with ethnic studies. So as you know, or may not know, some title five proposed regulation changes went to the Chancellor's Office

09:30:53 consultation council meeting, and that would be for title five section 55063, the Academic Senate shared the resolutions that were passed in the fall, with five see the California Community Colleges curriculum committee that is chair or co chaired by

09:31:13 the Academic Senate, and CIOs, the chief instructional officers, and they are the primary recommending body to the chancellor's office and Board of Governors regarding title five regulations that fall under curriculum and instruction which section by

09:31:30 55063 does. And so, those recommendations have been considered at consultation counsel to include a requirement for all undergraduates for all associate degree earners, to take an ethnic studies course, and it would be in one of the areas, African American

09:31:51 Studies, Asian American studies

09:31:58 with Native American Studies and Chicano Chicano American Studies.

09:32:04 Right now that's what it would mean the regulations, um, you can find the, the draft language on the consultation council agenda, took place last week, and it would be a graduation requirement so that it would not add additional units to the students

09:32:21 requirements.

09:32:25 And then the next thing that's happening with Ethnic Studies is.

09:32:29 We are moving forward with creating an ethnic studies transfer Model Curriculum and it would be an area of emphasis transfer model curriculum. So, work has been done on that, and icw which is the inner segmental curriculum work group that oversees the

09:32:47 process they have oversight on the process and that's a group that has representatives from California Community College faculty CSU, faculty, and from both Chancellor's offices as well so the California Community Colleges Chancellor's Office and the

09:33:05 CSU chancellor's office, as well as articulation officers and, and some representatives from UC, although they're not part of the program specifically we're hoping to invite them in.

09:33:21 And so we've moved forward and approved to develop a transfer model curriculum in ethnic studies.

09:33:30 In addition, See ID, which coordinates the work is.

09:33:37 I hi Eileen I see your question, I'll get right to you.

09:33:41 See ID facilitates this work and we had a meeting yesterday and it looks like our next meeting will be on April 23 so Eileen Yes, question comment.

09:33:52 I'm just a question How is this.

09:33:56 Are we also.

09:33:58 What was that, AB, I think for 40 or 1440 where it had the limited amount of limited the amount of units that students could take towards towards a degree.

09:34:24 And I'm just wondering with that adding another requirement, the ethnic studies course requirement to that, I'm just wondering how that is dovetailing with that prior was years ago Jenny You and I were right right so you're referring to, um, it was 14 1440

09:34:35 It was 1430 1440 and sb 440 So 1440 was in 2010 and 40 was in 2013, and there is a limit to the number of units that we cannot require students to take any more than 60 units to get an associate degree for transfer.

09:34:51 That's why the ethnic studies requirement is not adding additional units, it will fall into one of the areas already in existence. So what CSU has done is they have made a new area, F, and they reduce the number of units in area d.

09:35:08 So it's not additional units, and we have made it a graduation requirement so that we can do the same thing so there are no additional units required.

09:35:18 Thank you.

09:35:19 You're welcome. Great question.

09:35:23 So that's where we are with ethnic studies, any other questions or comments there.

09:35:30 Yes, I see Meg, Jenny, um, I'm just wondering, I heard you say that it's required for the AA as well and then you put it into your graduation requirements, is that across the board then for the ethnic studies required for the ethics.

09:35:46 Yes. So, so we don't know what's going to happen yet so it's the plan is it will go to the Board of Governors at their main meeting they'll have a first reading there will be a 45 day comment period for the public to provide comments on the proposed regulations,

09:36:04 the chancellor's office legal counsel will consider those comments and depending on what those comments are they may or may not need to make some adjustments to the regulations.

09:36:14 If they do make any adjustments there will be an additional 15 day comment period for folks to comment again on the adjustments made to the regulations, and then the hope is that the Board of Governors will consider for approval at their July meeting.

09:36:36 Okay, thank you.

09:36:37 You're welcome.

09:36:40 All right, so, um, I don't see any other hands, and my Maya and Karen you don't see any others as well. Okay, so let's move on to open. Yes, or no others Yeah.

09:36:56 Okay, thanks.

09:36:57 So open educational resources initiative. So that's in the letter as well. So in late February, as you.

09:37:06 As noted here. The only ri Advisory Committee approved a third request for proposals, we call them RFP, and this would be RFP three so it's a third one that's come out.

09:37:19 And this is really to support faculty development of open educational resources. And we, you know, Open Educational Resources really help our students because it doesn't cost them anything.

09:37:32 And it really helps to equity ties, the, the, access to educational materials for students.

09:37:41 So, just like with the RFP second phase collaboration will be required and support for those preparing proposals will be provided through office hours, the RFP details including archives of support webinars and other documents.

09:38:00 They are or will be available on the as triple COER website and you can find that if you go to as triple c.org, you can find me a we our website you can click on it there to get that information.

09:38:14 And the OCR advisory committee has also identified faculty to engage into our development projects. One is communication studies with Cid communications 130 and interpersonal communication, and then psychology, and that's where we have Cid psychology

09:38:32 150 introduction to biological psychology. So, each project currently has a team of 14 to 16 faculty that are engaged in the initial steps of developing a new resource for those courses.

09:38:47 So these new resources are anticipated be completed by December 2021, and this is really exciting news.

09:38:55 Any questions there.

09:39:01 Alrighty. Okay, next legislation. We're all into that we're in full swing in the new in the next two year legislative cycle. So, with the legislation cycles right now we're in the.

09:39:17 Oh this date here says 20 2021, and it should be 2021 dash 22 because it's a two year legislative cycle.

09:39:28 And so, so 2021 is this year we're in now and then next year will be the second year of the two year cycle 2022.

09:39:40 So, we have already a number of bills that have dropped, and you can get all the information regarding the report if you go to the Academic Senate website and you click on Executive Committee, then meetings and agendas and click on our most recent agenda

09:39:56 and you can find the report. Under Item for a. And right now, I'll fill you in on a couple of the, the assembly bills that have come out that are of particular interest or more than a couple actually so one.

09:40:17 There are two that we have resolutions for in the resolutions packet so one is for 17, a before 17 I believe that one is, is that the one by McCarty, I'm trying to remember off the top of my head because I don't have it right in front of me.

09:40:31 I'll pull it up over here.

09:40:33 A before seven teen.

09:40:37 And that one.

09:40:40 Let me find it.

09:40:42 Now I won't be able to see you because I'm going to be looking at my list here so AB for 17.

09:41:00 A before 17 is one by McCarty, it's the rising scholars network, it is for justice involved students, and this would authorize the chancellor's office to establish a program, named the rising scholars network and enter into agreements with up to 50 Community

09:41:08 colleges to provide additional funds for services in support of justice involved. And this would be current or formerly incarcerated, students. So we have a resolution for consideration by the delegates at the next plenary session.

09:41:28 And these resolutions that come forward that are already in the packet are just resolutions that the executive committee believe we're worthy of debate.

09:41:39 And so, we have past positions of support for formerly incarcerated students through different, you know, various resolutions.

09:41:50 Another one that we have coming forward in form of a resolution to support for consideration where the debate is a before 21 community colleges and that would be career development and college preparation courses.

09:42:05 So this bill would require the Board of Governors to adopt regulations, requiring the accounting of students enrolled in career development college preparation courses to be conducted by positive attendance count, or by census basis.

09:42:20 And its really to try to equalize the funding between non credit and credit.

09:42:26 And so we are bringing that forward as well.

09:42:31 worthy of debate for consideration, and we do have past positions of support for equalizing non credit to credit for funding.

09:43:09 So, thank you, Leon So my understanding is justice involved students are either current or formerly currently incarcerated or formerly incarcerated students, and that's as much as I know right now.

09:43:29 I will be explaining you know I can, I can go to it now so let me find it on here.

09:43:36 So there is a project right now so teaching in incarcerated environment. So, this is part of it.

09:43:45 Together with the rising scholars network. The as Triple C is deploying a grant to support teaching and learning and incarcerated environment so one element of the grant will be coordinating the development of faculty and professional learning projects

09:44:01 focused on high standards, appropriate pedagogy is trauma informed teaching social justice and equity for justice involved students so again that's currently incarcerated or formerly incarcerated students.

09:44:16 A second element of the grant will be developing a community of practice as a means of connecting faculty across the state.

09:44:23 And so there will be stipend opportunities available for faculty who teach in incarcerated environments to develop courses and materials.

09:44:32 So it looks like the launch of this will begin in March. March 20, well they already had it March 22nd.

09:44:41 And so if you go to the newsletter, you can get more information. And so, the project will commence it development of the project will begin this summer.

09:44:54 So that can provide you a little more information there. Leanne is this helpful or does that help.

09:45:06 Okay, this kind of little bit, I see.

09:45:10 We can hear me. Hold on it on Karen. Yeah, okay.

09:45:19 Sorry about that, yes, that does answer my question. I yeah thank you for clarifying that. Could I get clarity on the second thing that you mentioned regarding equalizing non credit, what Bill was that and I thought we'd already equalize non credit with

09:45:33 credit so what is this a new thing. So, so, so we have moved towards more equalization of non credit with credit, but it has to do with how the funding is calculated with the at the chancellor's office.

09:45:49 So we want this bill is supposed to equalize it so that they actually get the funding not that they are not that it's just written that they will get the same funding but how they do the portion that counting.

09:46:05 And so that is in for 21. And I believe this bill was sponsored by San Diego Community College District, but it has to do with counting positive attendance.

09:46:18 Using positive attendance count or by census spaces. And right now, CDC p i believe is not counted using census, or the same positive attendance that we use for credit.

09:46:36 God. OK, so I had thought we had taken care of that but now we're just more equal than we were before, is that well hope look

09:46:49 better. So, this this bill is reintroduced from a previous bill from Weber's office that didn't make it. And so now we're it's coming back.

09:47:04 I'm Jeannie I'm seeing a request that I'm not sure it's possible for you to make everything that you're telling us available in a written format, other than the transcript that we will eventually have from the meeting, but I think people are also interested

09:47:20 in having specific suggestions about what to agenda is for academic senate meetings in order to be more focused, which is diver right so.

09:47:31 So thank you karen so I'm in the process of getting this, this is due today to the Academic Senate office, this is I'm getting reading this information from my legislative report that I am submitting to the Senate office today, and it will be part of

09:47:46 the Academic Senate agenda, so I can. You can. A lot of this information is already in the last academic senate agenda.

09:47:56 But the updated stuff I haven't sent in yet because I haven't finished writing it.

09:48:01 So if you go to as triple c.org, and click on hover over Executive Committee, and then click on meetings and agendas, and then go to our March agenda.

09:48:16 You will see an updated legislative report under item for a, and there will be an updated one that came out in March, and it has much of all this information in there.

09:48:28 Go ahead and post the link RG Okay. Oh, perfect. Thank you.

09:48:36 So, a couple other bills.

09:48:40 So we have 8927 which is has to do with the baccalaureate degree pilot program, and that would remove the pilot designation permit, more than 15 colleges to participate permit districts to offer multiple programs require documentation regarding unmet

09:49:00 workforce, but it would still prohibit duplication of CSU and UC programs.

09:49:09 So, the next three.

09:49:23 It was a spot bill, but this is what it's saying now I'm at, and I can put a link. How about after I'm done talking I'll put a link to this bill on legend post so you can read the actual bill language, but this bill is called the student transfer achievement

09:49:43 Reform Act of 2021 for associate degree for transfer on interest segmental implementation committee. So, so that what it would do is it would establish the associate degree for transfer interest segmental implementation Committee, which right now would

09:50:00 have three faculty members that have 16 to 24 members that would be one person from the community colleges Academic Senate, one person from the CSU Academic Senate, one person from the UC Academic Senate, and no other faculty membership.

09:50:19 It would require the California State University and University of California, to have a single lower division general education pathway.

09:50:29 So it would require that they have the same general education.

09:50:34 It would require it would allow us to examine the 60 unit lower division pathway.

09:50:41 And for STEM majors and possibly consider that raising it by six units.

09:50:48 Um, it would provide require that college counselors and articulation officers are given guidance on what they communicate to students regarding associate degrees for transfer.

09:51:01 And it would automatically play students on an att pathway.

09:51:06 And the students may opt out for a terminal local degree or a UC transfer pathway.

09:51:13 So students will be automatically placed out placed on one of these pathways and they would have to opt out if they did not want the ADT pathway.

09:51:23 So we are in lots of conversations right now with statewide groups over the implications of this.

09:51:32 There are concerns that it's an equity issue placing our students on a DT pathways, if the att pathway does not meet their educational goals, as it's often many of our students don't opt out they, they just kind of do what they're told to do.

09:51:50 And so we need to fully inform our students so so conversations are going on there.

09:52:01 Um.

09:52:04 So next I'm at 1040. This is the ethnic studies, Bill.

09:52:09 And right now I'm, Assembly Member Mert sushi was, we had conversations with him. This bill right now would only require an ethnic studies graduation requirement for students, earning an ADT, it would not require it for local degrees or baccalaureate

09:52:31 degree is there anything any other degrees at the community colleges offer.

09:52:36 And so, you know, we're thinking that at this moment, you know if if we support this bill, it, it may appear as though we don't support that all of our students need, and associate ethnic studies for their associate degree, but if we oppose the bill,

09:52:55 it may look as though we oppose ethnic studies which is simply not the case. So we're looking at you know might be good to stay neutral on this bill, as we are already moving forward with title five requirements.

09:53:11 And when we were talking with assembly member Mert sushi. And we told him about the title five regulation changes, proposed. He was very interested in, he was even wondering if this bill would be necessary.

09:53:26 And so that's where we are there.

09:53:30 And I have one more to cover anything else before we move on.

09:53:35 I have a question I have my hand up. Hi Hi Jenny Hey, but it's about it's about the high it's about the Baccalaureate pilot. I listened through that, of course, I'm sure all my colleagues are doing the same.

09:53:48 We still we have opinions and concerns and ideas about it. Did I hear you correctly to say it's you're in conversation about these items around this single, so the battle individual requirements, etc.

09:54:06 I didn't quite follow that and I I don't want it to go too far before people get faculty get to weigh in on that from the community colleges. It also sounded like only one person from the community college would be on this 24 person group.

09:54:22 So I guess I just need a little bit more processing on that.

09:54:27 Yes, so I'm going to put the bill. A link to the bill in the chat.

09:54:35 When I finish, I'm making a note to myself to put a link to the bill in the chat so you can read it. Right now they are proposing an inner segment, a, an oversight body that would have three faculty members on it, one from the community colleges one from

09:54:50 the CSU and one from UC.

09:54:55 So, we're not in. So we are we have been talking with the, the bill author about this. And we haven't moved very far in

09:55:08 and getting the bill to be something that we believe faculty could support.

09:55:17 So Junior have a question from Leanne, and followed by Eileen.

09:55:25 Another question I don't know. Anyway, Okay.

09:55:28 Okay, thank you. I don't know if I finished answering Kate's question, but, um, yeah, I guess.

09:55:35 Well I mean putting the book billion will be helpful to look at, um, I just, if, if you're in conversation about these items with people that are creating or recreating or revising this legislation.

09:55:50 I really hope that the community college faculty, and you're the one that's doing it, like the executive as triple C's is the one that's talking to them.

09:56:01 I hope that the community college faculty can send you communicate to you, their concerns and interest. This is pretty darn top down.

09:56:13 Oh yeah. Yes, we do. We Eileen you can send us your concerns. Here I will listen, I'll take islands question and Leon's question and just a moment. I'm going to pull up the link to the bill and put it in the chat right now.

09:56:30 So, if you have concerns by all means, send it to us we need to hear that.

09:56:36 And then, Jenny the data concerns can be sent to directly to you or to our info you know it probably best to send it to info it as triple c.org.

09:56:51 And, and they will be disseminated appropriately

09:56:57 it. If I can just tap on Kate's comment that would it be appropriate for letters. At this point, from Senate's expressing concern definite okay. Okay, excellent.

09:57:14 Could you clarify it.

09:57:17 Oh good, thank you.

09:57:18 Could you clarify the bill requiring ethnic studies for students getting the ad to the, the one with the challenging optics, what was what was that about 1040, that's a be 1040, and that is, um, that would only require an ethnic studies, graduation requirement

09:57:40 for students who are earning and associate degree for transfer, not all of our degree, earning students. Mm hmm.

09:57:50 And so, I mean, it does sound kind of moot. Really, with all the other relativity moving forward and so right is there hope that this is going to disappear or yeah you know right now it kind of looks like the author may just let it does allow and but

09:58:12 it depends, but we don't know for sure exactly what's going to happen.

09:58:15 But we have lots of support moving through with our title five regulation changes that are coming through. So I. This one doesn't seem to be a concern

09:58:31 and Eileen.

09:58:35 Jenny going back to the previous bill that was under discussion. You mentioned that there's an oversight body and right it has a community college faculty member, UC faculty members and State faculty member who does that body I may have missed it Who,

09:58:52 who does that body respond to I mean who.

09:58:56 So that would be, um, let me pull it up here, that body.

09:59:07 And I posted it in there, it would be called the.

09:59:13 Let me look it up, so I can get the exact language for you, the associate degree for transfer inter segmental implementation committee.

09:59:24 And it is established for the following purposes, which you can read.

09:59:30 And it's being established by the legislature there they are establishing it, so there, there's a long list of membership, so I put the link in the chat and you can look up the long list groups that would appoint members to this, but ok so that's who

09:59:47 would appoint. My question is, who does this body, like, Who does this body with who's overseeing this body.

10:00:01 This oversight committee who oversees the, the work of the Oversight Committee.

10:00:07 Is it the legislature. Do they answer to the legislature. Yeah, yes they respond to the legislature and the governor. All right, thank you.

10:00:17 You're welcome. You have one more hand based on Julie, okay, Julie.

10:00:23 Yes, thanks and sorry if I missed this earlier Jenny, um, can you explain what a spot bill is.

10:00:30 Oh, sure. So as I bought bill is when, when an assembly member or senator knows that they want to get a bill out there but they don't know what it's going to be on yet so they just pull ups, they just write some bill to recommend some change to legislation.

10:00:48 Like, they even just change one little word in there so that it gets in by the date which was February 19 that here's my bill, and then it so it's holding a spot so when they do find some legislation to write, they can change it and put it in there.

10:01:07 So, like, 8928 was a spot bill for a long time because they hadn't finished writing the legislation. And then the next one I'm going to talk about was also a spot bill, and it changed considerably from the original language to the new language, and it's

10:01:22 just because they have a deadline to get these bills written.

10:01:27 And so they can put something in and maybe it's not what the legislation is going to be on, but then they can amend it to something new.

10:01:40 So the next one I'm going to talk about is a B, 1111 1111.

10:01:50 So I will put this one in the chat as well because it was a spot bill.

10:01:56 And I'm pulling it up.

10:01:58 And I'm going to copy and paste it in the chat, so you all can take a look at it.

10:02:04 And this is for common course numbering

10:02:11 throughout the entire system so let me paste it in the chat.

10:02:19 Okay, I just put it in the chat.

10:02:24 And let me

10:02:28 go back to my document.

10:02:41 So I can tell you a little bit about it. So this bill, it was a spot bill, and it was on something completely different and you'll see that when you look at it, but this would now require the California Community Colleges to adopt at all community colleges,

10:02:47 and for each community college campus catalog, a common course numbering system, starting with courses included in the CD numbering system. So, all the courses that we have see ID numbers for would have to have a common course number, throughout the whole

10:03:04 system, and then it would be expanded to all general education requirements would have a common course number, and then transfer pathway courses, eventually would all have a common course number.

10:03:17 And this would require community college campuses to incorporate the common course numbers in their catalogs.

10:03:26 And it would impose a state mandated local program.

10:03:31 So we have any positions. Yes.

10:03:35 Oh sorry, I'm Sylvester just let me know that, unfortunately he does have to jump out at 10. Okay, so I'm wondering if we can go potty report and return to it.

10:03:49 After he gives his five minute foundation report thank you so much Sylvester he's still here with us.

10:03:58 You're muted Sylvester.

10:04:03 Here. Thank you later. Thank you for each one I want to say good morning to each of you and thank you for your attendance, and I apologize for having to go in and out but I got another professional development opportunity that I'm dealing with at the

10:04:14 same time, I foundation report we're very, very excited, we continue as the president of the foundation along with our wonderful directors Myra crews van rider Stephanie Korean manual, the less we really continue to help sustain support for our professional

10:04:35 professionally diverse faculty throughout the state. We were so fortunate this year, and we are blessed because of all of your donations through are Giving Tuesday that happened in December, what we raised over $4,000.

10:04:54 As a result of your generosity and your support. We were able to award 20 scholarships for professionals to attend. I spring plenary.

10:05:07 We were able to award six scholarships for the a two man online virtual concert. And we were able to support 12 mentees and 12 mentors for our newly developed faculty empowerment Leadership Academy.

10:05:25 And we've also given out several scholarships, through our newly formed innovation grant. And we are still accepting applications for that. So as the president along with our directors I want to say thank you to each of you for taking the time to be generous.

10:05:46 And we also would like to ask you to continue to contribute whatever amount of dollars that you have to help us to support the work of our intellectual scholars and academics area competition, we're going to be discussing that are upcoming meeting on

10:06:16 the eighth, trying to find different ways still to improve our fundraising efforts. We are revising our marketing plan. We're asking that each of you will continue to go to smile, Amazon, as you can to this as your charity organization to continue to

10:06:29 donate.

10:06:31 Once again we want to thank you in advance. And thank you for the future for all of your wonderful care and love that you have shown the foundation, because remember whether it's $5, whether it's $1, whether it's $100.

10:06:48 We don't have any amount that we say that you cannot donate.

10:06:55 It's not not not necessarily the amount but if the heart that goes along with the amount. So we are very grateful for each of you for what you've done.

10:07:01 And we look forward to your continued support, as we support our find faculty professionals throughout the system. If you have any information that you would like to share about different fundraising ideas, please feel free to contact us at info at as

10:07:20 triple c.org. And that completes the mouth, my foundation report. Are there any questions.

10:07:31 Okay, thank you. Pastor great report. Thank you very much.

10:07:35 Thank you so after I'm glad we were able to have you do that before you had to leave, and I'll be back and I'll be back. This afternoon, thank you.

10:07:45 Okay, thank you, before we turn back to God for her to give more of her record and answer more of the great questions that are coming up.

10:07:56 Apparently I have been just notified that our president Dorothy Davison has my teacher, a great lad.

10:08:05 Sorry. Um, so that that we actually are not supposed to be recording these meetings and I think the purpose of that is to enable more, you know less inhibition about speaking, frankly, so if it's okay with everyone.

10:08:24 Well, I'm going to try to honor what our president says, and turn off the recording, but we do have the transcript thing that's still happening. So I will share the transcripts, but I will turn off the recording.

10:08:37 Okay.

10:08:39 and we will proceed without the recording but I will have the transcript, and I'll be happy to share that out with everyone. After the meeting concludes so let me stop the recording now.

10:08:54 Okay.

10:08:54 Okay. So, back to you, Jenny. Thank you. And thanks to everyone.

10:09:01 So I put in the chat on AB 928 is the bill regarding ADTSAB 1111 is one with common course numbering.

10:09:11 And, you know, pull reports on these will be coming out. I'm just giving you some heads up on the legislation that's coming out so nobody is surprised you get this information, early as possible so you can share with your academic senate and whether or

10:09:25 not you want to come forward with resolutions regarding them.

10:09:30 But we will be talking about these a lot.

10:09:35 Nothing's going to happen right away with them. I mean, they, they wouldn't be signed, they wouldn't become law, until January 2022. And I'm expecting lots of amendments and changes going forward.

10:09:49 So I don't remember where I was on I was talking about 11 right was somebody's asking questions that are where was I think I leaned have a question.

10:10:04 Okay.

10:10:03 No you answered it You answered it in the chat, it was I know that it's not going to be. I know that it's not going to be law for a minute.

10:10:12 Yeah.

10:10:14 But I'm wondering if they have like if they're gonna give us a timeline to work with to get, I mean, common course numbers across all campuses, it's just sounds, it sounds like major work.

10:10:30 Well, I'm details.

10:10:31 Yeah, so, so we do have past positions the Academic Senate has passed positions on att pathways as well as common course numbering while we do think common course numbering would be tremendously helpful for our students it's tremendously costly.

10:10:48 And there was a report by the California Post Secondary Education Commission back in 1984, from a Senate Bill 851 in 1983 that one had caught common course numbering, and what they found is that it was excessively costly and probably unworkable what we

10:11:11 believe right now with the Academic Senate has come forward with is our use of the CD course numbering where every all our courses are associated with the CD course number, and that we've all also asked that they'd be put in, you know, the class schedules,

10:11:29 the college catalog so that students know right up front, if their course, you know, articulates with this CD course that has a CD designator.

10:11:41 So, we do think there's that AB 1111 will be tremendously costly and that's that that's discussions are happening in that area right now.

10:11:55 Any other questions.

10:12:01 No questions on the chat. Alrighty, and I'm, I'm good. Eileen are you talking No. Okay, so I'm going to.

10:12:16 Okay. I don't see anything. All right, so then next, we'll talk a little bit about transfer Model Curriculum what we're doing and what we have been doing regarding streamlining our transfer Model Curriculum so I CW that I told you a little bit about earlier,

10:12:32 that's the under segmental curriculum work group, which kind of has oversight over our transfer Model Curriculum see ID course numbering.

10:12:43 You know in our 80s. So the, this inner segmental group.

10:12:49 We have been working closely with the CIT Advisory Committee. And, which is also an inner segmental group that facilitates TMC and Cid development and revision to align to MCs.

10:13:04 And so we're looking, we were looking to align TMC with the University of California transfer pathways so you see TP which you may have heard of, and were feasible.

10:13:14 So wherever those at Ts or TMC is can be aligned with UC transfer pathways, we're trying to do so, and where we're finding that they are not feasible.

10:13:25 We are trying to explain or, our goal is to get the information out to students and other stakeholders, why they can't align why it's not feasible, and clearly identify the goals of the two different paths.

10:13:40 So we've done this with a few disciplines already. And so, if for more information on that will have a rostrum article coming out about that and we have several articles about it.

10:13:55 So just know we've already been working on trying to streamline and align transfer pathways, even before a 928 came out, and this would be faculty lead.

10:14:08 So, um, I don't see any other questions. So we had a number of events coming up and they're even letter, Jamie before you move forward. There is a comment from Mary paper around the quarter.

10:14:24 Since the answer is in a quarter system.

10:14:27 Posting CIT numbers is problematic since the three quarter length courses, equal to two semester units.

10:14:35 Right, so, so we do have some different types of ways of doing this and we, we certainly understand so DNS a Foothill and Lake Tahoe community colleges, college, those are the three colleges that are on the quarter system, and we understand that difficulty

10:14:52 there.

10:14:53 So we will we will remember that and represent you. So it's, you know, we encourage colleges to do what they can do. And when they can't do it, then explain why they can't do it, because, you know, having a one size fits all, is not in the best interest

10:15:12 of our students and our colleges.

10:15:15 So thank you, Mary.

10:15:19 All right, anything else.

10:15:22 Any questions about something maybe I didn't talk about not too much though.

10:15:34 Okay, I think that's it. Oh, you know, one more thing here is I do want to encourage people elections are coming up for the Academic Senate executive committee announcements came out, and we have numerous positions ready to for people to run.

10:15:53 We encourage you to nominate yourself or others to run for positions, and we don't see people running as a challenge we see it as interest and giving people choice.

10:16:06 So I encourage you all, if you're interested to run for a position if you have any questions or you want to talk about it, feel free to contact me. I'm glad to help out in any way that I can.

10:16:16 So thank you. Yeah. Thank you, Jenny thank you for noting that I do have on the agenda that Wendy grill when coop, who is on the Elections Committee will be joining us later near the end of our meeting today posted two o'clock to talk more in detail about

10:16:34 about election so it's great that we have a reminder from you now and we'll hear more from her later about it as well. And yeah, thank you so much I agree with Maya very comprehensive report.

10:16:46 I appreciate that you make yourself available to answer questions and I just want to emphasize again to everyone that the info at as triple c.org.

10:16:58 That should be an email that you keep you know that you remember for any queries.

10:17:05 Any comments that you want to provide to the as Triple C Executive Committee, about bills or any other issues academic, professional matters within our system.

10:17:18 That is the email that you should use to direct anything like that. And I know that the team tries to be as prompt as possible in both directing those requests and comments to the appropriate executive member and also having the appropriate person answer

10:17:39 a query. So just want to make sure that to remind everybody about that.

10:17:44 So, we are still a little ahead of our agenda which is great because I think that our upcoming items, including resolutions may have more, there may be more desire for discussion, and questions, especially since the only the second plenary that we have

10:18:05 have where we will be conducting our resolutions.

10:18:11 Debate process and voting completely online.

10:18:16 And it went very well in the fall, and I anticipated will go well again in the spring.

10:18:23 But just there may be some new people who are or some people who are new to participating in that so it's just good to have more time to be able to discuss resolutions and the process.

10:18:34 And so for that I'm very pleased that we have both. Dr. Andy Corbett from our resolutions committee, as well as David Morris past president of the as Triple C and also very very very experienced with resolutions.

10:18:53 They are here to help facilitate that discussion of explaining the resolution process, how it's working now while we were while we are doing things remotely.

10:19:07 And also, we do have two resolutions that I have been made aware of that are being carried here today for discussion and also for our approval to be included in the next package.

10:19:20 So yeah, Dr. Corey bed, and David Morris, please, take it away.

10:19:28 Okay thanks Karen. Hi everybody. So I'm not sure if I like being referred to is very very very experienced it makes me sound really old. So, but I Well, that's it.

10:19:40 Sorry David that was not my intention, I'm sorry.

10:19:44 Yeah, that's okay.

10:19:46 So yeah, happy to be here. I haven't been to an area been meeting for about five years or so. So, this is a nice to see some of you and several people that I know.

10:19:54 So Karen Can I just go ahead and screen share with the PowerPoint and, yes, you should be able to let me know if you have an issue with think I can.

10:20:05 So, and yes, any and I are both members of the resolutions committee. So, any just jumped in on anything at any point, please.

10:20:16 I probably won't.

10:20:21 You know, any, any you can do it we're we're okay.

10:20:28 And I am certain that she can do it actually but any is is a little bit newer with this so we felt it might be a good idea to give a little bit of help today.

10:20:36 Although I'm quite certain that if she had to do it on her own. She would be more than capable so.

10:20:41 So, All right. Just want to run through some things on the process. Many of you have seen this before.

10:20:48 The first slide here, I'm not going to read through all of these word for word you can read I'm, you certainly can. So, but just add an explanation first off of why we use the resolutions and I think the most important here.

10:21:07 Do the resolutions, as a way for you to give directions to the organization and to the executive committee. It's through the resolutions that you decide what positions, we're going to take what what directions, we're going to pursue what activities we

10:21:22 are going to do. And so, your, your resolutions are important. The resolute the voting of the body is important. In order to guide guide the executive committee to make certain that they are doing what you want the executive committee to be doing.

10:21:39 Sorry I can't seem to get real clear today.

10:21:43 Okay, so.

10:21:50 So, we are now obviously doing a virtual plenary session this year as Karen mentioned. So, the resolutions process is actually quite a bit of fun when it's in person with the debate and that sort of thing.

10:22:08 We hope to recapture that as much as we possibly can, although it's not quite the same thing as being in person. We're using two different systems that will be a zoom to facilitate the debate and then pull everywhere for the voting.

10:22:21 The as Triple C president the resolutions chair Stephanie curry and the parliamentarian de Massara will be together, somewhere in an undisclosed location so no one can find them, I suppose, socially distance.

10:22:36 So to facilitate what is going on.

10:22:39 So, the important thing on this one is make certain that you have gotten in your certification form, so that the Senate knows who you delegate is each college has one voting delegate.

10:22:57 And then if you are from a multi college district that has an academic senate that has a district Academic Senate, your district said it also has a delegate.

10:23:07 And so make certain that those forms are in, in order that you will actually get to have your vote

10:23:17 in any one thing that you might help with. I can't see the chat while I'm screen sharing so if you can monitor the chat so that if any questions come up there, we can answer them.

10:23:27 So, okay.

10:23:30 So the way that the discussion will work. The president. This is the norm, will read, usually doesn't read the entire resolution just reads the resolved clauses.

10:23:43 Then people who want to debate will put either pro or con into the chat of the zoom session, and you put Pro, your name and your college or con if the usual instructions they give it the beginning if you're speaking in favor of the resolution you put

10:24:02 Pro with your speaking against you put con.

10:24:05 you're speaking against you put con. Every time I have to read that in front of the room, I'd like to people really need to be told this Are these the same people that need to be told how to fasten your seat belt on an airplane.

10:24:13 But anyway, that's the that's the role of your role, and in favor moderators will be facilitating will be keeping track of who's pro and con and tell the chair who do call on next with that the debates limited to 15 minutes, that includes any amendments,

10:24:31 for each resolution. There can be one motion to extend by five minutes, so the maximum we do on any one resolution is 20 minutes. And that's if there's a motion to extend the time.

10:24:44 And then usually when we are in person as those of you who have been to her in person plenary sessions. Now, there are actually three microphones there's a con mic on one side there's a pro mic on the other.

10:24:55 And then the middle of the room there's a parliamentary microphone, which is used for asking procedural questions for making procedural motions, like calling the question, like referring the resolution, something like that.

10:25:08 So if it's a game, you put into the chat if you want to speak.

10:25:12 If you're speaking in favor it's pro your top your name and your college, if it's con, same thing but con. If it's a parliamentary question or motion, you put PM, your name and your college, and the parliamentary motion microphone takes precedence.

10:25:29 So if there's something parliamentary, the chair will go to that before going to either the pro or the current speaker in each case.

10:25:38 Okay.

10:25:41 So, we'll come back a little bit to that little further out of the PowerPoint.

10:25:45 The way the resolutions are developed the initial packet which is mostly what we will be talking about this afternoon is created by the executive committee.

10:25:55 Lot of the resolutions came from the standing committees of the Senate and they get sent to the executive committee and the executive committee decides which ones to put forward.

10:26:04 And that's the second point here and that's really important.

10:26:07 The fact that something is set forward is a resolution and that initial packet, does not mean that the resolutions committee is endorsing it, it doesn't mean the resolutions committee is in favor or the executive committee is in favor.

10:26:21 It doesn't mean that the ass triples He wants you to vote for it, necessarily. It's that the executive committee feels that it's a legitimate resolution that's worthy of debate, the executive committee isn't the one that makes the decision unless it's

10:26:35 simply something inappropriate.

10:26:38 You're the ones making the decision so get the fact that it's in the packet, does not mean an endorsement one way or the other, as we're going through these today, or at your area meeting at the plenary session cleanups edit small things just like fixing

10:26:54 a spelling error, that sort of thing. We're gonna have to dwell on that a lot today we will reprove the pack in a couple of times before it's all done.

10:27:02 I think we have a couple of English teachers on the resolutions committee so we'll get it cleaned up in that sense so you don't have to worry about every comma being in the right place at this point.

10:27:12 But if there are you know small changes we can do those just as part of the cleanup.

10:27:15 If there are any changes that would actually alter the resolution in any way, then you write an amendment, and that can be done today or up until the plenary.

10:27:28 We can also have and Karen already mentioned there are a couple of resolutions already submitted to be added today.

10:27:34 So, you can add resolutions, in an area meeting, and then actually still for a couple of weeks leading up to the plenary.

10:27:43 But those two processes are a little different for the ones proposed today.

10:27:47 It's the decision of this area, whether you want to send it forward.

10:27:51 And I don't know it's been a while as I said since I was in an area be meeting so I'm not quite sure how you operate I don't quite remember some areas vote area d is always kind of like yeah yeah let it go through yeah just kind of a.

10:28:04 I'm not even sure I'd call it consensus it's almost apathy. So, the, but whatever the case is the.

10:28:12 But you decide as a body and, you know, the important thing there again it's not that you agree with it, it's not that you think that you want the resolution to pass.

10:28:21 It's Do you feel that this is a real legitimate resolution that should be considered and set forward for the statewide delegates to decide that.

10:28:30 That's the decision you're making the resolutions that come forward today.

10:28:34 And the only thing I would say on that is to keep in mind is you're sending something forward. Once it's in the packet it's in the packet.

10:28:43 So if it's out there, then the whole state's going to see it chancellor's office reads this packet administrators around the state read this packet. So, just putting the resolution forward does have a certain amount of consequence.

10:28:58 Still most resolutions that are brought do end up getting sent forward because again we want to have open debate of most ideas.

10:29:05 But if it's something that you feel like know this really contradicts what we would even stand for, then you really want to think about whether that should really be sent forward.

10:29:15 There's still a contact required. So somebody has to put a name on any resolution that goes forward today, and it should be somebody who is actually going to be at the plenary session, virtually so that people have questions on if they have somebody to

10:29:30 to contact and connect and answer question. That's probably more important when we're in person, because virtually obviously somebody could be emailed even if that person wasn't at the plenary, but it's still be a good idea to try to have somebody who's

10:29:43 attending, and who can maybe speak to the resolution there.

10:29:48 And we can help with the formatting that sort of thing will be cleaning these things up, and then we will forward everything to the resolutions chair at the end of the meeting at the whole packet put together the consent calendar.

10:30:00 Okay.

10:30:03 resolutions, when they're created are placed on the consent calendar. If we don't think they're controversial.

10:30:09 We think they're likely to go through fairly easily.

10:30:12 If they do not reverse a previous position.

10:30:16 And if they're not competing with another resolution then they go on the consent calendar. So most of the stuff that's in the packet now probably is on the consent calendar at this point is that that criteria would actually apply to quite a few resolutions,

10:30:30 but ok so the content calendar is taken care of right at the beginning of the voting on Saturday at the plenary session, we'll talk about that again in a moment.

10:30:44 But consent calendar items can be pulled off of consent number one anything that we go through today. If it's marked as being on consent and you think, wait a minute, I think, This needs to be talked about.

10:30:54 I think there's something to say on this, you can speak up and say that today and we'll just take it off of the consent calendar. Now, you don't really have to give a reason.

10:31:03 You don't have to make an argument for it. If somebody says take it off consent it comes off consent.

10:31:09 anybody up until 8:30am on the Saturday morning at the plenary any attendee could just say I want this taken off of the consent calendar. and it comes off.

10:31:20 And then, at 820, right at the beginning of the plenary session, the President will ask one more time. Is there anything more that anybody wants to have hold.

10:31:28 And at that point, what's left on the consent calendar. So again we can pull them today, pull them up until that Saturday, right at the beginning of the Saturday voting resident will say anything else need to come off, whatever's left the president just

10:31:42 says okay can we adopt the consent calendar by consent.

10:31:46 There's no comment, and we take care of whatever resolutions are still on consent that way without having to spend the time on them and debate them. It's really helped us to move through the plenary sessions more quickly that way.

10:31:57 Again, you do not have to have an excuse or reason for pulling an item. But if you do pull an item, then be ready to get up and talk about it at the plenary session be ready to say why you know whatever it is you want more information on why you think

10:32:11 it's a problem whatever there may be.

10:32:14 It is a little frustrating when we've had something on consent and it gets pulled off consent and then nobody says anything. So why did it come off consent in the first place.

10:32:22 So again if you if you do pull an item that somebody should want to speak to it.

10:32:28 OK,

10:32:31 so the timeline for how this will work. So we've got the area meetings area A and B today area CMD tomorrow.

10:32:39 The resolutions packet. So whatever resolutions are brought up and agreed to by the areas and those four meetings will be sent to the resolutions chair and we'll put that packet together.

10:32:53 And within about three days we will have that packets sent back out to your academic senate presidents, so that everybody can see the whole packet at that point that you know the resolutions have been proposed.

10:33:04 Then there will be that will be posted online and there will be a review period, up until April 12, for people to talk about the resolutions to comment on them for you to share them with your local Academic Senate to discuss them.

10:33:17 We will be having office hours between April 5 and April night, you know, there are few hours set aside, which I'll give you in a few minutes, that the resolutions committee members will be available to help if you want to write a new resolution.

10:33:32 If you want to write an amendment to, if you just have questions on something, whatever the case may be, so we'll have those for you and a little bit.

10:33:43 Again make sure that your college has it certification for who you're voting delegate is in by April night so that person is registered and and will be counted in the balloting and in the voting.

10:33:55 Any new resolutions, so good today, if you bring it brought a resolution the area just has to send it through.

10:34:04 If you write a resolution. After today, it can still be submitted up until April 9 and can still be included. You will need to get for voting delegates to act as secondary to it.

10:34:19 And, again, we'll cover that a little bit more how that process works in just a moment.

10:34:23 Amendments are due by April 12 and the same thing you need for people to second that.

10:34:28 The final packet and then will be sent out to the field at April 14 which is right at the beginning of the plenary.

10:34:35 And then at that point to set the packet is finished and that's what we will be voting on on the plenary Saturday, unless there are any urgent resolutions, which are due by Friday the 16th,

10:34:49 an urgent resolution has to be something that comes up after the packet is published, so it would have to be something that came up after April 14 between the 14th and the 16th and cannot wait until next time.

10:35:06 So just to give you a couple of examples on that one example of one that we did find to be legitimate. I remember way back when we were doing.

10:35:16 When Senate Bill 1440 was created that created the transfer degrees. Originally the Academic Senate and had an opposed position for that and we had a resolution in the packet that was opposing the transfer degree bill because there were various things

10:35:30 in it that we thought were really bad ideas on the Friday morning of the plenary session. So we'd already been at the plenary for a day we were passed the resolutions deadline.

10:35:40 And on Friday morning we get notified that the bill has been changed and everything that we were protesting is pretty much been taken out at that point.

10:35:47 So it came up after the packet was published its legislation, it's not going to wait for six months until the next plenary session, we put in a new resolution at that point to change our position and do actually go in favor of the transfer bill at that

10:36:00 point. So that's an example of something that would be considered an urgent resolution, but it does have to meet that criteria,

10:36:09 same criteria basically that you should be at using for adding items to your agenda senate meeting, something that's like you that you can't wait.

10:36:19 OK, so the opening review period so after again, about three days, the resolutions will be posted online. After the area meetings for about 10 days. Anybody can go through and review them can provide comments, you won't be able to edit, but you can provide

10:36:33 comments and suggestions.

10:36:35 The goal of this is just to get them out there to allow people to throw a feedback to generate conversations.

10:36:43 Then again, if you see a need for an amendment, or a new resolution you can create and submit that we will have a list of the registered delegates that we can publish for you, so that you will know who to contact in order to find people who might second

10:37:00 your amendment, or your resolution. And again, you need to have four people as second, third, or a second there's go amendments or resolutions after today.

10:37:13 Today, group decides.

10:37:14 Okay.

10:37:16 And then, yeah, I think this explains the process on that. Yeah, you have to have the four delegates. They say that enough time john hopefully that got through.

10:37:24 Okay, so you have that for a second.

10:37:27 I'm just reading the PowerPoint I'm not repeating myself the PowerPoint is repeating me.

10:37:33 The.

10:37:33 They, so you just send in your new resolution or amendment electronically two resolutions that I asked triple c.org with the names of the four delegates that are second thing.

10:37:42 If it's a resolution send the full text of the resolution.

10:37:46 If it's an amendment copy the original resolution. And that just use strikeouts to take things out and underline for anything that you are adding don't do track changes do strikeouts and underlining.

10:37:58 Make sure you include a contact person's email and cell phone number for whoever's going to be responsible as the contact. And again include the names and the colleges of the people who are acting a second there's as well as your own name in college.

10:38:16 People mowing my lawn just got here so I hope that won't be too loud outside with the lawn mower going, we'll see. Okay, as you're working on resolutions a couple of things.

10:38:26 Number one before writing a new resolution.

10:38:29 Check to see if there's already an existing position.

10:38:33 And you can go to as triple c.org resources and resolutions. And that's a searchable database, so you can search by keyword there to see if there's anything that might match the resolution that you want for two reasons.

10:38:49 Number one, if there's an existing position and you're going against the different would be reversing a position, then it's not just going to be a majority vote it's going to require a two thirds vote at plenary.

10:39:01 If there's already a position and it's the position that you want anyway then there's really no reason to write the resolution we've already got it. So, just kind of remind the executive committee remember the executive committee that hey, this position

10:39:13 was great and what's going on with it, that sort of thing rather than writing a new resolution.

10:39:18 And again, there's where you submit again, men have again because someday we've got to make this PowerPoint less repetitive.

10:39:25 If you're thinking about a amendment, you might want to talk to the person who wrote the original resolution first and again the person's college and that sort of thing are listed in the packet.

10:39:35 So, but it's just a good idea not only out of courtesy hey I'm thinking about it writing a resolution, an amendment to your resolution, but also because after talking to the person it might change I mean you might understand why things were done the way

10:39:46 they worded it might affect your decision on whether you want to write an amendment or not. So, just good practice, not a requirement but a really good idea.

10:39:57 Okay, again, we will be holding some open office hours for you to come in for help with the resolutions or amendments or questions that you might have.

10:40:04 So these are the dates and times that those will be and we can. I don't I mean you can jot those down now.

10:40:13 We can publish this PowerPoint I'm sure Karen can send it to everybody so that so that you have the whole thing if you want it afterwards. So, but these are the, these are the times that we will have a resolutions committee member or two online in a zoom

10:40:26 session, just by last night's experience kind of waiting there and wishing somebody come in and talk to us. So, kind of like office hours, you know, so, so, you know, feel free to drop in and talk with us.

10:40:43 Okay, getting ready for voting number one. So when you get the packet, which again will be sent out the ones with the area meeting packets will be sent out in about three days, or every meeting resolutions will be sending out in about three days.

10:40:58 Talk to your local senators, especially in disciplines that would be affected by the resolutions to see how they feel, what they think about the resolutions.

10:41:07 And you might have people who would be involved in, if it's a resolution that involves bath, you might want to have your math department chair or if you have department chairs or somebody like that kind of on standby so you can ask questions of what your

10:41:21 colleagues might think of something during the voting on Saturday as they go by.

10:41:26 If you need any clarification, or an amendment ask the contact.

10:41:30 So yeah, those are listed in the packet.

10:41:34 So, you can ask questions are going up that's the whole point behind having contacts, we changed that several years ago from having an author to having a contact.

10:41:42 And the whole point of that was so that there would be somebody to ask questions out.

10:41:47 And always a good idea if you can get a couple of weeks before the plenary session so if you get this in three days. If you've got a senate meeting between now and then, good idea to take the packet to your senate meeting talk it through with your Senate

10:42:01 to get their feedback to get their guidance, the delegate is still the one casting the vote.

10:42:08 And so generally speaking, it's the delegate that makes the decision whether to vote for or against the senate could pass a motion to direct the delegate to vote this way or that way on a particular motion.

10:42:22 Personally I don't think that's a really good idea because then you're making up your mind before you actually ever hear the debate, which seems like a bad thing to do.

10:42:28 But, but at least to get the guidance so you know the general feeling of how you're sending is going on this and whether you know that should be certainly influencing your thinking heavily as the delegate.

10:42:39 So talking these through with your Senate is a very good idea.

10:42:44 And then Saturday, all the fun, the voting day, we debate, we vote.

10:42:52 Again, it's really kind of entertaining in many cases, you also learn. We also again will have a professional parliamentarian on stage with the president so actually one of the things that I always got out of these sessions is I learned an incredible

10:43:04 amount about Robert's Rules and running meetings just by sitting and watching these plenary sessions for years so it's really a useful thing to be there even if you're not there yet delegate

10:43:15 pro and con arguments are made on zoom.

10:43:18 Again the debate.

10:43:23 So the debate will work like this. Get you put into the chat, either pro name and college con name and college or pm for Parliament very name in college, if it's if there's something a parliamentarian question or emotion, the president go to that first.

10:43:37 Otherwise you go back and forth a pro speaker than a con speaker than a pro speaker, then it can speaker.

10:43:45 And as soon as there's nobody on one side or the other, we're done.

10:43:49 You don't have like five pro speakers going in a row saying the same thing over and over again. So this is actually really nice as opposed to some debates that I've been in and and meetings in various places, it cuts down on the repetition as soon as

10:44:01 there's no argument on one side, the President will call it, and it will go for a maximum of 15 minutes, somebody can get up to the parliamentary Mike and make one time a motion to extend by five.

10:44:14 So the.

10:44:16 So the debate at maximum is 20 minutes on each resolution and that includes the amendments. So if you spend all day.

10:44:25 debating the amendment there's no time to actually talk about the resolution.

10:44:27 Something to have in mind with that.

10:44:32 You can indicate in the chat with the PM, if you want to make only delegates can make parliamentarian motions.

10:44:40 Only a delegate can make a motion to call the question, or to refer the resolution or something like that. Anybody can get up and ask a parliamentarian question a procedural question, but only delegates can actually make a motion.

10:45:02 Yeah. And then at the end of the debate will use Paul everywhere, only the delegates are able to actually vote. And if you don't know what no certain teams means I'm not going to even try to explain it just please come sometime to an in person, plenary

10:45:15 session so you can actually see the delight of going through a serpentine boat.

10:45:24 And we will not because of just the different situation usually at the spring we are running our resolution process at the same time as the elections process for the executive committee.

10:45:35 This will be a little bit separate and been a little bit differently this time around just because of the virtual environment that we're in.

10:45:44 So, resolutions can be referred to the executive committee.

10:45:48 I should also mention, by the way, just before going on I think it may be in here later but what know Is there anybody can debate. So that's important.

10:45:55 Again, only the delegates vote only the delegates can make parliamentary motions, resolutions cannot be amended during the voting, either vote them up or down.

10:46:05 Well, they can be amended by the amendments that have been submitted, but you can't make new amendments during the, the voting on the plenary day. Okay.

10:46:13 But anybody can debate. Any, any attendee can speak in favor or against that does not have to be a delegate.

10:46:20 Only the delegates can vote. Okay.

10:46:25 Alright, so referring a delegate can make a parliamentarian motion to refer a resolution to the executive committee.

10:46:35 If you think more information is needed, or more clarity. If you think hey this just came up I haven't had time to discuss it with my Senate, and I don't know enough about this yet, so we need to wait.

10:46:47 That maybe it's worthy of consideration, but it's really written poorly again, these resolutions get published, and people all over the state read them, and they get mentioned in our papers and the chancellor's office sees the man sometimes the Board

10:47:01 of Governors these the.

10:47:02 So it matters. If the resolution is really badly written and really unclear yet probably ought to be sent some ways.

10:47:10 So, if you're going to refer the resolution to the executive committee.

10:47:16 Then, number one say what you want done, is the executive committee supposed to just clarify it is the executive committee is supposed to study it and decide whether it should come back.

10:47:25 Okay but decide what it is that you want to have done. And by win. Okay so, like to make a motion to refer this to the executive committee for them to clarify it and bring it back for the fall plenary session, or a motion to refer to the executive committee

10:47:43 and find information on this particular subject and bring it back to the fall but you know something like that, whatever it may be.

10:47:51 You can't refer a resolution in order to accomplish what the resolution is seeking to do.

10:47:58 So, I mean that's that's something that you cannot do. And generally, so what will come.

10:48:03 But the get so the executive committee, can't just, you can't just say okay I want to refer this and have the executive committee basically just do it and have the executive committee carry out whatever it is that's being asked to be done.

10:48:15 Yeah, that's kind of an underground to the process that that's not allowed.

10:48:20 This is what I was just about to say if the resolutions unclear even after the amendments, maybe just vote it down instead of refer it. Ok.

10:48:29 So, again, because these do go out all over the state because they are published widely. It is important that they are clear, and I've seen plenty of resolutions that did get shot down because look we might agree with you but we don't even understand

10:48:41 what this say this is so long, there's so much stuff packed in here that we can't even really fight through it.

10:48:48 If you vote it down, it can always be brought back by the writer to the next plenary session and brought up there, and it's often better to do that because if you, if you refer to the executive committee then you're basically asking the executive mini

10:49:02 to handle it, rather than giving the person who was presenting the idea of the opportunity, the executive committee might still work with that person.

10:49:10 But it's still better to leave it in the hands of the person who wanted it brought forward and say look, we might agree with the idea but this is just not written in a way that we can really go with.

10:49:21 And again, that is an important thing because of how widely these go out.

10:49:25 So a few resources.

10:49:29 You've got here links for senate role delegate roles and responsibilities the resolutions handbook on the web page where you can search the resolutions.

10:49:37 the as Triple C bylaws.

10:49:41 So, those links are there for you and again, Karen can send this PowerPoint out afterwards Karen if you don't have enough, I'll send it to you right after him I think that is the end of the PowerPoint.

10:49:54 So I'll stop sharing and ask if there are any questions.

10:49:59 Yes, thank you so much, David. Yeah, definitely. This is the point at which we would like to entertain any questions or comments I'm searching to see if there any hands or any anything in the chat.

10:50:15 There was a question early on from a

10:50:23 Sikh Catherine.

10:50:26 Yeah.

10:50:29 What if we want to know or be informed by the position of the as Triple C executive team. Any way to learn or hear that.

10:50:41 I just scroll back up and see if I can find the, I can explain what I was asking

10:50:49 for your email later by the way.

10:50:53 No, I was just wondering if there was any way to know kind of what the exec team thinks you know their position on these resolutions you mentioned early on in the presentation that just because it's there, doesn't mean that you are the position is kind

10:51:08 of recommending for voting just that it's worthy of debate, and so I was just curious if there's any way to know that. So you can talk to in advance, or at the plenary session to individual executive committee members and get their thoughts about things.

10:51:24 The reality is, until the resolution is passed the executive committee doesn't have a, and we've had numerous occasions when we've got one executive committee member of the pro mic and another executive minute member of the comeback, you know on things.

10:51:38 So, or several you know each way, so there's not necessarily a consistent position until after it's been adopted, then that's the executive committee's positions, Jenny did you want to jump in.

10:51:51 Yeah So David, Yeah, thank you David. That's exactly right. So, you might want to ask several executive committee members what are their thoughts on this resolution, because once it's past that, then, then we have we, it's our requirement were required

10:52:06 to all support it. And, and that's what we do for as a nonprofit institutions.

10:52:14 And so another thing voting a resolution down doesn't mean you are voting no to the topic, it just means you're not passing it at this time. So, so those are two different things so we wanted to you know if there was a resolution saying that all trees

10:52:30 have to have green leaves, and we didn't you know you didn't support that resolution if you voted it down, it wouldn't say then that no trees have green leaves, it just wouldn't be supported that all trees have green leaves.

10:52:44 And then something could come back later if that helps.

10:52:48 I don't think we have a botnet discipline that Jenny but other than that, that was really good. So yeah. Okay, thank you. So, now we don't have bought me.

10:53:01 If not, then I'll throw this back to Karen I guess so.

10:53:08 So I think we are at the point. Thank you so much, David, and Annie. I think we are at the point where we might want to, we have some time still I thought it made sense to actually have anyone who wants it was carrying a resolution to bring it forward

10:53:26 now for the body to look at together and like I said I'm aware of two. And I have posted them to the chat earlier, as well as to the area be web page.

10:53:43 And why don't I turn to you because I know Leanne was the one who first reached out to me a couple weeks with her weeks ago about the with the resolution on support for me and my students from Myanmar.

10:53:56 So, Leanne Do you want to present that one and you can also share your screen if you like.

10:54:06 Yes.

10:54:10 Can you hear me.

10:54:12 Yes. Okay, good. Thank you.

10:54:14 Sorry I live near the airport, so I have to be careful of my audio. Okay. Thanks everyone. There is a resolution that I would like to share with you I shared it.

10:54:27 I shared a version of it on the, the, the Google group that many of us are on this is based on a resolution that was passed out of our Senate, and it actually caused our Senate to be able to work with our president to get some traction on some very concrete

10:54:50 supports for students in in Myanmar, or students from me and mark. So, let's see.

10:54:58 Shall I just go, the resolutions fairly short perhaps I'll just let people read it, instead of reading it out to you.

10:55:06 Give people a second, and maybe give me a thumbs up when you're finished with it.

10:56:31 And just give me a thumbs up on your reaction screen if you finished reading it.

10:56:44 Alright, seeing lots of thumbs up there. Okay, so I don't know how many

10:56:53 you know what what percentage of students, it's hard for us to know what percentage of students we may have on our campuses from me Mr. Because many of them adopt Chinese surnames.

10:57:05 So they are sometimes difficult to track.

10:57:10 Me and Mar is often a culture where you might have one given name or one family name and so the surname doesn't always follow you to your cut your country of immigration so many adopt Chinese surnames and also many do live in China or have Chinese origin

10:57:35 as well and so that it's difficult for them to track. And the difficulty, particularly in the zoom in, you know, in zoom is students who have gone back to the country, and are attempting to continue classes that's obviously an issue, but also just the

10:57:49 students who are here now and layered over the context of the anti Asian discrimination that's happening right now. I do feel that this resolution is relevant.

10:58:01 So I open it up to any comments.

10:58:07 I want to thank Leanne for putting this resolution together.

10:58:11 I actually have a little anecdote to share which is that my husband teaches as an adjunct instructor at College of San Mateo in the architecture department and he teaches the architecture studio course he does have one student from Myanmar who decided

10:58:28 to return to Myanmar, at the beginning of the pandemic because at the time, I guess the students felt that it was safer coven wise to be in Myanmar. And so of course this semester.

10:58:46 Didn't have having a lot of issues with being able to participate in the zoom or even just get online to send an email, let alone, upload assignments.

10:58:53 So, my husband reached out to the international student coordinator or director at his college and.

10:59:04 At first, the director with having a hard time, even finding the student in their roster of international students so I guess I just want to share this anecdote to say that your students who are in other countries, including Myanmar may not actually be

10:59:21 f1 visa students or, you know, on the roster of your international students at your college so I think this kind of a revolution is very helpful to give visibility, especially to our Myanmar students and try to get guess have more support for, for, for,

10:59:47 urging our colleges, you know, to provide more support for such students, even if they aren't necessarily in or registered as international f1 visa students.

11:00:03 Let me check the chat to see if there any other questions or comments, and hand raised.

11:00:14 Nothing on the chat right now.

11:00:20 I'm also not seeing any hands raised their hand.

11:00:25 Oh, I see. clapping from Kate Graham, thanks.

11:00:30 And I also think I just wanted to underscore, one thing that Leon Shaw did say is that by putting this by starting this at our college, we're already getting traction at our college, and the timing on this makes it makes sense to come here now.

11:00:50 And I'm really looking forward to then making sure that our district sees this support and I think by getting it into the State Senate that will that will that can occur because the complications that you both described is very accurate.

11:01:11 And I don't know if anybody's tracking the news. I happen to be on a listserv that an activist who is an immigrant from Myanmar has been putting together and the latest updates I've seen from him is that now there are at least 300 deaths.

11:01:29 And I think many of the guests are young protesters who are probably close in age too many of our students.

11:01:36 So it is a very dire and tragic situation right now that's happening their

11:01:45 current mission yes I see a question from Eric been.

11:01:49 What about ew extensions or, including language specific to the students excellent question Erica because that was what I actually advised my husband to reach out to his support administrators about is, you know, it seemed like the ew grade seem to be,

11:02:10 you know, the good option for him to pursue as the students instructor.

11:02:15 But yeah, what about that question from Erica ew extensions or. I love that.

11:02:22 I love that suggestion Erica thank you and I'm wondering if maybe I could, I could add it separately. Or I could modify this bullet point here about course material completion to extend to options for grading that might include ew or incomplete.

11:03:01 What are some thoughts.

11:03:01 You mean, Leanne maybe adding an additional bullet point in the result that I could measure could add an additional one or could modify that last second to the last bullet point about reasonable accommodations for course material completion and raid options

11:03:16 or. Yeah,

11:03:38 My understanding from, you know, from speaking with our dean of a&r is that it may be more appropriate for incomplete to be given, if a student has completed.

11:03:51 you know some minimal percentage of the work.

11:03:54 I think I heard it be percent but I can't be sure.

11:03:57 Yeah, I, and I don't know what it gets tricky with international students, doesn't it.

11:04:07 It gets it gets from Gavin Yeah, okay. All right. Yeah. So include or don't include incomplete.

11:04:16 I think it could be included, because you're not. Hmm, you know there's are part of the flexible great options.

11:04:24 Okay. Anybody else have any other further input on.

11:04:29 Perfect. Yeah, I actually don't have any input, but I do have a question. I am just curious to know in your conversation with other colleges and other colleagues, or even with those here today, what are what are what are you know what are what are you

11:04:48 hearing this concerns.

11:04:52 Are you aware of these concerns, and

11:04:56 is, is this something that, that, that, you know, it, It's.

11:05:07 I'm going to say,

11:05:11 related to specific institutions on is something that we're seeing in throughout the whole system, and all the community colleges, and so just curious to know from folks here or, or in your conversations with other other colleagues.

11:05:32 Yeah, am I hearing perhaps a suggestion to include where there are populations of students from Mr somewhere in here like being specific about colleges, which have populations.

11:05:49 Is that what I'm hearing or no, yeah that that could be I was just actually my, my question was more about curiosity on, on, on, you know, if, if, if you have reach out to other colleges.

11:06:04 Are these the concerns that you hear.

11:06:08 And, anyway.

11:06:11 So, you know, as you as you know, part of the the work of the Academic Senate is making sure that we we bring forward.

11:06:21 You know potential resolutions that are going to have an impact stay why.

11:06:26 And even though I realize that this particular population has to this are in a really bad situation.

11:06:37 It would be very important that we also know what is happening with other colleges throughout the state of California.

11:06:48 And, and being able to gather some of that information and not, you know, I know that you have a number of excellent

11:06:59 measures in the resolve. I also think it will be very important to collect the stories or the narratives of what is happening for other institutions throughout the system.

11:07:27 Thank you very much I will share that much of the text of this comes from the resolution that we passed at our college which was largely written by our students. So, the, you know, much, much of this language is, is it's their words.

11:07:34 But yes you're right that this, this is really, this was based on our college and the the group of me Mr students who who put this together.

11:07:44 Anybody have any answers to my risk question.

11:07:51 I just noticed in the chat that there's a there's already a faculty member who knows of a student. I think that the, the whole issue right now is so it's tender and urgent.

11:08:06 And I think my read it's a great idea to try to collect this I'm not sure how easy that will be to do between now and April 15, with the both what's going on in me and more, and the issues around students, and how they identify, or are or are identified

11:08:25 by the various colleges, they may not, it may not be easy to find that out, but it does make sense.

11:08:36 I think that having an even even, it's a small sampling of college throughout the state and their, you know their stories and input would be great to have if, in fact, today we move forward in submitting this resolution for debate.

11:08:54 And anything that can be done between now and then, and the day of our Saturday, and the day of our of our resolutions debate would be terrific.

11:09:08 So I can certainly begin on the Google listserv and reach out to Senate presidents to ask, you know, what do you have significant populations of students from Mr at your campus Are you aware of them are you doing anything to support them to kind of get

11:09:26 that that information.

11:09:37 It might be a little challenging to get more of the student voice that way Do people have suggestions on how I might find out more from students at other campuses.

11:09:50 me I suppose I could ask.

11:09:52 Yeah, well I'm thinking that also maybe perhaps reaching out to the student senate and the Student Senate. Okay, to kind of gather from them what they what they know that maybe again I think I'm thinking more.

11:10:11 If I this group decides to move forward with the resolution. Then, we want to make sure that,

11:10:20 you know, your points for debate are are are available not, you have those and so.

11:10:29 So it's much more preparation for the debate than, than anything else that may need to be included in the resolution.

11:10:38 Excellent, thanks for that I can definitely do that.

11:10:41 Any other comments.

11:10:46 Wonderful. Have a question. So, Lenny.

11:10:51 She's wondering if there's a data available at the state level.

11:10:57 Yeah, I, I would doubt I'm not going to say no but I would doubt there is because we don't really have this aggregated data in the Asian category, these students check the Asian box but honestly the the demographics collection at colleges is not nuanced

11:11:15 enough to be able to really understand who our populations are.

11:11:22 So you might want to consider, you thank you for raising that that issue that has been raised by API communities for a number of years now. Oh, it's a huge issue I mean just to, you know, just put you in a box called Asian, you know to completely denies

11:11:36 all of the different, you know, socio political context and historical context that the students brain.

11:11:44 It's very nice reading. I'm wondering, I'm sorry.

11:11:47 Yeah, sorry, like this low internet.

11:11:51 I think that even when colleges such as mine do disaggregate.

11:11:56 I'm not sure that for me Jeremy and Mark is one of the categories that are just aggregated. So, yeah.

11:12:04 And you might want to include

11:12:08 if appropriate, a bullet on the, on the Masters, that speaks to that too.

11:12:17 Even though I know that that is kind of a little broader in terms of, you know, the identification of this population of students but this one consideration.

11:12:29 Yeah. So, as as one of the bullets suggestion to colleges to actively try to ascertain the population of students from Myanmar, or to disaggregate Asian populations in general, disaggregate, the data.

11:12:51 It's what I was that I was from from your from the conversation.

11:13:00 I would strongly support that, I mean maybe you could say something about encourage colleges to find a way to better track these students, as well as track all API student populations by just aggregating

11:13:18 their data.

11:13:28 Thank you, Mario was suggesting that I see acknowledgments from Lenny also for that idea and Erica.

11:13:37 And, yes, and you might want to Asian and Pacific Islander populations.

11:13:44 Yes.

11:13:47 It's it what's the full API Asian American Pacific, Asian, where does it.

11:14:02 So,

11:14:02 yes.

11:14:07 Okay.

11:14:09 Yeah, they're very nice.

11:14:14 Like any other any other desire for comments or questions, or suggested edits.

11:14:23 So, back to that last bullet. I'm sorry. I think that if you're if you're going to be asking for a strip we'll see to

11:14:37 virtual colleges for this system.

11:14:39 Because this particular bullet here would would be bullet would, would I, I believe would require collaboration with the chancellor's office to be new to.

11:14:53 And so, I might be a separate resolved.

11:14:57 But I will say that's a genuine.

11:15:03 Go for a genie yeah

11:15:08 okay yeah so that it may or may not require collaboration from the chance, you know, working with the chancellor's office because we can urge local Academic Senate to work with their college administration's to disaggregate.

11:15:21 But if we, there is data that does disaggregate through the chancellor's office. It mean it can be done, like there's like, I think about 300 options, but they don't put it out there for the students to fill it fill it all out because it would take so

11:15:40 long for the students to respond to that.

11:15:55 But it would be a, an additional results statement.

11:15:59 How about that. And maybe we can just, you can just maybe that economic day that we work with the California Community College Chancellor's Office. Okay, got it.

11:16:12 Thank you make such a difference to work on a resolution with like exact people in the room. Thank you.

11:16:24 makes such a difference to work on a resolution with like exact people in the room. Thank you. Awesome. Anything else.

11:16:29 All right. Wow, thank you. I think we have a perfected resolution as we say, what our next steps are we able to put this forward by area be.

11:16:48 I think we need a resolution, I mean emotion, if we're going to do this through, you know, a typical process. So, I think I might need emotion from someone to approve this perfected resolution to be submitted to the resolutions committee for inclusion

11:17:01 in the next packet.

11:17:05 Okay. Who was that, sorry.

11:17:10 Okay, thank you for the motion.

11:17:14 Kate brown and Do I have a second.

11:17:24 Second, from, I really had to. Okay, thank you. Eileen. Alright so we have a motion. We have a second. Is there any desire for debate on the motion to approve this area be and submitted to the resolutions committee for inclusion in the spring planetary

11:17:42 packet.

11:17:48 Okay, I'm not seeing or hearing any desire for debate. So, um, can I then get a show of hands if we, if you would use your hand raised function, if you would please raise your hand.

11:18:05 Now, If you approve the motion.

11:18:08 And now wait.

11:18:12 And, and Karen come in because since Mr co host, I don't have the shame. Yeah, I can, I can see, I can see the hand. Yeah, yeah. so thank you.

11:18:25 Okay, thank you. Micah,

11:18:29 and Karen I don't vote because I'm not actually an area be right. Yeah, Same here. Thank you for that clarification. Yes.

11:18:39 So we have.

11:18:44 Okay, looks like for the number stabilizing at 14. Yeah, okay. So, anyone else want to vote in favor before I clear it.

11:18:55 And we have a question though, we also we have.

11:19:13 We have 41 participants, and our.

11:19:13 So, are, are all 4541, participants encouraged to to vote. Oh, Yes, that's a really good question.

11:19:16 Jenny, are we supposed to only ask those who are going as delegates to vote on this.

11:19:24 Um, what's my understanding, it's up to each area to determine how they're going to do this, David, do you know of any, any standardized practice I don't, I know that I remember a number of years ago at one of the area meetings of the plenary session

11:19:38 Starr was the area be representative at the time, wandered into an area of the meeting and said how do you guys vote on things. And we all looked at him and went boat in an area meeting we see ya know, so no it's completely up to the.

11:19:53 It's completely up to how the area wants to do it.

11:19:56 Okay, well let. I'm going to take control here, and the area be ready. I would like everybody who is here and participating, to be able to register their works on to this since you're here and you've heard all the debate, obviously, once we get to plenary

11:20:13 plenary only those who are delegates can vote. But if you are here, if you feel that you want to support this resolution.

11:20:23 Go ahead and, and put your hand up.

11:20:24 I haven't cleared the board yet so I'm still looking at the numbers of anyone who wishes to support moving this resolution forward with area be approval to the resolutions committee to be submitted for inclusion in the resolutions packet.

11:20:43 Okay good now with even numbers.

11:20:48 And Karen that's sending it forward with area be saying that this resolution is worthy of debate. Right, exactly. Yes, exactly.

11:20:58 Thank you for that clarification God.

11:21:02 Alright I'm seeing numbers stabilize at 24. Okay, so we have 24 that approve. I'm going to clear this 15 and 2425 26 with my vote, and for how are you anything.

11:21:20 And, yeah, 27 with my bed with your vote so we are 50 plus 50%. Yeah, 50%. Okay, so I'm going to lower all the hands I'm going to lower all the hands, and then now if anyone would like to vote, lips going around the hand, if anyone does not approve, please

11:21:42 raise your hand now.

11:21:52 Okay, not seeing any hands raised.

11:21:56 Is there anyone who wishes to abstain, you can please raise your hands now.

11:22:07 Okay, zero abstentions. All right.

11:22:11 Thank you, we can look like your resolution is going to be submitted.

11:22:17 Annie, and David. Are you are you able to move that forward okay so we, I know that you email it to me. Will do. Yeah.

11:22:29 Okay. Wonderful. Thank you.

11:22:31 Yay. Thank you. Okay, we can move, we can move to the second resolution that I am aware of and, as I said, there are others. If anyone else has a resolution they are bringing here but did not make me aware of it, it's okay to bring it up.

11:22:46 But Kathleen white I see that you're here. Would you like to take control and upload your resolution and walk us through it just like we did with her.

11:23:00 Maybe you'd like to, and maybe you'd like to introduce yourself briefly to everybody to because I'm not sure that everybody knows who you are. Yeah, I will.

11:23:10 Thank you.

11:23:12 Good morning everyone, and thank you for considering this resolution. I do want to preface before I start, that this resolution was written in December of 2020.

11:23:26 It circulated throughout the EC an Edu community.

11:23:33 Mostly the leadership of the communities of practice that had sprung up over the shelter in place for etc and edu.

11:23:44 And it has already passed in area de Santa Ana college. Academic Senate passed the resolution. It will be heard at West Hills.

11:23:54 Lamar which is area A. It will also be heard adventure and College of the Canyons area. See, and there was an informed for LA college and inform at Long Beach, and I believe Megan Karpinski did inform or receive input from David Morris who's on this call.

11:24:16 So she had a good mentor, in talking about this over.

11:24:23 So she from Long Beach was going to also inform Academic Senate.

11:24:30 So, I'm coming to area BI.

11:24:37 When I wrote this, I'm at City College of San Francisco Hello, all my colleagues.

11:24:41 I recently retired, which is very funny, but I'm still I'm going to be returning in July so still trying to see these pieces of work through that were started in December and January.

11:24:57 And on the call also we have Kate brown from skyline who knows about this resolution and helped me with edits and cabrio college can Sakamoto Seidel who is another area be representative and we may have heart now Hop on.

11:25:15 So, the resolution evolved from I'm not going to read the whole thing unless I need to, I can summarize and you all have it in your packets.

11:25:25 Unless you want me to read it, but I can summarize by stating that in December, on December 1 the governor introduced a fairly broad and sweeping change in childcare in Transitional Kindergarten provision for the state of California with broad goals.

11:25:49 And so, we all knew that, as the shelter in place, happened that we were all aware who are sector faculty in Edu education or ECE early childhood education that we were already facing a workforce crisis labor shortage.

11:26:11 And we're concerned already that this workforce needed to increase to meet the needs in California of children and families.

11:26:24 And so after corvid. We're now in absolute crisis and disarray, and the resolution has highlighted some of the things that have caused, I guess the sector to need additional support at this time.

11:26:44 So the governor's master plan will is proposing an expansion of transitional kindergarten, four year olds will be in public school classrooms throughout the state and that's the proposal, as well as an expansion of child care provisions for

11:27:05 childcare, especially subsidized childcare those families eligible for financial assistance in California, that's part of the plan.

11:27:14 The second whereas has to do with our sector, you know there's 10 priority sectors that are supported at the state chancellor's office, and by supported I mean they have a director they have a tap.

11:27:28 They have funding to gather together funding to do training and communities of practice, and our sector does not. And so, this became very obvious, as I said over this last year where we had volunteers, just springing forward and offering communities

11:27:46 of practice throughout the state. We have several calls with over 150 faculty on them, just desperate for support information what, how do we pivot from in person.

11:28:01 Child observation labs to virtual seeing a child virtually is just not the same. So what do we do, how do we adjust our curriculum. What do we do, and keep this course students engaged because we know they all will have jobs waiting.

11:28:17 And we know that we need them to stay engaged. So I just want to highlight that this sector has almost 150,000 students in our system. 2018 2019 ranking fifth and enrollment and 15 degree and certificate of completion of those 10 priority sectors.

11:28:37 83% of our students are female. 67% are non white 78% are economically disadvantaged of the 10 sectors listed and yet we don't have the same level of support that the 10 sectors do the covert crisis it's destabilized our sector, you all know childcare

11:28:58 has not been widely available, it may be now but at reduced capacities. Many women especially have stopped out of work stopped out of college, have been impacted by the lack of childcare and the lack of TK and K 12 classrooms being open and available

11:29:21 for students to attend. So, the destabilization has been broad it's been the subject of a lot of

11:29:32 debate, and news

11:29:36 coverage.

11:29:38 And yet, we're feeding the workforce.

11:29:44 The next element has to do with kind of the, who was looking at teacher shortages prior to Cove it 80% of TK to 12 districts, those are classroom teachers were reporting series teacher shortages in 2018.

11:30:07 And there was a pretty disruptive and depressing study out of the childcare employment project the study of chapter employment that said, our early childhood workforce was in crisis in a significant number of programs we just either not open or not able

11:30:25 to provide proper support due to a range of things, their, you know, their own workforce was able to work because they have children at home lack of vaccines, lack of funding for p p, et cetera.

11:30:41 So the resolves are asking the Academic Senate to work with the California Community College Chancellor's Office. The Commission on Teacher Credentialing the governor and his early childhood policy committee to advocate for support and funding for increased

11:30:56 Community College pipeline student pathways and transfer support for this sector to meet the twin labor demands of the expansion of programs needed to meet the needs of the governor's plan, and to recover from the pandemic.

11:31:11 We're.

11:31:31 In may not return, so we're just anticipating I think a dismal situation. There's also another, the next resolved is that the Academic Senate for California called Community Colleges support the prioritization of the edu and human development sector,

11:31:49 with a sector director a tap structure, under the CTE area of the chancellor's office as one of the strong workforce program identified priority industry sectors.

11:32:01 We have the numbers we have the crisis we have the need.

11:32:05 I think we are a priority.

11:32:09 And many of our students do feed into teacher preparation programs.

11:32:15 They may start out in ECE they may start out in youth work or after school.

11:32:20 Many of them have end goals of going into leadership and he see he going into classrooms and transitional kindergarten and K 12.

11:32:31 So it is a full pipeline that is robust and needs support.

11:32:43 Our last resolved, is that the Academic Senate for California community colleges provide critical sector relevant timely professional support so things like website hosting sector specific technical assistance meetings, conferences data sharing.

11:32:57 We have a lack of data that we could really benefit from having additional support on gathering and training and utilizing the collective expertise of all of the leadership that rose to meet the crisis, we have amazing faculty leaders throughout the state

11:33:15 in these sectors, they've, they've launched websites they've shared videos, they've led communities of practice all volunteer.

11:33:29 And we would like to lift that effort and acknowledge the leadership of the faculty but it's not also acknowledge that there are unmet needs, and our faculty need more.

11:33:41 So that's kind of the resolution.

11:33:46 Summary. And I'm here and perhaps Kate, or Cabrillo College could also add in if they have another perspective that I didn't cover, and then I'm sure there are questions.

11:34:03 Thank you very much, Kathleen, and especially for coming out of retirement to do this.

11:34:09 I do see two hands, one from Ginni. And then one from Maya and there are a few comments and questions in chat that I'll get to if those are not addressed by Jenny, and oh and then David to optimize it.

11:34:24 Yeah.

11:34:26 Jenny. Yeah, so with that first resolve I mean there's a lot of statistics. Included in this report cited in this report so it. If the Academic Senate is going to be working with, you know, system stakeholders the chancellor's office, and other groups,

11:34:42 having a source for those statistics would be really helpful.

11:34:48 I can have that at the end.

11:34:53 Yeah, you can just put it in as a footnote. Great, I can do that. Thank you.

11:34:58 Thank you, Jenny, Maya.

11:35:01 So, I know that that I Kathleen you and I had been in communication.

11:35:11 And certainly, also with K, but I wanted to alert to as to a change that looks like it's going to be happening that may or may not.

11:35:25 You may, you may or may not think about rewarding.

11:35:29 The second resolve. So, and I'll know more specifics actually next week. And what I'm referring to is the, the economic and workforce development committee of the chancellor's office is meeting next week.

11:35:46 It is my understanding that at that meeting, we will be and I am I sit in that committee as a representative or as Triple C.

11:35:57 And at that committee at that meeting. It is my understanding that, that there's going to be some conversation about the current ecosystem and the way the ecosystem is actually built, and it's it, it's looking like from conversations with a couple of

11:36:18 colleagues at the chancellor's office is looking like like the whole.

11:36:37 The, the component of the ecosystem in economic and workforce development that we call the regional directors that it used to be called a sector navigators are actually may not continue.

11:36:44 As of July, 1.

11:36:47 And so, so, so just wanted to mention that I, you know, the meeting is on April 1 I can forward you further information as soon as I have some things that may help you think about this particular resolve, but I just wanted to bring that out because.

11:37:11 So, because of the asking that resolve.

11:37:26 Those of us that may not know service sectors, were not included and I believe that was actually a, a intentional decision made in 2014 2015 of focusing on the sectors that you those 10 sectors and not including service sectors in the predatory station

11:37:54 of economic and workforce development of the chancellor's office, just wanted to mention that. Yeah, Myra you're exactly right and we want that reversed.

11:38:03 If it's going to be reversed next week, that would be absolutely amazing but are you suggesting that the priority industry sectors will be deleted all together, so there will be no there will be no, the 10 sectors will be dismissed, that, that the conversation

11:38:19 that I understand will happen next week is about.

11:38:23 Yes, shifting.

11:38:27 Those that the the priority prioritized sectors into something different so we will no longer have sector directors for the current priorities that have been established.

11:38:42 My, what I, if I can just add. I have heard that also that there's going to be a shift.

11:38:48 I attend to be a CCC meetings and I know they're looking at responding to this shift.

11:38:55 I would say that we're.

11:38:58 I believe that there's going to be an effort to make this regional decision.

11:39:07 The.

11:39:09 I just want to say though that the problem with regional decisions, is that our sector, rarely gets prioritized it has in our region in the BCC region it is a priority.

11:39:23 But there are other sectors in the state where it is not. Historically, and has not been, and it extends, even if the director, the sector director and tap structure changes.

11:39:36 What's really important as this Governor's plan rolls out is that there will be money coming out, related to meeting some of these needs, without having expertise in the state chancellor's office.

11:39:54 there's really no one there to answer the questions to to collaborate to talk about how we're going to meet these needs, because there's no priority sector designation there either.

11:40:08 So I think it's I agree that I've heard there's also going to be a change but I think it just has to do with elevating

11:40:17 the expertise level within the state chancellor's office, as well as elevating this sector for the local regions as they vote to really look at the numbers, and look at the students and, and yes, I agree with Kate, I do know that it was not prioritized.

11:40:40 But I think that was a mistake.

11:40:44 Okay, thank you, Kathleen, there's a couple Hands up. David was next in line. And then, and then Kim just put her hand up. I also want to acknowledge both Nikki, and Leanne had some things they posted in the chat so Nikki expresses appreciation and said

11:41:02 that her faculty would fully, fully support this. We can put a link to another revolution that was passed in the fall 2020, and is asking, Is there any overlap with any of the regards to maybe Kathleen would look at that and respond.

11:41:19 But David Cameron Do you.

11:41:22 Oh, Yeah, hi Kathleen, and yes I did, I go over this with Megan Kaplinsky. And so, yeah, I understand anything I say here is not against the concept of this resolution I'm perfectly fine with the idea what you're shooting for here I think most people

11:41:37 probably wouldn't be.

11:41:39 So these are kind of technical comments. But there are Jeannie also already brought up the, the references, and the fact that they you know you need sources for some of the information that's not included here and yeah that couldn't be done with footnotes.

11:41:54 My concern with this is not.

11:41:58 Again, not that people would be against it.

11:42:00 It's that as it's written people will get a little bit lost in it, there's, there's so much here, and so much detail.

11:42:09 I think the third and fourth whereas is both are multi sentence which we usually don't do. I mean, the reason for limiting to four whereas this is to kind of keep things manageable and I think that would probably be objected to as kind of an end around

11:42:23 to that.

11:42:24 So I think, again, I think it's good but my fear because I would want to see this pass.

11:42:31 My fear is that people will get so wound up in it and in so much detail that the more you put more stuff like this out the more people are going to want to start writing.

11:42:39 Writing amendments to clarify it and want to start tweaking it, and sooner or later I have seen more than once at the plenary session somebody gets up and goes to the parliamentary microphone and says, we're just confused by this Can we just send it to

11:42:52 exec, you know, and refer it back. And I don't want to see that happen to your resolution. So my recommendation would be that I think this could be trimmed down a little bit to make it a little more readable and, and a little more direct I'm not sure

11:43:08 it needs quite the level of detail it's gotten some places.

11:43:12 These resolute if this is approved here today, that it needs to be sent to the resolutions share later today. You could hold off on it right now and we can try to work on a little bit by email during the meeting and try to y'all let the group look at

11:43:26 it at the end.

11:43:28 Or if you want to hold off on this right now, as I said during the resolutions presentation. This can still be moved forward for the next several days you can still submit it after the area meeting.

11:43:43 If you wanted to do that I would be perfectly happy to work by email with you, with Kate with Megan with whoever we could have a group, and I would be perfectly happy to work with you to try to pull this together and and trim it down so however you want

11:43:57 to do that. But again, this is not it's not an objection to the content. It's a.

11:44:04 Well, that's another virginity just said in the chat it's going to area see tomorrow then you've got competing resolutions, you know going in area see loves more than anybody to edit things as I'm sure God knows.

11:44:15 So you're likely to get a different resolution coming out of area see it really shouldn't be going to more than one area, and I would recommend that the better thing to do would be to pull it to work on it, I'm happy to work on it with you.

11:44:28 And then we can send it in over the next you know few days or so, and have it in a more readable form that people are more likely to be comfortable with and I think that would probably sail through at that point.

11:44:39 So, just my, my recommended.

11:44:42 And I know, sorry, Kim has her hand up but I want to ask the clarification question about what you're proposing David. So are you proposing that if you pull it now to work on it with Kathleen and others.

11:44:55 Does this mean that in order for it to move forward into the resolutions packet they would need to go through, having the four delegates sign off on it and that post area meeting process or yeah but I think you've got that many people here, I don't think

11:45:10 that would be a problem to get the four to get the for signatures on that I think that would be easy. So I think that's. Yeah, and I think that would be there.

11:45:21 Is there also a possibility to, if they were able to speed perfect it today, presented to area see tomorrow, and then it could come through, if area. See,

11:45:33 that's an idea too Yeah, and if we were to work on it yeah I mean kind of have it emailing back and forth this evening. Yeah, again, I recommend against getting having it go both here and area see because you're going to end up with competing resolutions

11:45:46 that way. I totally agree with that. Yeah.

11:45:50 It has been approved by area d already, not by the area and it doesn't meet till tomorrow, and tomorrow. Yeah. So can I ask you a question, David, is it possible that that we actually send a few of you to a breakout room during our break, and see if we

11:46:11 can actually shaped oh yeah that's a celebration.

11:46:17 During that very quickly.

11:46:20 Okay.

11:46:21 Okay, I can create a breakout breakout room. Yeah, thank you. Maya for that idea. Kim, I want to definitely go to you, for your comment and then Ginny African wanted to first say thank you to Kathleen and cake for working on the resolution.

11:46:38 And to the Academic Senate for allowing me to observe this really powerful process, and I was going to add another source of data, but I think I might just join the breakout session to provide support there.

11:46:53 Oh, wonderful. Okay, so what I'll do, and you know what all, I'm so sorry, I just realized, I did not build in any breaks, so I just made you all sit through like almost three hours together, and I apologize for that.

11:47:09 But we can definitely take a longer lunch break. Right. And if the breakout room people want to work while they're eating lunch. That's definitely a possibility as well so that you could bring something back to us after lunch, that that's something that

11:47:26 we could do and Ginny.

11:47:30 Yeah, so if you have a lot of this information in your resource documents, then putting it in footnotes, that that would be a way for folks who want more detail they can go to the footnotes and you know link the resource documents we do that with resolutions

11:47:46 instead of putting it all in the whereas statements or even in the resolve statements.

11:47:53 Then Karen for, you know, I'm just doing a time check.

11:48:01 based on the agenda. And so, yeah, it's going to be really important that that we then go ready to the resolutions packet. So when we come back, then we can hear, yeah.

11:48:11 Review the work that David Kathleen and the team would be doing. I know we have a nice schedule until two. And we have you know the disciplines piece to steal address.

11:48:27 So I just want to do it. I'm just doing a time check.

11:48:31 Yeah, thank you for the time check. So regarding the disciplines P. Eric Roberson was supposed to put that on that he's on that standards and practices committee but unfortunately he cannot join us.

11:48:44 So I basically have for the report, all I have for that is what I have on the agenda.

11:48:53 and I don't really have any other information on unless there's somebody else here.

11:48:59 Who can represent that item or that committee to add more to what's on the agenda. But basically what's written on the agenda is what I have for the report for the disclaims group and we could certainly just verbally go over, you know, the upcoming dates

11:49:16 and deadlines for things, and just mentioned, I think there are two to two forgot what you call it two things.

11:49:27 Two things that the committee is looking for you know that they want to give a heads up about what they're getting ready to approve. So, um, but thanks for that time check, but I think that that item is not going to take very much time at all so I think

11:49:42 we do have more time to allocate to going over the resolution packet, which I think we should do after we all take a lunch break.

11:49:51 And I think what I'll do is I'll create a breakout group now and you know what I think I'll do is I'll invite everyone here to join it because you know i'm not sure, and you can all do not everyone who doesn't want to work on it can just ignore the request

11:50:05 to join the breakout room. But those who do want to help Kathleen and others perfect. This resolution to bring it back as a more.

11:50:16 I guess like simpler and more condensed resolution can go into that breakout room. Okay, so let's do yeah so it's 1150 now, I think what we can do is go into a lunch break, and till about 1230 Yeah, about 1230 is that ok with everyone that we're all home.

11:50:41 And what do you believe your refrigerators and.

11:50:45 Okay, so let's plan to come back at 1230. I will create the breakout room now and invite everyone, and like I said if you're not working on this just ignore that request, but just keep your doom on but just, you know, mute yourself put it on, turn off

11:51:02 your video and meet yourself, and then at 1230, we will resume. Okay, and hopefully you'll have gotten some refreshment and be a little bit more energized to go through the rest of the resolutions packet and hear the other presentations, including the

11:51:27 elections information and the disciplined information.

11:51:30 Okay.

11:51:32 So, I will create a breakout room now. and anyone who's not waiting for the breakout room we can go ahead and mute yourself and head off to lunch.

11:51:43 Okay.

11:51:45 Okay.

11:51:48 Okay.

11:51:51 Let's see if this works.

11:51:57 Wait.

11:51:58 Okay.

11:52:01 How do I do this need to assign. I need okay wait, I need to assign everyone to a room. how do I do this, breakout rooms.

11:52:19 Karen, what about just doing it in history with everyone's on a break.

11:52:23 Oh, you're right.

11:52:25 All right, really good idea Jenny, everybody who wants to work day here. All right, I'm going to cut this break everything right. Yeah, everybody use this room to work on perfecting the resolution.

11:52:38 Thank you.

11:52:39 And everybody else can just mute it and go on your lunch break.

11:52:44 See you at 1230.

11:52:52 Okay so Kathleen, and others, and you can go ahead and share your screen and might be helpful to share the screen where you have a version that you're editing.

11:53:03 And then people who are helping can see the edits and give further suggestion and thanks to everyone who was doing that.

11:53:22 See you back in a few. All right. I'll try to cut, I'll try to cut a few things now. So now that you know I didn't know if that everything didn't need to be in here and I apologize that if we crisp it up David's absolutely right.

11:53:36 If people don't get yes they're more likely to vote for it so I'll be right back. Okay, I agree and no apologies needed you know we're all helping each other, we're all supporting each other.

11:55:31 You know David after I talked to make it I did shorten it.

11:55:35 Yeah, and I think, again, I, there was a problem with one of the whereas, or the resolve clauses, but I think you fix that I fixed it Yeah, she, she gave me your notes.

11:55:47 And so, that one was fixed, because you wanted them all to stand on their own, which I think they do.

11:55:54 And I do want to perhaps tweak this a little bit with my new information.

11:56:02 I didn't mean I you know I jumped the gun on that I guess I got a little nervous about, I couldn't tell. I couldn't tell if what Mike was talking about is all the sectors going away.

11:56:17 Or if she was talking about something different.

11:56:21 So, Kathleen you probably know more than I do on that one. I haven't been quite caught up with the.

11:56:28 I think they're going to go to the local more local control and local funding.

11:56:34 But for the regions that have not prioritizing the sector at all, that is not very promising. Because there isn't a sector. I know, but I ignored as a sector, but in the Bay Area, even though it wasn't a sector, it was prioritize just bigger numbers.

11:56:53 So, I know there's teachers all over the state. Yeah.

11:57:00 And jobs, labor market job so I I know I am, maybe what we want to say is

11:57:11 the service that its service area, you know, we want to prioritize service area as opposed to, we just have so much more. So many more students than some of the prioritize sectors.

11:57:26 So let's go back to the top. Let's go back to the very beginning and just kind of go through it. All right.

11:57:32 I can make the changes right now. Okay, so let's see.

11:57:35 I put in a footnote the governor's master plan.

11:57:39 Yeah, so do you do a number, a numbered footnote or no I just put the link. So I can go back and clean it up. Okay,

11:57:58 or whatever.

11:58:02 I think that's okay. I think that first one was fine. All right.

11:58:13 Kate Did you have on your resolution. I'm a source for this EC workforce number, per se, I don't remember.

11:58:31 I'm sorry I'm saying.

11:58:31 Always look. Okay, it'll take me a while because I'll have to get into I have to use my other laptop to get to that.

11:58:41 So I'll just see what I can find. Yeah, I'll look to.

11:58:47 Okay, next whereas

11:59:07 I yeah I can do two things at once so why not Kate. No.

11:59:08 When I was a mom and a teacher. Yeah, but I can't do it now.

11:59:13 So I can shorten this I see a place where I could take some words that I don't have to say fit twice. Right.

11:59:25 Okay. I'm not sure that you need the whole parent that a good I mean you could I get the whole fit. I mean, yeah, I think that's okay, um, except.

11:59:34 Now you also let's see.

11:59:37 Nope, That's right. Okay.

11:59:50 What's the source for that one.

11:59:53 Oh cow pass metrics.

11:59:56 No, I can't count pass metrics I think in.

11:59:59 Okay, yeah. Oh, or can I just take out this listed in Cal pass metrics and put a footnote, I think I do it like that. Yeah, that would be clear that that's where it's coming from.

12:00:11 Okay, so take this out, and then put it down below. Yeah. Right.

12:00:17 Right. And wouldn't hurt if we can get it quickly to just to just paste in the Cal pass URL. Yeah, I'll do that. Okay, no worries.

12:00:30 You can just search, and it, it pops up so it's pretty cool. I used to go to Cal pass all the time I have no reason to for a few years.

12:00:55 It was that it was a glaring piece of data that came up so.

12:00:46 All right, I think it was the next one that started to get a little more.

12:00:48 Okay, so now are we okay with this whereas I yeah as long as we clarify the source on that one. Well, okay, I'll get the campus URL and then I do want to keep this data about non white women and, yeah, I wanted to make a mention of that too because depending

12:01:10 on the area, you're going to see much higher numbers, especially because many of our programs are Grow Your Own. And so for us it's like 90, you know, like 95 98%, students that are non whites, you know socio economically disadvantaged, and without changing

12:01:24 that, you know, The purpose of that whereas, or the objective of that whereas Is there a way to somewhere in there, include that there is a differences across the across the state.

12:01:43 I, you know, it's just something to think about. Yeah.

12:01:46 This was Cal passes statewide percentage.

12:01:51 But, I know you're right, in certain geographic areas, it's probably 99%.

12:01:59 And the fact that it's cumulative impact with the, you know, low income plus being non white glove, you know. Yeah, let's go visit, that kind of thing.

12:02:10 So, I'm reading the third whereas, and

12:02:18 I get the two separate set yeah i mean that's just there's a lot going on there so let's get into sentences. Honestly, I think, if it were my resolution, which is not so I'm just making suggestions, but I'm not sure you need the second sentence there.

12:02:38 I think the first part does what you wanted to do.

12:02:42 I think the second part is something that if anybody objects to it you can get up and make that you know somebody could make that argument that the microphone.

12:02:48 I'm not sure that second sentence really needs to be there at all. Starting with the loss of, yeah.

12:02:58 Okay.

12:03:00 Yeah, that I may not the point was that kids are coming back with greater needs and we have less experienced teachers.

12:03:12 Yeah, but maybe that's not critical to the resolution. Yeah, I'm not sure that it's Yeah, and as I said it's if people were to object to this which I don't actually think they will.

12:03:23 But if there were debate on it then that's something that somebody can make that point during the plenary and, you know, rather than rather than necessarily.

12:03:31 So, yeah, my recommendation would be to just, you know, you don't really need that second sentence probably.

12:03:35 And I think that would simplify it.

12:03:45 Um, I do want to add this after school, um, keep the after school words into there's nowhere to add it So, okay, what after, where is right here. Oh,

12:03:58 I'm your could cause high school age i don't i mean i.

12:04:04 The piece here, Kathleen and David and this is the thing. What, who are we trying to convince, we don't need to educate the entire population of the state.

12:04:15 Okay, what we need to think about. I mean, one of the reasons that we don't even have a title for this yet and we need it because the title for the one in the fall was critical support for early childhood education child development programs.

12:04:31 Boom.

12:04:31 So when we as we get through this. Who are we, who are we focusing on.

12:04:41 It's, we want system support. Hmm. So, could you do something like, would it would it sound okay to you, I think this would work in the parentheses.

12:04:53 Above after single parents. Yeah, if you were to say something like, especially essential low wage moderate displaced women and workers and women who has suffered from the loss of childcare of EC ti and after school childcare, something like that.

12:05:17 So yeah just who have suffered from the loss, who have suffered from the loss of BC and after school childcare

12:05:29 and.

12:05:33 Just a minute. It's disabled the sector, it's disrupted teacher preparation pipelines and has resulted in impacting working in single parents.

12:05:48 Kathleen is it essential to put the word women there because it sounds like only women have suffered.

12:05:57 Or no, I, I just I want it to be everybody suffered this children to.

12:06:06 Well, okay, Emily's now. Yeah.

12:06:09 Okay.

12:06:12 Family. Yeah.

12:06:19 Children.

12:06:19 Yeah.

12:06:21 Okay. Yeah. Does that keep enough of the second sentence in that you can take the second sentence out at that point.

12:06:28 Yeah.

12:06:32 Okay. You tell me as what we've done here is we're creating the problem, where we're describing the problem so that the resolved help address the problem, right.

12:06:44 So, this one has three problems in it. Still, yes to stabilize the sector, it's disrupted the teacher preparation pipelines, and its impact significantly impacted parents.

12:06:58 Right.

12:07:00 The first two are done in simple enough terms but I think that's still readable with that. Okay. Okay, good.

12:07:09 Okay. I'm fine.

12:07:12 I'm, I would do the learning Policy Institute thing as a quick note as well. Yes. Okay.

12:07:19 I'll get that URL and add it.

12:07:29 So do we want to simply say rather than prior to the pandemic to just say what the problem is.

12:07:40 Yeah.

12:07:49 Okay. Oh, but let's go back yeah let me see it again but that might Yeah.

12:07:48 In other words, maybe do we say, whereas yet serious teacher shortages are projected for the next five years to be or something significant summit something.

12:08:00 Yes, you'll be better, because this is, I think you're right Kate because this is the issue you're talking about here isn't it I mean yes the pandemic may be exacerbated certain things but this isn't really about the pandemic is it this is about it's

12:08:17 about looking at, we're projecting huge.

12:08:21 Right, short, or no yeah right yeah so so yeah i agree with you i would.

12:08:29 Yeah, I think you could do it the way that you suggested there Kate I think that would make sense, you know, and you can say teacher shortages and related occupations if you need to.

12:08:39 I think that in the community colleges. Anyone who knows anything knows that we prepare the majority of early childhood teachers, and we support the beginning support.

12:08:52 You know, we support the beginning trek preparation for anybody that wants a credential. So I'm not sure that we have to repeat that here.

12:09:01 But it may be that it is more, I don't know David, do you think we need to say you know projected to be, you know, more than 100,000 openings, the projection may be useful yeah i think that's very compelling, because when you compare it with other sector

12:09:30 But if I think that's okay I think having that number in there is, is useful and that's the part that you were citing right is that are the

12:09:40 DLP I was looking particularly at tk 12. Okay.

12:09:46 So, you may not need. So the. Okay, so what. So over the next five years, there are 134,000 projected openings in California, where is that one coming from, is that the Center for the Study of healthcare employment.

12:09:59 Learning Policy Institute that's the learning about Okay, so, okay.

12:10:05 So, yeah, I think a time of the day I think that you could get rid of the reference to the pandemic at the beginning.

12:10:11 Yeah, go ahead and move that.

12:10:15 Would it be helpful to include the casters survey on retirement.

12:10:22 In the footnotes.

12:10:25 Oh, yeah.

12:10:28 Mark camp.

12:10:29 Why not, yeah, I lost track of that.

12:10:33 You are all interested in that one. You can rank it's, it's, um, I'll put it in the chat.

12:10:40 I don't want to hear that Kate You're not going anywhere.

12:10:49 No, not now, but everyone's in casters soon as it says casters every single person in the room perk up.

12:10:55 People talk about retirement these days get lose you do.

12:10:58 No no no, but eventually.

12:11:01 Eventually we all go that's gonna work till she's 100 She told me that.

12:11:07 So, so if we said, whereas serious teacher shortages are projected to be over 124,000 opens opening annually or however, something about that. Yeah, and related occupations are experiencing acceleration of retirement and job loss.

12:11:32 Then we can, we can use both those resources. Yes, without having to elaborate in the whereas statement. I think that's a very good, get rid of prior to.

12:11:43 Yeah. Yeah, well I serious.

12:11:47 Right.

12:11:48 Serious teacher shortages.

12:11:52 Over the next five years, are projected to be just say, get rid of that on average, so that the sentence reads serious teacher shortages over the next five years are projected to be over 124,000 openings.

12:12:10 So that's our instead of where our projected line. Yeah. Keep looking serious teacher, get rid of that.

12:12:26 Get rid of the that in the first line there after shortages. Yeah. So, whereas serious teacher shortages over the next five years are projected to be over 124,000 opens annually in California.

12:12:39 Were backspace get rid of the common to.

12:12:44 Yeah.

12:12:44 Yeah. And, you know, and I'm not sure that we need to describe the cluster but let's just see that's interesting.

12:12:52 It included, and then I was just gonna say and related occupations and put those in quotes, with celebration of retirement and job loss. Boom.

12:13:03 Yes, so after education, comma, and, and then smaller unrelated.

12:13:09 And we'll see how that, by the way, Kathleen you just need to know that the very first.

12:13:17 The very first resolution I participated in.

12:13:20 David was president, and I didn't know any better so I just went up to him said, Hi, can you help me with working together ever since. Exactly.

12:13:33 To the point where, when it had to be debated. He actually stood on the side I was trying to promote.

12:13:42 And a lot of people on the other side just went back and sat down.

12:13:48 We can't do that on this one now that we're live plenary sessions I've got nothing just stood on one side, many times just to go yeah I'm over here to support this.

12:14:01 And I noticed like I don't even know you guys, you're on my side.

12:14:06 So yeah, put it put an and after right where your cursor is now put a name there, and then a comma actually after education a comment in front of that and

12:14:15 and related occupation, or experience acceleration of retirement and job loss, period.

12:14:23 We don't need to tell them why I think you're right. We even period after loss. Don't even don't even say do.

12:14:31 Yep. Yeah, and actually semi colon rather than period. Oh good. You're right. Yeah.

12:14:37 And just to have this now I could fix this later on the very end of the third whereas.

12:14:44 Oh, therefore be resolved. No, no. Up on the, on the end of the third way, etc etc k k 12 semi colon and put an end after that. So Michael, you put an end after the next the last one.

12:14:59 Yeah, like that. Got it. I can fix that later but okay No.

12:15:04 Okay, this one, let me just look at it because I'm, I didn't really read it. Okay, see if it makes sense to you, since we got it.

12:15:17 Okay.

12:15:22 So it's very bland but Okay, done resolved, and we get to the action items, right. I think you like the action items though, David you didn't give me a lot of comment on that with me.

12:15:34 Not yeah I think, let's look at them. I think they might still be able to be pared down a little bit I'm looking at the first one and it doesn't read badly.

12:15:42 Work with the California.

12:15:45 Yeah, and we had that in the fall one and that's where it's similar in a couple people asked me if it's, you know, was this in in opposition and it's like No it's not.

12:15:54 No, in fact it strengthens your fall when I think we're on the fall one included asking everybody to work with. Yeah. Yeah. And that's what you want to do.

12:16:05 Okay yeah I think the first resolved is good. Okay.

12:16:09 I think there was one of them that I felt like kind of had a little more explanation at the end of the needed but let's see I shortened one of them David okay so maybe that's maybe that's it.

12:16:24 Yeah.

12:16:24 Now this is where my rough thought if the structure changes that maybe we don't say the anything in this parentheses, I don't care how the structure changes, right, we just need a prioritization.

12:16:40 Yes.

12:16:42 And even if it's even if it moves to local How does the State Chancellor's off this is the problem the state chancellor's office.

12:16:50 When they want to prioritize a sector and it's not in the party sectors, when Matt Robertson was in the state chancellor's office he sent out a letter saying projects in common.

12:17:05 And these are priorities. So that.

12:17:08 Yeah, but that doesn't acknowledge that services like this are not in this or in the priority sectors. So, and if you didn't read the letter you didn't get that message.

12:17:23 So, Yeah, I think that you could take out that parents medical I agree that yeah after I think that would read better without that actually yeah because then if, if we and if there are no sectors at all that's one thing but there may very well still be

12:17:38 sectors and and locals are given the

12:17:44 responsibility of prioritizing with the name sectors and now for education human development needs to be a name sector needs to be a priority. Right. And we're saying whether it's a statewide priority or local priority.

12:17:58 It should be a priority. Right. Well, the fact that we're fifth.

12:18:02 Yeah, if highest we should be number six in the first place. Yeah, five. Yeah. Okay, so does this justice.

12:18:11 Yeah, I think so.

12:18:13 All right, next one.

12:18:15 I think the next one.

12:18:17 This is the last one, right, I might be inclined to end it after prep communities of practice I don't know if you need to explain the communities of practice there.

12:18:26 Oh, like to say why quite a emerged.

12:18:30 Yeah. Yeah, exactly. Yeah, I think you could just end it right there after ECE communities of practice.

12:18:38 Um, okay, and, and if you do that, I'm going to reread it because I didn't reread this third one, provide critical sector relevant timely and professional support, utilizing collective expertise of.

12:18:57 You've got sector specific state leadership, I'm wondering if we just want to say specific state leadership, rather than sector specific.

12:19:07 And I, I'm only saying that because if the word sector goes away I don't want this to go away.

12:19:17 It's almost.

12:19:21 Yeah, let me say I want to ensure that no matter what happens.

12:19:25 Yes.

12:19:27 Because Because discipline faculty is perfect. Yeah. That was perfect. Do you want to say discipline specific meetings.

12:19:37 Well they were discipline specific i think you know Steve Battista can put this part in because he wanted to illuminate the fact that there were faculty leaders who emerged in a as volunteers, you know, to just who had been leading this effort for years,

12:19:58 but emerged, without any structured support so and and was that, and teacher preparation.

12:20:07 Well, it happened to DC to well no I hey wait a minute Kathy.

12:20:13 Well, it happened in EC two well no I hey wait a minute Kathy ECE is teacher prep. Right. Yeah, well I bad Are you saying that when you call it teacher preparation that no one thinks about that as ECEOI, I know though the communities of practice we're

12:20:26 edu and ECE and they were a little bit separate because the resources and the, the, the films The videos all of that was, you know, different. Um, I think we think of the sectors being the same but yeah, that courses, and

12:20:45 the challenges were different, because one group was dealing with not being able to go to elementary school and high school classrooms and the other was not being able to go to lab school so it was kind of a bad.

12:20:55 So, so if we can delete the last piece after Community of Practice right let's say that shortens that. Yeah, because they don't need to know the reason why.

12:21:06 And then, if we look up and I don't want to be the only my only concern and Kate Kim could hear it in my voice was, if we call it expert collective expertise of sector specific state leadership.

12:21:20 I mean, are we going to get in trouble and maybe not.

12:21:24 You could, but I think State Leadership is.

12:21:29 Yeah, I mean you could live delete sector specific there and I don't think that you would really lose anything from the UK.

12:21:37 You don't want to repeat EC Edu State Leadership. No, no, no, we want to unite on that one. All right.

12:21:45 All right, how's this.

12:21:47 I think that's much better. Okay.

12:21:50 I'll pop in I can, I can pull up in the URLs on my own, and do the number of the footnotes for what they're referring to.

12:21:59 Meaning, right, meaning that right now the footnote you've got the resources listed at the end. But like where exactly is that first one, appearing. It's in the it's in the first.

12:22:10 Whereas, put a number should be numbered. Yes.

12:22:15 Yes, I would do number footnotes for where those are actually appearing so that people can see what the references for which part. Okay, maybe you do that this yeah I think this is much clearer at this point.

12:22:27 And then I would call whoever is an area see in Pelham.

12:22:32 They can take this for information but tell them it's already going through area be so they don't need to send it forward. Right. We want just the one and we didn't, we didn't know that for sure David so I I advise Kathleen to get in touch with because

12:22:46 we have, we have statewide leadership on you know leadership and interest on this. Yeah, somebody from every area, every area but. So, um, I, I, I'm a little worried that the balls already rolled down, you know the bowling alley a little bit.

12:23:06 But, um, the other issue is that the goal was also to inform everyone's academic senate of the crisis. And as you know, many of the Academic Senate leadership members are from a broad range of disciplines so they, this was kind of new information for

12:23:26 some of the officers and some of the members so there were different goals here. Yeah.

12:23:33 But I think you've.

12:23:43 I think getting it out, getting in front of people is good, and I think you've done a good job of, you know, going around and notifying people that it's coming and trying to get people behind it.

12:23:46 The thing that matters obviously as the delegates at the State Senate, you know, end up voting.

12:23:52 But the. So publicizing It is a good thing and it will go out in the if we send it forward today, it'll go out in the packet and three days so state senate so academic senate presidents all over the state will get it.

12:24:05 That's what I want. That's what we want it. Yeah.

12:24:08 See, the thing is I said when I was senate president you go to all of the different area meetings going on in different areas have different personalities, trust me you don't want area see editing this after everything we just did because they will come

12:24:22 to tweak it all day long because that's what areas he does.

12:24:26 it all day long because that's what areas he does. Like, thanks for the, for the heads up but then I guess what Kathleen is also referring to is that what she chin, even I have been talking to a lot of different people and putting this in front of them,

12:24:38 but Kathleen, I don't think that what we've done here has changed the spirit of it at all. The only thing it's really done is, is concise it up, and I would ask for a title.

12:24:53 So let's see. So, report.

12:24:56 Yeah, well well let yeah but but I what I did I write that down somewhere I think I did system support for.

12:25:06 I wrote support for EDU slash ec.

12:25:11 Well I said sector development so I better change that out and educator preparation pathways and transfer programs. But, but maybe you can maybe now that it's been redone.

12:25:22 There's a better, a better title system support for education and early childhood development programs, Muslim support it's prioritizing to its I'm prioritizing system support, yes.

12:25:40 Okay Yeah Can Help, help with this because I'm getting too close to it. Yeah, no, that's fine. Okay.

12:25:48 Do we want to say sector, this is coming out of CT so just, you know, just as a reminder that it is a sector, the sector designation brings strong workforce funds, it brings with it.

12:26:02 Some elements within CTO, I think, if that's all you want.

12:26:11 Then he sees and even in the title, and I don't like that.

12:26:17 I'm.

12:26:17 I'm wondering if we want to say sector pride was prior prioritization,

12:26:24 and educator preparation pathways and transfer support, I don't know, that's too long.

12:26:32 Yeah, I was that don't make Kip can't help me out here. Does that make sense.

12:26:37 Yeah, people don't always understand that human development might include early childhood education and like, I'm coming from early childhood education myself there.

12:26:48 It needs to be explicit somewhat early education and education, because we're trying to align and not look like we're trying to compete right, we are alone, right, doing what it makes sense and you know you're disciplined better than I do.

12:27:02 So if this doesn't make sense they sell but from what you were starting with their gate.

12:27:17 Just say maybe prioritizing system support for ec. edu. Education and Human Development pathways and transfer, something like that. I just, I guess what I thought that this, this, this does focus on, it's still in career tech education it's in that category.

12:27:29 But the other thing that we've always talked about was that we're working with both populate we're doing both CTE and transfer right and I know that one.

12:27:43 I think that's the other thing that we do Kim is we're both and. Yeah.

12:27:48 Sometimes we're not given priority in either one because they say oh you're CTO your academic transfer, right, and I want to I want it to be understood that we do both.

12:28:00 Yeah so hey everyone is Karen.

12:28:04 Looks like some really great work is happening here. I just wanted to a little time check, it's 1228. And I think that people will be coming back in two minutes so do you need me to create a breakout room for you to wrap wrapping up know we were doing

12:28:19 the title. Okay, cool. And so then, I think, then I want to come back and maybe let's look at this perfected resolution first.

12:28:30 And let's see if we can move it towards action, and we'll go into the resolutions packet. After that, hurry only thing I don't know how to do, is I don't know how to make little, little numbers that are so, so, so, Kathleen, the title resolution doesn't

12:28:47 have the word number it just take out Resolution number, take out the word number all together. Yeah, that's okay that. Yeah, I mean, you're right. But, yeah, we can clean that up.

12:28:57 That's minor. So yeah, anything. We prioritizing system support for the EC Edu Education and Human Development sector.

12:29:08 Dead Man, David, what do you think are those three things ec. edu. Education and Human Development is that three things.

12:29:20 Why are you putting it in parentheses, not three things there.

12:29:25 Okay, so that's so cool. And so that's fine you don't need the parentheses just leave it like that without.

12:29:31 It was the comment that needed to come out if they're not Oh, I see.

12:29:34 Yeah. So that's, that's okay.

12:29:37 The only other thing that I see here then. Yeah, I'm Kathleen if you can go through and do the, the actual specific references the number to put notes so it's clear what reference to what I think this looks much better.

12:29:49 Yeah, okay, and the casters link is in the chat. Great, thank you. And the only thing that I would just add and then shut me up, is that in the top resolved we did talk about student pathways and transfer support.

12:30:05 So, I just wonder if we want to say sector and maybe just leave it at that. It's okay. I can live with it. I just how do I make a one that is the career.

12:30:18 Oh, you mean when you're doing I don't know, probably the best Insert menu at the top of the up at the top.

12:30:30 Okay, click on the Insert and it will probably say, put it somewhere there. It's footnote. Yeah.

12:30:37 And so click on that it's going to put a footnote wherever you've got your cursor right now. Yeah, and then you can fill in.

12:30:44 Okay. Yeah, I'll do the URLs, and, um, there it is.

12:30:52 All right. and I'll just, it'll be done in five minutes. Okay, great.

12:30:56 Thank you. Yeah, I'll see you back in five minutes. Okay.

12:31:02 Thanks, everybody. Thank You were awesome. Okay, so did I hear, we need another five minutes on this one. She's just putting the footnote number numerals into the debt.

12:31:15 Okay, okay. I just have to do the footnotes and get the URLs. That's it. Okay, okay.

12:31:21 But then, are we ready to be ready.

12:31:25 Okay, can I think.

12:31:27 Yeah, yeah, that can be done, I think.

12:31:30 Karen that it could be. I mean, you can discuss it and because it's not changing any of the text or anything to stick in those references. It's just adding references got it.

12:31:41 Okay.

12:31:41 Okay, so let's do that. Let's do a little bit of who's back in the room, some people are starting to come back now.

12:31:49 Maybe we'll just give people like another two minutes or so to come back from lunch, and.

12:31:58 Still, yeah, I still see Kathleen shared screen which is good because we want to be able to see the perfected resolution that you're all just worked on, and I hope you were able to eat while you were no no no.

12:32:16 This is more important you guys know that. Okay, well at least hydrate.

12:32:23 Can you see the screen. I'm sharing it right, we can see the screen. Yes.

12:32:28 Yeah, we could see the scope, I, I, I can, I will promise to do the footnotes and find the URLs, but I did you just say that you could consider this as amended and, as I think that we could announce that you will be putting in the footnotes, with the

12:32:47 references. Yeah.

12:33:00 But yeah, that's not going to change the text know exactly, so we just need to make that clear. Okay, great. Yeah.

12:33:02 Can I get.

12:33:17 Is it a inform as opposed to a send forward vote yes. Okay, so I asked her to inform say that they she supports it.

12:33:32 But Area B is already sending it forward. Right. Yeah.

12:33:33 can I read it and Jenny will be at area see tomorrow I believe as well. Okay, you will see what we did here and yes. Yeah. So I guess what I was going to ask is that I believe somebody you know Jenny and then also somebody from resolutions committee would

12:33:51 be at the area meeting tomorrow and they can update those area meetings tomorrow, of what the meeting today. Approve but because we don't even know what area.

12:34:02 D is doing today, right. So, yeah.

12:34:13 And they didn't there, they're not ready yet.

12:34:12 Some more they're doing it in April, beginning of April.

12:34:15 The one that it was going to talk about it tomorrow was see, so I can email Jennifer and just say talk about it but the resolution is already going forward.

12:34:29 She'll be relieved, so that and and the point of moving it through one area. Yeah, is because imagine right if you get through all four areas and all four came out with different versions of a perfect resolution, that's very difficult for the resolutions

12:34:42 committee, so it's difficult for the resolutions committee that's a bad thing.

12:34:50 I'll let her know and then the others are going to Santa Ana college already passed it forward it may come up as a discussion item tomorrow. Yeah, that would be that would be area d and yeah, yeah, yeah I don't think Megan's planning on being there but

12:35:04 but I will so we can let them know okay yeah I don't think Megan was her. She said she's fine to talk to everyone there but to say she supported it right.

12:35:13 Yes. So, so Kathleen once it's all done once you've put in the area approves this. And then once you've put in the put in the I'm sending you my, I just sent you a direct message with my email so just email it to me when it's all done.

12:35:28 Okay, okay, okay, great. thank you.

12:35:32 Okay.

12:35:35 So, let me do a little check because I know people just kept their zooms on and walked away for lunch, but. Can I, can you please put up your hand, everyone if you're back from lunch I just want to get a sense of who's here.

12:35:51 Thank you. I hope you had a good lunch. I'm sorry we couldn't provide it to you today. as we would, if we were in person.

12:36:01 You will hello everybody lunch here.

12:36:04 We have many folks in here.

12:36:09 Out of 35 responding.

12:36:13 Has everybody is everybody who's here. Did you put your hand up.

12:36:21 Okay, well, maybe people will be coming back on gradually it is 1236 so I'd like to redo my meeting.

12:36:31 So thank you everyone who's back and hope you had a good lunch and hydrate, at least.

12:36:39 So, our little group has been very busy during the lunch hour, or 40 perfecting this resolution so I want to turn it back over to them. We will review their perfected resolution, and then we'll have an opportunity to take an action on it like we did with

12:36:58 the earlier resolution. And then after we do this, we will immediately go to our resolutions packet for review at the area meetings. And when we do that, all we are going to do is take turns reading the resolved statements.

12:37:16 And then we will pause a bit to see if anybody has any questions just around clarifying what the resolution is, we will not really debate we're not going to debate the resolution because that happens at the air at the plenary right at the voting and debate.

12:37:38 So we're not debating, but we have an opportunity to ask clarification questions that might help the resolution, authors, make the or address you know any clarification issues that might need to.

12:37:54 So, hopefully that's clear. But we are going to come back to others who have perfected this resolution so Kathleen, Go ahead and take it away. Show us your perfected resolution and then we'll have some time for input and discussion and hopefully, an action

12:38:13 before too long. Okay, thank you.

12:38:16 Thank you for thank you to Kate and David and Kim, and others for spending their lunch hour with words.

12:38:26 So it's shortened I attached in the chat that edit version. So, I think you can trust David's edit skills so he had, he and Kate both agreed with me on what to take out, it's significantly shorter I think it's still has the intention of the resolution,

12:38:52 and the whereas as you can see we've chopped off a lot of things here.

12:38:59 The resolves really haven't changed we're asking for that the Academic Senate, work with these bodies to

12:39:11 meet the twin labor demands of the expansion of programs outlined were resolved that there's a prioritization of the education human development sector, we took out the, the references to director and taps and so that could be changing based on my input

12:39:29 just that we want to lift the sector however that looks.

12:39:32 And depending on the structure, and then we're asking for academic senate support around providing professional development professional support to the sector.

12:39:44 I will be adding footnotes and a link to the sources down below which I will do today, I will do in the next few minutes.

12:39:56 So we've taken out all references to sources and we'll put them at the bottom, which also shortened to the document.

12:40:04 Yeah, it certainly looks much clearer to me.

12:40:09 And let's open up then thank you Kathleen let's open up.

12:40:13 Any questions for our emotion.

12:40:19 We have a title.

12:40:27 Okay, I'm trying to monitor the chat in hand I'm not seeing any hands, not seeing anything in chat.

12:40:35 Are there any questions.

12:40:39 Yeah, I was thinking that perhaps maybe you want to ask for emotion. Someone can sake and then we can then have discussion.

12:40:47 Okay.

12:40:49 So, yeah, is anybody ready to make a motion to approve this perfected

12:40:59 as an as approved by the area be attendees and have the resolutions committee

12:41:08 and be ready to put it in the packet for the.

12:41:15 Can I have emotions and has

12:41:24 a handle.

12:41:25 Yeah, Simon, Simon hand up, or did have it.

12:41:30 Okay.

12:41:34 Anyone ready to make a motion.

12:41:38 That's what he did Gretchen's ready.

12:41:42 I'm okay.

12:41:44 Except this perfected resolution prioritizing system support for the EC Edu Education and Human Development sector.

12:41:53 Thank you, Gretchen Do I have a second.

12:41:56 I can second that this is Eileen to have a

12:42:01 Eileen for the fact that we now have the motion and a second and open for discussion of the resolution to approve.

12:42:11 Okay, Gretchen you have your hand raised again.

12:42:20 Okay. No.

12:42:21 Okay. Any discussion on the perfected resolution.

12:42:31 Okay, not seeing any desire for discussion so let's move to the vote.

12:42:37 So please raise your hands now everybody can participate in this, please raise your hands if you support. Moving approving this from area be attendees and moving it forward to the resolutions committee for inclusion in the resolutions packet for plan

12:42:55 to me.

12:43:11 we

12:43:13 carry my boat is a yes vote. Okay.

12:43:14 So, 24 accounting you 25 counting me. Okay.

12:43:20 Because I can't see the screen but i

12:43:25 i think that 23 is good.

12:43:31 So, all right so then I'm going to lower all the hands.

12:43:37 And please raise your hand now if you do not approve moving this forward.

12:43:51 Okay, not seeing any hand. Thank you.

12:43:57 Alright, so please raise your hand if you abstain from voting.

12:44:09 Okay.

12:44:11 So, looks like there's zero abstention okay so we're going to consider this approved.

12:44:17 This resolution will be submitted to resolutions committee I think that is Annie still here.

12:44:26 Yes, I'm here the whole time.

12:44:29 So Annie can now take it forward and put it in our resolutions packet, help us take it forward and David to.

12:44:40 Okay, so thank you. All right, great, wonderful so now I just want to do a triple check so no one has any other new resolutions to bring forward to us.

12:44:51 Correct.

12:44:54 Okay. Speak now, or go to plenary and get the for delegates.

12:45:01 Okay.

12:45:02 All right. So, yes, thank you to Kathleen Kate.

12:45:19 David, Annie. Think Kim helped I wasn't sure everyone who helped but thank you to everyone who helped perfect that resolution great work team.

12:45:18 Definitely echo that. Okay, so now we're going to jump right into the resolutions packet.

12:45:28 Let me make sure that give me let me make sure that I have the packet, open, Karen. Do you want me to put up the Google Doc so that if we make any small changes I mean, that would be wonderful David.

12:45:42 Thank you. Great. Thank you, baby.

12:45:44 Oh, I see. Adrian Rodriguez hand from Monterey, yes.

12:45:50 I thank you. We don't have any in Monterey Peninsula, we don't have any resolutions developed we did have a couple questions that came up and some of our recent meetings.

12:45:59 Maybe ideas for resolutions that might be considered would now be an appropriate time in the agenda to throw those out to the group or is there a better time, or you can throw them out.

12:46:11 And then you just want people to consider them as ideas to write resolutions to bring the plenary that correct. That is correct. Okay. Yeah.

12:46:21 Thank you. Thank you for your time everybody so there are two things that have come up recently for us one is as we're going through our APS, especially MPC ap 4232 which require students to select a pass or no pass option by week for of salon semester

12:46:39 length courses or by the time that 30% of the course has been completed.

12:46:44 We saw that perhaps as a barrier to some students who don't always have their decisions made are there catastrophes within the first four weeks of the semester.

12:46:53 So I was wondering if those conversations had happened at any of your institutions and then the other one that came up even more recently was MTC is currently offering a nutrition and a statistics class in Spanish.

12:47:07 But the current legal opinion from the chancellor's office requires students to also enroll in ESL class if they take a Spanish language section that's offered, which many of our students and our in our faculty in the Spanish program do not agree with

12:47:23 and feel is somewhat discriminatory towards dual language learners are students who are already English and Spanish proficiency. So I'm wondering if that conversation has come up at any of your institutions as well, and just general thoughts.

12:47:41 Thank you, Andrea so there's two things right. The first one, and I'm hoping Jenny can help me with this.

12:47:48 I thought it was a new guidance from the chancellor's office about pass no pass grade, saying that actually we are allowed to have a longer period for students to choose the pass no pass option.

12:48:06 There was some guidance that came out I need to go look it up I don't know if it's temporary due to the situation we're in I believe that's the case but I would need I need to go look it up and verify I see Simon shaking his head like not.

12:48:22 That was my understanding to is that we've got some temporary provisions in place for students as a result of coven but the, you know, in the end, it may have to do with articulation agreements why it can't be why it's not permanent.

12:48:36 And so I think Simon may have some information on this.

12:48:41 Yeah, you can't hear you. Um, yeah.

12:48:46 Sorry about that too many buttons, the guidance that we got last year was under the coded, a special dispensation with the ew and pass no pass.

12:48:58 But the wording that came out from the chancellor's office did not come out consistently this semester. So it seems like there was unclear. It was unclear on which direction they're moving in that guidance because it wasn't until the third week in the

12:49:11 semester when we were told we could extend it this semester came out in February. Yeah, that extension recently and my dean of a&r at my colleagues, went ahead and made the change to enable.

12:49:24 Yeah.

12:49:26 So, but I think it is meant to be a coveted accommodation so it's I don't think it's meant to be permanent. So I think, Adrian, is it Adrian, Adrian, Adrian, Adrian Thank you.

12:49:39 So Adrian I think you're proposing something more permanent like along the lines of a change to title five or something like that.

12:49:47 or. Yeah, I mean yeah that's I don't know how difficult that is probably very difficult but it seems like that.

12:50:02 You can always, you know I mean you could write a resolution asking us to work with chancellor's office and system partners to determine the rationale and explore, extending the time and that, but I believe it has some, it has something to do with the

12:50:21 transfer institutions, because they will only accept so many courses on pass no pass basis. So I think it's somewhat beyond our control but we could do some research on that with all the other things we're doing but if you wanted to make sure it got done

12:50:38 then pass it, you know, putting out a resolution requesting that would help to push us the long. Yeah, thank you, Judy, and thank you.

12:50:49 Adrian for bringing that to our attention and then the second issue about the nutrition course in Spanish, requiring students to take concurrently, I'm hearing an ESL classes classes.

12:51:10 that is offered. We're in the instruction is offered in Spanish. There is a requirement to continue to develop your English language proficiency which I think most schools have adopted you have to co enrolling in, in English class that also try to.

12:51:23 Is that also. Can I offer some, some thoughts on that one because you know, I think that I dealt with that one for several years, and you are right.

12:51:36 That may be an area that we might want to explore and and you know resolution coming from the campus.

12:51:44 Looking into more that particularly legal opinion is important, is a legal opinion is not in regulation and.

12:51:53 And so, the.

12:51:57 I don't think at this point, we have any other option, we have to figure out a way of concurrently enrolled students in in ESL classes but it does not have to be a class that's within the scope of a sequence of ESL classes, it could actually be an ESL

12:52:21 non credit class, as well as you know, the regular credit courses.

12:52:31 It just, you have to get creative and how you you offer that I know.

12:52:37 In my experience, we ended up having to create with ESL program before repeatability after repeatability was gone.

12:52:46 We ended up having to create a couple of classes that we could actually connect to ESL with a lot of ESL support so then we can transition students to the credit ESL classes.

12:53:03 And so, so I think had resolution asked, asking their academic senate to explore that particular legal language and how does that.

12:53:16 How does that translate into us wanting to move equity in for our system and the success of our students in our system, because it.

12:53:27 You know, it just, it has that kind of a flavor it's just doesn't feel equitable and and but that is all we have. And so far. I don't think we, we followed up with anything to try to change that.

12:53:42 Yeah, I think Jenny has something to say about it.

12:53:46 Yes. Yeah, so I would recommend working with your ESL colleagues on this, and also getting the actual language what what is the requirement. Not what colleges are doing but what is the actual requirement.

12:54:00 Right, yeah I have that I have the language of the legal opinion which it looks like it was 2006, and yes will definitely work with the colleagues on my campus and I just, you know, do you think that this is something that is worthy of debate like do

12:54:17 you think this is something that have, you know, what do you all faculty in the Zoom Room today, being supported or something that asks us to look.

12:54:29 Maybe, maybe think we should pursue.

12:54:30 Yeah, maybe people can put comments in the chat for Adrian, and then David also has his hand up. Yeah, just, just, I think I think it might be, I think the question would be, as far as the resolution exactly how widespread how many places are having issues,

12:54:45 it I'm not sure if your your your senate president or not. I am, if you are you on the Google group Senate President listserv.

12:54:54 Yes. Okay, that'd be a good place to ask about both of these issues actually to put up and see if other people are, are hitting some of the same stuff, and anybody who is a senate president and is not on the Google Groups listserv shoot me an email and

12:55:09 I can help you get hooked up to get on that. Thank you for that reminder David yeah that's a that's a useful Google group to be on.

12:55:16 You're reminding me that I also wanted to make sure that everybody saw, and I have now put it on the area of the website that we have the update on the area meeting date thank you to Ginny, she put it in the chat earlier area meetings for next academic

12:55:33 year, 2021 22 so the fall meeting will be held October 15 Friday for area be.

12:55:42 Thank you again to Meg, and college of marine for volunteering to host in person if we are able to do so. And then the spring 22 meeting will be March, 18.

12:55:54 Okay, so just save the date, kind of thing.

12:55:59 And also we are still looking for a volunteer campus to host the spring 22 meeting.

12:56:09 Usually that entails getting support from your college to pay for about, you know, 40 people or so, continental breakfast and lunch and can be a very simple lunch doesn't have to be a fancy one, and the benefit is everybody to see your campus.

12:56:26 You get to show it off, and you don't have to drive an hour more into the meeting.

12:56:32 Alright, so thank you all for considering that.

12:56:36 Let me know if you think you can volunteer to look into that with your college, or if you have the funds within your academic senate funds to do that.

12:56:51 Okay. So, moving on. Yeah, Jenny again Yes, that's okay so I just I just want to reinforce what David said about using the Google listserv and asking those questions or even the curriculum listserv.

12:57:01 I can get you information to get on that list serve if you want, but you know resolutions if it's just happening at one or two campuses if it's a small issue.

12:57:11 You know you ask for support from the Academic Senate to come to your campus for some education, and you know resources.

12:57:19 But if it's, you know, something that's happening broadly throughout our system then that rises to the occasion of something that would come to our plenary session as a resolution.

12:57:27 Yes, thank you.

12:57:31 Really appreciate all the support for people's questions today in our area be meeting.

12:57:39 And so I think we're ready to move on, David, do you mind sharing your screen and going to the resolutions packet. And I think what I will do is I will call on whoever I see next to me, to help us do the reading of the resolve statement, and I guess if

12:57:58 we want to have fun with it. We can practice the, you know, the little playful shaming, we do, when people don't introduce themselves and say their name and then college.

12:58:13 You are you yeah okay so David you've got it cued up to the very first resolution. And let's maybe go down to the resolve statement, and I'm going to call on Anna, the Gorski, and then remember Karen to read the title, and then,

12:58:37 and then the results. Yes.

12:58:40 Okay, so I'm on as a Girl Scout from Korea College.

12:58:44 This is 3.1 include cultural competence and faculty evaluations

12:58:51 resolved that we encourage local academic sentence to collaborate with their union counterparts to explore the negotiation of cultural competence and diversity focus criteria into faculty evaluation processes and resolve that we work with the California

12:59:08 Community Colleges chancellor's office state level faculty Union leaders, and other system partners to explore the development of title five regulatory language that would address the inclusion of cultural competence and diversity focus criteria in faculty

12:59:23 evaluation processes in ways that are meaningful. He had respectful of local governance and negotiation processes.

12:59:30 Okay, thank you. That was beautiful.

12:59:32 So, we're not debating it. Okay. So any questions about clarity on this level here and I can't raise my hand because I'm screen sharing but can I can I just real quickly on this one because I actually I'm honest and be so I actually helped with putting

12:59:49 this one together. Yeah. Can I just explain. So, the reason for that second one which I suspect is going to make some people a little uncomfortable and if you want to just go ahead and pull this from consent right now we might as well get it over with

13:00:02 because it's going to get bold from consent. But the, the logic behind that second one, you know, the first resolved, is just to encourage local sentence to do this, which I hope is just simply logical.

13:00:14 The second one talking about regulatory language. The idea is, the students sentence current the anti racism plan asks for this, the chancellor's office, loss of vision for success.

13:00:25 It's going to be coming down the pike at us.

13:00:28 I would rather that we take control of it rather than having something thrown at us, so it just says explore. I know it's going to be sensitive with union leaders and such.

13:00:39 But again, the whole point behind that second resolved is that it's a better idea for us to be taking control of it then then having somebody else take charge.

13:00:49 And let me just clarify to that, it just takes one person to request to remove it from content for us to remove it from content.

13:00:59 And, might I cruise and the chat has a question can we say union partners instead of counterparts.

13:01:05 And then Nikki says, that makes sense and Nikki is making the request to pull it from consent. Okay.

13:01:16 Okay.

13:01:16 So, in some hands up.

13:01:17 Yes, and we have hands up oh yeah we have a couple hands Okay, looks like. Leanne was first then God. We, and I gotta look down to see who the fourth hand.

13:01:28 Yeah.

13:01:32 And Gretchen Gretchen.

13:01:34 Thank you. And thanks for this resolution and I, I'm glad it's getting pulled because I think we could add to it. I see the references to cultural competence.

13:01:47 And a lot of the reading that I'm coming across right now is expressing a lot of frustration with cultural competence, as being as not going far enough can we can we insert anti racism.

13:02:01 Can we insert that in there because racism isn't a cultural thing racism is, is something that I just feel needs to be called out. What are your thoughts.

13:02:14 Okay.

13:02:16 Thanks for that comment, Julie.

13:02:21 Thank you, um, I had a little bit of trouble. This is just a clarity issue. The second whereas I thought that the sentence or the string of phrases got a little confusing for me and I'm just pointing that out.

13:02:43 Particularly, starting with line three.

13:02:44 Okay, thank you, Julie.

13:02:48 Yeah, the, the phrase cultural competence was also the issue that was pointed out at my academic senate and I was, I was just curious as to why that phrase in particular was used and it's great to have David here because maybe you can answer that question.

13:03:04 Yeah, I think that phrase mostly I think it's been it's probably mostly because it's the one that's come up and most of the other documents again the students anti racism bland actually does say cultural competence, the vision for success so I think that's

13:03:20 the, the term that has been. And again, it's also part of the eo metrics from the chancellor's office, which I admit I was on the eo committee when that was developed and help get that in there and that was so it's kind of the phrase that exists in a

13:03:33 lot of the other documents on this I think so it's more consistency than anything else, probably not Thanksgiving may add, if I may add as a member of the DI work group.

13:03:47 And also, I was part of the task force people did the I work with form.

13:03:53 There was a lot of discussion around the turn, because, you know, the term has evolved, but unfortunately or fortunately whichever way you want to see it as a system.

13:04:05 We are we, the cultural competence seems to be more prevalent more prevalent in. In, so.

13:04:27 So it was, it has it kind of has become the term that we have that had you know was selected to be incorporated. But, of course, it we're now three years into or two years into the implementation plan and and things are evolving.

13:04:37 And so, it's not a bad idea to think about language, that would be much more more relevant to you know the movement. At this point in time.

13:04:53 Thank you, David and Maya and IDC Eileen hand up.

13:05:00 Hi everyone.

13:05:02 I think that since this resolution Well, I want to I want to keep the the term cultural competence and the reason is that anti, if we're talking about evaluation.

13:05:16 We need to have the ability to measure.

13:05:20 Right. How do we how do we measure anti racism. That's not, but there are tools there are assessment tools that actually do measure cultural competence.

13:05:33 And so, if because this, this particular one has to do this particular resolution has to do with in the including, of this notion of of anti racism, cultural competence in, in, in, evaluate in faculty evaluations.

13:05:56 I think that we need a mechanism that we can, or excuse me, I think we need a term that is measurable. Right, what are we measuring and when you use cultural competence.

13:06:08 There's actually there are actually skill sets that are measurable that you can determine cultural competence. I am not aware of any standard, or skill sets that are measurable when we talk about anti racism.

13:06:26 So I think we need to kind of bifurcated that the concept. The intent is that we want to enact policies that are anti racist and this would fall under that right in terms of the resolution, but how we actually do that at an evaluation level has to speak

13:06:49 with what are the assessment tools that we would use to actually measure that. And so I would actually kind of admonish us not to lose no matter what the nuances, I mean you know what the what the movement is, is that we need to, this is our evaluation,

13:07:10 and we need to have things that we can measure.

13:07:14 Right. So anyways, that's my two cents.

13:07:21 So, we're doing the chat. The, the glossary that has been adopted by the Board of Governors, you're going to notice that in the glossary cultural competencies defined and you're also going to notice that cultural fluency is defined and wondering if the

13:07:41 medium here could actually be cultural true cultural fluency and Eileen I don't know if that gets to the point that you're bringing forward but just another thought.

13:07:58 Okay.

13:08:00 Thank you very much. I'm just really aware of the time right now, I did put the agenda in the chat again, just want to note that you might want to take a closer look at the disciplines lyst information in the agenda because Eric novice in is not here

13:08:17 today he's on that committee, and he was planning to present on it but he's not here so I just want to draw everybody's attention to that. And let's try to move ahead to the next to the next resolution and I'm going to call on Lenny to help us read this

13:08:37 one.

13:08:43 Karen.

13:08:44 I'm so sorry that I'm interrupting again. And I, I'm wondering if based on the comments that we heard from the prior resolution. If there is something that we need to entertain, or do you just want to make sure that we honor the contributions of those

13:09:02 that are thinking about the quote unquote cultural competence in a different way.

13:09:10 And just want to make sure we get an agreement.

13:09:14 Sorry, apologies I wasn't sure we were at a point of making a decision about anything I thought that was feedback for the committee.

13:09:22 Coming.

13:09:22 Yeah, I would say, I mean the debate over the language competence and fluency in it.

13:09:34 I think those would be substantive changes I think that's the reason we're debating of is because those would. So I think if you wanted that kind of change someone would have to write a, an amendment at that point.

13:09:40 So, okay, David.

13:09:42 Yeah, so the amendment, so can you take us through the amendment writing process again, just so we could come up with a member today but again it would have to be.

13:09:54 It's got to be actually something written out in somebody's name attached to it and that sort of thing. And you can also do amendments, over the course of the next several weeks so and the same thing.

13:10:04 What you would do with an amendment is you would copy this into a Word document, and it's available you've got the packet and that sort of thing so paste this resolution into a Word document.

13:10:15 Do the same thing I did here cross out parts that you're taking out underlying what you're putting in, and then send it to resolutions that as triple c.org and it wouldn't have to have the four second ders from four other delegates but you can get the,

13:10:29 the list of names of delegates from us, to be able to do that and again that can be done anytime up until April 12.

13:10:36 Thank you. Okay, I just put the resolutions packet in the chat, again, so if anybody feels moved to do that in the next couple of weeks as David says, we can do that.

13:10:45 Okay.

13:10:47 Unless somebody really wants to take, unless people really feel like they want to do it right now, in which case we may not make it through the whole packet.

13:10:58 Okay. I'll take the silence to mean that somebody will take up working on it.

13:11:05 Outside of Oh, Okay so, Linda you ready to help it read this.

13:11:08 3.0, can you hear me. Yeah. Okay, great.

13:11:13 So, 3.02 s 21 establishing local inclusion diversity, equity and anti racism idea liaison

13:11:27 resolve that we urge local academic sentence to identify a faculty member to act as a liaison to facilitate communication among local faculty, the local senate and the Academic Senate for California Community Colleges

13:11:43 any desire for discussion around this resolution,

13:11:52 the clarity of it.

13:11:53 So you have Julie's hand itself.

13:11:56 all Yes, thank you, Julie.

13:11:59 Hi, thank you. I'm so for this one I'm, and I'm relatively new to the process but in reading the resolved, it seemed to me that it's a lot of this specific language in the whereas is that helps a reader to understand what that liaison is is missing.

13:12:19 And so, in reading just the resolved in isolation, it seems to me a little bit vague, and I think it would benefit from specificity.

13:12:32 Okay.

13:12:34 So, Julie. are you are you talking specifically about kind of like the roles and responsibilities that should actually be elaborated.

13:12:45 So, let's see here sorry, let me go to my, um,

13:12:52 I'm the, The link for example the language in the title. If that could just be echoed in the resolved, I think would would satisfy in and again, if other people don't see this problem I'm really happy to let this go but if the liaison were described as

13:13:10 the, you know, inclusion diversity, equity and anticipate atheism liaison.

13:13:28 Yeah, I'm saying Catherine Mauer I agree with your comment, Julie, so it seems there is a desire for more. Is this also on. And David. Yeah, David is putting that in their desired consenting.

13:13:40 I'm consenting. So, I wonder if what David is doing right now which is the suggestion that that was just given, and if if daddy is. That's not a major change know that's basically making sure that the title.

13:13:57 And so, okay. So these are these are so go ahead, David, I think it's just clarification I don't clarification. Yeah, okay.

13:14:07 And so the question is now if we, this is, this particular resolution is on consent. And I want to read to remain on consent. Exactly, yes, that is that is where we are.

13:14:19 So I think Kate has her hand up.

13:14:24 I have another question about this is this in parallel to the CTE liaisons or the legislative liaison or that we are that we already have in the Senate and are they all identical, and Does everybody know what that means for their local sentence, or I'm

13:14:45 just I'm just asking questions because I don't understand.

13:15:04 Yeah, so do we know whether the this proposed liaison would have a similar role as other, like the CTE liaisons or. We are liaison or.

13:15:08 So this resolution.

13:15:10 Was it came from that relations with local Senate's, and I think that that they, the focus of the resolution is actually on on that role that they may have some will play to be a communication, a bridge on the communication between the various parties

13:15:31 that are named in the resolution.

13:15:53 And that that would be that would be defined locally, but also with us, as the city he lays on roles and responsibilities As you see, as the layer some roles and responsibilities of other leaders on that we have that they will, there will be the Academic

13:16:07 Senate at the state level will identify suggestions on this role.

13:16:14 Okay, and Jenny has her hand up.

13:16:18 Yeah, so if you go to our website and you look under liaisons you can find the descriptions of the various liaisons that we have, and then local Academic Senate would appoint one of their faculty to serve in that role or multiple faculty members, and

13:16:32 then they would decide how much or how little this person would do. So it's just a contact person to try to, you know, take some of the weight off the local academic senate president, with everything that comes about.

13:16:47 they that local academic senate president can it's difficult for them to have their their their finger on the pulse of everything so that we have different people that can keep, keep an eye on these other important areas in the work that we do.

13:17:01 Okay, thank you for that clarification Ginny, It's up to the local Senate's to decide because there isn't an as Triple C

13:17:13 place, contact place like the you know all we are is much more connected or CTE is much more connected there's a there's a as triple CCT committee, but there isn't one of these.

13:17:31 Well, I think that the, though, I think when it when it says to urge local sentence to do this, some of these things. So then the, then the executive committee's got to do something and that might involve a roster my article that was outlining some of

13:17:44 these duties. When we first created the legislative liaison position we didn't have that web page with all the legislative updates and that sort of thing do so in a sense of urging I think the executive committee would clarify some of those things.

13:17:58 Okay, thanks.

13:17:59 And it's not a requirement that local Academic Senate have these liaisons, it's just a suggestion so I posted the link in the chat so you can go and read about the liaisons, and this is just a proposal to add yet one more liaison as an option that academic

13:18:12 Senate's may choose to engage in.

13:18:22 Thank you, Jenny.

13:18:25 Okay, so I'm going to assume we're ready to move on unless there's any other comments, I don't see any hand or chat so are we are we keeping this one and consent or are we pulling it from concept, I don't see any requests to pull it.

13:18:41 I don't see any requests to pull it. So, okay, great. Thank you. If there are no request to pull it staying on. Okay.

13:18:47 Oh, Julie has a punctuation suggestion, David, is that, Yeah.

13:18:54 Okay.

13:18:56 Alright so then we'll move on to the next one and Fred I'm going to ask you to read this one if you hear.

13:19:06 Fred tatty

13:19:13 famous.

13:19:12 What I don't see the top of the resolution so I can't say I think David's working

13:19:20 on how to kill the chat first yes Julie I will prove we will prove all of these completely later so what we'll catch those. Okay. I apologize for that.

13:19:28 Okay.

13:19:31 We ready.

13:19:32 Yeah. All right, 5.01 support for additional Guided Pathways funding.

13:19:39 So are you.

13:19:42 Frank City College of San Francisco, so sorry resolved that we work with the California Community Colleges chancellor's office to advocate for continuing funding for colleges to support the guided pathways framework for an additional five years, in order

13:19:56 order to allow colleges to continue to implement the framework and time to plan for long term sustainability.

13:20:04 And that we continue to take a strong role in supporting local colleges and academic sentence in the design, implementation, and evaluation of Guided Pathways frameworks and advocate for identified funding to continue its leadership role.

13:20:18 Okay, thank you, Fred.

13:20:21 So is there any questions or comments about this resolution.

13:20:32 Okay.

13:20:33 All right, then we're going to move on. And we are still in the consent calendar.

13:20:40 I'm going to call on April, and no God.

13:20:45 If you're here to help us read 6.01.

13:20:49 Hi, I'm April Noga from Los Altos college.

13:20:53 See here.

13:20:55 I'm sorry, let me make it a little bit bigger.

13:20:59 Okay.

13:21:02 6.01 s 21 revisiting the 50% law, and the Fon

13:21:10 resolved that we work with the California Community College Chancellor's office to revisit the recommendations from the 2016, the 50% law and the faculty obligation number of proposal, and the 2019 update and advocate for revisions of Education Code 84362,

13:21:31 also called the 50% law and the faculty obligation number while ensuring that all relevant faculty voices are included in the revision efforts. Wonderful.

13:21:42 Thank you, April and I can be that David the author of this resolution is with us.

13:21:50 The author and this was actually something that was from last fall and it was referred and they told us to clean it up and fix it. So this is the cleaned up and fixed version of one that came last fall.

13:22:02 And, yeah, so I worked on it. Most of these are our joint efforts, but we ended up putting my name on this one. So,

13:22:11 yeah, Thank you David for that clarification.

13:22:14 Any questions on this any desire to pull from consent.

13:22:22 This is Julia Thompson again I have a question about this.

13:22:31 Yes. Okay, thanks.

13:22:30 Um, okay so my question is, um, you know, been watching this one for the last few years has it's been kind of winning its way through, and.

13:22:41 And one of my concerns is that wherever we end up, and we're doing everything that we can do to protect the number of have full time faculty members that you know that we don't see any erosion.

13:22:56 And so, and I think that the, the case against erosion was made pretty strongly in a lot of the support documents and I'm wondering whether we can, whether there would be a will to amend the resolved to two, and not quite sure how to say this but to me

13:23:16 the way that the resolved reads right now it's about revisiting, and I think that I'm sorry read this ending and. And I think when you look at the documents that are going to be revisited that there's strong language there but I wonder about getting some

13:23:31 some of that strong language, protecting against the erosion in the resolved.

13:23:38 And I hope that makes sense.

13:23:42 I feel like what you're getting towards Julie is perhaps pulling this off consent.

13:23:51 And then also providing an amendment to the yeah solution.

13:23:57 Exactly.

13:23:58 Yeah.

13:23:59 How to to amend.

13:24:02 And again, I'm not in any way opposed to amendments my own resolution or anything like that. I'm not I think you don't want to overdo too much detail in me in the resolves I think you can point you know at points to the document already.

13:24:13 I certainly understand the concern.

13:24:16 But yeah, it would be to to add something like that would be actually writing an amendment at this point.

13:24:23 Okay, thank you. And I'm happy to defer to people who have a lot more experience with this and so if it seems like it's going to do the job to keep, you know, good advocates at the table involved in the conversation so that the outcome is good and strong.

13:24:42 I'm I don't feel like I you know really need to press the point.

13:24:50 And Karen, Simon A song Q, as well as Matthew. Yeah, great. Thank you, Simon. So I'm Hansen San Francisco City College, just in general David let me know if there's anything I can do to support this having watched it come forth.

13:25:04 Last year the 50% law is confusing to almost everybody.

13:25:13 And for that reason this resolution is written, well to say we're going to investigate it with us in the room, whereas the imperative nature of this is that because it is intentionally confusing the 50% laws currently being used to manage colleges to

13:25:27 less full time faculty.

13:25:30 The management strategy right now actively being used today stated this week is that if you're not at 50 plus one if you're above that number you are out of management compliance.

13:25:40 So, not having another thing that happens like last semester where people were confused so we delayed bringing it forth would be an imperative that I would support moving this forward.

13:25:50 Yeah. And if I can real quickly Karen just to give people a little bit up. Yeah, the reason that these are attached here. Number one, they're contradictory.

13:25:59 The like librarians and counselors do count as faculty under the faculty got litigation number they don't count under the as instruction under the 50% off, non credit is pretty much the opposite of that.

13:26:11 So there's, there are all kinds of in consistencies, the 50% law was created in 1960 to protect class size in the K 12 system that's what it was, it was original intent actually was.

13:26:23 But the reason we put them together, is because administrators really want to change the 50% law, and for some good reasons it's based on an on a definition of of instruction that's about 50 years old, and that didn't imagine any of the things that we

13:26:37 think of instruction at this point, we would like the faculty obligation number, address because it obviously has flaws and a whole bunch of different ways.

13:26:46 So we tie these together in the document actually says don't change one without the other. These go hand in hand that gives us both something we want, which may be the only way we ever actually get something done on this.

13:26:58 Yeah, Thank you. Matthew.

13:27:01 Matthew Goldstein president of the Academic Center at the College of Alameda, and I guess I just wanted to underline what I thought I understood Julie to be saying, and I feel like protecting full time faculty needs to be a commitment that as Triple C

13:27:15 brings to this discussion so if there's some way to really highlight that concern in this language, I think that would be useful, I think, engaging in the discussion is not necessarily a problem but the danger of it getting even worse for our full time

13:27:30 faculty members seems real all those changes to instruction, etc. that David mentioned notwithstanding, my concern, and the concern of the faculty at my college is about maintaining the ever dwindling number of full time faculty we have so I wouldn't

13:27:45 want to give any opening to the administration to continue to whittle away at those numbers. Thank you.

13:27:53 And then, David, I wonder if I know the piano, I guess we were in the same mental wave here.

13:28:00 So, you know, we have this very thoughtful

13:28:08 issue that we've been dealing with.

13:28:12 For some time now and certainly more.

13:28:15 Over the past three years.

13:28:17 Over the past three years, and its faculty diversification. And so how does how does how does advancing faculty diversity, play out. And is there room.

13:28:32 In this resolution for actually making that connection, really, you know, with a lot more intentionality.

13:28:45 So, just do it so first off to the first couple of people who spoke I'm doing. And I put my email in the chat a little bit ago in response to somebody.

13:28:53 If you want to suggest anything if you want to continue a conversation and talk about working on a, on an amendment I'll be more than happy to do that with you just, you know, send me an email and I'm happy to to work on that with you.

13:29:06 I read the problem I would have with with that is just that these are laws, these are these are actual you know mandates.

13:29:14 I'm not sure how you mandate diversity I mean it's not that we don't want to diversify the faculty.

13:29:21 But yeah, I mean here we're dealing with actual hard numbers and that sort of thing and I'm not sure how you do that in law, in terms of diversity. So, yeah, I, and I, and I have to give it some thought and, but I I just feel like if we are really truly,

13:29:38 truly invested in in diversifying our faculty.

13:29:45 That means that we have to do better in in the way that we interpret and how we move into, you know, these laws that we have.

13:29:54 And so it's kind of somewhat somewhat somehow is, you know, challenging the law know based on a goal system goal that we have.

13:30:06 But let me think about that and I may be able to shed some light and I know that Leanne posted a resource on the chart that may be helpful.

13:30:18 Yeah and Mito what you're getting out maybe what the resolution is opening up, right, it's at once.

13:30:27 If this past and the Chancellor's Office and the as Triple C leadership were to revisit, right, that addressing the need for faculty with diversification.

13:30:42 I would assume would be part of that read the revisiting, but David as far as like amendments I want to ask a process question. If you are to amend it does that mean you're pulling it off consent, not inherently but yeah if you wanted to pull this one

13:30:56 this is perfectly fine.

13:30:58 But no, because if the amendment still if the amendments are not such that everybody would that seem like something people would necessarily object to still stay on consent with amendments.

13:31:09 Okay, that's good to know.

13:31:12 Yeah, so, I'm not hearing any desire to pull from consent or request.

13:31:20 I'm not seeing or hearing it.

13:31:22 Okay, so just letting everybody know that if you want it pulled off consent, you need to articulate that either in the chat or by saying, okay, Eileen.

13:31:37 We want to consider Myra suggestion, which I think can be added, it would be, I think it would fall under substantial change but we could add something about diversifying we've in diversifying faculty in one of the whereas is.

13:31:59 You still I would, I would you know still leave the resolution, the resolved part.

13:32:05 They are but maybe that's a place to add it, and I don't know.

13:32:11 I don't know what my risk pleasure is on it, would that mean that it can it remain on consent.

13:32:27 And still, just add some, maybe a sentence and one of their whereas is, it could potentially remain remain on consent, but it would still be an amendment if you're adding a sentence to it or something like that, it was still needed.

13:32:43 Okay.

13:32:37 And Matthew.

13:32:46 Sorry, I'm a bit of a Tyro at this stuff so I'm still figuring it out, should I be introducing myself every time I am you can it only when you're, you know, reading.

13:32:49 Okay. And my second amateurish question is, if we take this off consent. I'm sorry if we, if we leave it on consent. Does that mean that the concerns that I was mentioning a few minutes ago, go on addressed or.

13:33:05 Does that mean they get kind of punted to the convention. I guess I I don't, I don't want the concerns that were raised to be left in limbo.

13:33:17 Well, so if you if you take it off consent, then it's going to, they're going to be the opportunity to debate it at the plenary session.

13:33:26 And so, but but at that point it's a matter of voted up or voted down. So, if you, if you want to actually address those by making changes to the resolution that would involve writing an amendment, at which point it would depend on what the amendment

13:33:40 was whether it would stay on consent or not. So, so again if it's just a matter of the want those things debated and and spoken, then you can pull it from consent and that can happen at the plenary.

13:33:52 If you want actual changes, then it's got to be done by by amendment.

13:34:05 Didn't I understand that there were some supporting materials that addressed the concerns about that 50% number not being eroded. I yeah part of the other ID on this by the way is that right now. And one of the things that documents say right now the

13:34:13 faculty obligation number, which does have teeth there's a penalty for not actually meeting that that floor at least, and the 75% full time goal which is only a goal with no teeth to it whatsoever are in no way linked, there's no connection between the

13:34:29 two of them. So part of one of the things that the documents say, is to actually use the back of the obligation number to try to move closer to the 75% goal.

13:34:41 So,

13:34:42 thanks I don't want to stay at the stand in the way of progress but I also don't want to see our numbers fall any lower so if you want to pull it I'm not offended if somebody wants to write a resume element, but I'm not, I'll even help if you want the

13:34:54 help.

13:34:55 And I'm not sure what responsibilities pulling it will entail for me.

13:35:01 Only the only reason to pull it. So if it stays on consent, then it would automatically pass, you would pull it. If you wish to debate the resolution, or if you wanted to vote it possibly by acclamation.

13:35:19 I got, I want to I want to proceed democratically enough other. If only a few of us feel the need to be explicit about that particular intent, then I'm happy to let it go to the floor of the convention and allow it to be settled there.

13:35:35 I said, Send me an email if you want to work on and see if you want to come up with a, with an amendment then I'm happy to talk about that, and we're going to with you, David.

13:35:45 Thank you.

13:35:47 Okay, so not seeing desire to pull it.

13:35:53 Let's move on. And let's move to a. Let's move to ship to help us read 6.0 to

13:36:11 dabble in college.

13:36:13 6.0 to support 8470 MacArthur McCarthy 2021. As of March, 820 21 resolved that the Academic Senate for California Community Colleges support 8417 rising scholars network, Justice involves students, as of March 8 2021.

13:36:42 Okay.

13:36:45 All right.

13:36:48 I'm not seeing desire to say anything about this one, or asked questions.

13:36:54 So we'll move on.

13:36:56 Also just a note I see Wendy has joined us and I do want to give her her time to talk about elections, but that's not until about one years though.

13:37:09 So, we'll continue.

13:37:12 And then I also realized that I had, you know, originally agenda is time for for colleges representatives to bring forward, any issues you wanted the area to be aware of.

13:37:27 And given that we're still kind of just moving through the beginning of the resolutions packet, and I'm not sure will actually be able to get through the entire thing.

13:37:38 You know and like David, and Annie and others have said, you know, this is still out there as an active living document right now. There's still definitely time to review.

13:37:51 Right. And, and, and put in request for amendments, or, you know, do the revolution process to propose changes or, you know, and then the beta. So there's still a lot of opportunities for input ahead, right.

13:38:08 So just want to reassure everybody of that.

13:38:11 Okay, so, but if you do have an issue that you want the area to be aware of.

13:38:17 If you want us raise your hand and speak about it. Now, or maybe what's more helpful is to put it in the chat so that people see who's saying it and have an opportunity to contact you for further information, feel free to use the chat to do that as well.

13:38:33 And everybody of course can save the chat. At the end of the meeting and when I send out the transcript I'll also send out the chat as well. Okay.

13:38:46 So we're now at 6.03 was still on the consent calendar.

13:38:50 Let's go to around to help us read this one.

13:38:59 Okay. And if I ROM is not there will go to john Stover.

13:39:07 Okay.

13:39:10 Not seeing you I'm sorry I'm, I'm sorry I'm driving Can somebody else read.

13:39:16 Okay, what I'm calling on someone else, Dave Eggers trying to do a gender balance here.

13:39:24 Hello everyone. Dave back from chaotic college, and I'm reading 6.03 support AB for 21 word, 2021.

13:39:38 Can you scroll down to the resolve

13:39:43 resolve that we support AB for 21 career development and college preparation courses for 2021, the footnote.

13:39:54 As of February 16 2021.

13:39:58 Thank you, David.

13:40:01 David there's an error here the ward 2021 should be after a before 21 I bet you caught that too.

13:40:08 Right. Yes.

13:40:10 Okay.

13:40:14 Well that's sort of a technical.

13:40:17 Any quest for

13:40:23 me.

13:40:27 Okay.

13:40:29 Any, any desire for comment.

13:40:37 For questions clarification and Ginny caught that factual error.

13:40:40 Okay then we'll move forward.

13:40:42 Diana to don't 8.010.

13:40:57 And I don't think you're muted but I don't hear you.

13:41:05 I'm not.

13:41:05 Okay.

13:41:09 Okay, we can move on to somebody else, if, if you're not quite ready.

13:41:13 Let's Karen, I suggest maybe if you read the resolutions in the interest of time so that we can.

13:41:20 Okay, so everybody can see them. Sure, I could not me. Okay.

13:41:26 counseling faculty student success and transfer, and the resolve is resolved that we work with the California Community Colleges chancellor's office to advocate for necessary funding to support the hiring a full time counselors and other students support

13:41:45 faculty to meet recommended educational standards for student counselor ratios and resolved that we advocate and provide support for local Academic Senate to sustain and increase faculty counseling division to meet didn't need.

13:42:05 And I'll just I'll just say that Yeah, this one also has my name on it and the reason for that is, these were actually this is the last one we talked about we're actually originally the same resolution, which was what was confusing about it was it was

13:42:16 trying to do a couple of different things. So we split them into two separate resolutions. Huh. Okay. Thanks David.

13:42:24 Okay.

13:42:28 I'm not seeing any desire to discuss so we'll move on.

13:42:34 9.1, develop a set of resources to assist in establishing ethnic studies programs in alignment with California State University requirements. Okay, so, resolved that we are stakeholder groups to develop and make available, a set of resources for local

13:42:54 Academic Senate to assist in establishing ethnic studies based programs, including African American Latinx mechanics, Asian Pacific Islander and Native American Studies and prefixes at their respective colleges in order to facilitate the transfer and

13:43:15 articulation process between the California Community Colleges and California State University in regard to the new ethnic studies and requirement.

13:43:28 Okay,

13:43:32 not seeing any chats, or. Oh, one hand Joseph.

13:43:37 Joseph.

13:43:40 Joseph.

13:43:44 Joseph you. You are muted over the microphone is muted. Yes.

13:43:52 Sorry.

13:43:54 Jessica Lynskey Berkeley City College. I have a problem with the terminology so please tell me, Native American.

13:44:07 Okay.

13:44:09 You're not American American was some work that the Europeans etc brought.

13:44:20 Yeah, we asked God God to address that God because that's it it's part of the language, on the bill that was approved by the legislature. I was gonna say yeah so that's the language that the legislature used in Weber's bill that she originally wrote in

13:44:39 2019. So that's why the language is being used here it's pretty standard language.

13:44:46 Your.

13:44:48 That might be a different resolution to right to reconsider the the naming of this, but right now it's addressing what's in the legislation. Yeah 1460 right.

13:45:01 Yes. Wow, and Judy, I wondering how about for the purpose of this resolution if we can say it you know we keep the Native American studies but maybe in parentheses, we see we see we do something like indigenous nations, you know, that kind of a

13:45:24 kind of a parentheses that may may may support Josephs request.

13:45:34 So I interactive and that might be an amendment, and we might want to consult with our ethnic studies faculty colleagues to find out the language that they're using in their curriculum.

13:45:47 Okay.

13:45:49 Thank you.

13:45:50 Maybe we'll, you know maybe somebody can help explore an amendment there.

13:45:59 Or, you know, even a footnote or something saying that this is how ab 1460 is lifting out these particular disciplines.

13:46:10 Okay.

13:46:12 Thank you think we're ready to move on to the next one. 9.0 to develop a rubric for ethics studies courses and ethnic studies or cultural awareness competencies and going down to the resolve resolve that we work with ethnic studies faculty and faculty

13:46:33 from related disciplines to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for California community college courses proposed to meet the CSU general education breath area

13:46:49 of ethnic studies and resolved that we work with ethnic studies faculty and faculty from related disciplines to develop a rubric, and other professional development materials to provide guidance regarding curriculum elements, such as core competencies

13:47:06 and learning outcomes for community colleges who wish to establish a local ethnic studies or cultural awareness competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

13:47:26 Okay, I don't see any hands or comments, so we'll move on to 10.01 disciplines lyst Film and Media Studies. This is of course part of the disciplines lyst process that is referenced in our agenda.

13:47:43 So resolved that we recommend that the California Community Colleges Board of Governors adopt the proposed addition to the disciplines list for Film and Media Studies.

13:47:54 So the new disciplined, then moving on to 10th point two disciplines lyst digital fabrication technology. So it's a similar type of resolution resolve that we recommend that the California Community Colleges Board of Governors adopt the proposed addition

13:48:13 of the disciplines list to the disciplines for digital fabrication technology.

13:48:20 Okay, and let's move forward again.

13:48:25 So technology.

13:48:28 Oh sorry, is there a hand or comment.

13:48:36 Okay, Jimmy.

13:48:36 Yes.

13:48:39 Yeah, so that I can live and I'm listening to the State Senate ended up their meeting. Oh, I'm ready for

13:48:49 what's up.

13:48:51 So let's start Can you please mute your mind.

13:48:56 Okay. All right, I'd be okay.

13:49:22 So resolve that we urge the chancellor's office to release the distance education guidelines and related compendium of effective. Distance Education practices, and if necessary, pursue opportunities to release the Compendium to the field. If a timely

13:49:31 release will not happen any other way.

13:49:34 Okay, maybe we'll squeeze in one more before we go to, Wendy and the elections information. Okay, 12.01 approve the paper. Going beyond development faculty professional learning and academic senate obligation to promote equity minded practices that improve

13:49:54 instruction and student success.

13:49:57 These all that we adopt and disseminate broadly, the paper going beyond development faculty professional learning and academic senate obligation to promote equity minded practices that improve instruction and student success.

13:50:13 Okay, so I noticed when 50 but I also am aware that we do have with us, one of our regional representatives sugar, flour, and she was here to answer. I think any questions about the revolution concerning oh we are so, David, do you mind taking us quickly

13:50:34 that one. What number is she going to you know what number it is.

13:50:38 It's chicken still here.

13:50:41 Yeah, I can't see it actually when I went to the resolutions packet so I don't know if it was formerly added, David, What am I missing here I mean I have it.

13:50:50 There's only the three left Yeah, I know that Michelle Palazzo he's been working on about three different resolutions because I've been helping her with them.

13:50:59 They're not in the package of forward yet.

13:51:01 Okay, so I guess I didn't know she didn't you want to give us a heads up, of what to look for. I just loaded up a file.

13:51:10 Karen if you could just open it it has that and then you can just go through the resolved, maybe that will give people something to do something to maybe this I want to give Wendy time to present let's just have everybody download, which again put into

13:51:25 the chat that is that OERI resolutions. So thank you again for being here to share that with us.

13:51:31 So we'll look forward to.

13:51:35 I assume that's not going into content now, right, it's going to be debated want to put my email in the chat in case somebody has questions or, Kevin.

13:51:47 And this is a great opportunity for everybody to know that you are our regional representative.

13:51:53 Not anymore Heather dodge from Berkeley City College's moved on to.

13:51:59 Thank you for your service to that and welcome to Heather, I don't think she's here today to be here. But I'm happy to answer questions I'm still part of the team.

13:52:07 Okay, great. Thank you.

13:52:10 All right, so everybody please note that's in the chat, you can download it and Wendy if you're here if you want to thank you David for being here through our meeting, and for working with us on the resolutions and helping guide us.

13:52:24 Wendy Do you want to talk about as Triple C elections.

13:52:29 Yes I do hi everybody I'm going to share my screen, that's okay.

13:52:36 So here we go. It's nice to see everybody some of you are familiar some of you aren't but it's nice to see everyone I'm Wendy bro wine coupon me as Triple C elections chair.

13:52:47 And I'm going to be quick, very quick because I know you have a lot to do and your meetings running long already.

13:52:54 So I'm just going to cover a few things about elections, and then try and answer any questions if you have them.

13:53:01 This is the timeline for elections.

13:53:04 We have put out the call for nominations.

13:53:08 And it went out March 22 is that it ends April 5, so if anybody's interested in running for any of the positions, the paperwork is due by April 5, there are some supplemental materials like a candidate statement and video, we give you till April 12 to

13:53:25 get those in but the nomination form is do on April 5.

13:53:36 If you are a delegate. You are a voting member, then your delegate form which many of you have already turned in and I will cover in a second is due April 9, we will be listing all candidates on the elections page on April 13, we're going to be voting

13:53:50 by ballot electric electronic ballot.

13:53:54 April 19 through 28th there will be three separate rounds of ballots. And I will explain why in a moment, we hopefully we'll be done with all elections by April 29.

13:54:07 However, if we need to have a special election because there is a vacancy then we'll do that on May 3.

13:54:13 So we are electronic once again sorry I have to move my screen. We're looking at electronic mode once again because we're, we have a virtual plenary last year, we didn't have plenary in spring, and we had to do a ballot.

13:54:28 So we're using the same company in the same processes last year but if you're new to elections. This will be a little new for you it's a pretty easy system.

13:54:39 I will be doing a couple quick quick like 15 minute webinars on how to use the ballot. If you are new to the system, I have those dates later in the presentation, actually have them right here, I don't even remember my own presentation.

13:54:55 I did drop in the chat by, by the way, a link to the Google presents this link so if you want you can download it it does have a bunch of live links in it, so they might be helpful to you if you're running for elections or you want the delegate form.

13:55:10 So, the important thing I think if you're voting is to check the senate directory for your campus to make sure that you are listed. If you are the delegate you need to send in the delegate form if you're not going to be the delegate you need to send in

13:55:25 the delegate form saying who is, as we've been receiving those we usually respond we received it. So if you haven't received if you sent it in and you haven't received a confirmation.

13:55:39 Send it again, or reach out to elections that as triple c.org and we'll double check.

13:55:46 We have a webinar on like the electronic electronic voting process on April 13, and then we'll have I believe, another one is being scheduled during plenary off top of my head I don't have the time on me.

13:56:01 So we need to know who the delegates are typically at plenary, the people who are attending plenary are given the delegate status, but since we're not walking into plenary and getting our delegate badges, we have to identify who those people are so make

13:56:17 sure this link here and read is the delegate change form so you can go to that presentation and you can click on it and download the delegate form if you have not already submitted it.

13:56:31 We had some changes to our elections back in Fall 2019, that they were some pretty dramatic changes to our elections. And then when we went to implement them for the very first time we were all of a sudden, in this, you know state of emergency.

13:56:49 So, it's, it's been kind of a wild ride I have to say but there are three sort of major things that changed that I want to point out. These were the same as last spring so if you knew them from last spring new the same, but there, if you haven't been

13:57:05 been around for a couple years I just want to note them.

13:57:09 We eliminated the trickle down, of, of nominees so used to be able to run for whatever your chosen highest office was. And if you were unsuccessful in that race.

13:57:23 Your name could trickle down to whatever race you could run in which, at the end was kind of fun because we had a lot of people running for some of the positions.

13:57:34 Now you can only accept nominate nominations for two.

13:57:38 So, two positions total are what you can run for.

13:57:47 We have instant runoff voting and instant runoff voting means that if, when we vote. We rank all candidates in the race. So you're going to rate your first year, second year third candidate maybe for fifth however many people are running, and by ranking

13:58:01 your candidates 99% of the time, maybe 99.9% of the time we have a winner in one.

13:58:10 One ballot win one race.

13:58:13 And then we have changed the order of elections. So at large runs in the runs on the same ballot, as the officers.

13:58:24 The reason I bring up the, the officers and the at large at the same time we had this issue come up last year and I just want to clarify that often, when, when people choose two positions, they might choose at large and then say South representative.

13:58:44 So, if somebody chooses those two positions to run for, and in the first ballot which would be the officer and at large if they're successful at the at large position.

13:58:56 They would either have to accept that position and take their name out of the race for the south, or they would have to decline the at large and keep their name in the race for South, not to find out if they would be successful in that race.

13:59:13 I described this as sort of a little bit wonky.

13:59:17 Again, there were several David's shaking his I love that, I love David that you're agreed with my wonky word.

13:59:24 Because you have precise language. That's a really kind of way to say it.

13:59:30 So, um, you know, I do think that maybe when we get past all the craziness of the pandemic we need to dive back into some of these rules and do a little tweaking but this is the rules that we have at the moment and I just pointed out that if you're choosing

13:59:45 to run for more than one race please note that the rules say that you will. Except, you will accept the first one you get.

13:59:55 So if you're running for at large and you really want area the area is the last ballot so three separate ballots.

14:00:04 The other thing I want to point out with the Instant Runoff voting.

14:00:09 Please when you're voting, you need to rank all three candidates for candidates five candidates to candidates however many candidates are on that specific ballot for that specific position.

14:00:19 If you say there's three people running and you only rank one you say this is my first choice and that's it. Your ballots not counted for that specific race.

14:00:29 So in our rules you have to rank the whole ballot. This keeps the balance balanced otherwise it would unduly wait your ballot in one direction or two one candidate.

14:00:41 We had elections over three weeks last year, we're going to do it in about a week and a day, so it'll be a little faster this time we're going to have balance available for two days.

14:00:51 So make sure when your ballot comes you don't sit on it. When the ballot comes like I would click on it and I would make your cast your vote so that you don't forget.

14:01:02 We have lots of documents available to help.

14:01:05 There are.

14:01:06 There's a whole a whole list of of responsibilities that executive members need need to know.

14:01:17 We did a webinar, based on those responsibilities and I asked, Jeffrey from Taft and Anya from peers to help me as former exact members, and we made a video of it, so you can link to the link to the PowerPoint and the video or there if you want to watch

14:01:35 them.

14:01:36 If you are not familiar with the executive team and you're interested in running for it you might want to check that out. There's lots of information on the elections web page there specific information about our Senate in the Senate rules about our elections.

14:01:52 And then of course there's information about the delegates in the bylaws so if you have any questions, you can refer to those documents or you're always welcome to reach out to me or, or email elections as triple c.org.

14:02:07 These are the positions that are open this year. The officer positions are one term, the other positions are two years, I'm sorry when they're both one term, two year term and a one year term, they both start on June 5 and I have no idea.

14:02:26 I think it's a typo but you know I must have been asleep at the wheel but one ends on the 13th of one ends on the 12th, I can't remember why that is I don't think it's true I think I just hit the wrong key.

14:02:37 So the officer positions president vice president secretary treasurer for the other representatives we have area A and D north south and at large.

14:02:50 Who can run.

14:02:53 You have to have been a delegate or you have to be a delegate or a local senate president or within the last three years immediately preceding an election, a local senate president or on exec, or if you're none of the above.

14:03:09 You can have your local senate adopter resolution, stating that you can run. So if you are not number one or two. Number three might take a little bit of time to get.

14:03:23 And that document would have to be sent to as Triple C elections by April 12, which is the date to submit the video and the candidate statement. So if you are interested in running for exact and you need to your, your senate needs to pass a resolution,

14:03:41 make sure you reach out to your local resolution, I'm your local senate right away.

14:03:46 I think I covered the first one the trickle down process.

14:03:51 The second bullet point I want to point out that if you have access if your current member of exec, or maybe a chair of a committee, and you have access to and as Triple C listserv please do not use those to send out any endorsements for yourself or anybody

14:04:07 else. That's a candidate.

14:04:10 That wouldn't be fair to other candidates who don't have access to those lists, so please don't use those.

14:04:18 Also we're trying to emulate what happens at plenary, which is the people who are at plenary or the delegates who are voting. So we're trying to discourage candidates from campaigning online and asking candidates to really focus on their candidate statement

14:04:38 and their video to communicate to voters.

14:04:42 You know what their platform is and why they're running for exactly what their experiences.

14:04:48 Please, if you're voting, please go to the as Triple C elections page. When the candidates are posted that will be on April 13, and please be sure to watch the videos and read the candidate statements so that you're aware of the candidates background

14:05:03 and reasons why they're running and what they intend to do is exact members.

14:05:09 So nomination if you want to run nomination form is due, April 5.

14:05:15 If, and then you'll have another week to turn in your statement and video as well is that resolution if you meet criteria. Number three, we're going to have a couple candidate information state sessions which will be next week.

14:05:35 These are the dates and times. If you can't meet these dates and times, and you need me to talk to you at another time please just send an email to elections at as triple c.org and I can meet with you, separately and go over the information pretty quickly.

14:05:56 And that's it. I told you to be quick.

14:05:59 So, um, yeah. So we are bit over time and is this PowerPoint. On the elections page, it is not on there yet, but I did post a link I can send it again.

14:06:15 Okay, there you go. Thank you. I'll put it on the area be web page as well.

14:06:21 But yeah, with the people who are here, remaining, especially if you are interested in running please take advantage of the opportunity to ask, Wendy any direct questions right now, my share here.

14:06:35 Maybe when do you can put your email address to that. So, I prefer to use elections and as triple c.org if you have questions, and the reason being that them.

14:06:51 It all the election stuff is in one place and it's really much I have had a couple delegate forms emailed to me and then they get lost. So, if you have any elections questions I get that email.

14:06:59 Also April, it goes to April and Ed so if there's, you know we're all checking it and making sure that we're addressing questions that are there but so elections that as triple c.org.

14:07:09 Yes.

14:07:10 And I guess I may as well I mentioned that my term is a two year term, and I've just, I'll be completing my first year this year so I do have one more year in the bowl so that's why Area B is not one of the positions that is open this year.

14:07:27 Okay, so thank you again, and

14:07:34 I just have a quick question I just want to make sure that I heard you right.

14:07:38 You mentioned that, that candidates are discouraging from campaigning to from using or campaigning, using their statement at their video as a means for getting out information about themselves.

14:07:56 Did I hear correctly. No, we want you to focus on the campaign state, the statement that's posted to the s Triple C web page, and the video.

14:08:06 We want to dissuade external campaigning. The reason being is we're trying to emulate our elections process that we would typically have at plenary right and at plenary it's a it's a short condensed time and we're all in the same space together.

14:08:26 And we're not you know campaigning outside of that so we're trying to emulate that, that same that same space. So we're if we prefer if we don't have any rules that you can't but we prefer if we can keep it to the videos and the statement so that it's

14:08:43 all equal in terms of people's ability to campaign, one candidate might have a ton of money and can have a web page and combine, you know, stuff on Facebook and advertise and we don't think that that would be equitable to all the candidates so if we can

14:09:00 focus the attention on those statements and the videos and everybody uses those as their, you know their, their reason for choosing who they'd like to choose and we feel that that would be the most equitable.

14:09:17 It just doesn't feel right to me But anyway, because you know, we live in a democracy now and there are processes in a democracy.

14:09:26 And again it so that I get in the rules. It's not in the rules I'm just trying to. We're trying to work, we're, we're in electronic ballot it, we're, we're trying to keep it our, our elections as close to our rules as possible and trying to emulate that.

14:09:44 So that's the end. So that's what we're asking, again it doesn't say that you can't do those things but you definitely the list serves aren't should not be used by by candidates.

14:10:01 Thank you. Thank you.

14:10:04 So I guess I'll just formally where we're at to 10, and I want to let everybody out.

14:10:10 So, is there any objection to a journey, the meeting,

14:10:19 not seeing any alright so let's.

14:10:23 The meeting adjourned at 210.

14:10:25 Thank you so much to everyone.

14:10:30 Thank you can.

14:10:31 I will be.