WEBVTT

1
00:00:04.020 --> 00:00:09.630
Brady Kerr: If I could have everybody put their names in the chat. That's how we can keep attendance.

2
00:00:26.580 --> 00:00:27.330
Brady Kerr: Hey, we're all here.

3
00:00:40.260 --> 00:00:44.700
Brady Kerr: Any suggestions on maybe how long to wait or if we should just

4
00:00:45.930 --> 00:00:51.720
Brady Kerr: Well, there's Lisa. Should we get started ish or wait for a little bit. I'm open

5
00:00:59.040 --> 00:01:01.230
Laura Adams: I don't think there's any right or wrong answer.

6
00:01:01.920 --> 00:01:02.310
Yeah.

7
00:01:06.720 --> 00:01:12.840
Brady Kerr: I'll go ahead and share my screen because the first thing would be to approve the minutes.

8
00:01:34.680 --> 00:01:37.920
Brady Kerr: Why does it keep bringing up the wrong one. Awesome.

9
00:01:39.000 --> 00:01:39.990
Brady Kerr: Let's try this.

10
00:01:42.300 --> 00:01:43.500
Brady Kerr: What the heck

11
00:01:52.380 --> 00:01:53.190
Brady Kerr: No way.

12
00:01:55.500 --> 00:01:57.300
Brady Kerr: You guys keep seeing September 8 yeah

13
00:01:57.780 --> 00:01:59.610
Peggy Campo: No, we still made 12 there.

14
00:01:59.700 --> 00:02:00.360
You did.

15
00:02:01.470 --> 00:02:04.260
Brady Kerr: It's being funky for me, then I'm not able to see it.

16
00:02:06.600 --> 00:02:07.740
Brady Kerr: You're seeing waco

17
00:02:08.010 --> 00:02:11.190
Brady Kerr: Yeah. Awesome. Let me

18
00:02:12.840 --> 00:02:15.000
Brady Kerr: See if I can hunt it down on my end.

19
00:02:34.680 --> 00:02:35.850
Brady Kerr: Do you still see me.

20
00:02:36.930 --> 00:02:37.440
Laura Adams: Yes.

21
00:02:37.710 --> 00:02:40.170
Brady Kerr: Awesome. If I'm scrolling. Can you see that

22
00:02:40.350 --> 00:02:42.690
Brady Kerr: Yes. Oh, beautiful. Okay.

23
00:02:45.120 --> 00:02:47.880
Brady Kerr: Do you want to jump to the change that you have right now.

24
00:02:48.900 --> 00:02:49.140
I'm

25
00:02:52.950 --> 00:02:53.730
Suzie Schepler: Not even

26
00:02:54.420 --> 00:02:54.780

Sure.

27
00:03:01.980 --> 00:03:02.400
Course

28
00:03:13.590 --> 00:03:17.760
Brady Kerr: We talked about the mission statement.

29
00:03:20.100 --> 00:03:22.890
Brady Kerr: Had some alterations and edits.

30
00:03:26.160 --> 00:03:27.030
Brady Kerr: This is the

31
00:03:28.800 --> 00:03:31.380
Brady Kerr: New official mission statement.

32
00:03:40.590 --> 00:03:47.250
Brady Kerr: We decided on the official committee name of LGBT q plus advocates.

33
00:03:48.390 --> 00:03:49.950
Brady Kerr: And we have a logo.

34
00:03:52.890 --> 00:03:57.810
Daniela McCarson: Talked about LGBT q plus going to be capitalized on the mission or does it stay lowercase.

35
00:03:58.800 --> 00:04:01.860
Brady Kerr: I'm not sure who typed this up, but it should be all caps.

36
00:04:28.170 --> 00:04:41.700
Brady Kerr: So the pride index is something that we were going to discuss today. It's on our agenda as well. But I spoke with Jan this morning, and she hasn't had a chance to work on it. So we'll actually be skipping over that when we get there.

37
00:04:46.320 --> 00:04:51.420
Brady Kerr: Also on our agenda is an update. Hopefully on curriculum and exactly what that

38
00:04:52.740 --> 00:04:54.990

Brady Kerr: Means for us as a committee.

39
00:04:56.070 --> 00:05:01.080
Brady Kerr: And who's working on it. I think is still up for a bit of question.

40
00:05:05.910 --> 00:05:09.570
Brady Kerr: We had a couple changes to the logo during the meeting and then

41
00:05:10.680 --> 00:05:15.930
Brady Kerr: A fixed them and then it was approved. Do you guys want to see it, or do you have you seen it.

42
00:05:16.020 --> 00:05:17.520
Peggy Campo: My mind is Brady what it looked like. I'm

43
00:05:17.520 --> 00:05:20.700
Brady Kerr: Sorry. You bet. Let me pull it up real quick.

44
00:05:34.770 --> 00:05:35.130
Maybe

45
00:05:37.980 --> 00:05:39.030
Peggy Campo: If not, don't worry about it.

46
00:05:39.180 --> 00:05:42.840
Brady Kerr: Oh no, it's fine. It's just a matter of finding it. I got lots of stuff on here.

47
00:05:45.060 --> 00:05:49.320
Peggy Campo: You know what might be better Brady if you wouldn't mind sharing it with us so I can put it in my email signature.

48
00:05:49.710 --> 00:05:50.490
Oh, absolutely.

49
00:05:54.480 --> 00:05:55.020
Peggy Campo: Thanks.

50
00:06:05.760 --> 00:06:06.900
Brady Kerr: Are you able to see that.

51
00:06:09.450 --> 00:06:12.240
Brady Kerr: Let me stop sharing reshare

52
00:06:16.200 --> 00:06:16.740
Peggy Campo: Cool.

53
00:06:17.910 --> 00:06:19.200
Brady Kerr: And I'll put it in the chat.

54
00:06:19.950 --> 00:06:20.760
Peggy Campo: Awesome. Thank you.

55
00:06:22.050 --> 00:06:22.530
Thank you so

56
00:06:24.270 --> 00:06:24.630
Peggy Campo: It really

57
00:06:24.660 --> 00:06:26.940
Daniela McCarson: Just getting a shirt with this.

58
00:06:27.270 --> 00:06:27.780
Door.

59
00:06:29.700 --> 00:06:31.110
Daniela McCarson: Now that we don't have any more funds.

60
00:06:31.110 --> 00:06:35.550
Daniela McCarson: And equity and everything's kind of been minimized. We got to make this happen. We'll figure it out.

61
00:06:35.970 --> 00:06:36.720
Brady Kerr: I am down

62
00:06:41.430 --> 00:06:44.040
Brady Kerr: See how to put it in the chat. Real quick.

63
00:06:47.520 --> 00:06:51.630
Brady Kerr: got too many screens open stop sharing that

64
00:06:52.410 --> 00:06:53.160
Peggy Campo: It looks great.

65
00:06:53.370 --> 00:06:54.150
Brady Kerr: Thank you so much.

66
00:07:10.740 --> 00:07:13.200
Brady Kerr: It is in the chat.

67
00:07:18.420 --> 00:07:20.970
Brady Kerr: So I think at this point.

68
00:07:23.490 --> 00:07:30.330
Brady Kerr: That is all that we went over in May. So I would need a

69
00:07:30.780 --> 00:07:33.000
Brady Kerr: Little. Yes, please.

70
00:07:33.720 --> 00:07:34.440
Laura Adams: I will second

71
00:07:35.520 --> 00:07:37.050
Brady Kerr: Awesome. Thank you so much.

72
00:07:38.190 --> 00:07:40.950
Brady Kerr: All in favor. Aye. Aye.

73
00:07:42.780 --> 00:07:43.140
Suzie Schepler: Aye.

74
00:07:43.770 --> 00:07:45.300
Any abstentions.

75
00:07:50.160 --> 00:07:50.520
Jeff Warsinski: Or since

76
00:07:54.450 --> 00:07:57.720
Daniela McCarson: I'm a guest. So I don't think I'm a part of the committee, so I can't vote right

77

00:07:59.550 --> 00:08:02.100
Brady Kerr: I believe so. But we're so glad you're here.

78
00:08:05.400 --> 00:08:05.970
Brady Kerr: Alrighty.

79
00:08:08.910 --> 00:08:11.370
Brady Kerr: Let's move on to

80
00:08:12.900 --> 00:08:20.190
Brady Kerr: Our agenda for today. Again, if you haven't put your name in the chat. Please do that so that we can have record of attendance.

81
00:08:21.480 --> 00:08:23.730
Brady Kerr: We've got the Minutes approved.

82
00:08:25.650 --> 00:08:50.250
Brady Kerr: And if we're looking at the agenda at item three, we've got five little bullet points. The first one is short term goals and long term goals and just brainstorming on that I received an email from Cameron about this. I'll just read you kind of what he was talking about.

83
00:08:51.810 --> 00:09:00.420
Brady Kerr: I don't know how familiar you guys are with the SP g m that Quintin sent out but it's basically the alignment of each of the committee's to

84
00:09:01.590 --> 00:09:11.550
Brady Kerr: What we're doing at the college and I can show that to you. But some of the objectives, talk about closing equity gaps diversity professional development, etc.

85
00:09:12.540 --> 00:09:27.090
Brady Kerr: The diversity, equity, and inclusion Committee, which I'm a co Chair of has been the committee that in the past has attempted to spearhead the LGBT q plus activities. And so we're wondering if maybe

86
00:09:28.470 --> 00:09:36.900
Brady Kerr: Us as the advocates should either take that over, or at least co sign on with the D committee.

87
00:09:38.100 --> 00:09:46.860
Brady Kerr: And then also wondering if we should partner up with some of the feeder schools and perhaps take ally to them.

88
00:09:47.370 --> 00:10:01.200
Brady Kerr: Reach out and advertise if there's an interest in coordinating ally with the schools even train the trainers that type of thing, or any other ideas that might come up so open to your thoughts and feelings.

89
00:10:03.210 --> 00:10:05.640
Laura Adams: I think the outreach is an excellent idea.

90
00:10:06.780 --> 00:10:14.970
Laura Adams: I know my husband works at a high school setting and in Fontana and a lot of times, he encounters students who really don't have anywhere to go. And so

91
00:10:15.210 --> 00:10:27.600
Laura Adams: I know we've tried to put them in contact with GSA here at Norco occasionally because I'm like hey, there's a group of people who would would probably talk to them. But just having some awareness on their campuses and being able to make those connections. I think could be hugely important.

92
00:10:28.380 --> 00:10:38.790
Brady Kerr: I agree. I think it's a great way to streamline them to if there are feeder schools, if they can come in and already feel comfortable in a space, they're familiar with.

93
00:10:39.270 --> 00:10:50.790
Brady Kerr: So I'm all about it. I think it's going to take some brainstorming and coordination with who we should speak to about that. But I think it's a great goal to have, for sure.

94
00:10:51.810 --> 00:10:57.540
Laura Adams: The other goal you already mentioned the objectives, the objectives are actually from our educational master plan. So they've been around for a while.

95
00:10:57.720 --> 00:11:07.020
Laura Adams: But I think it is a really good idea for us to look at where we can plug in to the educational master plan and kind of look at that explicitly and that stuff is marked out in the

96
00:11:07.500 --> 00:11:15.780

Laura Adams: Handbook that Clinton has been passing around and shopping around. So we'll want to take a look at that as a committee sometime and just see where does this group fit into it.

97
00:11:16.500 --> 00:11:24.330
Laura Adams: And that'll help us become more I think solidified within just, you know, governance and and processes and planning throughout the whole college

98
00:11:24.570 --> 00:11:30.180
Brady Kerr: For sure. Yeah. Cameron and I were talking about sending this out to everybody for that sort of feedback.

99
00:11:30.540 --> 00:11:40.260
Brady Kerr: I was looking at it, just before the meeting. And currently, we're only in one spot. I can share it with you.

100
00:11:42.930 --> 00:11:44.880
Brady Kerr: Or at least I only saw one spot.

101
00:11:46.080 --> 00:11:53.100
Laura Adams: And I think if this does go through and of course this is just the very first draft. It has two more additions that he's to go through

102
00:11:53.790 --> 00:12:04.770
Laura Adams: But we'll, we'll need to create a charter for the committee and organization they want to create a charter process. And that's probably where we can explicitly and make the case for any additional links that we want to see added in.

103
00:12:05.160 --> 00:12:09.330
Brady Kerr: Sure. So have you all seen this or not.

104
00:12:13.920 --> 00:12:15.330
Laura Adams: I've seen it a million times because

105
00:12:16.080 --> 00:12:18.870
Laura Adams: It worked in the accreditation stuff. So I'm like, I'm ready to talk about it.

106
00:12:20.220 --> 00:12:27.810
Brady Kerr: Am I correct in the the advocates are only down and goal three with the reduce the equity gap you

107
00:12:28.380 --> 00:12:30.810
Peggy Campo: Search the document. If you want to see if there's any other

108
00:12:30.990 --> 00:12:33.120
Laura Adams: Yeah, that's a great idea.

109
00:12:42.510 --> 00:12:43.350
Peggy Campo: That's the only one.

110
00:12:45.450 --> 00:12:51.210
Laura Adams: Because what you were just talking about with, you know, looking at feeder schools. That's access potentially

111
00:12:52.740 --> 00:12:58.620
Laura Adams: Because it says strategic groups and while our specific group is not mentioned here, perhaps it should, it should be, I don't know.

112
00:12:59.070 --> 00:13:03.240
Brady Kerr: No, I feel you on that first student transformation and access

113
00:13:06.600 --> 00:13:12.810
Brady Kerr: Then we've got equity professional development which could potentially be, you know, the ally training and things like that training the trainer.

114
00:13:12.840 --> 00:13:13.230
Wait.

115
00:13:15.930 --> 00:13:19.740
Brady Kerr: And then workforce and economic and then community community partnerships.

116
00:13:22.290 --> 00:13:28.620
Brady Kerr: There may be something there. Nothing comes to mind. Currently, and of course will help transform the college

117
00:13:32.730 --> 00:13:37.530
Peggy Campo: Yeah, because the breadth of academic programs already talking about adding an ADT

118
00:13:37.740 --> 00:13:39.030
Brady Kerr: Correct, yeah.

119
00:13:40.440 --> 00:13:44.310
Brady Kerr: So I do think that we can get plugged in two more spots.

120
00:13:45.420 --> 00:13:54.300
Brady Kerr: And so it's maybe just a matter of brainstorming on that or making sure everybody has access to this and then doing some email feedback.

121
00:13:56.130 --> 00:14:00.660
Laura Adams: And I think there's a sample charter in here if you wanted to take a look at that you could

122
00:14:00.990 --> 00:14:08.280
Peggy Campo: Let me ask you something about the charter that you've got me again because I'm as a subcommittee of the Senate.

123
00:14:08.580 --> 00:14:10.350
Peggy Campo: Does that do we need to charter

124
00:14:11.010 --> 00:14:22.830
Laura Adams: I think I don't think we're chartering to like argue for the reason that we should exist. You know, I don't think it's like that because we're a subcommittee of the academic senate we exist that's, that is what it is. But I think it's just kind of a way that they want to

125
00:14:23.790 --> 00:14:37.200
Laura Adams: Have have everyone thinking strategically and about where they fit in to things like the educational matter master plan and accreditation and other things. And so that I think all all of the organizations on camp all the groups will be asked to complete a charter

126
00:14:37.770 --> 00:14:41.430
Laura Adams: Again, that's how it's written right now. So we'll see how that gets edited and changed.

127
00:14:41.640 --> 00:14:44.010
Laura Adams: And I think that sample charters probably further down

128
00:14:46.320 --> 00:14:46.800
Laura Adams: Because I know

129
00:14:47.220 --> 00:14:48.630
Peggy Campo: You just had it up. I saw it. Yeah.

130
00:14:48.840 --> 00:14:50.070
Brady Kerr: Okay, here.

131
00:14:51.930 --> 00:14:52.800
Brady Kerr: Let's skip over it.

132
00:14:53.910 --> 00:14:56.190
Laura Adams: Go down to page 11031 or two.

133
00:14:56.220 --> 00:14:57.990
Laura Adams: Yeah, it was somebody gets there. Yeah.

134
00:14:59.310 --> 00:15:02.910
Laura Adams: Yeah, yeah, there you go. So charter template purpose charge

135
00:15:05.040 --> 00:15:06.540
Laura Adams: Scripts and deliverables. There's

136
00:15:06.540 --> 00:15:09.570
Peggy Campo: A mission we just wrote the mission statement right

137
00:15:10.440 --> 00:15:12.360
Peggy Campo: So that would be our what purpose are

138
00:15:12.360 --> 00:15:16.770
Laura Adams: Charging. So I think it would be the purpose. Okay. Yeah.

139
00:15:16.800 --> 00:15:24.480
Brady Kerr: When we were going over this in the dei committee, it was kind of like if we have our mission and our objectives, it sort of fills in the blanks itself.

140
00:15:25.080 --> 00:15:25.890
Laura Adams: It does. Yeah.

141
00:15:26.580 --> 00:15:36.120

Brady Kerr: And then deliverables would be the things like the feeder schools, the ally trainings doing the Unity zone online.

142
00:15:38.280 --> 00:15:40.530
Brady Kerr: What our membership is meeting time

143
00:15:41.040 --> 00:15:44.730
Peggy Campo: So that sounds like a great short term goal is to have this filled out for the committee.

144
00:15:45.270 --> 00:15:48.450
Laura Adams: That's, that's a great idea. I mean, they may it may get altered but

145
00:15:48.720 --> 00:15:49.020
Peggy Campo: Oh, yeah.

146
00:15:49.200 --> 00:15:52.110
Laura Adams: Are you thinking about it would probably be helpful for us for planning.

147
00:15:52.530 --> 00:16:02.100
Peggy Campo: And get it. I don't know if our mission ever went to send it for approval. But ultimately, it would, but we might as well just put in our charter for Senate approval.

148
00:16:02.850 --> 00:16:03.330
Sure.

149
00:16:04.380 --> 00:16:08.310
Peggy Campo: So I think is a short term goal at least maybe by the end of this semester, have this done.

150
00:16:09.300 --> 00:16:11.070
Brady Kerr: I think there is a deadline for it.

151
00:16:12.480 --> 00:16:14.190
Peggy Campo: For us, and it is a short term goal.

152
00:16:14.880 --> 00:16:15.600
I think

153

00:16:17.040 --> 00:16:23.790
Brady Kerr: Laura. I don't know if you know, but I believe it's like you work on it now. And then it has to ask to be done in spring. That sounds

154
00:16:23.970 --> 00:16:36.270
Laura Adams: Potentially right yeah i think that loosely was what I was thinking to Brady, but I don't remember fire to the state. It is like an explicit deadline, but you may be right. That seems like a totally reasonable short term goal for us as well.

155
00:16:36.480 --> 00:16:36.960
Brady Kerr: I agree.

156
00:16:39.720 --> 00:16:44.190
Peggy Campo: So as, as a group, do you, I'm willing to work with that on

157
00:16:45.030 --> 00:16:50.670
Peggy Campo: On that with somebody, because I'm going to assume that this whole document. There might be some minor changes.

158
00:16:51.000 --> 00:17:00.780
Peggy Campo: But I'm kind of going on the assumption that we've gone through these three iterations quite a bit with this document so that if we start now it's it, you know, I don't think we're jumping the gun too much.

159
00:17:00.780 --> 00:17:02.940
Laura Adams: Just minor probably minor alterations.

160
00:17:03.330 --> 00:17:08.100
Peggy Campo: So, um, I'd be more than happy to work with on that for something

161
00:17:08.370 --> 00:17:12.510
Brady Kerr: That's awesome. Thank you. Anybody want to tag team it with Peggy

162
00:17:15.990 --> 00:17:17.640
Peggy Campo: That's okay. I'll figure it out. I'll let you

163
00:17:17.940 --> 00:17:20.880
Peggy Campo: Um, and I'll talk to Cameron as well. Brady

164

00:17:20.940 --> 00:17:24.690
Peggy Campo: And and we'll start working on it. And we'll bring it. I'll try and bring it

165
00:17:26.550 --> 00:17:29.580
Peggy Campo: Our next meeting. I'll try and bring something great, and

166
00:17:29.610 --> 00:17:30.690
Brady Kerr: I'm happy to help as well.

167
00:17:33.600 --> 00:17:35.640
Brady Kerr: Go ahead and stop sharing that

168
00:17:42.900 --> 00:17:53.040
Brady Kerr: The next thing is ally workshop offerings. So we were talking about potentially doing that.

169
00:17:56.310 --> 00:18:03.840
Brady Kerr: A couple of times this semester, potentially online maybe late October late November, that type of thing.

170
00:18:06.630 --> 00:18:16.680
Brady Kerr: This kind of coincides with the Unity zone and the idea of how much we're going to be able to do online, how much we should try to do online.

171
00:18:17.580 --> 00:18:43.380
Brady Kerr: There's been a large discussion with the students of the LGBT q plus club and how they've been impacted being an isolation and and feeling a lack of community and mental safety. So there was a report sent from Gustavo that I can share with you that really kind of breaks down.

172
00:18:44.760 --> 00:18:46.230
Brady Kerr: how students are feeling

173
00:18:47.700 --> 00:18:54.090
Brady Kerr: In this coven world. So there's a nice infographic, I can share with you.

174
00:19:00.930 --> 00:19:11.250
Peggy Campo: So I don't know why, but I've seen that we have some canvas shells that were provided to the college. Is there any way we can get one floor on the unit his own

175
00:19:12.840 --> 00:19:21.930
Laura Adams: You can request one I just found a request form for this on the Distance Education website. So I don't know if anyone else has seen it. I can get. I can look up the link real quick.

176
00:19:23.160 --> 00:19:33.180
Laura Adams: I just requested one for sigh beta this like honors club, but I haven't heard back from them. It's been a few weeks now, they're probably busy getting classes working, but I'll follow up with them. All right, let me see what I can find.

177
00:19:33.660 --> 00:19:36.030
Brady Kerr: If you were able to see this. Okay.

178
00:19:36.240 --> 00:19:51.270
Brady Kerr: Yeah so 30% heard their family make negative comments about LGBT q plus people more often. This is during Kovac 35% live to their families about being LGBT Q more often.

179
00:19:51.960 --> 00:20:14.610
Brady Kerr: 37% students of color experienced an increase in white LGBT q plus people saying things that were racist 44% hid their identity from other people more often and 32% of transgender non binary students reported disrespect of their gender identities more often.

180
00:20:16.380 --> 00:20:20.280
Brady Kerr: So it's not doing us too much good being trapped

181
00:20:22.020 --> 00:20:31.680
Brady Kerr: I don't know if you guys have thoughts or feelings about this, but I think that bottom part where it says we recommend that universities do these four things is

182
00:20:32.220 --> 00:20:42.930
Brady Kerr: Important for maybe directing where we had providing financial and institutional support to develop and implement affirming academic financial and social services.

183
00:20:43.410 --> 00:20:53.820
Brady Kerr: For LGBT q plus students of color development extend capacity and reach of innovative safe and affirmative mental health and social support services.

184
00:20:54.630 --> 00:21:10.830

Brady Kerr: Connect the students to I density relevant and affirming mental health and social support resources on and off campus and express solidarity with LGBT Q students of color through inclusive and informational practices.

185
00:21:12.990 --> 00:21:17.100
Brady Kerr: Kind of states what we should potentially be trying to do as a committee.

186
00:21:18.750 --> 00:21:20.640
Brady Kerr: Any thoughts on this.

187
00:21:24.390 --> 00:21:31.110
Danae Samson: I think that if we did have a canvas shell that would give us so much

188
00:21:31.680 --> 00:21:42.660
Danae Samson: Opportunity to find out what our students really need in regard to this like we could do surveys, we could do questionnaires. I mean really tailor it to our student body.

189
00:21:43.110 --> 00:21:58.290
Danae Samson: And I think all four of those points are are fantastic. I mean, they'll take time, but I think that if we did have a canvas shell that was always available to students, especially if we continue to be online.

190
00:21:59.520 --> 00:22:02.400
Danae Samson: I think we might be able to tailor it a little bit better.

191
00:22:04.410 --> 00:22:10.410
Peggy Campo: Laura. Let me ask you something. Is that non instructional Canvas course the one that you can self enroll.

192
00:22:10.950 --> 00:22:11.850
Laura Adams: You can choose

193
00:22:11.940 --> 00:22:16.320
Laura Adams: So you can choose if you want it to be public. You can choose if you want it to be limited to members of the

194
00:22:16.320 --> 00:22:21.180
Laura Adams: Institution and then I think you can decide. But I think, yeah, you would want self enrollment, please.

195
00:22:21.480 --> 00:22:24.060
Peggy Campo: Make sure because I requested one and I did it wrong and

196
00:22:24.330 --> 00:22:24.600
Laura Adams: Oh, no.

197
00:22:25.500 --> 00:22:27.210
Peggy Campo: Not invites and it didn't work so

198
00:22:27.510 --> 00:22:31.410
Laura Adams: It was a lot harder. That way. Yeah, I'm not sure I know there's an option in there where you can select

199
00:22:32.700 --> 00:22:40.200
Laura Adams: Public versus just simply institution only so read only with login required. So you have to think, I guess about what you want to do there.

200
00:22:41.070 --> 00:22:42.330
Laura Adams: And then there's the question is

201
00:22:42.690 --> 00:22:44.400
Laura Adams: Can they enroll themselves. I'm sorry, went

202
00:22:44.910 --> 00:22:59.340
Daniela McCarson: In student services. We were actually offered the opportunity to start canvas Chelsea per student support services and so I'm doing it for LPS and Cal works and some Phoenix scholars close group groups. There's closed and open groups. They can be viewed publicly or not.

203
00:22:59.670 --> 00:23:02.880
Daniela McCarson: Right. There's definitely opportunities utilizing that

204
00:23:03.420 --> 00:23:09.900
Laura Adams: Yeah, yeah, they can, we can have a public which might be beneficial if we had, you know, former students who are still coming back to look for

205
00:23:10.260 --> 00:23:17.760

Laura Adams: You know resources to be available or people who don't want to be maybe, you know, have their email address associated with it, with a group for whatever reason.

206
00:23:18.660 --> 00:23:19.260
Laura Adams: Or you can do it.

207
00:23:19.950 --> 00:23:30.600
Peggy Campo: Sorry, Laura, if we want it. We want to Canvas site for justice group, maybe that one might be closed, and we can record, you know, put upload the recordings that any resources that we use, but resources for students.

208
00:23:31.200 --> 00:23:48.180
Peggy Campo: I think, you know, or or our ally trainings have those recorded and stored here for more the committee, but an outward facing canvas for students and their we can organize you know meetings with, you know, the Unity zone.

209
00:23:48.870 --> 00:23:56.400
Peggy Campo: Students and record things and make resources available to them, but it does require somebody saying, Okay, I'm going to be responsible for this.

210
00:23:56.760 --> 00:23:57.180
Brady Kerr: Sure.

211
00:23:57.540 --> 00:24:08.130
Daniela McCarson: You know that actually reached out to Greg a cock. Two weeks ago asking him for some information regarding data on LGBT Q students and he said that we primarily get it through.

212
00:24:08.910 --> 00:24:12.180
Daniela McCarson: The CCC apply the admission application by self disclosure

213
00:24:12.630 --> 00:24:21.360
Daniela McCarson: And so I asked him if there's any way we can access that information. So we could do some outreach to students to invite them to be a part of the group or the Unity zone. And so he said that

214
00:24:22.050 --> 00:24:36.750
Daniela McCarson: The chancellor's office does realize there's a problem with that data in the data warehouse. So they were planning to have some

access points and some training to allow colleges to gain more access to that data so we can have access to it to do what we need to do.

215
00:24:38.700 --> 00:24:48.090
Daniela McCarson: That's what I was going to do to initiate for the Unity zone because having taken over as the dean over the Unity zone. I really don't have a budget. We don't. We no longer have Gustavo.

216
00:24:48.870 --> 00:24:55.110
Daniela McCarson: Gustavo and the center. So now I'm running solo running that center. So I need to get creative and work with faculty

217
00:24:55.470 --> 00:25:06.270
Daniela McCarson: To assess how we can do outreach. We started the new year and students don't know about us because we're definitely not on site. So creating that Online Visibility and then to do outreach to us students

218
00:25:08.130 --> 00:25:11.640
Daniela McCarson: So I can happy to initiate working with Greg to identify

219
00:25:12.780 --> 00:25:20.370
Daniela McCarson: newly enrolled students that may have indicated that they're LGBT q plus and we can do some outreach.

220
00:25:21.420 --> 00:25:23.730
Brady Kerr: Invitation that's a great start. Yeah.

221
00:25:24.210 --> 00:25:32.220
Peggy Campo: I'm, I'm a little wary about them. Daniela because a lot of times students will identify that way on the CCC apply

222
00:25:32.430 --> 00:25:43.680
Peggy Campo: But don't necessarily want an email saying oh you clicked on this as I think it's kind of outing them in an email if we're doing that kind of an outreach. I'm a little concerned about that.

223
00:25:43.890 --> 00:25:44.730
Daniela McCarson: But, uh,

224
00:25:45.630 --> 00:25:47.340
Daniela McCarson: Huh. Welcome, like, hey,

225
00:25:47.520 --> 00:25:50.310
Peggy Campo: I mean, I think. All in all students.

226
00:25:50.460 --> 00:25:57.450
Peggy Campo: Because a lot of them that we want to recruit will not click on, you know, you know, you know,

227
00:25:57.510 --> 00:25:58.710
Brady Kerr: Adding themselves. I get

228
00:25:59.040 --> 00:26:02.040
Peggy Campo: An outing themselves that I would want to help them out. Reaching either

229
00:26:02.160 --> 00:26:03.300
Peggy Campo: So I think just

230
00:26:04.890 --> 00:26:19.260
Peggy Campo: A more forward facing to all students so that anyone who feels whether they whether they're officially out or not a place of comfort and at least you know have commonality.

231
00:26:19.770 --> 00:26:20.130
Daniela McCarson: Got it.

232
00:26:21.360 --> 00:26:32.520
Daniela McCarson: So that's why I want to join this and have these open, honest discussions because I really, I need help and direction to having taken on that center because I want to initiate connections with students and some support. I just don't

233
00:26:32.700 --> 00:26:35.340
Peggy Campo: Know, I think it would just be outreach to all students.

234
00:26:35.400 --> 00:26:36.030
Daniela McCarson: That sounds good.

235
00:26:36.480 --> 00:26:45.210
Brady Kerr: Does it make sense to send out an email just about student services, for instance, and include it there that the unity zoning says that type of thing.

236

00:26:47.370 --> 00:26:48.030
Daniela McCarson: Absolutely.

237
00:26:48.240 --> 00:26:49.260
Brady Kerr: As one of the bullet points.

238
00:26:49.950 --> 00:27:07.620
Peggy Campo: I think it might get a little lost Brady in a lot of things I you know this is student services, but if we want to recruit just to the Unity zone. I think this is a in the same way that we do, just, you know, for I don't know lines up with the with with

239
00:27:09.600 --> 00:27:26.820
Peggy Campo: Our with the mojo, what's it called, now we do that outreach specifically. But I think if we just cater it, we might recruit more students that way just to the LGBT q plus community like do you identify whether you're out or not, we have this place for your safety.

240
00:27:29.370 --> 00:27:30.870
Peggy Campo: And all the other student services.

241
00:27:31.170 --> 00:27:34.200
Brady Kerr: But it would go, it would go out to everybody is your point.

242
00:27:34.590 --> 00:27:38.460
Peggy Campo: That's what I think we should be just LGBT q plus, but to everybody.

243
00:27:38.550 --> 00:27:40.620
Brady Kerr: All got it. No, I totally agree.

244
00:27:41.280 --> 00:27:46.920
Daniela McCarson: With somebody's been willing to compose the language for that letter and I'm happy to work with admissions and records to get it sent out to all

245
00:27:47.160 --> 00:27:47.910
Daniela McCarson: enrolled students

246
00:27:50.370 --> 00:27:53.220
Peggy Campo: I nominate Cameron, who's not here and he's the English major.

247

00:27:55.980 --> 00:27:58.110
Brady Kerr: Every you'll be watching this, you're nominated

248
00:27:58.110 --> 00:28:00.330
Peggy Campo: Bro, and you did that to me.

249
00:28:03.240 --> 00:28:15.900
Suzie Schepler: Nice about sending it to all the students is that, you know, they may they may not be themselves identifying but they may know someone that does. And that might help them to figure out, hey, this is a place you can go to friends that

250
00:28:16.230 --> 00:28:20.190
Suzie Schepler: That you can be safe and feel like it's okay to talk to sometimes

251
00:28:21.210 --> 00:28:25.410
Suzie Schepler: Even if they haven't outdid themselves or if they have, they don't necessarily want to

252
00:28:25.920 --> 00:28:39.780
Suzie Schepler: Share so afraid to make those connections in the community. I think and I think if they have a friend that says, hey, I just found a report for you. Hey, maybe we can go to this source together. You know, there may be like to have a better support system with someone that they are

253
00:28:42.930 --> 00:28:43.380
Brady Kerr: Awesome.

254
00:28:47.790 --> 00:28:48.480
Brady Kerr: So,

255
00:28:50.220 --> 00:28:54.000
Brady Kerr: This is great. We've already got a lot accomplished. So we're going to be doing that.

256
00:28:55.020 --> 00:28:58.890
Brady Kerr: As far as doing ally trainings.

257
00:29:02.250 --> 00:29:08.310
Brady Kerr: Everyone is in support of that as far as online doing one in October one in November.

258
00:29:08.820 --> 00:29:20.520
Laura Adams: What will it look like I support it, it just feel because I've done the ballet trainings in person and right there's so much of that. That's kind of moving around. And it's almost like we need new activities and everything.

259
00:29:20.580 --> 00:29:31.620
Brady Kerr: Sure. All the interaction and the role playing, and that type of thing. Yeah, I don't know, I feel like it's doable but probably in a funkier way than will

260
00:29:31.620 --> 00:29:31.980
Create

261
00:29:33.270 --> 00:29:34.890
Laura Adams: Kind of like all the rest of life right now.

262
00:29:34.950 --> 00:29:41.220
Brady Kerr: Right, definitely something to brainstorm on though. I think it's possible, it would just maybe you need to be redesigned a bit

263
00:29:42.120 --> 00:29:45.600
Brady Kerr: There's lots of visuals, even in the in person, one that can be utilized

264
00:29:45.600 --> 00:29:45.960
Brady Kerr: So,

265
00:29:46.650 --> 00:29:52.350
Laura Adams: That's true. And then there's just a little bit more worry like me in person meetings, we're in a room with the door closed.

266
00:29:52.620 --> 00:30:04.230
Laura Adams: And the we always have that rule that what we talked about here is that really stays within this group. It's the cone of silence. You can't impose that as easily if you're on a zoom call so you don't know where people are if they're recording it or you know whatever else might be happening.

267
00:30:05.760 --> 00:30:10.440
Laura Adams: Which I don't think would be the antenna. Most people, but the paranoid part of me worries.

268

00:30:12.030 --> 00:30:14.850
Brady Kerr: Yeah, there's legitimacy there. Yeah, actually.

269
00:30:16.320 --> 00:30:16.830
Brady Kerr: Okay.

270
00:30:18.840 --> 00:30:33.870
Brady Kerr: We like I said earlier, we don't have an update on the pride index yet. And the next thing that's kind of sticking out is any update on curriculum. Do we have anybody here that is a part of the curriculum team.

271
00:30:35.310 --> 00:30:41.760
Laura Adams: I think I was supposed to be. But then I think I kind of fell off the bandwagon when everything the wheels fall off all the carts last spring.

272
00:30:42.870 --> 00:30:44.490
Brady Kerr: Boarding to

273
00:30:45.690 --> 00:30:50.280
Brady Kerr: Cameron, I think Dr. Nelson you're playing a part, yes.

274
00:30:50.610 --> 00:30:53.220
Lisa Nelson: Yeah, I will. I was trying to impress my mute.

275
00:30:55.200 --> 00:30:57.870
Lisa Nelson: I was using it like touchscreen and being a moron.

276
00:30:59.520 --> 00:30:59.760
Lisa Nelson: So,

277
00:31:00.810 --> 00:31:11.550
Lisa Nelson: So anyways, yes I am here because apparently there were two parallel courses going on at the same time. I'm a group of us. We're working on a social justice ADT

278
00:31:11.970 --> 00:31:25.650
Lisa Nelson: Yes. Um, and you guys were working on a social justice ADT. And so when I found out in May, that you were also working on a social justice, add, I said, hey, stop, wait.

279
00:31:26.370 --> 00:31:32.790

Lisa Nelson: You know, we get to bring our conversations together right we're on two separate separate teams tried to do sort of the same thing here.

280
00:31:32.850 --> 00:31:55.110
Lisa Nelson: Sure. Um, I have been trying ever since. To get a picture of what it is is being proposed. I want to see the classes. I want to see what you're doing because in some ways I think I've been. I've been sort of represented as objecting. I'm not objecting I'm wanting to see what it is.

281
00:31:56.430 --> 00:32:13.500
Lisa Nelson: And I spent last year on a sabbatical taking graduate work in social justice courses and studying social justice at programs in California. So I have, I have a lot of ideas about this. I think that

282
00:32:15.540 --> 00:32:21.030
Lisa Nelson: Doing one with with, you know, a gender, sexuality studies focus is great.

283
00:32:21.480 --> 00:32:31.620
Lisa Nelson: Um, I think, though, it's sort of putting the cart before the horse to say, oh, well, we're just doing this one and you guys do whatever you want, because whatever is constructed as the core

284
00:32:31.860 --> 00:32:50.340
Lisa Nelson: Is going to be the core for any social justice degree that follows right and and so I think it's really problematic to silo it and to frame it around that group of students and I'm so you know, especially since it's such a interdisciplinary I'm

285
00:32:51.780 --> 00:32:59.460
Lisa Nelson: Major like I was just looking through because I had, I just got the minutes from last time. So I was looking through and I was seeing. Um,

286
00:32:59.820 --> 00:33:07.890
Lisa Nelson: Yes, social social sciences generally is the core class right like a social one and social three is where you start or

287
00:33:08.580 --> 00:33:17.790
Lisa Nelson: What we're trying to do with put together as an intro to social justice studies class, which would be specifically that and what we were trying to do also was

288

00:33:18.030 --> 00:33:33.090
Lisa Nelson: Create a capstone piece where students to the ATT where students could be involved in specific projects right because social justice studies is is more about in context than it is about, you know, sort of,

289
00:33:35.520 --> 00:33:41.790
Lisa Nelson: Streets are solely the academic right it's more, it's frequently has an active kind of shape to it.

290
00:33:42.180 --> 00:33:53.940
Lisa Nelson: So what I'm trying to do is find out what was proposed and then I heard a Lexus. Say something to the effect of this was in an email conversation but it got dropped

291
00:33:54.870 --> 00:34:04.350
Lisa Nelson: That she was told to put the brakes on because somebody else was doing it which might have been a reference to us, but might have been a reference to maybe a third group working on this.

292
00:34:05.160 --> 00:34:13.980
Brady Kerr: But I have what I have in the email is that Dr. Grey was going to house our s JS a beauty in SPS

293
00:34:14.700 --> 00:34:16.110
Lisa Nelson: That makes perfect sense.

294
00:34:16.680 --> 00:34:18.900
Brady Kerr: But that's all I know personally at this point.

295
00:34:18.960 --> 00:34:30.000
Lisa Nelson: Oh, okay. So, well, the conversation was that two classes were needed to be created and I don't know who was supposed to be creating those. See, this is like a game of telephone

296
00:34:30.420 --> 00:34:42.090
Lisa Nelson: Sure, right, because I haven't found a recording of the meeting where you guys all work this through and there's no files uploaded in the SharePoint that show me.

297
00:34:42.690 --> 00:35:06.030
Lisa Nelson: What pathway, you were creating so I have a lot of questions here. Um, because I think putting our energies together could make this so much easier and so much more exciting and so much more vibrant and then I'm also on the social the Racial Justice Task Force.

298
00:35:07.050 --> 00:35:26.580
Lisa Nelson: And so I'm the leader of a group three, and part of our task in that is looking at the social justice at t as well. Right. And I'm working with Dominique over there and Jessica Cobb, and so forth, who, who has a social justice.

299
00:35:27.720 --> 00:35:34.500
Lisa Nelson: Background right so we're trying to pull it all together. So I don't know. You guys tell me how we do this.

300
00:35:34.860 --> 00:35:42.210
Laura Adams: I don't know if the people are here right now who were working heavily on that pathway. So I don't think that people here have the answers to your questions.

301
00:35:42.540 --> 00:35:45.450
Lisa Nelson: Who are the people working on that. Besides, Alexis.

302
00:35:48.360 --> 00:35:50.640
Lisa Nelson: Or is Alexis. One of them, she is right.

303
00:35:51.270 --> 00:35:54.330
Brady Kerr: As far as I know she is the

304
00:35:54.510 --> 00:36:02.370
Peggy Campo: Thought Jan was also very interested. But I didn't know if she was going to work on the curriculum or not, but she was very interested in the creation of it.

305
00:36:02.880 --> 00:36:06.180
Lisa Nelson: And I spoke to her a bit right as opposed to quite a bit about it.

306
00:36:06.930 --> 00:36:18.600
Brady Kerr: When, when this committee first met and I was not a part of it. There were different buckets, where people went and one of those buckets was to curriculum.

307
00:36:19.020 --> 00:36:28.620
Laura Adams: Yeah, I know. I think I was in that bucket and so was Cameron, but then I don't remember any additional follow up. I don't know that very much much work has been done at all.

308
00:36:30.030 --> 00:36:30.690
Laura Adams: I don't know.

309
00:36:30.960 --> 00:36:37.710
Brady Kerr: Cameron does want to be a part of the curriculum. He just doesn't want to be the main point of contact, he said.

310
00:36:38.160 --> 00:36:40.950
Brady Kerr: Okay, so I think it's really just

311
00:36:42.390 --> 00:36:51.630
Brady Kerr: Getting back to where we were where and figuring out who actually wants to participate in that part. And of course. Joining Forces.

312
00:36:51.720 --> 00:36:52.290
Laura Adams: Yeah, I get

313
00:36:52.830 --> 00:36:59.910
Laura Adams: Your much further along. And so it wouldn't make any sense for us to completely start from scratch and try to build something. It would make a lot more sense to join in.

314
00:37:00.270 --> 00:37:07.170
Laura Adams: And I know when some of those curriculum meetings were happening. I don't think anyone there knew what was taking place and the other parts of camp. So it wasn't like

315
00:37:07.440 --> 00:37:15.000
Laura Adams: You're trying to create our own silo for a specific group. It was more just like we need this. Let's see what we can do about it, without being aware of what else was already beat that. Okay.

316
00:37:15.030 --> 00:37:29.970
Lisa Nelson: Yeah, well, we were in exactly the same situation. Right. I mean, nobody nobody wants to do things in isolation. It's just sort of how things end up starting to happen and then misrepresented because one of the administrators was saying we were creating an ADT for the prison.

317
00:37:31.320 --> 00:37:34.980
Lisa Nelson: Oh, and I was like, where do you hear that, well,

318
00:37:37.170 --> 00:37:45.060

Laura Adams: I think there would be a lot of room for collaboration here. I know the one of the reasons I wanted to be involved in curriculum is I wanted to propose an introduction human sexuality course.

319
00:37:45.690 --> 00:37:50.700
Laura Adams: Which would be great for our side program and it would be something that could be used for social justice, add as well.

320
00:37:51.030 --> 00:37:54.360
Lisa Nelson: Right. Right. I mean, we don't even have interviewed a woman studies.

321
00:37:56.760 --> 00:37:58.530
Laura Adams: Do that, like I can do human sexuality.

322
00:37:59.070 --> 00:38:07.830
Lisa Nelson: Right, but a lot of them can be done through English, right, because we have so much flexibility, a lot of them can be done and we needed Chicanos literature class.

323
00:38:08.310 --> 00:38:16.740
Lisa Nelson: Right, we like, we need these classes. So, um, I think it would be fantastic to be able to offer a core

324
00:38:17.220 --> 00:38:34.680
Lisa Nelson: Right, which makes use of as many classes as we can and then using history English right philosophy using these different everybody puts together, you know, different classes, we could have you know racial justice focuses and, you know,

325
00:38:35.880 --> 00:38:37.620
Lisa Nelson: We could have all kinds of thing.

326
00:38:38.010 --> 00:38:58.350
Danae Samson: Yeah, it could be amazing. I'm Lisa I'm at our first meeting Cameron and I talked about actually reaching out to other colleges that have pride scholars and they've already got established curriculum for some ideas, like you said, especially with English. I know that Cameron.

327
00:39:00.570 --> 00:39:14.700
Danae Samson: Nikki I mean I think maybe even Dan read that we all do LGBT Q material in our curriculum right now. And so it would be more about creating like a collective. I don't know.

328
00:39:15.840 --> 00:39:29.790
Danae Samson: Exactly what the title of the English course would be, but he said he was going to Cameron said that he was going to reach out to, I think, Mount sac. I think they have pride scholars and a few maybe even

329
00:39:31.080 --> 00:39:37.260
Danae Samson: Cod doesn't have it, but a few other local colleges here. And so, Cal for curriculum ideas.

330
00:39:39.600 --> 00:39:49.320
Lisa Nelson: Yeah, there's, there's a quite a few courses that are intro to sexuality and gender studies of one form or another, that kind of

331
00:39:49.770 --> 00:40:09.240
Lisa Nelson: Follow that 80s feminists to lesbian to queer, you know, into the 90s and and then and then and so on. I've got a couple I'll reach out to Cameron on that because I've got a couple little quite a few syllabus on on these on these intro courses.

332
00:40:10.020 --> 00:40:12.990
Peggy Campo: Awesome. So Lisa clarification, then

333
00:40:13.170 --> 00:40:17.850
Peggy Campo: So for the ADT and social justice. Are you leading that

334
00:40:18.180 --> 00:40:26.670
Lisa Nelson: I don't know. I don't I'm, I'm the leader of section through see in the Racial Justice Task Force.

335
00:40:27.180 --> 00:40:27.570
Peggy Campo: And that

336
00:40:28.380 --> 00:40:33.840
Peggy Campo: That, that, that's the group that's taken care of creating that then yes.

337
00:40:37.320 --> 00:40:43.650
Peggy Campo: I just want to know where to send people so that because we're going to be spinning our wheels and but nobody's going to actually do it.

338
00:40:45.330 --> 00:40:47.130
Peggy Campo: So a DDT and social justice.

339
00:40:47.280 --> 00:40:58.740
Peggy Campo: Yes, we'd like to have a focus in in racial issues and inequities and and and gender and can we include an LGBT Q as one of those

340
00:40:59.400 --> 00:41:11.340
Peggy Campo: Major themes for the social justice ADT but I want to know, who do we, where do we address it. So it'd be the task force, group three for anything to create the

341
00:41:11.430 --> 00:41:15.420
Lisa Nelson: I guess, I guess, right, because it's a racial justice Task Force right

342
00:41:15.690 --> 00:41:29.940
Lisa Nelson: And so we're kind of divided in this way in in the sort of identities that we're approaching from right and so I think the, it has to be, it has to be kind of a team thing, I think,

343
00:41:30.210 --> 00:41:35.010
Peggy Campo: Like an overall arching social justice at and within that talk about

344
00:41:35.040 --> 00:41:35.820
Peggy Campo: Racial

345
00:41:35.940 --> 00:41:38.430
Peggy Campo: And gender and sexual orientation.

346
00:41:38.460 --> 00:41:56.370
Lisa Nelson: Correct. Yes. Yes. Right. And, and, you know, I'm like some of the some of the issues that are big and social justice have everything but nothing to do with racial justice or sexuality right i mean you know housing. Housing inequities and and and that sort of thing.

347
00:41:57.420 --> 00:42:13.860
Lisa Nelson: You know, criminal justice, those sorts of things. So, so I think that week. I can't, I can't say that I'm in charge of it from the Racial Justice Task Force right like that doesn't seem to make sense. Um, that seems like I'm I'm crowning myself something I'm not

348
00:42:14.550 --> 00:42:26.100

Peggy Campo: No, no, that's good, because I don't know if we have a faculty member who has already a graduate degree in social justice and is the one that is spearheading the ATT overall to begin with.

349
00:42:27.360 --> 00:42:31.140
Lisa Nelson: Okay, I didn't get the degree. I just took a bunch of graduate courses.

350
00:42:31.500 --> 00:42:34.770
Peggy Campo: Well, but, I mean, I mean, the point is is that we have to have

351
00:42:35.580 --> 00:42:43.290
Peggy Campo: Somebody to contact so like you're saying we're not working and all individual silos, but, um, it sounds like you guys are a lot further ahead.

352
00:42:43.620 --> 00:42:55.440
Peggy Campo: In the racial fast worse than us here in LGBT q. So if Cameron or denies that I'm sorry, I don't know. Yeah, I didn't. Your. I don't know if I'm pronouncing your mispronounce your name. I'm sorry.

353
00:42:55.740 --> 00:42:56.040
Peggy Campo: Oh, no.

354
00:42:56.370 --> 00:43:00.060
Danae Samson: That's right. It's today. So, um, so

355
00:43:00.090 --> 00:43:09.600
Peggy Campo: Where we can address to participate in the creation of that social justice ADT I think we'll just go towards the task force, group three

356
00:43:09.840 --> 00:43:16.980
Lisa Nelson: I think that might that might, it might be better to say we're a group of faculty putting that together right I'm working

357
00:43:17.040 --> 00:43:27.960
Lisa Nelson: On me. So then, then in that Racial Justice Task Force. Okay, I could be a bridge between the Racial Justice Task Force and this group of faculty putting those at together.

358
00:43:28.080 --> 00:43:28.380
Peggy Campo: That makes

359
00:43:28.710 --> 00:43:44.520
Lisa Nelson: And and i i think um I know Dominic is is working on it with me. I'm not be as much because she has the social justice background, but because she knows how to build the add it's right. Um, and then I'm

360
00:43:45.390 --> 00:43:57.000
Lisa Nelson: Jessica Cobb, because that is her background right sociology and she has the law degree as well. And she's worked with the ACLU and, you know, like all of that and and

361
00:43:57.420 --> 00:44:06.360
Lisa Nelson: We were working with Dan Hill, but she kind of got overwhelmed with other things that and left the group, but she was originally a part of it as well.

362
00:44:06.480 --> 00:44:08.670
Peggy Campo: Because I would think Janet is social would be important.

363
00:44:08.730 --> 00:44:10.110
Lisa Nelson: Yeah yeah

364
00:44:10.320 --> 00:44:18.180
Peggy Campo: So, so can we can we be as as brave to say kind of go through you. If you want to participate. Is that okay, am I overreaching

365
00:44:18.540 --> 00:44:19.770
Lisa Nelson: Well, I don't want anyone to

366
00:44:19.770 --> 00:44:22.140
Lisa Nelson: Feel like I just took it over, right.

367
00:44:22.410 --> 00:44:22.980
Lisa Nelson: Well, then we

368
00:44:23.040 --> 00:44:25.110
Laura Adams: Can send represent representative

369
00:44:26.280 --> 00:44:28.530
Peggy Campo: That's what I'm referring to not charge but

370
00:44:28.560 --> 00:44:29.220

Laura Adams: That we can help.

371
00:44:29.640 --> 00:44:31.020
Laura Adams: Will send the extra person to help

372
00:44:31.470 --> 00:44:45.120
Lisa Nelson: Right, right, because I think that, you know, by definition, this degree has to be multi disciplinary and and my brain is not big enough to create it, because I only think from my own position.

373
00:44:45.180 --> 00:44:47.400
Laura Adams: Right well psychology helpful.

374
00:44:48.660 --> 00:44:49.050
Laura Adams: Let me

375
00:44:49.200 --> 00:44:49.830
Laura Adams: Let me be

376
00:44:50.010 --> 00:44:58.320
Laura Adams: A person then and then if Cameron was still wants to be interested. That's another English person to and then that should be pretty good for representation here. If the committee's okay with that.

377
00:45:00.540 --> 00:45:03.480
Lisa Nelson: Fantastic, fantastic. Okay, so then

378
00:45:03.870 --> 00:45:04.470
Laura Adams: Jay, I mean,

379
00:45:04.710 --> 00:45:06.780
Laura Adams: You know, whoever the more the merrier about right.

380
00:45:07.230 --> 00:45:13.830
Lisa Nelson: Right, and I think it would be a great idea to also maybe make an announcement into neural faculty

381
00:45:14.310 --> 00:45:28.740
Lisa Nelson: Right. Are there other people want to participate in this because it's amazing what some of our colleagues are doing and we have no idea. A great right are interested in doing is we're going to need all kinds of people to be willing to write curriculum.

382
00:45:31.530 --> 00:45:32.580
Lisa Nelson: Alright, so then

383
00:45:33.810 --> 00:45:48.060
Lisa Nelson: Okay, so then I'm going to follow up. I meet with Dominique this evening, so I will follow up with her. I will send an email back to you all. Um,

384
00:45:48.480 --> 00:45:50.700
Laura Adams: And then just include me in anything that's happening.

385
00:45:50.790 --> 00:45:51.240
Laura Adams: And I got

386
00:45:51.420 --> 00:45:51.810
Lisa Nelson: I got

387
00:45:51.840 --> 00:45:53.340
Laura Adams: I got, you got me okay I got

388
00:45:53.430 --> 00:45:55.770
Lisa Nelson: I got you down. Um, and

389
00:45:58.350 --> 00:46:04.440
Lisa Nelson: I am. Oh, just one other thing. And I don't know if you guys want to in any way.

390
00:46:05.490 --> 00:46:30.960
Lisa Nelson: Create some sort of event around this. I'm planning on doing this as an anonymous donor and not as myself, but I have a women's studies, a sexuality and gender and representation to be as and an MA in queer theory and I'm donating my entire grad school queer library to Norco

391
00:46:32.250 --> 00:46:45.030
Lisa Nelson: So Norco is going to happen just like a really like it. It dies around 2006 or eight or something like that. But Damon has promised to shelf everything

392
00:46:45.510 --> 00:46:51.270
Lisa Nelson: That's great. Yes, yes. So it could be a neat event for your

393

00:46:52.380 --> 00:46:53.100
Lisa Nelson: For your group.

394
00:46:53.760 --> 00:46:57.210
Brady Kerr: Thank you so much, anonymous and

395
00:46:57.390 --> 00:47:01.590
Lisa Nelson: They alright guys thank you for letting me be here.

396
00:47:01.710 --> 00:47:02.790
Brady Kerr: Thank you for being here.

397
00:47:03.960 --> 00:47:04.530
Peggy Campo: Thanks.

398
00:47:07.410 --> 00:47:08.430
Lisa Nelson: I'll follow up.

399
00:47:13.200 --> 00:47:13.980
Brady Kerr: So,

400
00:47:15.360 --> 00:47:22.200
Brady Kerr: Susie has been posting in the chat. If you haven't looked she's got Chafee and Mount sac with their

401
00:47:24.540 --> 00:47:26.460
Brady Kerr: Stuff that could be helpful.

402
00:47:28.440 --> 00:47:29.610
Suzie Schepler: Mariani then

403
00:47:29.880 --> 00:47:35.340
Laura Adams: I know. Thank you. I keep noticing there's a lot of courses that are not explicit Lee.

404
00:47:35.820 --> 00:47:42.750
Laura Adams: Social justice courses. And so that's really encouraging because we do cover, you know, gender gets covered in Child Psychology race gets covered in child psych and

405
00:47:43.050 --> 00:47:50.520

Laura Adams: We have lots of courses like that, that even in BIOS like I have an entire chapter on sexuality and gender stuff that could be useful.

406
00:47:52.920 --> 00:48:04.920
Peggy Campo: I was hopeful Laura that we have the core already done and that we could already do the ATT without adding new curriculum. So just adding the ATT and then creating the courses.

407
00:48:06.030 --> 00:48:07.590
Peggy Campo: Once the at taking it out.

408
00:48:08.010 --> 00:48:09.510
Peggy Campo: As optional right

409
00:48:09.570 --> 00:48:10.350
Laura Adams: Got it, okay.

410
00:48:10.680 --> 00:48:13.950
Peggy Campo: So I was hopeful that that they already had that those

411
00:48:14.820 --> 00:48:16.140
Laura Adams: Fees I'm encouraged.

412
00:48:16.560 --> 00:48:18.390
Peggy Campo: Yeah, I don't think we need to add too much.

413
00:48:18.420 --> 00:48:20.760
Laura Adams: In the beginning, we could go ahead and start maybe moving forward.

414
00:48:21.000 --> 00:48:21.960
Peggy Campo: I think so.

415
00:48:22.740 --> 00:48:23.250
Amazing.

416
00:48:25.680 --> 00:48:31.290
Brady Kerr: That is it for the agenda we whipped through that and Cameron hasn't even joined us yet so

417
00:48:32.430 --> 00:48:33.900

Brady Kerr: Anything for

418
00:48:35.250 --> 00:48:40.200
Brady Kerr: Anybody. We've got open hearing good of the order. Why are we amazing things like that.

419
00:48:42.510 --> 00:48:49.260
Daniela McCarson: I wanted to just bring up the Unity zone. I'm just to mention that there isn't a budget to see if there's creative ways we can

420
00:48:50.250 --> 00:49:01.740
Daniela McCarson: Do something for students that we may already have served and are part of the Unity zone. This fall, something online. I don't know if there's any conferences or anything we can encourage students to participate in

421
00:49:03.000 --> 00:49:14.160
Daniela McCarson: And then maybe discussions on what we can do if we return by spring some engagement activities or what we can do, looking at possible grants since Gustavo mentioned to me that

422
00:49:15.150 --> 00:49:28.890
Daniela McCarson: He no longer oversees the equity budget and is no longer able to help us in the zone in the zone by which he has in the past, bought food snacks resources and paid for the salary for that part time position so I'm

423
00:49:29.400 --> 00:49:29.880
Daniela McCarson: Mind right

424
00:49:30.990 --> 00:49:34.530
Laura Adams: Away. I'm sorry. I didn't quite understand why the funding went away, or why it changed.

425
00:49:35.190 --> 00:49:44.040
Daniela McCarson: The funding was guaranteed for a limited time utilizing equity funds and that was significantly reduced and so priorities shifted

426
00:49:44.610 --> 00:49:51.810
Daniela McCarson: Since it was a temporary position, it wasn't, it was permanent part time temporary so the commitment was not long term for that position.

427
00:49:52.350 --> 00:49:57.720

Daniela McCarson: And so then I was trying to think of my existing staff. I have one person who works across the hall.

428
00:49:58.470 --> 00:50:07.830
Daniela McCarson: Kimberly Thomas. She is a part time foster youth technician advocate. And so she could potentially, if we were able to maneuver some budgets.

429
00:50:08.340 --> 00:50:21.690
Daniela McCarson: To have her serve some hours when we do return ONTO CAMPUS TO BE A go to resource. And I know that Center also support students with the deca students. So I haven't even touched on that yet. I don't know what I'm doing in that area at all.

430
00:50:23.520 --> 00:50:30.420
Daniela McCarson: But I wanted to start conversations to kind of get me on the right track of what I need to be doing and some ideas and some direction of

431
00:50:31.530 --> 00:50:34.020
Daniela McCarson: To keep it going, because I don't want students to miss out.

432
00:50:34.710 --> 00:50:39.090
Peggy Campo: I don't know if they're already HSI grants that might for deca might

433
00:50:40.260 --> 00:50:49.230
Peggy Campo: Might be able to be used there and then overlapping with the with the with the Unity zone, since they're both sharing it.

434
00:50:49.710 --> 00:51:07.290
Peggy Campo: So that idea of what you were saying about how to fund that part time position or the or the things that we were doing as an HSI I'm going to assume that that we have some kind of access to some funding. Maybe there that we can use for the for both deca and

435
00:51:08.910 --> 00:51:12.810
Daniela McCarson: The unity zone as I noted that, so definitely look into that.

436
00:51:13.170 --> 00:51:21.060
Laura Adams: I think a more long term here too I you know I don't think we've made a real commitment to a center like this, or to our student population if we have limited funding.

437
00:51:21.420 --> 00:51:30.060
Laura Adams: Because we're going to keep coming back to this problem over and over again. And, you know, we had all of these celebrations. When the Unity center open. There was no oh by the way it's going to go away in a couple of years.

438
00:51:30.630 --> 00:51:38.040
Laura Adams: And that's just a terrible message for us to be sending to our students because it says we have a temporary commitment for providing the safe space for you. To me that's unacceptable so

439
00:51:38.310 --> 00:51:47.130
Laura Adams: I don't know what we can do to advocate for funding more long term or how we could play a role in that. But I just wanted to put that out there to while we keep brainstorming, the short term things

440
00:51:48.360 --> 00:51:48.930
Brady Kerr: Definitely

441
00:51:50.130 --> 00:51:55.890
Brady Kerr: As far as being online this fall, and having an online unity zone.

442
00:51:57.000 --> 00:52:14.250
Brady Kerr: I can't really think of anything except for like Google Hangouts, or a canvas shell that you know is exclusive to them being able to interact or that type of thing. I don't know if anybody else has other ideas.

443
00:52:17.730 --> 00:52:30.390
Daniela McCarson: It has primarily served as a Hangout zone for students to support one another and to gather it hasn't really is. Has it been served as a group where students go to conferences and learnings and anything

444
00:52:31.800 --> 00:52:32.160
Daniela McCarson: I don't know.

445
00:52:33.060 --> 00:52:34.560
Brady Kerr: You're asking if it has

446
00:52:34.740 --> 00:52:35.880
Daniela McCarson: In the past, yeah.

447
00:52:37.110 --> 00:52:43.710
Brady Kerr: Not that I'm aware of, like, in my mind, it's always been a safe space. And that's kind of where it stopped.

448
00:52:44.160 --> 00:52:52.650
Brady Kerr: Okay, but we could create that safe space potentially online and because now you're in charge. You can redefine the magic.

449
00:52:54.390 --> 00:53:05.250
Peggy Campo: As two conferences on I'll try and find the, the, the third annual I'm in Lynn for the one that you see our was coordinating that Jan

450
00:53:05.730 --> 00:53:18.270
Peggy Campo: That was going to happen in the spring that might be somewhere where we might want to send students to go to as well. But I don't know if there's a fee or anything like that. I don't think there was the last time.

451
00:53:20.250 --> 00:53:21.690
Brady Kerr: I don't think there was a fee.

452
00:53:23.010 --> 00:53:24.570
Brady Kerr: And they also don't know if it's gonna happen.

453
00:53:24.930 --> 00:53:29.610
Peggy Campo: Yeah, I think it's going to happen, but I think they said it was going to be virtual now. Yeah.

454
00:53:30.990 --> 00:53:32.040
Suzie Schepler: Cool, yeah.

455
00:53:33.540 --> 00:53:36.600
Peggy Campo: So that's something we can promote as well for the students to attend.

456
00:53:37.440 --> 00:53:50.790
Jeff Warsinski: And I think it's difficult because you're trying to replace a a safe space where they walk in and there in person face to face, and they're having conversations with people and there is no one recording those conversations when they leave, whereas on canvas. If it's a chat.

457

00:53:50.790 --> 00:53:51.450
Jeff Warsinski: Room or

458
00:53:51.900 --> 00:53:58.440
Jeff Warsinski: Discussion Board. Like there's evidence that they were there and they left themselves there and that's

459
00:53:59.580 --> 00:54:03.060
Jeff Warsinski: I don't know what I don't know what that replacement as if there's like

460
00:54:03.480 --> 00:54:07.710
Jeff Warsinski: Like a Google Hangout video chat room. I don't know if that's any better.

461
00:54:08.430 --> 00:54:08.820
Right.

462
00:54:10.680 --> 00:54:16.440
Jeff Warsinski: So, I mean, that's a, that's a tough thing to replace. I don't know what that answer is, and I don't even know if it's even possible.

463
00:54:17.730 --> 00:54:18.870
Jeff Warsinski: Just stumbling in there.

464
00:54:18.870 --> 00:54:22.050
Daniela McCarson: As well. I'm happy to take anything in and today.

465
00:54:22.350 --> 00:54:24.120
Daniela McCarson: I'm going to work with Greg to identify

466
00:54:24.300 --> 00:54:39.060
Daniela McCarson: Students, didn't he offered her support to help work with Cameron to develop a letter descent and are all all the students. And so we can just maybe generate groups of students who want to be advocates, or support or want support, we'll just start there, I guess.

467
00:54:40.230 --> 00:54:46.320
Laura Adams: If we have the contact information and we don't we find out who's interested we can maybe ask them, What's the, what do you need, how can we help

468

00:54:47.040 --> 00:54:51.330
Daniela McCarson: We can put together a little survey monkey when we develop some student contact

469
00:54:52.650 --> 00:54:54.240
Daniela McCarson: And assess. Yeah, that sounds great.

470
00:54:54.720 --> 00:54:56.730
Brady Kerr: Yeah, I think that's a good move.

471
00:54:57.420 --> 00:55:01.080
Daniela McCarson: Is that a good starting point, because I don't want to slack in my new role.

472
00:55:01.500 --> 00:55:02.760
Brady Kerr: I think area.

473
00:55:05.040 --> 00:55:08.040
Daniela McCarson: I think that how reaches, obviously. Step one.

474
00:55:08.490 --> 00:55:19.290
Brady Kerr: And then based on what you get back. I think finding out from them what, how can we support you. What do you need and then figuring out how to make that a reality for them.

475
00:55:20.040 --> 00:55:22.620
Laura Adams: Would it make sense to talk to the GSA group.

476
00:55:24.930 --> 00:55:29.520
Laura Adams: It's a lot of them are folks who used it. They may kind of they may have ideas for how to replace some of these things to

477
00:55:30.930 --> 00:55:31.290
Laura Adams: Are they

478
00:55:31.440 --> 00:55:34.170
Peggy Campo: Are they still. I don't know how student clubs are working now.

479
00:55:34.380 --> 00:55:35.280
Laura Adams: And they've been going

480

00:55:35.310 --> 00:55:38.040
Peggy Campo: To meetings. So I think that's a perfect place to start.

481
00:55:38.160 --> 00:55:38.820
Absolutely.

482
00:55:40.080 --> 00:55:52.500
Jeff Warsinski: Was kind of thinking because the because club rush we're sort of getting ready are gearing up for that and the plan is for every club to create a dance a one minute video and they're going to put all these videos on a on a YouTube channel and

483
00:55:53.490 --> 00:56:02.280
Jeff Warsinski: It always comes to that problem of okay you send that link to students and then they have to click through one by one and see which one they're interested in. And, you know, if we did the same thing with student services.

484
00:56:02.640 --> 00:56:16.410
Jeff Warsinski: Who's going to click the first link, who's going to get to where your link is it's, there's just so many of these zoom online, you know, to our students really need a new canvas shell. I am I have so many already

485
00:56:18.240 --> 00:56:18.660
Jeff Warsinski: So,

486
00:56:20.400 --> 00:56:21.060
Jeff Warsinski: I don't know. I

487
00:56:22.440 --> 00:56:27.360
Jeff Warsinski: It's troublesome. Anyway, I have unfortunately have to go to a curriculum that starts in one minute.

488
00:56:27.660 --> 00:56:28.770
Brady Kerr: Thanks for being here. Jeff.

489
00:56:29.430 --> 00:56:31.350
Jeff Warsinski: So, uh, I'll see everyone. The next time.

490
00:56:31.680 --> 00:56:32.010
Brady Kerr: All right.

491

00:56:32.280 --> 00:56:32.730
Take care.

492
00:56:37.260 --> 00:56:42.300
Brady Kerr: So what I'm gathering is we're worried about the

493
00:56:43.410 --> 00:56:45.240
Brady Kerr: What is the word the

494
00:56:47.730 --> 00:56:50.700
Brady Kerr: Anonymous. Anonymous. What does that word.

495
00:56:51.060 --> 00:56:54.990
Brady Kerr: Mean anonymity of students that want it.

496
00:56:56.580 --> 00:57:00.930
Brady Kerr: While still reaching everybody that could potentially want it.

497
00:57:04.410 --> 00:57:05.070
Brady Kerr: So,

498
00:57:06.150 --> 00:57:14.280
Brady Kerr: It sounds like GSA is a great first stop and then also the letter to all students so that if they are interested. They have a point of contact.

499
00:57:15.120 --> 00:57:17.970
Daniela McCarson: Is our SLE, the faculty advisor.

500
00:57:19.440 --> 00:57:21.540
Daniela McCarson: Who's the advisor for GSA.

501
00:57:22.830 --> 00:57:23.610
Brady Kerr: I do not know.

502
00:57:23.940 --> 00:57:25.170
Peggy Campo: I don't know either. Okay.

503
00:57:26.040 --> 00:57:26.760
Daniela McCarson: I will research that

504
00:57:30.960 --> 00:57:31.740
Peggy Campo: Edwin can tell you

505
00:57:32.430 --> 00:57:36.780
Brady Kerr: Yeah, for sure. And they, they are doing those one minute videos.

506
00:57:39.000 --> 00:57:39.480
Suzie Schepler: Man was

507
00:57:40.770 --> 00:57:42.060
Suzie Schepler: Involved at one point.

508
00:57:46.170 --> 00:57:47.160
Suzie Schepler: I remember well

509
00:57:50.010 --> 00:57:51.240
Brady Kerr: Everyone would know for sure though.

510
00:57:52.470 --> 00:57:57.570
Daniela McCarson: No problem. I'll check with him. Well, thank you, guys. I appreciate this. You guys gave me some good starting points to

511
00:57:57.990 --> 00:58:10.230
Daniela McCarson: Get connected. I work with Greg and see what data we can get from the state and work with our college to get some notice out there and invite students in general and connect with the club to assess the needs

512
00:58:10.920 --> 00:58:12.330
Laura Adams: And let us know. Daniela if

513
00:58:12.660 --> 00:58:22.350
Laura Adams: If there's something we can do to advocate again and advocate for funding to try to make more long lasting changes. This is a really, really important area of our campus and we don't want it to suffer so

514
00:58:22.950 --> 00:58:23.430
Daniela McCarson: I agree.

515
00:58:23.640 --> 00:58:35.160

Brady Kerr: Yeah, we need to have a conversation with somebody that real money. Our way institutionalize it. I love what you said. As far as will offer you temporary comfort like

516
00:58:35.670 --> 00:58:37.620
Brady Kerr: Come on. Yeah, so

517
00:58:38.580 --> 00:58:44.910
Daniela McCarson: And it said because I'm doing the same thing for the Phoenix scholars dinner across the hall. I just had to apply for a grant to make get more money to

518
00:58:45.600 --> 00:58:51.570
Daniela McCarson: Support the accounting position because there's no money for a counselor and how could you not have a counselor for these tiny populations.

519
00:58:51.990 --> 00:59:00.030
Daniela McCarson: Yet we had at the previous year in the commitment has been there. So there's a lot of disconnect with some of our services and then creating these connections with students and then dropping them. A year later.

520
00:59:00.390 --> 00:59:09.930
Laura Adams: Well, I know we lost the Supplemental Instruction program as well because of grant funding issues. And that was a really important program for the students who were involved in Supplemental Instruction and the classes that they were in

521
00:59:10.230 --> 00:59:18.210
Laura Adams: So I just, I'm hearing this kind of all over these places. These really student centered initiatives and programs. We had are losing their funding. And so we have to we have to advocate.

522
00:59:19.170 --> 00:59:20.550
Laura Adams: Somewhere why we

523
00:59:21.090 --> 00:59:22.860
Brady Kerr: Remember why we do what we do.

524
00:59:24.210 --> 00:59:27.150
Brady Kerr: It's all about the students. So, all right.

525
00:59:30.120 --> 00:59:34.800

Brady Kerr: Anything else that we should discuss or touch on before we

526
00:59:37.380 --> 00:59:40.110
Brady Kerr: Go about our days this weird apocalyptic

527
00:59:40.170 --> 00:59:41.670
Brady Kerr: Cool overcast

528
00:59:41.940 --> 00:59:43.170
Daniela McCarson: Day. Now, right.

529
00:59:45.060 --> 00:59:45.240
Suzie Schepler: But

530
00:59:47.460 --> 00:59:47.730
Brady Kerr: It's

531
00:59:47.970 --> 00:59:50.010
Brady Kerr: Pretty, pretty unnerving.

532
00:59:51.150 --> 00:59:51.480
Brady Kerr: Yeah.

533
00:59:53.400 --> 01:00:00.480
Daniela McCarson: Thank you all for allowing me to join this group and be a part of the discussions. I appreciate everyone's insight and continued support as we figure things out.

534
01:00:00.840 --> 01:00:02.430
Brady Kerr: Absolutely. Thank you Daniel

535
01:00:02.670 --> 01:00:02.970
Daniela McCarson: Thank you.

536
01:00:04.170 --> 01:00:04.500
Daniela McCarson: I'd like

537
01:00:04.800 --> 01:00:06.000
Suzie Schepler: To build on the next meeting. If I

538
01:00:06.000 --> 01:00:07.200

Daniela McCarson: Can be added to the list.

539
01:00:07.860 --> 01:00:08.790
Brady Kerr: Yes, please.

540
01:00:09.540 --> 01:00:12.180
Daniela McCarson: I are the only sent an overall is this

541
01:00:12.630 --> 01:00:15.600
Daniela McCarson: Yes. Okay. And I'm sure I'll Kathy Thank you.

542
01:00:16.140 --> 01:00:16.710
Thank you.

543
01:00:20.100 --> 01:00:20.790
Suzie Schepler: To the summit.

544
01:00:21.240 --> 01:00:22.860
Peggy Campo: Thank you. I saw perfect

545
01:00:24.840 --> 01:00:27.030
Laura Adams: Seriously, who do we go talk to you about money.

546
01:00:28.530 --> 01:00:30.780
Peggy Campo: You know, what is the eternal problem of Norco

547
01:00:30.960 --> 01:00:31.530
Laura Adams: That, oh

548
01:00:31.620 --> 01:00:48.720
Peggy Campo: We have to rely on grants, because we are the least funded college in the district. And when you when you get those grants part of the getting the grant. Then afterwards is saying, how are we going to institutionalize this but there's just, you know, no funds.

549
01:00:48.780 --> 01:00:49.320
Peggy Campo: You know, it was

550
01:00:50.040 --> 01:00:54.900
Laura Adams: It was just such an incredibly big deal to get a unity zone and it was fought for so long.

551
01:00:54.960 --> 01:00:55.740
Laura Adams: And now it's like

552
01:00:57.180 --> 01:00:58.110
Peggy Campo: Was it. Yeah, no.

553
01:00:59.040 --> 01:01:04.020
Laura Adams: We're just we're not going to fund it anywhere. I mean, that's ridiculous. It's only been a couple. So how long is it even been a couple years.

554
01:01:04.230 --> 01:01:04.530
Brady Kerr: Yeah.

555
01:01:04.950 --> 01:01:06.270
Laura Adams: I mean, at best. Yeah, so

556
01:01:06.480 --> 01:01:17.880
Peggy Campo: I mean, we were taking that out of equity funds and and that was a choice that was made at the college but when those equity funds go away. You know, it's, it's the becoming part of your general fund. How do you

557
01:01:18.120 --> 01:01:21.660
Peggy Campo: How do you do that will fund is stretched out like bubble gum, you know, and it

558
01:01:21.660 --> 01:01:22.020
Yeah.

559
01:01:23.070 --> 01:01:24.690
Laura Adams: Yeah, okay.

560
01:01:24.780 --> 01:01:29.760
Peggy Campo: Oh, it's either trying to find another grant or become very creative.

561
01:01:31.020 --> 01:01:32.400
Danae Samson: Okay, we're both

562
01:01:33.960 --> 01:01:34.770
Peggy Campo: All of the above.

563
01:01:34.830 --> 01:01:37.290
Laura Adams: Right. Yes. Yes. All of the above.

564
01:01:38.250 --> 01:01:40.710
Peggy Campo: I mean, we have Dean positions that are grant funded

565
01:01:41.130 --> 01:01:41.760
Peggy Campo: How much

566
01:01:43.770 --> 01:01:44.940
Laura Adams: That's not going to work in the long term.

567
01:01:44.940 --> 01:01:46.020
Laura Adams: Either is okay.

568
01:01:46.410 --> 01:01:46.830
Laura Adams: All right.

569
01:01:48.300 --> 01:01:49.530
Laura Adams: I can't fix that right now. Then I

570
01:01:49.530 --> 01:01:49.920
Guess.

571
01:01:55.650 --> 01:01:56.100
Brady Kerr: All right.

572
01:01:57.750 --> 01:02:00.390
Brady Kerr: I hate being the one to hang up. Are we done

573
01:02:02.130 --> 01:02:02.520
Laura Adams: Yeah, I

574
01:02:02.760 --> 01:02:03.690
Laura Adams: Think we're good. Thank you.

575
01:02:04.890 --> 01:02:06.180
Brady Kerr: Absolutely. Thank you so much.

576

01:02:07.560 --> 01:02:10.140
Brady Kerr: You're welcome. Thank you. Have a good day, everybody.