



**SAN DIEGO MESA COLLEGE
ACADEMIC SENATE**

Virtual Meeting

April 19, 2021: 2:20PM – 4:20PM

AGENDA

Draft

- I. CALL TO ORDER & WELCOME** by Academic Senate President Manuel Vélez:
Parliamentarian – Veronica Gerace/Speaker Coordinator & Timekeeper – Veronica Gerace
- II. APPROVAL OF DRAFT AGENDA:**
- III. PUBLIC PRESENTATIONS:**
 - A. Associated Student Government (ASG) Representative:** President T. Carpenter/Senator N. Trinh (1 Minute)
 - B. Classified Senate Representative:** President Charlie Lieu/Vice President Eva Parill/Catherine Cannock (1 Minute)
- IV. PUBLIC COMMENTS:** (6 Minute Maximum Discussion per Item/Topic)(3 Minute Maximum Discussion per Participant)
- V. APPROVAL OF DRAFT MINUTES:** April 19, 2021 (Please send your changes to Sue Saetia @ ssaetia@sdccd.edu)
- VI. GUEST:**
 - A. Vice President of Administrative Services Lorenze Legaspi:**
- VII. COMMITTEE REPORTS:**
 - A. Senate Executive Committees:**
 1. Academic Affairs Committee: Chair Oscar V. Torres (3 Minutes)
 2. Professional Advancement Committee (PAC): Chair Janna Braun (1 Minute)
 3. Committee of Chairs (COC): Chair of Chairs Terry Kohlenberg (2 Minutes)
 4. Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman (2 Minutes)
 5. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi (1 Minute)
 - B. Other Committees:**
 1. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo (5 Minutes)
 2. Mesa Pathways Committee (MPC): Co-Coordinators Marisa Alioto/Howard Eskew/Toni Parsons (5 Minutes)
 3. Other Committee Reports: (1 Minute)
- VIII. OLD BUSINESS:**
 - A. Draft Five (5) Year Planning Institutional Effectiveness (PIE) Strategic Plan:** Jagielinski (Second Reading) [LINK](#)
 - B. Resolution 2021.3.1 – Proposed Constitutional Changes for the Committee on Elections:** Torres (Second Reading)
 - C. Resolution 2021.3.3 – Academic Senate Support for Including the Green Revolving Fund in the Mesa 2030 Plan:** Mary Gwin/Eric Hagstrom/Joelle Schumacher (Second Reading)
- IX. NEW BUSINESS:**
 - A. Resolution 2021.4.1 – Condemning Anti-Asian American Pacific Islander (AAPI) Racism and Affirming Faculty Defense of Mesa College's AAPI Community:** John Crocitti/Black Lives Matter Task Force (First Reading)
 - B. Resolution 2021.4.2 – Academic Senate Support for Immediate Help for the San Diego Community College District Evaluations Office:** Anthony Reuss (First Reading)
 - C. Academic Senate Support for Unified Responses to Students Who Feel Discriminated by Signature Tags Supporting Marginalized Communities:** Alison Primoza/Mary Gwin (First Reading)
- X. SENATE EXECUTIVE OFFICER REPORTS:**
 - A. President Elect:** John Crocitti (No Report)
 - B. Vice President:** Howard Eskew (1 Minute)
 - C. Secretary:** Holly Jagielinski (No Report)
 - D. Treasurer:** Mary Gwin (No Report)
 - E. Senator at Large (1):** Alison Gurganus (No Report)
 - F. Senator at Large (2):** Leslie Seiger (No Report)
 - G. President:** Manuel Vélez (10 Minutes)
- XI. ROUND TABLE TOPIC: The Student Transfer Achievement Reform Act of 2021 - Assembly Bill 928 (Berman) Fact Sheet**
- XII. ANNOUNCEMENTS:**
 - A.** The next Academic Senate meeting is May 3, 2021 from 2:20PM – 4:20PM.
 - B.** The next Academic Affairs meeting is April 26, 2021 from 4:15PM – 5:30PM.
 - C.** The next Committee of Chairs (CoC) meeting is April 28, 2021 from 2:30PM – 4:00PM.
 - D.** The next Professional Advancement meeting is May 5, 2021 @ 2:30PM.
- XIII. ADJOURNMENT:**



SAN DIEGO MESA COLLEGE ACADEMIC SENATE
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SAN DIEGO MESA COLLEGE

ACADEMIC SENATE

Virtual Meeting

April 5, 2021: 2:20PM – 4:20PM

MINUTES

Draft

Present:

Academic Senate President M. Velez, C. Allbee, J. Braun, M. Brewer, H. Browne, J. Crocitti, N. Dougherty, H. Eskew, R. Fremland, V. Gerace, L. A. Gibson, M. Gwin, B. Hoefer, A. Hoffman, S. Hughes, C. Huynh, H. Jagielinski, G. Johnson, C. Katungi, J. Keller, T. Kohlenberg, K. Lacher, D. Miyoshi, K. Naimark, R. Nichols, A. Primoza, A. Reuss, R. Sanchez, J. Sardo, K. Secor, L. Seiger, S. Shi, G. Svoboda, O. V. Torres and K. Wait

Absent:

E. Adelson, I. Arguelles-Ibarra (Excused), A. Gurganus (Excused), G. Kim (Proxy to I. Duckles), R. Escamilla (Proxy to R. Rodrigo), J. Johnson, I. Kanevsky, C. López (Excused), I. Stojimirovic, J. Sundayo (Excused) and W. Wesley

I. CALL TO ORDER & WELCOME by Academic Senate President Manuel Vélez @ 2:20PM.
Parliamentarian – Veronica Gerace/Speaker Coordinator & Timekeeper – Veronica Gerace

II. APPROVAL OF DRAFT AGENDA:

Motion to Approve:

M/S

G. Johnson/Crocitti

2 Abstained

III. PUBLIC PRESENTATIONS:

A. Associated Student Government (ASG) Representative: Senator Natalia Trinh

1. The ASG is currently holding an Art Competition.
 - a. Students who would like to enter the competition can send a message to Natalia.
2. Natalia serves on the Mesa 2030 Task force.
3. She is excited to attend today's meeting.

B. Classified Senate Representative: Vice President Eva Parill

1. The Classified Senate met before spring break.
2. We discussed the increase in attacks on the Asian American and Pacific Islander (AAPI) community.
 - a. We discussed how the Classified Senate can support the AAPI community and reviewed our plans for an AAPI community event
3. We discussed volunteering opportunities for the Student Farmers' Market event that took place today.
4. We discussed donating leave time to Professor Cesar Lopez who suffered a massive stroke.
5. We discussed our upcoming elections.
6. We are finalizing our review of the applications for the Joyce Skaryak Scholarship.

IV. PUBLIC COMMENTS: None

V. APPROVAL OF DRAFT MINUTES: March 15, 2021

Motion to Approve:

M/S

Seiger/Nichols

2 Abstained

VI. GUEST:

A. Anthony Reuss – Counseling Department Support for District Evaluators:

1. The issue is two years in the making due to the impact of the Campus Solutions implementation on the District Evaluation Office.
2. Modification of Graduation Requirements is the form processed the most in our district.
3. The Campus Solutions implementation has greatly impacted their job of our District Evaluators.
4. It took three to four weeks to enter data into ISIS.
 - a. It takes nine to ten weeks to enter data into Campus Solutions.
5. The District Evaluators report they are one to two months behind in their work at the beginning of the semester under Campus Solutions.
6. The district has received over 4,500 applications during spring 2021.
7. Associate Degrees for Transfer (ADTs) have increased the number of applications and ADTs are now part of the California Community Colleges funding formula.
8. District Counselors were able to screen applications for graduations and provide feedback before they were forwarded to the District Evaluators when we used ISIS.
 - a. Campus Solutions does not permit the District Counselors to review the applications.
9. The number of transcripts that the District Evaluation Office needs to review has skyrocketed.
 - a. One Student can have transcripts from multiple schools that our district has to review.
10. Our District Evaluators evaluate transcripts from other school districts and confer degrees and certificates.
11. Anthony goes to our District Evaluators when he needs answers.
12. District Contract and Hourly positions responsible for processing transcripts were decimated.
13. It is very difficult to have to tell our Students that it will take our district 60 to 90 days to review their transcripts.
 - a. It took us 30 days tops to review a Student's transcripts when we had ISIS.
14. Students may choose to enroll at a school where their transcripts are review faster than our district.
15. Three out of four Mesa College Student are submitting complaints about evaluation delays.
16. The District Evaluators are happy that the issue is being brought to the Mesa College Academic Senate.
17. We need more Evaluators, but it may be more realistic to ask the district to allow personnel from other offices in the district to be assigned to the District Evaluation Office to help reduce the backlog.
18. Geoffrey Johnson asked if CARES Act money would help. (Anthony said yes.)
19. Rob Fremland said City & Miramar need to take this issue to the district with Mesa.
20. Andrew Hoffman said we can request that only one instead of two Evaluators need to attend the biweekly Mesa Curriculum Review Committee (CRC) meetings each month, which would free up 90 minutes every two weeks for the Evaluators to work on processing requests.
21. Terry Kohlenberg asked Anthony if he would send out a preliminary paragraph that the Mesa Academic Senate can approve at our next meeting.
22. Vice Chancellor Topham and Dean Shelly Hess are trying to work on the issue.
23. Anthony Reuss reported that he wants to develop a formal Academic Senate resolution.
 - a. Ian Duckles said a resolution should be easy to develop from Anthony Reuss' current document.
24. Academic Senate President Manuel Velez reported that he can help Anthony Reuss develop a resolution and we can suspend the rules to vote on the resolution during the April 19th Academic Senate meeting.
25. Howard Eskew asked if Dean Crakes has brought this issue to Deans' Council.
 - a. Anthony Reuss reported that he wanted to bring this issue to Faculty first.

VII. COMMITTEE REPORTS:

A. Senate Executive Committees:

1. Academic Affairs Committee: Chair Oscar V. Torres
 - a. The committee met on March 22nd.
 - Toni Parsons reported on Meta Majors.
 - Veronica Gerace discussed possible changes to the Academic Senate Constitution and we formed a subcommittee that started working on changes the following day.
2. How can we prevent Zoom Bombing Attacks?
3. Outlook is still not working at 100%.
 - a. How can we repair Outlook?
 - b. San Diego Community College District's Guidelines for Faculty Regarding Camera Recordings While Teaching Remotely. ([LINK](#))

2. Professional Advancement Committee (PAC): Chair Janna Braun

a. 2021-2022 Sabbatical Applications:

- The committee reviewed this year's applications and forwarded our recommendations to Vice President O'Connor and President Luster.

b. PAC Approved Salary Advancements:

- The district staff member responsible for going to the district offices to enter approved salary advancement increases into the system is on extended leave.
* Please remain patient until someone can be assigned to enter the salary increases.

3. Committee of Chairs (COC): Chair of Chairs Terry Kohlenberg

a. The Department Chairs have been working with the School Deans to determine which classes need to return to campus including laboratory classes and performance classes.

- Protocols have not been put in place
- A 10 Student limit per class is not high enough to bring classes back on campus.
- Vice President of Instruction Isabel O'Connor wants to plan for the possible.

b. Academic Senate President Manuel Velez reported one important issue for classes returning to campus is the online test proctoring question.

- Faculty cannot hold remote classes without test proctoring software like "Proctorio"
- Chair of Chairs Terry Kohlenberg reported Test Proctoring is a continuing conversation for Deans' Council.

c. Leslie Seiger asked if Manuel Velez and Terry Kohlenberg have heard anything about changes to Enrollment Management if Covid 19 vaccinations go well and the variants do not expand.

- Chair of Chairs Terry Knollenberg reported there have been talk about planning to come to campus on certain dates, but making it possible for the class to go fully remote if necessary.

d. John Crocitti said Students who are enrolling in remote classes may not live in San Diego or even in the U.S. making it impossible to change remote classes to on campus classes.

e. Enrollment Management Task Force:

- The Department Chairs supports the creation of an Enrollment Task Force that was proposed by Vice President of Instruction Isabel O'Connor.

f. The 2nd Chairs Academy is Friday, April 16th from 10:00AM - 11:30AM.

- We will review important terminologies including FTE, FTEF, WSCH and WTH.
- We will provide information on how to schedule classes and tips for communicating with your Department Faculty and School Dean.
- We will also provide strategies on how to deal with conflict and difficult situations.
- There will be presentations from Dean Leslie Shimazaki and Department Chairs Donna Budzynski, Lou Ann Gibson, N. Scott Robinson and Chris Sullivan.

4. Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman

a. We have two more spring 2021 meetings for this academic year.

b. The pace of curriculum changes has slowed down considerably since the mass effort to approve the Distance Education component for so many courses.

c. I hope the Faculty are doing the work to meet the requirement to conduct two and six year review of courses even though we are not on campus.

- Chris Kinney has been trying to contact Faculty with two and six year reviews due, but she has not received any responses.

5. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi (No Report)

B. Other Committees:

1. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo (No Report)
2. Mesa Pathways Committee (MPC): Co-Coordinators Marisa Alioto/Howard Eskew/Toni Parsons
As reported by Marisa Alioto:

Pathways Project Funding

- Application process closed March 15, 2021
- 12 proposals received, 6 proposals were approved by MPC
- Award recipients and non-award recipients will be notified via email this week.

Mesa Pathways Mixers: Update

- Mixers provide an opportunity to sort Mesa's 191 degrees and certificates programs into Meta-Majors* (**name change TBD*)
- Led by the Guided Majors and Mapping workgroup leads, Ian Duckles and Cynthia Rico, a total of 10 mixers took place in February and March, including the following:
 - 6 instructional faculty mixers
 - 3 classified professionals mixers
 - 1 mixer for Deans Council
- Based on the hard work and the feedback from the attendees of these mixers:
 - Ian has been busy processing and finalizing the meta-major frameworks with sorted degrees and certificates sorted degrees and has emailed all faculty to confirm the following information this week:
- Make sure their degrees and certificates are included
- Make sure their degrees and certificates are sorted into the correct categories.
 - Cynthia has coded feedback from all of the jamboards from the mixers
 - Top candidates for new "meta-majors" name are emerging
 - A mini presentation will be provided to counseling faculty on 4/7/21

Mesa Campus Community Forum

- Mesa Pathways will be presenting at the next Mesa Campus Community Forum on Tuesday, April 13th from 2:15 - 3:30pm.
- Topic will be a presentation on the findings of the Mesa Mixers - we hope you will join us!

Next MPC Meeting: Wednesday, April 14th, 12:45pm – 2:15pm

3. Other Committee Reports: None

VIII. OLD BUSINESS:**A. CDAIE 13 Point Strategic Plan for Racial and Social Justice on Campus:** Veronica Gerace (Second Reading)

1. Rob Fremland said the plan has powerful elements that require the passage of individual Academic Senate resolutions.
 - a. We need to develop a new Hiring Procedure.
 - b. The CDAIE Chair needs to serve on President's Cabinet (PCab).
2. Veronica Gerace reported CDAIE has consulted various groups on campus and we are open to changes to the document.
 - a. Our plan is a starting point that we hope will lead to permanent changes.
3. Rob Fremland said we need to develop changes to district policies.
4. Geoffery Johnson reported the Black Lives Matter (BLM) Task Force supports the plan and agrees with Veronica Gerace.

Motion to Approve:

M/S

Crocitti/Eskew

4 Abstained

B. Excused Withdrawal Petition Requests – Vice Chancellor Topham: Velez (Second Reading)

1. Vice Chancellor Susan Topham is trying to streamline the process and reduce paperwork for Faculty.
 - a. Mesa College Curriculum Review Committee (CRC) Faculty Co-Chair Andrew Hoffman supports the policy.
 - b. The process will be more centralized.

Motion to Approve:

M/S

Braun/G. Johnson

UNANIMOUS

IX. NEW BUSINESS:**A. Draft Five (5) Year Planning Institutional Effectiveness (PIE) Strategic Plan:** Jagielinski (First Reading) [LINK](#)

1. Strategic Metagoals:
 - Completions
 - Pathways & Partnerships
 - Stewardship:
 - Scholarship:
 - Community
2. College wide Progress Measurement:
3. Input Form – Deadline April 12, 2021: [LINK](#)

Motion to move the item to the April 19th meeting as Old Business for discussion and potential vote:

M/S

Kohlenberg/Albee

UNANIMOUS**B. Resolution 2021.3.1 – Proposed Constitutional Changes for the Committee on Elections:** Torres (First Reading)

1. The Mesa College Academic Senate Executive Committee asked Academics Affairs to review our constitution.
2. The Elections Committee currently does not have their duties listed in our constitution.
3. The Academic Affairs Committee is looking at safeguards for the future.
4. Election Committee Members who want to run for a Senate Executive Officer position should not be on the Elections Committee during their campaign.
5. The Academic Senate Parliamentarian can assist Academic Senate Standing Committees with parliamentarian related issues.

Motion to move the item to the April 19th meeting as Old Business for discussion and potential vote:

M/S

Gwin/Seiger

UNANIMOUS**C. Resolution 2021.3.2 – Proposed Changes to the Program and Course Approval Handbook (PCAH):** Hoffman (First Reading)

1. The 2019 7th Edition of the PCAH currently governs all our curriculum processes.
2. Minor changes must now follow the Whole Change Process.
3. One minor change may require 300 documents of support.
4. The Mesa/City/Miramar College CRCs support the change requested in the resolution.
5. The CRC Chairs are taking this resolution to the Mesa, City and Miramar College Academic Senates.
6. We want to take the resolution to the state to update the next PCAH edition.
7. The current policy creates an unnecessary amount of work.
8. It is taking so much more time that it is slowing everything down.
9. Rob Fremland suggested the resolved should be enumerated to the Mesa/City/Miramar CRCs supports the resolution.
 - a. Andrew will update the document.
10. Alison Primoza supports the resolution and wants it to be approved quickly.
11. Terry Kohlenberg thanked Andrew for putting the resolution together.
12. Andrew Hoffman said the state lost a lot of information and they are trying to get data back using the new requirement.
13. Andrew Hoffman said we want the change made to the 8th edition of the PCAH.

14. Academic Senate President Manuel Velez believes we can push this resolution to the Spring 2021 Academic Senate for CA Community Colleges (ASCCC) Plenary session after it is reviewed by the City and Miramar College Academic Senates.

Motion to move:

M/S

Hoffman/G. Johnson

1 Abstained

Motion to suspend the rules and vote on the document today:

M/S

Primoza/Gibson

UNANIMOUS

Motion to approve:

M/S

G. Johnson/Hoffman

UNANIMOUS

D. Resolution 2021.3.1 – Academic Senate Support for Including the Green Revolving Fund in the Mesa 2030

Plan: Mary Gwin/Eric Hagstrom/Joelle Schumacher (First Reading)

1. Funds will be set aside for sustainability activities.
2. We will identify Energy Waste on campus.
3. We will finance Efficiency Projects with the Green Revolving Fund via loans.
 - a. We will repay the loans from energy saving projects in the Green Revolving Fund.
4. The framework can be adopted to meet specific needs of each institutions.
5. There are potential funding sources including endowments and grants and we are working with the Mesa College Foundation and we are accepting donations.
6. The San Diego Community College District (SDCCD) Board of Trustees has made several commitments to the SDCCD via the Climate Literacy Resolution.
7. The Green Revolving Funds provides Students with a vehicle to achieve campus wide climate action.
8. We are turning Climate Anxiety into Action.
9. Academic Senate President Manuel Velez said the Associated Student Government has done a great job and their plan is impressive
10. We are working with the Mesa College Vice President of Instruction and the District Vice Chancellor of Facilities.

Motion to move the item to the April 19th meeting as Old Business for discussion and potential vote:

M/S

Primoza/Seiger

UNANIMOUS

X. SENATE EXECUTIVE OFFICER REPORTS:

A. President Elect: John Crocitti (No Report)

B. Vice President: Howard Eskew

1. Faculty Assessment Committee on Threats (FACT) Committee Member Nominations:

- a. We received eight names.

- The Committee on Committees will forward four names to Academic Senate President Manuel Velez.

C. Secretary: Holly Jagielinski (No Report)

D. Treasurer: Mary Gwin

Please review your pay stubs and make sure your Academic Senate dues are being taken out.

E. Senator at Large (1): Alison Gurganus (No Report)

F. Senator at Large (2): Leslie Seiger (No Report)

G. President: Manuel Vélez

1. Virtual Spring 2021 Academic Senate for CA Community Colleges (ASCCC) Plenary Session:

- a. There is a resolution on Ethnic Studies on the agenda.
- b. We still have funds for Faculty to attend the session, but you will have to pay for the registration on your own and submit a request for reimbursement.

2. Spring 2021 Academic Senate Election Results:

- a. Congratulations to the following Faculty Members:
 - Vice President Sakeenah Gallardo
 - Secretary Waverly Ray
 - Senator at Large Pegah Motaleb
 - Senators for Adjunct Faculty Carlynne Allbee, Jennifer Hernandez, Geoffrey Johnson and Roger "Rusty" Nichols.

3. District Return to In Person Activities Task Force:

- a. Manuel reported Faculty's concern that only one Faculty member would serve on the task force and the District Governance Council (DGC) agreed to have one Faculty Representative from each campus.

4. Professor Cesar Lopez Update:

- a. Cesar went home yesterday and his recovery is going amazing right now.
- b. Please send your cards and well wishes to:
6530 Altair Court
San Diego, CA 92120

5. Janue Johnson is looking for Academic Senate Representatives for a group that is addressing Zoom Bombings and other attacks.

6. District Email Issues:

- a. Oscar V. Torres asked Academic Senate President Manuel to check with the district on the district email issue.
 - Student's email accounts are still rejecting messages from SDCCD Outlook accounts and our Students are not receiving messages from Mesa College Faculty.

XI. ROUND TABLE TOPIC: Developing a Response to Students Who Report They Feel Discriminated by Signature Tags that Support Black Lives Matter, Dreamers, LGBTQ Students and Other Marginalized Groups

- A.** Alison Primoza reported that Mesa College Students are specifically stating they support Donald Trump and feel discriminated by signature tags supporting marginalized groups.
 - 1. These Students are saying they do not feel supported and they are being disruptive during class.
 - Alison wants the Academic Senate to develop a stance and position to carry on our business without disruption.
- B.** Carlyne Allbee reported Students from different origins say they find the signature tags and pronouns to be too much in your face.
- C.** Andrew Hoffman reported a Student sent an email to Andrew and other Faculty Members because he was incensed by the Chancellor's message.
 - a. The Student reported he was picking up his sticks and moving somewhere else because he feels it is politics all the time at Mesa College.
- D.** Kim Lacher said we are supporting our Students and it is not political.
 - 1. We have to make a clear statement that we are going to continue to support our Students.
 - 2. Some of my colleagues have been frightened by the emails sent by Students.
 - 3. It is important to have this conversation and have and a clear statement in response.
- E.** Candace Katungi said she supports everything Kim Lacher said.
 - 1. We need to take the matter seriously that some Faculty Members are receiving more threatening letters than others.
 - 2. There are also members of minority communities who support white supremacist ideology.
- F.** Ranmali Rodrigo said you can see a lot of neo-Nazi rhetoric and signs in their emails.
 - 1. We need to ask ourselves how much weight and time we are going to give to Students who are sending these emails.
- G.** Alison Primoza said we are still looking for a cohesive response.
- H.** Michael Brewer said the signature tags are not political.
 - 1. We need to get the message across that Black Lives Matter does not mean black lives matter more.
 - 2. The dialogue needs to be that some people who do the same work may not be given the same opportunities.
 - a. We need to remove the barriers that prevents everyone from receiving the same opportunities.
 - We are getting everyone to the same level.
 - 3. The terms White Rage and White Privilege are not helpful.
- I.** John Crocitti asked if Veterans are you sending these messages.
 - 1. Andrew Hoffman said the Student who sent the messages to him is a veteran and not a citizen.
 - a. John Crocitti said we should ask the district to reach out to the military for help.
- J.** Leslie Seiger said this is a great conversation to have and a conclusion will not be reached easily or quickly.
 - 1. A lot of us try to respond with facts, but the Students are driven by their emotions.
 - a. Facts will not resonate with them and professional help is needed.
- K.** Rob Fremland said this can be a teachable moment.
 - 1. We have the right contractually to support our colleagues' right to use the signature tags via an Academic Senate resolution.
- L.** Academic Senate Manuel Velez said we must work together to develop a resolution quickly in order to pass the resolution this semester.

XII. ANNOUNCEMENTS:

- A.** Please send your Get Well messages in support of Chicano/a Studies Department Chair/Senator Cesar Lopez who suffered a major stroke to 6350 Altair Court - San Diego, CA 92123.
- B.** Please encourage your Students to participate in the 2021 Mesa College Research Conference: ([LINK](#))
- C.** The next Academic Senate meeting is April 19, 2021 from 2:20PM – 4:20PM.
- D.** The next Academic Affairs meeting is April 12, 2021 from 4:15PM – 5:30PM.
- E.** The next Committee of Chairs (CoC) meeting is April 14, 2021 from 2:30PM – 4:00PM.
- F.** The next Professional Advancement meeting is April 7, 2021 @ 2:30PM.
- G.** Please donate to the Resiliency Fund to keep the dream of a higher education alive for our Students. ([LINK](#))
- H.** Please donate to the Stand and help our Students succeed. ([LINK](#))

XIII. MEETING EXTENSION:

Motion to extend the meeting 10 additional minutes in order to continue the Round Table discussion:

M/S

Brewer/Seiger

1 Opposed

XIV. ADJOURNMENT @ 4:30PM

Motion to Adjourn:

M/S

Gerace/Crocitti

UNANIMOUS

Mesa College Strategic Plan: Roadmap to Mesa 2030: 2021-2026

Vision: The leading College of Equity and Excellence: An Equity Gap Analysis will be conducted for all metrics across: race/ethnicity, gender, CCPG/Pel Status, AB540 Status, LGBTQ+ identity, DSPS Status, and any other characteristic identified by the equity planning process.

Mesa2030 Meta-goal: Equity and Excellence	Strategic Objectives 2021-2026	College-wide Progress Measures
<p>Completion</p> <p>Mesa College will institutionalize (<i>or Mesa-nize</i>) practices that clarify pathways to timely completion for students, with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p>	<ol style="list-style-type: none"> 1. Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. 2. Develop cross-functional teams that support student success and include integrated career and transfer counseling. 3. Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes. 4. Support students' access to resources to mitigate the impact basic & technology needs insecurity has on a student's ability to pursue their education. 	<ol style="list-style-type: none"> 1. Transfer-level Mathematics and English Year 1 2. Degree Completion Rates within 2, 3, and 4 years 3. Transfer Rates within 2, 3, and 4 years 4. Bachelor's degrees (volume) 5. Associate degrees (volume) 6. Credit certificates (volume) 7. 9 or more career education units 8. Time to completion 9. # Units to completion 10. Stand Data, Technology loaner data, Emergency funds usage

Mesa2030 Meta-goal: Equity and Excellence	Strategic Objectives 2021-2026	College-wide Progress Measures
<p>Pathways and Partnerships</p> <p>Mesa College will leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students entering Mesa College, through to completion, and beyond to transfer and employment.</p>	<ol style="list-style-type: none"> 1. Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. 2. Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. 3. Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers. 4. Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers. 5. Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning. 	<ol style="list-style-type: none"> 1. Transfer-level Mathematics and English Year 1 2. College & Career Access Pathway (CCAP) enrollment 3. College & Career Access Pathway (CCAP) successful course completion 4. Transfer Rates within 2, 3, and 4 years 5. Transfer Volume 6. Livable wage job placement 7. Unit Completion in Term 1 8. Unit Completion in Year 1 9. Fall to Spring Retention

Note: College-wide Progress Measures in bold indicate metrics included in Student Center Funding Formula calculations for state apportionment

Mesa2030 Meta-goal: Equity and Excellence	Strategic Objectives 2021-2026	College-wide Progress Measures
<p>Community</p> <p>Mesa College will build a community culture that utilizes antiracist practices to cultivate collaboration, inclusion, diversity, equity, and personal growth so that all students, employees, and members of our external community are valued.</p>	<ol style="list-style-type: none"> 1. Use technology to improve communication and accessibility across campus. 2. Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism. 3. Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing. 4. Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning. 5. Increase opportunities to be an asset and resource to the external community. 	<ol style="list-style-type: none"> 1. Retention and promotion of employees 2. Proportionate student engagement in High Impact Practices (tutoring, counseling, Ed. Planning) 3. Improvement in racial campus climate as measured by Mesa Graduate Survey, NACCC, and SDCCD Campus Climate survey 4. Improvement in “Committee Culture” construct within the governance survey

Note: College-wide Progress Measures in bold indicate metrics included in Student Center Funding Formula calculations for state apportionment

Mesa2030 Meta-goal: Equity and Excellence	Strategic Objectives 2021-2026	College-wide Progress Measures
<p>Stewardship</p> <p>Mesa College will develop and sustain processes that prioritize environmental sustainability and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p>	<ol style="list-style-type: none"> 1. Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines 2. Increased campus understanding, communication of and transparency in budget and resource allocation. 3. Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students. 4. Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community. 5. Develop and support processes that prioritize environmental sustainability. 	<ol style="list-style-type: none"> 1. FTES/FTEF productivity 2. Improvement in Mesa's structural budget deficits 3. Environmental Certifications for Buildings 4. Employee Demographics 5. Existing survey of Sustainability practices (grade?, calculation?, carbon footprint?)

Note: College-wide Progress Measures in bold indicate metrics included in Student Center Funding Formula calculations for state apportionment

Mesa2030 Meta-goal: Equity and Excellence	Strategic Objectives 2021-2026	College-wide Progress Measures
<p>Scholarship</p> <p>Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p>	<ol style="list-style-type: none"> 1. Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups. 2. Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units. 3. Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed. 4. Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success. 	<ol style="list-style-type: none"> 1. Successful course completion 2. Transfer-level Mathematics and English Year 1 3. # of Faculty, Classified Professionals, and Administrators engaged in professional development around culturally relevant teaching/learning 4. Pre/post assessment of Professional Development impacts on successful course completion



SAN DIEGO MESA COLLEGE ACADEMIC SENATE
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Resolution 2021.3.1 – Proposed Constitutional Changes for Committee on Elections: Oscar V. Torres, Ph.D.

Move: Gwin

Second: Seiger

Whereas, Duties of the Academic Senate Executive Committee include proposing amendments to the Senate Constitution, Bylaws or the Senate Rules in accordance with State and local governance as appropriate; and

Whereas, The Academic Affairs Committee reviews, considers and comments on standards established by State and local governance policies under the purview of the Senate; and

Whereas, Amendments to Senate Constitution may be adopted during regular Senate meetings, by two-thirds (2/3) vote of Senators present at that regular meeting, given that the proposed amendments have been previously presented; be it therefore

Resolved that the following Senate Constitution amendments be ratified:

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SECTION 13 – FACULTY CHAIR OF THE COMMITTEE ON ELECTIONS

It shall be the duty of the Chair of the Committee on Elections to:

- A. Chair the Committee on Elections and serve a two-year rotation term as outlined by Article I, Section 5. Subsection D.
- B. Provide assistance in the recruitment of faculty to serve on the Committee on Elections
- C. Report election results to the Senate Executive Committee in a timely manner
- D. Report opinion poll results to the Senate Executive Committee as outlined by Article VI, Section 8. Subsection C.

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SECTION 7 - COMMITTEE ON ELECTIONS:

A. Composition:

The Committee shall consist of:

1. A Chair who is not part of the Senate Executive Committee and at least two (2) Faculty members. Selection of the Chair shall be voted on by standing members of the committee and ratified by the Senate Executive Committee, as outlined by Article I, Section 5. Subsection D. Standing members shall be appointed by the Committee on Committees. The total number of committee members, including the Chair, shall be an odd number representing a variety of departments.
2. If any member of the Committee on Elections wishes to be a candidate for a Senate Executive position, then that member must vacate their seat on the Committee on Elections prior to announcing their candidacy.

B. Duties:

The Committee shall be responsible for:

1. Establishing election procedures.
2. Identifying vacancies, election procedures and recruitment strategies for filling Senate vacancies.
3. Conducting all opinion polls that are initiated by the Senate.
- ~~4. Reporting election results to the Senate Executive Committee in a timely manner.~~
4. Resolving cases when there is doubt regarding election results, the eligibility of a candidate to run for office, membership in the Senate or membership status of the electorate.
5. Supervising and administering elections for all Senate offices

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ARTICLE VII PROFESSIONAL DUES

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SECTION 1 – PARLIAMENTARIAN:

There shall be a Parliamentarian appointed by the Senate President serving at the pleasure of the President, in alignment with the Academic Senate for California Community College (ASCCC) bylaws and polices. The Parliamentarian's role shall be to give advice on parliamentary procedure to the Senate President, Senate Officers, Senate standing committees, and Senate members. The Parliamentarian may not serve while in non-faculty administrative roles, on a Leave of Absence, or on Sabbatical. If a senator is appointed to the Parliamentarian position, then the senator vacates their seat.

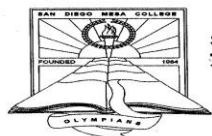
Page 28

SECTION 1 – PARLIAMENTARY PROCEDURES:

Parliamentary procedure that is not covered by these Senate Rules shall be determined according to the latest edition of "Robert's Rules of Order" in accordance with the "Brown Act."

Presented to the Academic Senate: April 5, 2021

Approved by the Academic Senate:



SAN DIEGO MESA COLLEGE ACADEMIC SENATE
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Resolution 2021.3.3 – Academic Senate Support for Including the Green Revolving Fund in the Mesa 2030 Plan: Mary Gwin

Move: Primoza

Second: Seiger

Whereas, San Diego Mesa College as the Leading College of Equity and Excellence is committed to sustainability and equity as crucial values recognizing that sustainability is an equity issue; and

Whereas, San Diego Mesa College Academic Senate recognizes that effective climate action will require impactful changes to be made in every greenhouse gas emitting institution, including San Diego Mesa College; and

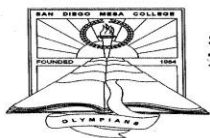
Whereas, San Diego Mesa College Academic Senate recognizes a need for student involvement within the implementation and development of Mesa's long term goals and mission; and

Whereas the San Diego Mesa College Academic Senate recognizes the importance of the Green Revolving Fund as a vehicle for campus sustainability and student empowerment to address the climate crisis, and

Resolved that, the San Diego Mesa College Academic Senate advocates for the inclusion of the development and implementation of the Green Revolving Fund in all applicable campus initiatives as a way to support the inclusion of student-led projects focused on addressing sustainability issues.

Presented to the Academic Senate: April 5, 2021

Approved by the Academic Senate:



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Resolution 2021.4.1 – Condemning Anti-Asian American Pacific Islander (AAPI) Racism and Affirming Faculty Defense of Mesa College’s AAPI Community: John Crocitti/Black Lives Matter Task Force

Move:

Second:

Resolution Condemning Anti-AAPI Racism and Affirming Faculty Defense of Mesa’s AAPI Community

Whereas Asian Americans and Pacific Islanders (AAPI) have long endured acts of racism, hatred and discrimination, including verbal and physical assaults;

Whereas attacks on AAPI have recently increased in number and severity;

Whereas the murder of eight people at spas in Atlanta, GA on 16 March 2021 included seven Asian Americans, six of whom were women;

Whereas the suspect in the murders and the police response to the crimes repeated anti-AAPI stereotypes, especially those exoticizing and demonizing AAPI women;

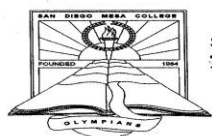
Resolved that the Mesa College Academic Senate condemns acts of violence, abuse, hatred and discrimination against AAPI;

Resolved that Mesa faculty members will stand firm in defending AAPI colleagues and students from verbal and physical assault whenever and wherever it might occur;

Resolved that student and new employee orientations and/or handbooks address forms of microaggression against AAPI and stereotyping of AAPI.

Presented to the Academic Senate: April 19, 2021

Approved by the Academic Senate:



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Resolution 2021.4.2 – Academic Senate Support for Immediate Help for the San Diego Community College District
 Evaluations Office: Anthony Reuss

Move:

Second:

Whereas, the SDCCD Evaluations Office plays the critical role of evaluating student records and transcripts for completion of degree/certificate, general education and transfer requirements; and,

Whereas, Evaluators provide vital technical assistance to students, staff, faculty and administrators in the interpretation of California Education Codes, district policy/procedures, and compile data for state and federal reports; and,

Whereas, Evaluators process a vast majority of forms that affect student academic records including Graduation Petitions, Transcript Evaluation, Academic Renewal With/Without Course Repetition, and Modification of Graduation Requirements; and,

Whereas, the conversion to Campus Solutions (CS) two years ago has drastically impacted the duties of the Evaluations Office, CS is far more labor intensive taking up to three-times longer to complete the same task as compared to the prior system (example – catalog data input took 3-4 weeks with ISIS, it now takes 9-10 weeks in CS); and,

Whereas, there was a 50% increase in the number of students applying for graduation from summer 2019 to summer 2020, a 25% increase from fall 2019 to fall 2020, and current numbers are projecting a significant increase of graduation applications for spring 2021; and,

Whereas, the number of transcripts being forwarded to the SDCCD Evaluations Office is at an all-time high, each requiring a substantial amount of time to process, evaluate and input, thus taking 60-90 days to complete a transcript evaluation; and,

Whereas, within the past year, 3 contract student service positions and 4 hourly positions were deactivated at the district office – all of these positions were directly involved in transcript processing, entering transcript data, posting prerequisites, etc.;

and,

Whereas, the situation at the Evaluations Office has escalated to the point where students are electing to suspend their enrollment at SDCCD until their records are evaluated, or choose to go to a different community college altogether; and,

Whereas, the delayed evaluations of transcripts and the timely processing of Graduation Applications for students will impact the number of degrees and certificates awarded by SDCCD, which is a primary feature of the Community College Funding Formula; be it therefore

Resolved, that SDCCD Administration take immediate action at the SDCCD Evaluations Office in the form of increased funding for personnel and resources, and the relocation of district staff to mediate this unacceptable situation.

Presented to the Academic Senate: April 19, 2021

Approved by the Academic Senate:

Potential response to anti-BLM, Pride, Dreamers Logos When Student's Response is Written

1. Blatant violation of the Student Code of Conduct

Your language may be a violation of the [Student Code of Conduct](#). In accordance with SDCCD policy, I have forwarded your message to the Office of Student Affairs at San Diego Mesa College. If you have questions about this, please contact Mesa's [Student Affairs office](#).

When would this be used? When the language is threatening or an incitement of violence. When there are repeated messages about the logos, which may be classified as harassment.

2. Veiled/coded violation of the Student Code of Conduct

As an educator, it is my duty to inform students about the importance of clear and unequivocal support for historically marginalized groups. To this end, please refer to the following San Diego Community College (SDCCD) resolutions and policies:

1. [Resolution denouncing systemic racism in all its forms](#)
2. [Resolution in support of the Deferred Action for Childhood Arrivals program](#)
3. [Notice of nondiscrimination and Title IX requirements in support of all sexual and gender orientations, identities, and expressions](#)

In accordance with SDCCD policy, I have forwarded your message to the Office of Student Affairs at San Diego Mesa College. If you have questions about this, please contact Mesa's [Student Affairs office](#).

3. "Calling In" Approach (if student response does not seem to violate the Student Code of Conduct)

As an educator, it is my duty to inform students about the importance of clear and unequivocal support for historically marginalized groups. To this end, please refer to the following San Diego Community College (SDCCD) resolutions and policies:

1. [Resolution denouncing systemic racism in all its forms](#)
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Last Updated: 3.8.2021

The Student Transfer Achievement Reform Act of 2021

Assembly Bill 928 (Berman)

FACT SHEET

Bill Summary

Assembly Bill 928 proposes to transform the transfer process for California's community college students by simplifying the transfer maze and strengthening the Associate Degree for Transfer (ADT) pathway in order to improve racially equitable access to transfer attainment and ensuring that California establishes statewide coordination and goals to improve transfer rates. In order to systematically strengthen existing transfer pathways with a proven history of success and maximize the likelihood that students will have simplified access to an efficient path to earning a college degree, AB 928:

- ✓ Establishes an intersegmental implementation committee to tackle persistent barriers to the scaling of the Associate Degree for Transfer (ADT) program, and to provide state-level coordination, accountability, and focus on simplifying transfer in California;
- ✓ Sets a target date for the California State University (CSU) and the University of California (UC) to agree upon a singular general education pathway for the purposes of determining students' sufficient academic preparation for the purposes of transfer admission, and to consolidate existing general education pathways into one singular pathway that satisfies the requirements for transfer admission to both the CSU and the UC;
- ✓ Prioritizes the ADT – a transfer pathway with a proven history of success – for more California Community Colleges (CCC) students by automatically placing students onto an ADT pathway if one is available in the academic major they intend to pursue. In doing so, a student will be placed directly onto the pathway that will maximize the probability that a student will enter and complete a four-year university degree in their chosen field of study in a timely manner and minimizing the accrual of excess units.

The Need: Navigating a Transfer Maze

California Community Colleges are the gateway to opportunity for 2.1 million students each year, promising access to the California dream. California's Master Plan for Higher Education has guided higher education systems for over 50 years, planning for 70% of public higher education students to enroll at CCCs, and promising that CCC graduates would be guaranteed the right to transfer to the CSU or UC to complete bachelor's degrees.

Unfortunately, the troubling reality is that far too many students find themselves caught in a transfer maze, forced to navigate a transfer process that is patched together by individual campus and regional partnerships, and lacks state or systemwide coordination. Students hoping to find an affordable pathway to a four-year university instead find a maze of pathways and requirements that creates confusion, leads to unnecessary unit accumulation, and the worst, no degree for far too many. Amongst students with stated transfer goals, only 19 percent transfer within four years, and 28 percent within six years. Transfer rates are especially concerning for California's low income, first generation, Black, and Latinx students. Latinx students represent over half of the students who declare a transfer goal, yet only 35 percent transfer within four years. Black students declare transfer goals at a much lower rate, only 7 percent, and only 5 percent successfully transfer.ⁱ The barriers to transfer for these students have only been heightened by the COVID-19 pandemic. California Community Colleges are facing enrollment declines at a range of 3.8 to 20 percent systemwide, with high school graduates from low-income schools with higher rates of Black and Latinx students being disproportionately impacted.ⁱⁱ

Last Updated: 3.8.2021

Since its inception as a program designed to simplify this transfer maze, the ADT has made significant strides in streamlining the transfer process for students, and has become a successful and commonly utilized pathway to achieving transfer. As of October 2020, over 280,000 students have earned an ADT on one of over 40 ADT pathways that exist at California Community Colleges. These ADT pathways have provided significant financial savings to both students and to the state – with ADT earners accruing an average of six fewer excess credit units and a course fee of \$46 per credit at the California Community Colleges, the ADT accounted for over \$12 million in savings for students in 2018-2019 alone.ⁱⁱⁱ

Challenges to strengthening the ADT pathway and improving the transfer process for students are largely impeded by California's lack of intersegmental coordination and goal setting. While various efforts have been made by individual segments of higher education to address curricular requirement changes and to develop consistent standards for general education requirements for transfer admission, there is no standing, intersegmental group established in statute to oversee this important work.

Despite progress that has been made to improve the transfer process, transfer remains broken in our state. Students hoping to find an affordable pathway to a four-year university instead find a maze of pathways and requirements that creates confusion, leads to unnecessary unit accumulation, and the worst, no degree for far too many. Amongst students with stated transfer goals, only 19 percent transfer within four years, and 28 percent within six years. Transfer rates are especially concerning for California's low income, first generation, Black, and Latinx students. Latinx students represent over half of the students who declare a transfer goal, yet only 35 percent transfer within four years. Black students declare transfer goals at a much lower rate, only 7 percent, and only 5 percent successfully transfer.

The Opportunity

With an expected workforce skills gap of 2.4 million, California can't afford to lose any more capable students at our community colleges, a critical entry point to higher education in the state. As California seeks to move toward fiscal and public health recovery from the COVID-19 pandemic, we must seize this opportunity to ensure students seeking to expeditiously transfer on their path to a college degree are provided with a transfer framework that is intentionally designed to promote their success.

AB 928 takes another crucial step in transforming the transfer maze for students, ensures that California's transfer process provides students with the maximum probability of entering college and completing a degree in their chosen field of study, and that California makes meaningful progress toward closing persistent racial equity gaps in transfer attainment in the following ways:

- **Intersegmental Implementation Committee:** AB 928 establishes critical oversight to ensure different segments of higher education are in lock step to establish goals to improve racially equitable transfer and strengthen the ADT pathway.
- **Singular General Education Pathway:** By consolidating to a singular general education pathway, AB 928 eliminates a significant point of confusion in the transfer preparation process and simplifies the academic advising process for community college students and staff.
- **Automate ADT Pathway Placement:** AB 928 establishes more accessible reentry points to higher education, rather than the current system of degree pathway placement that unintentionally maintains hurdles to reentry. With a default pathway placement that maximizes the probability that a student will enter and complete a four-year university degree in their chosen field, students have a much easier path to completing a bachelor's degree.

Last Updated: 3.8.2021

Supporters

The Campaign for College Opportunity