



**SAN DIEGO MESA COLLEGE ACADEMIC SENATE**  
 7250 MESA COLLEGE DRIVE, SAN DIEGO, CA 92111-4998 (619) 396-2733 FAX (619) 396-2929

**SAN DIEGO MESA COLLEGE**

**ACADEMIC SENATE**

**Virtual Meeting**

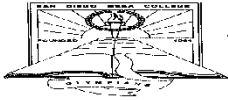
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**December 7, 2020: 2:20PM – 4:20PM**

**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 Taylor Carpenter/Senator Catalina Henríquez  
**B. Classified Senate Representative:** President Charlie Lieu/Vice President Eva Parill/Catherine Cannock
  - IV. PUBLIC COMMENTS:** (6 Minute Maximum Discussion per Item/Topic)(3 Minute Maximum Discussion per Participant)
  - V. APPROVAL OF DRAFT MINUTES:** October 19, 2020 & November 19, 2020
  - VI. ROUND TABLE TOPIC: Response to State Chancellor's Call for Action in Response to Black Lives Matter Protests**
  - VII. GUEST:**  
**A. Lisa Burgert – MOSAIC:**
  - VIII. COMMITTEE REPORTS:**  
**A. Senate Executive Committees:**  
    1. Academic Affairs Committee: Chair Oscar V. Torres (1 Minute)
    2. Professional Advancement Committee (PAC): Chair Janna Braun (1 Minute)
    3. Committee of Chairs (COC): Chair of Chairs Terry Kohlenberg (1 Minute)
    4. Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman (1 Minute)
    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)
- IX. OLD BUSINESS:**  
**A. Administrative Policies:** Andrew Hoffman  
  1. **AP 5031 – Instructional Materials Fee:**
  2. **AP 5104 – Contract Education:**
  3. **AP 5152 – Military Education:**
- X. NEW BUSINESS:**  
**A. Guided Pathways Self-Assessment:** Howard Eskew ([LINK](#))  
**B. Letters to the AFT and SDCCD Board of Trustees:** Alessandra Moctezuma
- XI. SENATE EXECUTIVE OFFICER REPORTS:**  
**A. President Elect:** John Crocitti (1 Minute)  
**B. Vice President:** Howard Eskew (1 Minute)  
**C. Secretary:** Holly Jagielinski (1 Minute)  
**D. Treasurer:** Mary Gwin (No Report)  
**E. Senator at Large (1):** Alison Gurganus (1 Minute)  
**F. Senator at Large (2):** Leslie Seiger (1 Minute)  
**G. President:** Manuel Vélez 10 Minutes
- ANNOUNCEMENTS:**  
**A.** The next Academic Senate meeting is February 8, 2021 from 2:20PM – 4:20PM.  
**B.** The next Academic Affairs meeting is February 1, 2021 from 4:15PM – 5:30PM.  
**C.** The next Committee of Chairs (CoC) meeting is February 10, 2021 from 2:30PM – 4:00PM.  
**D.** The next Professional Advancement meeting is February 3, 2021 @ 2:30PM.  
**E.** Please donate to the Resiliency Fund to keep the dream of a higher education alive for our students. ([LINK](#))  
**F.** Please donate to the Stand and help our students succeed. ([LINK](#))
- XII. ADJOURNMENT:**



**SAN DIEGO MESA COLLEGE ACADEMIC SENATE**  
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**SAN DIEGO MESA COLLEGE  
 ACADEMIC SENATE**

**Virtual Meeting**

**November 16, 2020: 2:20PM – 4:20PM**

**MINUTES**

DRAFT

**Present:**

Academic Senate President Manuel Vélez, Evan Adelson, Carlynne Allbee, Isaac Arguelles-Ibarra, Janna Braun, Henry Browne, John Crocitti, Nellie Dougherty, Rosiangela Escamilla, Howard Eskew, Rob Fremland, Veronica Gerace, Lou Ann Gibson, Helen Greenbergs, Alison Gurganus, Bill Hoefer, Andrew Hoffman, Sharon Hughes, Christina Huynh, Holly Jagielinski, Geoffrey Johnson, Janue Johnson, Candace Katungi, Jesse Keller, Gloria Kim, Terry Kohlenberg, Kim Lacher, César López, Dina Miyoshi, Katherine Naimark, Roger "Rusty" Nichols, Alison Primoza, Anthony Reuss, Robert Sanchez, Kristian Secor, Leslie Seiger, Shannon Shi, Irena Stojimirovic, Judy Sundayo, George Svoboda, Oscar V. Torres, Lauren Wade, Karen Wait and **guests** President Pam Luster and Professors Donna Budzynski, Katlin Choi, Ian Duckles, Erin Evans, Sakeenah Gillardo, Paula Gustin, Inna Kanevsky, Thekima Mayasa, Alessandra Moctezuma, Christina Sanchez-Volatier, Wendy Smith, Chris Sullivan and George Ye

**Absent:**

Michael Brewer, Mary Gwin (Excused) and Walter "Duane" Wesley

- I. CALL TO ORDER & WELCOME** by Academic Senate President Manuel Vélez @ 2:22PM  
Parliamentarian – Veronica Gerace/Speaker Coordinator & Timekeeper – Veronica Gerace

**II. APPROVAL OF DRAFT AGENDA:**

Motion to approve:

**M/S**

Primoza/Gibson

**UNANIMOUS**

**III. PUBLIC PRESENTATIONS:**

**A. Associated Student Government (ASG) Representative:** President Taylor Carpenter/Senator Catalina Henríquez

1. The ASG voted to approve the Accreditation Midterm Report.

**B. Classified Senate Representative:** Vice President Eva Parill

As reported by Eva Parill:

1. The Classified Senate has launched a new fundraiser. ([LINK](#))
  - a. Anyone can order a virtual gratitude card, customize it with a personal message, and send it to someone to say "Thank you."
  - b. The cards are name your price, and funds go towards the Classified Senate Scholarships.
2. At our Last meeting we also discussed the data from the COVID-19 Impact Survey.
3. The Classified Senate also discussed ongoing needs due to working remotely.
4. Claudia Perkins presented the process Students and employees can follow if they have a Title 5 complaint.

**IV. PUBLIC COMMENTS:**

**A. September 15<sup>th</sup> Presidents Cabinet (PCab) Incident:**

President Pam Luster:

1. I received the draft letter and resolution that are coming before the Senate today and read them in detail.
  - a. The letter includes inaccurate information in terms of what occurred.
  - b. We did ask the National Conflict Resolution Center to facilitate the October 6<sup>th</sup> President's Cabinet meeting. Administrators, Faculty and Classified Professionals who serve on President's Cabinet were asked to be in breakout rooms to shepherd along the discussions of questions that were created for us by the National Conflict Resolution Center.
    - We received over six pages of feedback from those sessions that were very candid and very raw and very much informed our next step.
    - The feedback allowed us to see how people were feeling and the impact that the incident had on them.

- c. I also did make a public apology to Taylor during the October 6<sup>th</sup> meeting.
  - I had already apologized to Taylor privately.
  - I also apologized to the folks who attended the September 15<sup>th</sup> meeting.
- d. My own shortcomings of not asking the Faculty Member to leave the meeting were mine and mine alone.
  - Regardless of whatever shock I was feeling at the time was sort of disorientation about how in the world could that have just happened.
  - I wasn't ready to deal with it and I hold myself accountable.
  - I apologize to the September 15<sup>th</sup> meeting attendees and I wish in that moment, I had done more.
  - It was my responsibility and I should have taken care of it at the time.
  - I reflect on my own response daily and I have had discussions about this in many different circles.
- e. The appointment of the Faculty Member at the center of the September 15<sup>th</sup> PCab Incident to the Accreditation Committee is not a Faculty appointment.
  - It's actually a Faculty assignment.
  - That Faculty assignment went out to the entire college and we had several people apply to be a Faculty Liaison for Accreditation.
  - The Faculty Member is receiving reassigned time until the end of fall 2020 and you cannot remove reassign time or a work assignment under the Collective Bargaining Agreement (CBA) based on discipline.
  - So I just wanted to make that clarification to you that if this were an assignment made by the Faculty Senate that would be a completely different matter.
- f. The last thing is we have put together a task force now to help us move forward.
  - Administrators, Faculty, Classified Professionals and Students are going to work together with Claudia Perkins.
    - \* We are looking at Professional Development for the campus community that brings us together and hold ourselves accountable for responding in those moments when these kinds of incidence occur.
- g. It is our obligation to be better at this and I am taking this seriously.
  - I believe that in order to move forward Restorative Justice is something that would be very helpful for all of us.
  - And being able to move on with fidelity, knowing that it happened, but knowing that, as an institution, on behalf of our Students and one another, it's important for us to move forward and find ways forward.
- h. That's what I wanted to say to the Senate today.
- i. Professor Inna Kanevsky:
  - I have spoken to Students and they think that we are trying to mask it and move on and just forget that the whole thing ever happened.
    - \* Students need to know that the college has concrete solutions to address the September 15<sup>th</sup> PCab Incident and future incidents.
- j. Candace Katungi:
  - Candace Katungi asked President Luster for clarification regarding the Faculty CBA and the inability to remove the Faculty Member's fall 2020 reassigned time for serving on the Accreditation Committee.
    - \* President Luster said the CBA is very clear about how one receives assignments and under what circumstances an assignment might be expunged. (It is very clear that it cannot be in response to disciplinary matters.)

## **V. APPROVAL OF DRAFT MINUTES:**

### **A. October 19, 2020:**

Motion to approve:

**M/S**

G. Johnson/Allbee

**UNANIMOUS**

### **B. November 19, 2020**

Motion to approve with changes from Katlin Choi to her Restorative Justice Presentation:

**M/S**

Nichols/G. Johnson

**UNANIMOUS**

## VI. Round Table Topic:

### A. State Chancellor's Call to Action in Response to Black Lives Matter Protests:

1. Academic Senate President Manuel Vélez:
  - a. I want the Academic Senate to reach a concrete decision about what we want to do as a Senate at the end of this conversation.
    - We can pass a resolution, do something else, or do nothing at all.
2. Veronica Gerace:
  - a. The Propelled by Protests Initiative is going forward with the support of many Administrators, Faculty Members, Classified Professionals and Student Leaders.
    - Student Leaders are facilitating discussions and we would greatly appreciate the support of the Academic Senate in the endeavor to empower Students.
    - Our speaker this Wednesday is a former Mesa College Student who went on to earn his Ph.D and he now teaches at City College.
    - We are teaching Students about their rights when approached by the police and different things like support of the academics.
    - We have Faculty Members who have come together to examine their assignments and curriculum to see how we can embed equity and empowerment for Students in our courses.
3. Janue Johnson:
  - a. It is important to note that equity and the lens of Social Justice or Inclusion or Diversity is often interpreted as a specialized thing that needs to be done.
  - b. My primary role is to design professional learning and introduce these different opportunities for all of us to learn about how we can integrate this mindset into our work including Culturally Responsive Teaching, Equity and different alternative pedagogy.
  - c. Approaches only require understanding that being kind, empathetic and human is the very lens that we can all use to support Students and anyone that we're interacting with who may be different from us.
  - d. When we have professional learning opportunities like this available, we want people to participate so that they can learn different ways to introduce content to Students that would allow them to thrive and to feel supported and feel affirmed in the work.
  - e. Equity is not a side thing that is just going to be specialized to Black Students.
    - Equity is going to help every Student
  - f. Please reach out to me if you would like to share your ideas.
    - We want to cultivate this into more action.
4. Candace Katunqi:
  - a. Members of the Mesa College Academic Senate come from different starting points when it comes to issues related to Black Lives Matter.
    - Maybe we can start with sharing what we think this call to action is asking us to do as it specifically relates to our role as individual Faculty Members and as an a Faculty Senate.
  - b. I attended the virtual Academic Senate for CA Community Colleges (ASCCC) Fall 2020 Plenary and discovered the ASCCC Rostrum.
    - Many Black Faculty Members across the state submitted articles about what's happening to them on their campuses from different lenses nationwide.
    - Recommended ASCCC Rostrum Article:  
"In the Wake of George Floyd: An Open Letter to College Educators across the Nation" ([LINK](#))
5. John Crocitti:
  - a. I originally brought this topic to the Senate Exec because of a report from one of our Adjunct Instructors in my department.
    - The Adjunct Instructor is also a reporter and has a press pass and he covered some of the initial Black Lives Matter protests in the wake of the George Floyd murder that were taking place in La Mesa and other parts San Diego.
    - The San Diego Community College District (SDCCD) Police Department joined other local police departments and were present during the protests.
    - The Adjunct Instructor worked as a reporter during the protest and reported he was disturbed when he saw SDCCD Police Officers present during the protest do nothing discourage people who appeared to be white supremacists from attempting to provoke violence while Black Lives Matter protesters were protesting peacefully.
    - John Crocitti would like the issue to be brought up to the district task force.
      - \* Academic Senate President Manuel Vélez reported he will fill John in on the discussions that have taken place during the task force meetings at a later date in order to not take time away from today's round table topic discussion.

6. Rosiangela Escamilla:
  - a. Systemic Racism has impacted underrepresented groups the most.
  - b. The space that is shared by Black Studies and Chicano Studies could become the Mesa College Center for Social Justice.
    - Perhaps funding can be made available to hire Faculty to support Social Justice Work.
7. Alessandra Moctezuma:
  - a. We have been working on a resolution that we eventually want to present to the district Board of Trustees.
    - We need support from all of the Mesa, City and Miramar College Academic Senates.
    - The resolution supports redirecting funds that are going to the district College Police for other services.
    - We will submit the resolution for review by the Senate Executive Committee.
    - The resolution supports redirecting funds to support the Black Studies and Chicano Studies departments and establish an LGBTQ center and a center for our Dreamers.
    - Increasing these programs will improve Cultural Competency and the trust of our Students and help us address their needs.
    - We also would love to redirect funds that are used for policing to hire Social Workers, Mental Health Counselors, Nurses and Restorative Justice Coaches.
    - We will add centers for our Immigrant Students to the resolution if City College signs on to our resolution.
    - We are asking the Senate Executive Committee to formally put the resolution on the December 7th Academic Senate meeting agenda.
8. Geoffrey Johnson:
  - a. There are a lot of people who are doing good work with regard to Anti-Racist Education by various organizations.
  - b. All sectors of the campus community need to have a single location available to connect and communicate like the Canvas Page that is currently set up for the Mesa College Academic Senate.
    - We need to create a repository for our Anti-Racist Education materials that can become a space where we can have discussions and share pertinent information.
    - Geoffrey supports the creation of a space for the entire college or just Faculty.
9. Michelle "Toni" Parsons:
  - a. We have to get the people who are not already dedicated to Equity and Social Justice into the room.
  - b. Faculty Members determine what happens inside the classroom and whether disciplinary issues are reported.
    - I would like to see the Academic Senate recommend that the American Federation of Teachers (AFT) institutes a mandatory requirement for Faculty Members to complete Ethnic Studies/Social Justice/Implicit Bias and related training.
10. Alison Gurgnus:
  - a. San Diego Mesa College Learning Resources & Academic Support Black Lives Matter Research Guide: ([LINK](#))
    - The majority of the links are public and do not require a CSID to access the information.
    - Please send your suggestions regarding the research guide to Alison.
11. Judy Sundayo:
  - a. Thank you to everyone for their comments.
    - It makes me hopeful that we're on the right path.
  - b. The Committee for Diversity Action, Inclusion & Equity (CDAIE) completed the first draft of a 13 Point Strategic Action Plan for ensuring that we have Racial Justice and Social Justice on a campus.
    - One strategy is mandatory Diversity/Equity/Inclusion trainings and I agree it has to be at the policy level.
12. Oscar V. Torres:
  - a. I suggest the Mesa College Academic Senate write a resolution that states the San Diego Mesa College Faculty opposes funding for equipment such as riot gear and tear gas that supports the militarization of the San Diego Community College District (SDCCD) Police Department and other police departments.
    - This would represent moving in the right direction to support the African American community.
13. Thekima Mayasa:
  - a. Anti-Racism work is not a box that you check off.
    - It is dynamic and requires ongoing work on our part.
    - Anti-Racism work is not just Social Justice because there's a tendency to see Social justice as a policy that you check off.
    - It is going to be a process that we can begin by talking about what that looks like on our campus and in our community at large.
    - How do we lead as leaders of education by example?
14. Rob Fremland:
  - a. I think it's a good idea to wait on what Alessandra Moctezuma's group is working on.
    - It sounds like their recommendations are going to cover a lot of ground.
  - b. The Academic Senate is strongest when we build coalitions.

- We can build a coalition with all the Faculty in our district and speak with one voice to the district administrators and Board of Trustees (BOT) about things like reallocating Police funding and those types of things.
15. Academic Senate President Manuel Vélez:
- a. I suggest that the Academic Senate continues this conversation at our next meeting as the Roundtable topic.
  - b. I also suggest that the Academic Senate develops an ad hoc committee or task force to review the ideas presented today and determine the best approach for the Academic Senate.

**VII. GUEST(s):** None

**VIII. COMMITTEE REPORTS:**

**A. Senate Executive Committees:**

1. Academic Affairs Committee: Chair Oscar V. Torres
  - a. The committee met on November 9<sup>th</sup>.
  - b. The committee discussed the possibility of working on Principles of Ethical Conduct during spring 2021.
  - c. The committee also discussed the completion of our document on Academic Dishonesty.
    - The document suggests that administrative support should be given in all facets, including software.
    - The other issues within Academic Dishonesty circles around personality issues, social issues, economic issues and non-uniformity between teaching methods where one Faculty member might say OK, you can look up the, answers but another Faculty member might say that's actually cheating. (This could definitely lead to confusion for Students.)
  - d. The Academic Affairs Committee is always looking for new members.
2. Professional Advancement Committee (PAC): Chair Janna Braun
  - a. The last fall 2020 submission deadline is November 25, 2020.
3. Committee of Chairs (COC): Chair of Chairs Terry Kohlenberg (No Report)
4. Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman
  - a. The committee met last Thursday.
  - b. The Catalog Deadline is November 19<sup>th</sup>.
  - c. We are close to the deadline for submitting courses for approval for the new Ethnic Studies requirement.
    - We will hand deliver the courses approved by the Mesa College CRC to the district Curriculum Instructional Council (CIC) meeting in December
  - d. Miramar College wants to create new course designators for Asian American Studies and American Indian Studies in response to the Ethnic Studies requirement.
    - Gloria Kim from the Asian Pacific Islander American Advisory Committee has been very informative as we work on some alternatives.
    - Mesa, City and Miramar CRC Committees will work with Ethnic Studies Faculty and the district CIC to get this done.
5. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi
  - a. The proposal to add three (3) additional Faculty Representatives to the Program Review Committee was approved.
    - The committee will have 12 Faculty after we add three (3) new Faculty Members.
  - b. The committee is continuing our work to streamline the Program Review Process.

**B. Other Committees:**

1. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo  
As reported by Judy Sundayo:
  - The Committee has completed the first draft of the **Mesa College 13 Point Strategic Action Plan for Racial & Social Justice** and has disseminated it to the student, classified professional staff and faculty senate presidents for feedback. The Committee hopes to present this draft at the PCAB Retreat on Dec. 1st.
  - The last student-led discussions, entitled **Propelled by Protests**, co-sponsored by CDAIE for the fall semester, will be held this **Wednesday, November 18th** from 5 - 6:30 pm via Zoom. The guest speaker will be Dr. Abdimalik Buul, a former Mesa Academy/UMOJA student, will be sharing a toolkit for being an advocate for social justice. Another announcement will be sent out soon. The Zoom link is 999 7366 7457. You are welcome to attend and please invite those of your students! There will be additional Propelled by Protests events held in the spring
  - CDAIE is also co-sponsoring a **Propelled By Protests FLEX** workgroup for "Best Practices in Developing and Delivering Intentional Equity-Minded Assignments and Effective Student -Faculty Interactions," which will continue through the spring semester as well
  - The next CDAIE meeting will be held on Friday, Dec. 4, 2020 from 9-11 am via Zoom. Anyone wanting to attend as a guest may send an e-mail to jsundayo@sdccd.edu for the Zoom link.



2. Mesa Pathways Committee (MPC): Co-Coordinators Marisa Alioto/Howard Eskew/Toni Parsons  
As reported by Toni Parsons:
  - The Campus Community Forum on Mesa Pathways is available on YouTube for anyone to watch.
3. Other Committee Reports:
  - a. Ethnic Studies Taskforce: Cesar López  
As reported by Cesar López:
    - Members of the Ethnic Studies Task Force attended the virtual Academic Senate of the California Community College (ASCCC) fall plenary meetings on November 5-7th. Two Ethnic Studies related resolutions that were co-written by members of the ESTF were discussed, voted on and approved. Once again, San Diego Mesa College has provided key faculty leadership at the regional and state level. Great to see Mesa College colleagues at the meeting.
      - \* **9.04 Ethnic Studies Graduation Requirement.** The resolution seeks to amend Title V by including Ethnic Studies as a graduation requirement for students who intend to receive the associate degree.
      - \* **9.05 Clarify and Strengthen the Ethnic Studies Graduation Requirement.** Defines Ethnic Studies, its focus on the four historically radicalized core groups: Native American, African American, Asian American and Latina/o American, including the represented disciplines.
    - The ESTF is continuing to work with our campus and district curriculum leaders on meeting the approaching deadline for submitting Ethnic Studies discipline courses for consideration for the new CSU GE Area F Ethnic Studies.
    - The ESTF is making plans to continue working with discipline faculty from Mesa, City and Miramar to provide updates on future additions for Ethnic Studies discipline courses and programs and continued discussions in the spring.

## IX. OLD BUSINESS:

### A. **Accreditation Midterm Report:** Academic Senate President Manuel Vélez (2nd Reading)

1. We cannot make any changes to the document at this time.
2. Geoffrey Johnson suggested that future Midterm Accreditation Reports include a section on the contribution of Adjunct Faculty.

Motion to approve:

**M/S**

Kohlenberg/Eskew

**UNANIMOUS**

### B. **Resolution 2020.11.1 – Letter to SDMC President in Response to September 15<sup>th</sup> PCab Incident:** John Crocitti (2nd Reading)

1. Holly Jagielinski will be the Acting Academic Senate Chair during the Resolution 2020.11.1 discussion.
2. The resolution was added to the November 2<sup>nd</sup> Academic Senate meeting agenda on November 2<sup>nd</sup> and the Senators did not receive a copy of the resolution and letter prior to the meeting.
3. Academic Senate President Manuel Vélez:
  - a. I believe that we had made some very strong statements and as Rob mentioned, we've done what we can do within our purview.
  - b. I don't believe that resolutions are the only avenues that we have and I would urge us to explore other avenues outside of resolutions
  - c. I am also very concerned about using the Faculty Members name directly because it does put all of us and legal issues.
4. John Crocitti:
  - a. The Faculty Member can be removed as the Accreditation Liaison and still receive their reassigned time pay for the rest of fall 2020
  - b. The Mesa College Academic Senate rescinded the assignment of the Faculty Member as the Mesa College Faculty Member on the Chancellor's Search Committee.
  - c. The Faculty Member resigned from the Board of Governors after the Mesa College Academic Senate rescinded our nomination recommendation to the ASCCC.
  - d. The district has not taken any action to discipline the Faculty Member.
5. Rob Fremland:
  - a. We should allow the union to continue to work with the administration on any type of disciplinary action.
    - The Mesa College Academic Senate's recommendations to remove the Faculty Member from the Chancellor's Search Committee and the Board of Governors were successful.
    - Faculty Members are afforded Due Process regardless of their actions

6. Candace Katungi:
  - a. This resolution is only a request to Dr. Luster.
    - A public community apology to the community is really significant.
    - Dr. Luster mentioned Restorative Justice in her comments today.
    - Katlin Choi and Claudia Perkins reported on Restorative Justice during our last meeting.
  - b. Fear of retaliation is real on this campus and in relationship to this incident and it would be helpful if we had someone in leadership makes a statement to the community in support of our Students and our community.
7. Ian Duckles:
  - a. I just wanted to speak very briefly, as a union representative, because contractual issues have been raised.
    - The administration has right at the assignment and as long as they're not affecting your pay.
    - It's not that the union would be working with the administration to discipline the Faculty Member.
    - The administration would make their decision about whether they want to discipline someone.
    - There's a procedure that they have to follow and then the union would represent the Faculty Member through that procedure.
    - The union represents the Faculty Member and makes sure that their contractual obligations and their contractual rights are being respected.
8. Oscar Torres:
  - a. Resolutions are a powerful tool, and sometime the only tool we have.
  - b. Constitutionally, we have the right to ask for things in writing in terms of Faculty Representation when it comes to the administration.
    - We're not doing anything outside of our purview.
9. Alison Gurganus:
  - a. When speaking to the School of Learning Resources and Academic Support about this.
  - b. One of the big problems that they had with voting Yes is that we're dealing with two issues here.
  - c. There's the accreditation issue and then there's the self-censure issue.
  - d. So we have to by saying yes we want both those things to go forward and if one item is not something they want to go forward, we have to say now on the entire thing and that that was concerning to them so they just wanted to bring that up when voting.
  - e. Something to keep in mind because that is an issue for us.

Motion to approve:

**M/S**

Allbee/Primoza

**19 Approved  
15 Opposed  
5 Abstained**

**C. Resolution 2020.11.2 – Condemning the Use of Demeaning Language:** Alison Primoza (2nd Reading)

1. Resolution 2020.10.1 did not address the demeaning language used to describe the Student's intelligence.

Motion to approve:

**M/S**

Allbee/G. Johnson

**27 Approved  
6 Opposed  
5 Abstained**

**X. NEW BUSINESS:**

**A. March 2021 Election – Fall 2021 Senate Exec Positions (Vice President/Secretary/Senator at Large:** President Manuel Vélez

1. A part of State Chancellor Oakley's Call for Action is to put more people of color into leadership positions.
2. Please consider running for one of the leadership positions.
3. Please send your nominations to Election Chair Michael Crivello.

**B. Proctoring Software:** President Manuel Vélez

1. The state of California will stop funding for Proctorio in December 2020.
2. The district Technology Committee is looking for suggestions regarding proctoring software.
3. One of the fall 2020 Academic Senate Open Forums focused on proctoring software.
  - a. We had the opportunity to hear from Faculty Members who are using "Proctorio" about their experience and we certainly had some good conversations about some of the concerns that we have regarding proprietary software.
4. Alison Primoza reported the Languages Department gives about 100 challenge exams every semester and we need to have software available for us to continue to be able give challenge exams since we cannot test Students on campus.
5. Irena Stojimirovic said it is actually equitable practice for us to have "Proctorio" because we can give more reasonable exams to Students and Students will not be able to cheat.
  - a. I can show you pictures where my Students always have to show themselves including their hands and their work area and that really prevents any kind of cheating by at least 90%.
6. Isaac Arguelles said a lot of Disability Support Programs & Services (DSPS) Students experience increased anxiety when they takes tests and it might look as if they're cheating.
  - a. Please contact the DSPS Counselor and we can look at working out solutions when a DSPS Student gives you their accommodation letter.

Motion to recommend the continuation of Proctorio at a discount rate:

**M/S**

Stojimirovic/Fremland

**UNANIMOUS**



**C. Administrative Procedures: Hoffman****1. AP 5031 – Instructional Materials Fee:**

- a. The district wants to have a consistent policy for Instructional Materials Fees.
- b. Students can only be charged a fee if they are able to take the material home.
- c. The Mesa College CRC supports AP 5031.

**2. AP 5104 – Contract Education:**

- a. The district can conceivably go out and make a contract with an outside entity to teach.
- b. Michelle "Toni" Parsons said the outside entities are paying only for the amount of the course, we cannot profit off it.
  - That is in Title 5 and we have precedent in our district already for Contract Education.
- c. The biggest issue is near the end where the policy states that Contract Education consists of any of the following credit courses from the approved curriculum.
  - American Federation of Teachers (AFT) Representative Ian Duckles said the language Andrew Hoffman alluded to is very problematic because that's our work right and we shouldn't allow other people to be doing that work outside the Collective Bargaining Agreement (CBA).
- d. The issue affects Mesa, City and Miramar Colleges and non-credit courses affecting Continuing Education.
- e. The Mesa College CRC did not vote on AP 5104 and is forwarding the item to the Academic Senate for a vote.

**3. AP 5152 – Military Education:**

- a. The AP is being deactivated.
- b. The district no longer has military education contracts.

Motion to move the three (3) Academic Policies to the December 7<sup>th</sup> meeting as Old Business for discussion and potential vote:

**M/S**

Hoffman/Crocitti

**UNANIMOUS****XI. SENATE EXECUTIVE OFFICER REPORTS: No Reports**

- A. President Elect:** John Crocitti
- B. Vice President:** Howard Eskew
- C. Secretary:** Holly Jagielinski
- D. Treasurer:** Mary Gwin
- E. Senator at Large (1):** Alison Gurganus
- F. Senator at Large (2):** Leslie Seiger
- G. President:** Manuel Vélez

**XII. ANNOUNCEMENTS:**

- A.** The next Academic Senate meeting is December 7, 2020 from 2:20PM – 4:20PM.
- B.** The next Academic Affairs meeting is November 16, 2020 from 4:15PM – 5:30PM.
- C.** The next Committee of Chairs (CoC) meeting is December 9, 2020 from 2:30PM – 4:00PM.
- D.** The next Professional Advancement meeting is November 18, 2020 @ 2:30PM.
- E.** Please donate to the Resiliency Fund to keep the dream of a higher education alive for our students. ([LINK](#))
- F.** Please donate to the Stand and help our students succeed. ([LINK](#))

**XIII. EXTEND MEETING TIME:**

Motion to extend the meeting five (5) additional minutes:

**M/S**

Hoffman/Stojimirovic

**UNANIMOUS****XIV. ADJOURNMENT @ 4:25PM.**

Motion to adjourn:

**M/S**

Crocitti/G. Johnson

**UNANIMOUS**



## SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

### Chapter 4 – Academic Affairs

#### AP 5031 – INSTRUCTIONAL MATERIALS FEES

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##### References:

Education Code Section 76365;

Title 5 Sections 59400 et seq.

Students may be required to acquire instructional materials required for a credit or noncredit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in a place accessible to students.

##### Definitions

"Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

"Solely or exclusively available from the District" means that the instructional material is not available except through the District, or that the District requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if it is provided to the student at the District's actual cost; and 1) the instructional material is otherwise generally available, but is provided solely or exclusively by the District for health and safety reasons; or 2) the instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

"Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during the class.

### **Establishing Required Materials and Related Fees**

In establishing any instructional fees, the District adheres to guidelines published by the California Community Colleges Chancellor's Office (CCCCO).

Disciplines or departments identify the need for required and/or non-mandatory fees. Materials and supplies must be included in the officially approved course outline of record.

Before materials fees may be required for a course, a request must be submitted through the Department Chair to the Dean. The dean reviews and validates each request and sends a consolidated list from the school to the Curriculum Services Department by November 1, each year. The requested fees are then forwarded to the Chancellor and Board of Trustees for approval prior to implementation. Curriculum Services Department sends the approved list to the college and Continuing Education Business Services Office.

All required fees associated with specific courses are included as part of the course description in the schedule of classes. Instructional materials fees are primarily collected along with enrollment fees at the time of registration.

Students will be directed by their instructors or the appropriate department personnel as to where they can obtain the instructional materials.

The District Instructional Services division is responsible for gathering data related to student fees and for disseminating that information to the appropriate college personnel. The District Instructional Services division responds to inquiries from the CCCCCO related to instructional materials fees.



## SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

**AP 5104**

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### Administrative Procedure

### Chapter 4 – Academic Affairs

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### AP 5104 CONTRACT EDUCATION

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### Reference:

### Title 5 Section 55170

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The District may contract for instructional classes to be offered at the request of public or private agencies or groups.



**The District may contract to offer instructional classes or services for businesses, nonprofit organizations, public agencies, and/or other groups. These contracted activities shall be self-supporting and independent of the unrestricted general fund. If the contract covers the full cost of the classes, the classes shall not be submitted for apportionment from the state and are not required to be open to the public.**

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**The total of all revenues earned from contract education shall be an amount equal to or greater than the actual costs (including administrative costs) incurred in providing contracted services.**

**Contract Education consists of any of the following:**

- **Credit courses from the approved curriculum, from which students may earn college credit upon successful completion;**
- **Noncredit courses from the approved curriculum;**
- **Customized educational offerings designed for a particular purpose, which are not credit bearing; or**
- **Specialized services, which are not credit bearing.**

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**Fees:**

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**Contract fees shall be based on, but not limited to, the following factors:**

- **needs and analyses;**
- **curriculum development and implementation;**
- **supplies, materials, and equipment needs;**
- **required qualifications and expertise of the presenter(s) or instructor(s);**
- **total hours of instruction or consultation;**
- **total hours of staff support and project coordination; and**
- **indirect costs.**

## **Process**

- **An agreement shall include the following components:**
- **Classes being taught and/or services being offered;**
- **Length of the contract;**
- **Billing cycle; and**
- **Fees paid.**

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• The proposed agreement is evaluated for feasibility by discipline faculty, instructional administrator, business services office (including information technology), and risk management office using the following criteria (adjust based on question about offering):

• Congruence with the District's mission, mandates, and goals;

• Adherence to the approved course outline of record, collective bargaining agreement, and other applicable policies and regulations for credit and noncredit courses;

• Measurable and attainable scope, objectives, and outcomes; and

• Ability to recover the costs of delivering the instruction including administrative costs, technology costs, supplies, rentals, etc., from revenue generated by the contract.

• The proposed agreement is approved by one of the following:

• Chancellor or designee for all District contracts;

• Foundation Executive Director and Continuing Education President for all Foundation contracts; or

• College President.

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# SAN DIEGO COMMUNITY COLLEGE DISTRICT

## ~~Administrative Procedure~~

### ~~Chapter 4 - Instructional Services~~

#### ~~AP 5152 MILITARY EDUCATION~~

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~~This procedure outlines the tasks that ensure compliance with the District's standards of ethical conduct and transparency in business transactions within the Military Education Program.~~

#### ~~FUNCTION~~

##### ~~1. Definitions~~

- ~~a. Federal Acquisition Regulation — The Federal Acquisition Regulation (FAR) is the principal set of rules in the Federal Acquisition Regulation System. This system consists of regulations issued by agencies of the federal government of the United States to govern the acquisition process; a process through which the government purchases goods and services.~~
- ~~b. Code of Business Ethics and Conduct — a written code provided to each employee engaged in the performance of a contract that promotes an organizational culture encouraging ethical conduct and commitment to compliance with the law.~~
- ~~c. Business Ethics Awareness and Compliance Program — a program that includes steps to communicate periodically the District's standards and procedures for business ethics and conduct. The program includes periodic training provided to the District's employees performing on federal contracts.~~
- ~~d. Internal Control System — a system to establish standards and procedures to facilitate timely discovery of improper conduct in connection with Government contracts and ensures corrective measures are promptly instituted and carried out.~~

#### ~~IMPLEMENTATION~~

##### ~~1. Responsibility~~

- ~~a. The Director, Military Education Program is responsible for establishing and maintaining a Code of Business Ethics and Conduct and a system of internal controls in accordance with the FAR 52.203-13.~~
- ~~b. The Director, Military Education Program will promote an organizational culture that encourages ethical conduct, a commitment to compliance with the law, and~~

~~provides for timely disclosure of and corrective action for any violations or non-compliance.~~

- ~~c. The Chancellor will review all components of the Military Education Program's compliance with FAR 52.203-13 to include the Contractor Code of Business Ethics and Conduct and an internal control system, and to ensure compliance with all laws and regulations pertaining to contracting with the Federal Government.~~

~~2. Development and approval of contractor code of business ethics and conduct, business ethics awareness and compliance program, and system of internal controls.~~

- ~~a. The Director, Military Education Program, will develop, maintain, and update a contractor code of business ethics and conduct, business ethics awareness and compliance program, and system of internal controls in compliance with federal contracting requirements.~~
- ~~b. The Chancellor will review and evaluate the code of business ethics and conduct, business ethics awareness and compliance program, and system of internal controls for compliance with federal contracting requirements in light of District goals and objectives.~~
- ~~c. The Chancellor will submit the code of business ethics and conduct, business ethics awareness and compliance program, and system of internal controls to the Board of Trustees for approval.~~

## ~~FORMS AND REFERENCES~~

- ~~1. Federal Acquisition Regulation 52.203-13~~

~~Adopted: August 14, 2014~~

~~SUPERSEDES~~

~~New procedure.~~



## **AFT Immigrant Student Support Committee (AFT ISSC) Statement in**

### **Support of Immigrant Students at the San Diego Community College District**

We are in solidarity with our undocumented, immigrant, mixed-status, and refugee communities as they continue to face ongoing racist attacks through ICE raids, deportations, detentions, xenophobic violence, and state repression.

Confronted with the racist and anti-immigrant violence, California's universities and colleges have committed and need to strengthen their commitment to developing centers, services, and resources that directly support immigrant and undocumented students.

It has been through the activism of our immigrant students, community allies and the efforts of AFT ISSC, several foundations, and civil rights organizations that Immigrant Student Support Centers and programs have been created on some of our SDCCD campuses. The intended purpose has been to build the infrastructure that focuses on education, legal services, mental health, counseling, and develop programs that address the specific and challenging experiences of our immigrant and undocumented students. In these efforts, a Catalyst grant has been our major source of funding since Fall 2018. However, this funding will soon expire in Spring 2021 and we have yet to see SDCCD's commitment to institutionalize these centers.

Given the impact of multiple crises, which have been heightened by COVID-19, SDCCD administrators are at the brink of deciding which programs are "least essential". We are concerned that SDCCD will de-prioritize Immigrant Student Support Centers and the need to institutionalize them with further funding. These programs and resources are vital and cannot be denied nor compromised to "balance" their budgets.

During last year's Undocumented Student Action Week, Chancellor Constance M. Carroll stated that SDCCD "[would] continue to do everything in [their] power to make sure our students are afforded a safe learning environment." In this moment, in order to show up for undocumented, refugee, and immigrant students, SDCCD must take tangible actions.

We need to not only preserve and institutionalize services for immigrant students, but expand them. Recognizing that the San Diego Community College District has the largest immigrant and refugee student population in higher education in San Diego County; and that over a [third](#) of students in the San Diego Unified School District are either immigrants (or refugees) or the children of immigrants\*. Additionally, in 2020, less than 50% of SDCCD's Continuing Education students indicated the United States was their country of origin. The majority of students come from over 151 countries, which makes SDCE one of the most diverse adult education

institutions in the United States\*\*. We need to expand our services to meet the specific needs of this population and provide a range of services to ensure the success of their access, integration, and success. We need to expand our services to meet the specific needs of this population and provide a range of services to ensure the success of their access, integration, and success.

We, the AFT Local 1931 Committee to Support Immigrant Students, demand that Immigrant Student Support Centers and programs be prioritized and sustained through these steps:

1. SDCCD must institutionalize Immigrant Student Support Centers on all of its campuses by permanently funding them and they must be incorporated as college priority programs;
2. Create tenure-track counselors and full-time positions for program coordinators and classified program assistants. These positions must be filled by individuals who have the institutional knowledge with regards to the admission, matriculation, registration, scholarship, and transfer process for undocumented students and must know how to process AB 540, AB 2000, SB68, CA Dream Act requirements; be up-to-date with immigration legislation; empathize with student's circumstances and have the intimate experience which create the important personal relationships that validate the immigrant experience and the work being done towards equity; have the experience of working to address the different and unique situations of our undocumented and immigrant students; and be able to maintain and build collaborations across departments. For all of these reasons, we will not accept reassignments, which do not fulfill the real needs of our undocumented and immigrant students nor accept any cuts to our current staff positions.
3. Ensure 3-4 Peer Mentor positions; our peer mentors provide vital support in the retention and success of our immigrant and undocumented students. Considering the student population these centers and programs serve and the personal relationship that is needed to serve them, this team of peer mentors must be permanent and consistent within the Immigrant Support Centers.
4. Provide allocation of adequate and equipped offices and spaces that meet the needs of our students; and
5. Maintain, sustain, and permanently fund current essential programs and activities on our campuses, such as:
  - a. Workshops: AB 540, DACA, CA Dream Act, Know Your Rights, etc.
  - b. Peer mentorship programs
  - c. Academic and personal counseling
  - d. Mental health specific resources for Immigrant Student Support Centers
  - e. Legal immigration services

- f. Advice and support with registration, transfer and scholarships for students serviced by the Immigrant Student Support Centers and programs
  - g. Outreach programs in our communities and in high schools
  - h. Liaisons across departments such as financial aid and residency, transfer, career center,
  - i. Direct support for food and housing insecurities
  - j. Anti-racist and UndocuAlly trainings for faculty and staff
6. A Continuing Education to District Transition Pipeline Guarantee, (similar to Transfer Center UC Contracts) where Continuing Education students (and the District) commit to guaranteed admission to the District colleges once the CE student follows the outlined specific steps that are individualized, depending on the CE Immigrants' status.

We recognize that our immigrant students are not a monolith and navigate many systems of oppression. It is important to acknowledge that our Black undocumented, refugee, and migrant communities continue to be disproportionately targeted by state violence. Therefore, we firmly stand in solidarity with our Black communities and the Black Lives Matter Movement. Our struggles are deeply bound together and our commitment is to continue to support Black, Indigenous, People of Color (BIPOC) students within the San Diego Community College District.

\*Using school district statistics of *English Language Proficiency* as a metric. \*\*Based on SDCCD Continuing Education 2020 student enrollment data.



## Statement to Defund the SDCCD Police

Attention: Board of Trustees

November \_\_, 2020

Dear Members of the Board of Trustees,

This letter was written by the AFT Immigrant Student Support Committee and is a result of ongoing dialogue on defunding the San Diego Community College District Police Units and in support of equity, social and racial justice and human dignity for Black, Indigenous, LGBTQ and Students of Color.

By adopting the demands outlined in this letter, the Board of Trustees would be acting in accordance to the resolution it adopted on June 11, 2020, which states:

“The Board of Trustees of the San Diego Community College District denounces systemic racism in all its forms and affirms the District’s commitment to Black students and all students of color who have been subject to both overt and passive forms of racism.”

The Resolution goes further in saying that “the devaluing of Black lives is manifested not just through acts of police violence, but through the systemic violence of oppression and poverty.”

These are some of the ways in which our current SDCCD police force does not align with the ideas set forth in the above resolution. Some issues are: a lack of transparency and accurate collection of data detailing police activity; the use of guns, tasers and other weapons which increase tension and trauma; racial profiling by police and the criminalization of activities such as skate boarding; harassment of the local unsheltered population, including SDCCD-enrolled students. The involvement of SDCCD police in oppressive countywide policing activities, including

an incident at a racial justice protest where a San Diego City College student was shot in the eye and blinded by a police-fired projectile.

We, as representatives of the SDCCD community, acknowledge that the oppression of our Black, Indigenous, LGBTQ, and Students of Color is rooted in the chronic threat of police violence and its relationship to white supremacy. In defunding SDCCD Police units, the Board will eliminate this systemic injustice and it will truly reflect its support for students and our commitment to their safety and well-being. In order to accomplish this goal, we are proposing the following changes:

We DEMAND a permanent freeze on the hiring of future SDCCD police officers. Furthermore, there should be an end to our reliance on SDPD and Sheriff's Department for school safety. Funds should not be allocated from the SDCCD budget to these entities.

We DEMAND a stop to recruitment by police forces including Immigration and Customs Enforcement (ICE) and Customs and Border Protection (CBP) on our campuses.

We NEED the SDCCD policing funds redirected to the hiring of social workers, mental health counselors, nurses, EMTs, and restorative justice coaches.

We also NEED to redirect funds to support our Chicana/o and Black Studies departments, the establishment of LGBTQ Centers, and our Dreamer Centers.

Increasing these programs will improve cultural competency and foster the trust of our BIPOC students. It will help us better address their needs and aspirations.

We NEED a new model of students, staff and faculty trained as a diverse group of peace officers involved with the school community with a focus on nonviolent resolution of conflicts and de-escalation. This will replace the military style police force that has contributed historically to the criminalization and intimidation of Black and Brown students.

We NEED equity initiatives that strive to provide resources to address the trauma of students who have experienced discrimination by police, imprisonment and other oppressive social structures. Supporting programming for formerly incarcerated students would be also essential.

This is our opportunity to take the initiative and act in support of Black lives and the safety of all students of color. We want to imagine a future that is free of policing and in support of true equity and liberation for BIPOC students. We want to imagine a future where students form and lead their own safety teams and take care of each other. We want to imagine a future where BIPOC faculty can be supported in their roles as mentors and agents of change. We want to imagine a future where our students are empowered to create and innovate systems that uplift, and not undermine, Black, Indigenous, LGBTQ, and People of Color.

We look forward to your response and to beginning the process of undoing systemic and institutional racism within SDCCD.

Signed,

SDCCD June 11 Goals for 2020-21

<https://www.sdccd.edu/about/leadership/board-of-trustees/board-goals.aspx>

<https://www.sdccd.edu/about/departments-and-offices/communications-and-public-relations/newscenter/articles/2020/board-report-june-11-2020.aspx>

SEE LETTER FROM TRUSTEES ON NEXT PAGE

National AFT resolution from July

<https://www.aft.org/resolution/confronting-racism-and-support-black-lives>

RESOLVED, that the necessary function of school safety should be separated from policing and police forces. School security personnel should be trained as peace officers and integrated within the school community, with a focus on nonviolent resolution of conflicts with a minimal use of force. The AFT will reconvene a unionwide conversation—including educators, students and parents—on how to transform school security to help achieve a safe and welcoming environment for students and staff, and not a militaristic police state that has criminalized Black and Brown students; and

California Labor Federation

<https://calaborfed.org/2020-resolutions/>

WHEREAS, The institution of policing in America has its origins directly in slavery, and the slave patrols and night watches historically designed to control minorities and maintain the economic order, to assist wealthy landowners in recovering and punishing enslaved people, who were considered property. Those police departments did act as agents of state repression against workers, labor unions and the fundamental American right to organize and strike; and

WHEREAS, The impact of police violence on Black Americans is a concern to all Americans. Black Americans are our union brothers and sisters, family, colleagues, patients, clients and friends, and

THEREFORE, BE IT FURTHER RESOLVED, that the California Labor Federation, AFL-CIO will push for and support efforts to ensure economic justice and equity for Black, Brown, and Indigenous communities, including but not limited to access to good, family-supporting jobs, and healthcare for all; training and apprenticeship programs;



### Resolution of the Board of Trustees

**The Board of Trustees of the San Diego Community College District denounces systemic racism in all its forms and affirms the District's commitment to Black students and all students of color who have been subject to both overt and passive forms of racism.**

**WHEREAS**, the San Diego Community College District upholds the ideals of equal justice under the law, racial justice and human dignity for all; and

**WHEREAS**, the murder of George Floyd was the most recent act of state violence against unarmed Black Americans; and

**WHEREAS**, George Floyd's murder comes on the heels of the senseless murders of Black Americans Ahmaud Arbery, Breonna Taylor, Sean Reed, and Tony McDade, and compels questions of whether or not equal justice under the law is possible for people of color, particularly poor young men of color; and

**WHEREAS**, for the entirety of our nation's history Black lives have been devalued; and

**WHEREAS**, the devaluing of Black lives is manifested not just through acts of police violence, but through the systemic violence of oppression and poverty, including the underfunding of Black communities' access to quality housing, healthcare, and education; and

**WHEREAS**, our community is crying out for justice and an end to the various forms of oppression and violence inflicted upon Black Americans; and

**WHEREAS**, the failure to speak and act against violence is in itself an act of violence; and

**WHEREAS**, systemic racism is a continuing threat to people of color which is unacceptable and can no longer be tolerated; and

**WHEREAS**, systemic racism is embedded in our educational institutions with results such as the fact that nearly two-thirds of Black high school graduates are not eligible to apply for admission to the University of California or California State University system because they have not completed the A-G course requirements.

**NOW BE IT RESOLVED**, that the San Diego Community College Board of Trustees hereby proclaims that Black lives matter; and

**BE IT FURTHER RESOLVED**, that the District will affirm its commitment to the value of Black lives by standing in solidarity with those in the struggle to dismantle systemic and institutional racism, including that which permeates our District and the state of California's Community College system.

*Maria Nieto Senour*

**Maria Nieto Senour, Ph.D.**  
President

*Mary Graham*

**Mary Graham**  
Executive Vice President

*Sean Elo-Rivera*

**Sean Elo-Rivera, J.D.**  
Vice President for Social Justice and  
Community Engagement

*Craig Milgrim*

**Craig Milgrim**  
Vice President for Diversity and Equity

*Bernie Rhinerson*

**Bernie Rhinerson**  
Vice President for Legislative Advocacy

*Passed and adopted by the Board of Trustees of the  
San Diego Community College District in  
San Diego, California, this 11<sup>th</sup> day of June, 2020.*

*Constance M. Carroll*

**Constance M. Carroll, Ph.D.**  
Chancellor

