



SAN DIEGO MESA COLLEGE ACADEMIC SENATE
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SAN DIEGO MESA COLLEGE
ACADEMIC SENATE
Virtual Meeting
February 8, 2020: 2:20PM – 4:20PM
MINUTES

Present:

E. Adelson, C. Allbee, I. Arguelles-Ibarra, J. Braun, M. Brewer, H. Browne, J. Crocitti, N. Dougherty, H. Eskew, R. Fremland, V. Gerace, L. A. Gibson, A. Gurganus, M. Gwin, B. Hoefer, A. Hoffman, S. Hughes, C. Huynh, H. Jagielinski, G. Johnson, I. Kanevsky, C. Katungi, J. Keller, G. Kim, T. Kohlenberg, K. Lacher, C. López, D. Miyoshi, K. Naimark, R. Nichols, A. Primoza, A. Reuss, R. Sanchez, K. Secor, L. Seiger, I. Stojimirovic, J. Sundayo, G. Svoboda, O. V. Torres and K. Wait and **guests** A. Carignan, V. Calvario, S. Castillo, E. Davalos, Y. Escobosa, J. Frost Moreno, A. Martinez and Yaneth Jeannette

Absent:

Academic Senate President M. Velez (Excused), R. Escamilla (Proxy to R. Ramnali), J. Johnson, S. Shi, L. Wade and W. Wesley

- I. CALL TO ORDER & WELCOME** by Academic Senate President Elect John Crocitti 2:21PM.
Parliamentarian – Veronica Gerace/Speaker Coordinator & Timekeeper – Veronica Gerace

- II. APPROVAL OF DRAFT AGENDA:**
 Motion to approve:
M/S

UNANIMOUS

III. PUBLIC PRESENTATIONS:

A. Associated Student Government (ASG) Representative: President Taylor Carpenter

1. The ASG will elect two new Senators on February 24th.
 - a. We need more Student Representatives.
 - Please encourage your Students to participate.
2. Senator Catalina Henríquez cannot attend the spring 2021 Academic Senate meetings.
3. Taylor Carpenter reported she is currently enrolled at Mesa College and National University.
 - a. The Senators congratulated Taylor for beginning the work to earn her baccalaureate degree.

B. Classified Senate Representative: President Charlie Lieu/Vice President Eva Parill/Catherine Cannock (No Report)

IV. PUBLIC COMMENTS: None

V. APPROVAL OF DRAFT MINUTES: December 7, 2020

Motion to approve:

M/S

Eskew/Sanchez

1 Abstain
 Kanevsky

VI. GUEST(s):

A. Dean Ailene Crakes and Dean Victoria Miller – Project Success:

1. We are excited that we are implementing Project Success at Mesa College in collaboration with the Department of Education and the Educational Credit Management Corporation (ECMC).
2. Project Success is specifically for minority serving institutions with the intent to increase Retention and Graduation rates and enhance our current programs.

3. Project Success Main Components:

- a. Emergency Student Aid application on the online Financial Literacy Platform:
 - Mesa College will receive up to \$10,000.00 every semester for Emergency Student Aid during the next two years to support Students who need emergency assistance.
 - The Student Success and Equity Office in collaboration with Student Affairs will start assisting Students experiencing an emergency apply for aid through Project Success portal this month.
 - * Students will find out the outcome of their applications within three school days.
 - b. Default Rate Management and Repayment Success:
 - This is something that Financial Aid has already been working closely with ECMC on with the intent of lowering the default rate for our Students.
 - They provide counseling and provide support if the Student has delayed their payments.
 - They also provide support for balances and loan consolidation plans.
 - We have already been doing this at Mesa College.
 - We were paying for the service and we have seen a significant decrease in the default rate for our Students who have taken out school loans.
 - * And now we get to utilize this platform for free.
 - c. The Student Success Platform:
 - Students can access the platform anytime and save their changes.
 - The platform has 157 topics for Students including budgeting, buying a car and debt management.
 - * We're hoping Faculty will want to implement this in your curriculum just to give Students another option to really utilize this platform.
 - d. Career Readiness:
 - Super Strong Assessment:
 - * Offshoot of the Strong Interest Inventory.
 - * Many of the Counseling Faculty and Student Services personnel are already familiar with this and it has the same level of reliability and validity.
 - * The Super Strong Assessment is available only through the platform and addresses the specific issues that we briefly shared with the goal of providing access to Students in the area of career tools.
4. The most important thing is providing Students with information and ways to support them, especially those who are undeclared.
- a. How do we actually help our Students find a major and stay on track and so through the Super Strong Assessment?
 - Super Strong Assessment is accessible through any mobile device.
 - It will help Students identify their interests and it uses the same themes from the Holland Codes and it operates under these four basic assumptions.
 - People can be categorized into some combination of six different themes.
 - Work environments can be divided into these particular themes.
 - People tend to seek environments that complement their personality and hopefully we can help our Students find a match between their personality and their work environment which influences their job performance satisfaction and stability.
 - b. Super Strong Assessment will provide results organized into six occupational themes:
 - Investigative
 - Realistic
 - Artistic
 - Social
 - Enterprising
 - Conventional

5. We are eager to launch Project Success, but we have not received all the pieces yet.

- a. We're waiting for the Financial Emergency Aid Funding portal.
- b. We gained access to the Financial Literacy platform last week.

B. Tasha Frankie - Direct Assessment Competency Based Education Collaborative Presentation: ([LINK](#))

1. **What is Competency Based Education (CBE)?**
 - a. Learning is fixed. Time is flexible.
 - Defined competencies required for all graduates.
 - Time to master competencies varies from Student to Student.
 - High-touch, proactive guidance and feedback from Faculty and Support Staff.
2. Thank you to Duane Short for sharing his slides for this presentation from a FLEX session for Miramar College.
3. The idea behind CBE is learning is fixed, but time is flexible and learning is not a linear thing.
4. Different Students learn at different rates and we want to be able to accommodate all our Students, but we want to make sure that all of our Students have achieved certain competencies by the time they get to graduation, even if it takes one Student two weeks to master certain competency and another Student may need two months to reach the same competency.
5. CBE is very high touch and it has a lot of proactive guidance and feedback from Faculty.
6. There are multiple definitions of CBE.
7. I want to point out that it is Intentional Outcomes based on being Equity Minded.
8. Equity Minded is really key for me, especially since we are the Leading College of Equity and Excellence.
9. The values we promote here at Mesa College and our goal to empower Students in their learning journey.
10. We want to meet Students where they are and meet their needs.
11. It is a little difficult to wrap your mind around CBE if you've never heard of the concept before.
12. I have charts that helps compare CBE to the traditional model on page three (3) of the linked presentation.
 - a. We're all familiar with the traditional model that is part of the way we teach our usual semester system where Students come in and they take a class from August to December.
 - Instead the time varies since it takes some Students longer to reach competencies, while some Students reach competencies quite quickly.
 - We can have non term programs.
 - We can have flexible start and end dates.
 - Students will achieve competency before progressing so they're not going to fail the class.
 - They are going to continue working on a module until they've achieved that competency.
 - They still need to master all of the competencies that are part of that Program.
13. There are a lot of potential benefits.
 - a. One of the really big ones is flexibility for Students.
 - b. I teach a fair number of asynchronous online courses.
 - c. I have a lot of Students who tell me that they have to complete a big project for work and they don't have as much time to focus on their coursework right now and they need a little bit more flexibility in the deadlines
 - d. CBE is designed to be flexible and meet different needs of Students.
 - e. The pace is going to be set by the Students instead of focusing on grades.
 - f. It's not what do I need to do to pass this class.
 - It's what do I need to learn to achieve the competencies that are part of this program.
14. The State Chancellor's Office held some webinars about CBE.
15. Career Technical Education (CTE) needs some for credit programs as an addition to our instructional portfolio.
16. This is going to help us meet some of our vision for success and become an economic mobility lever in addition to our career preparation systems and it can be flexible and change with changing technologies and employer needs and unexpected societal shifts such as a pandemic.
17. The State Chancellor's Office is offering a pilot program that will create a collaboration of campuses to implement Direct Assessments CBE programs.
 - a. We would like to apply to be part of this pilot and the State Chancellor's Office will select 10 colleges to be part of the collaborative.
 - b. We do need support from the Mesa College Academic Senate in order to apply to be part of the collaborative.
 - c. We will get some seed money to help launch the programs.
 - d. There are some goals for the collaborative and we want to make sure that we establish local structures to talk about how curriculum works under CBE and how do we work with administration and how do we implement this.

VII. COMMITTEE REPORTS:

Motion to move Committee Reports to immediately following "New Business":

M/S

Allbee/G. Johnson

UNANIMOUS

A. Senate Executive Committees:

1. Academic Affairs Committee: Chair Oscar V. Torres
As reported by Oscar V. Torres
 - a. No formal mechanism currently exists within the Academic Senate Constitution for faculty to bring issues, concerns, or comments to the Senate Executive Committee. The proposed changes allows faculty to submit their inquiries to the Senate Executive Committee for discussion, deliberation, and resolution.
 - Thank you to members of the Academic Affairs committee, including Mary Gwin and Leslie Seiger for their help in developing these constitutional changes.
2. Professional Advancement Committee (PAC): Chair Janna Braun (No report due to time constraints)
3. Committee of Chairs (COC): Chair of Chairs Terry Kohlenberg (No report due to time constraints)
4. Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman (No report due to time constraints)
5. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi (No report due to time constraints)

B. Other Committees: No reports due to time constraints.

1. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo As reported by Judy Sundayo via email after the February 8th meeting:
 - CDAIE met for the first time this spring, last Friday, on Friday, Feb. 5th, with 24 participants
 - CDAIE showed the short Mesa video, entitled "**Reflections on the Rosa Parks Project**" which summarizes the significance of Rosa Parks to the civil rights movement as well as her connection to our campus. It was a great start to the Black History Month Activities at Mesa, which are enumerated on the Mesa College calendar. Thanks to CDAIE members, Dr. Thekima Mayasa and Dr. Denise Rogers for their efforts in putting this fantastic calendar together.
 - CDAIE collaborated with the Diversity Committees at Miramar, City, CE and the District Office to co-host a number of events in recognition of **Black History Month**, including a Black Storytelling Event on Wednesday, Feb. 10th, the Recitation of Langston Hughes' last poem, "Ask Yo' Mama: 12 Moods for Jazz" on Sat. Feb. 20th, and the internationally recognized speaker Dr. Joy DeGruy on Post-Traumatic Slave Syndrome on Monday, March 8th.
 - The Committee is set to submit their updated multiple-measures report to the District this month for inclusion in the annual **District EEO Report**, which in part determines EEO funding to our District from the State.
 - The Committee approved their budget (funded through the State, via the District EEO Office of \$10K) and will be sending out an announcement to the campus with offers of funding to invite speakers or offer events this spring that support diversity, equity, cultural competency, anti-bias training, anti-racist training and/or restorative justice training.
 - **The 13 Point Strategic Action Plan for Racial and Social Justice at Mesa College**, is being revised after input from the Committee, the Academic Senate's BLM Taskforce, and Jim Mahler of the AFT, who was a guest at Friday's meeting. The revised plan will be completed by Feb. 16th, when it will be presented to the President's Cabinet.
 - CDAIE is once again co-sponsoring **Propelled by Protests** events this spring; the first spring event will focus on "**Empowering the Black Family**" and will be held on Feb. 25th from 11 - 1 pm. Zoom Information will be sent out again
 - 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," and it is anticipated that the workgroup will present their Best Practice Projects this spring!
 - The **next CDAIE meeting will be held Friday, March. 6, 2021** 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 (No Report)
3. Other Committee Reports: No Report

VIII. OLD BUSINESS:**A. Guided Pathways Self-Assessment:** Howard Eskew (Sense of the Senate) ([LINK](#)) Second Reading

1. The document has been presented to President's Cabinet, Classified Senate and Associated Student Government.
2. The document was presented to the Academic Senate in December 2020.
3. Minor changes have been made to the document.
 - a. The Classified Professionals wanted to make sure that they were included in some of the responses.

Motion to approve:

M/S

Jagielinski /Kohlenberg

2 Abstain

Adelson

G. Johnson

B. American Federation of Teachers Letters to the San Diego Community College District Board of Trustees:

Jennifer Frost Moreno (Second Reading & Vote)

1. I'm a professor in the Chicano Studies Department and a member of the American Federation of Teachers (AFT) Immigrant Students Support Committee.
2. These two AFT sponsored letters were approved as they are currently written by the City College and Continuing Education Academic Senates and presented to the San Diego Community College District (SDCCD) Board of Trustees (BOT) in December.
 - a. We cannot make additional changes to these two letters since they were already approved by constituent groups.
3. Letter on Immigration:
 - a. The first letter is the statement of our Dreamers to institutionalize Dreamer Centers on all four SDCCD campuses to support Dreamers who are Undocumented Students.
 - b. Sheyla Castillo from the Continuing Education Council for the Immigrant Based Support Program and the AFT Immigrant Based Students Support Committee reported the Dreamer programs have been funded through a grant to the campuses for three years in response to the Trump Administration's policies against Dreamers.
 - The grant funding stops at the end spring 2021 and this is a statement to institutionalize Dreamer Centers on our campuses using district funds.
 - c. Cesar Lopez said this is more of a statement to encourage our campus to encourage our district to take steps that will help our Students now and to take steps to rethink how we prioritize our limited and precious resources for all our Students.
 - d. Jeanette Yaneth reported that she is part of the AFT Immigrant Students Support Committee and she worked at the San Diego City College Dreamers Resource Center.
 - Support for Undocumented Students is fundamental and it can only make our educational system better.
 - e. Senate Members Cesar Lopez and Judy Sundayo expressed their support the letter.

Motion to approve:

M/S

Fremland/G. Johnson

4 Abstain

Allbee

Crocitti

Hoffman

Hughes

4. Letter on College Police Funding:

- a. The second letter is a statement requesting the reallocation of resources from College Police to meet the Racial Justice needs of our Students including funding for Mental Health Counselors on our campuses.
 - The statement is included as a way to help divert funds from hiring additional Police Officers to hiring Tenure Track Counselors and full-time positions, not to take away from any Faculty or Classified positions.
- b. Sheyla Castillo said it would be using the funds to create a Community Environment that would include Mental Health Counselors, Escorts, Nurses, Emergency Medical Technicians and Restorative Justice Coaches to create an environment where we're actually assisting Students who are in need, rather than creating an intimidating situation for them.
- c. Candace Katungi said the AFT Immigrant Students Support Committee is not only responding to national calls for change and national calls for reimagining police, but to the calls from the community and from our own Students.
- d. Senate Members Geoff Johnson and Candace Katungi expressed their support for the letter.
- e. Senate Members Carlynn Allbee, Michael Brewer, Andrew Hoffman and Inna Kanevsky expressed their concerns regarding the letter.

Motion to approve:

M/S

G. Johnson/Lopez

**23 Approve
8 Disapprove
9 Abstain**

IX. NEW BUSINESS:

A. Letter in Support of Chancellor Constance Carroll: John Crocitti

1. Letter of support from the Mesa College Academic Senate to the San Diego Community College District (SDCCD) Board of Trustees (BOT) in response to negative attacks against Chancellor Constance Carroll.
 - a. The Black Lives Matter Task Force wants to send a letter to the BOT in support of Chancellor Carroll.

Motion to suspend the rule in order to vote on the item today:

M/S

Crocitti/Eskew

UNANIMOUS

Motion to approve:

M/S

Crocitti/Eskew

UNANIMOUS

B. Resolution 2021.2.1 - Proposed Academic Senate Constitutional Changes Committee Assignments:

Academic Affairs Committee Chair Oscar V. Torres (Tabled due to Time Constraints)

Motion to table the item:

M/S

Allbee/Kanevsky

UNANIMOUS

X. SENATE EXECUTIVE OFFICER REPORTS:

A. President Elect: John Crocitti

1. Carlynn Allbee shared a flier being circulated in the neighborhood near Mesa College.
 - a. John Crocitti reported Student Housing is a topic being discussed by the Mesa College 2030 Project and he will address the flier at a future meeting.

B. Vice President. Howard Eskew (No report due to time constraints)

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 (No Report)

XI. ROUND TABLE TOPIC: None

XII. ANNOUNCEMENTS:

- A.** Spring 2021 Mesa College Academic Senate Elections: Election Chair Michael Crivello (mcrivell@sdccd.edu)
 - 1. Five (5) Senators for Adjunct Faculty Positions. (We currently have Four (4) Candidates.)
 - 2. Senate Executive Officers: Vice President, Secretary and Senator at Large (All Positions - Two (2) Year Term)
- B.** The online 2021 Mesa College Research Conference is May 14, 2021. ([LINK](#))
- C.** The next Academic Senate meeting is March 1, 2021 from 2:20PM – 4:20PM.
- D.** The next Academic Affairs meeting is February 22, 2021 from 4:15PM – 5:30PM.
- E.** The next Committee of Chairs (CoC) meeting is February 10, 2021 from 2:30PM – 4:00PM.
- F.** The next Professional Advancement meeting is February 17, 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. EXTEND MEETING TIME:

Motion to extend the meeting 20 additional minutes:

M/S

Fremland/Hoffman

2 Disapprove

Eskew

G. Johnson

XIV. ADJOURNMENT @ 4:40PM.

Motion to adjourn:

M/S

Allbee/Eskew

UNANIMOUS

Submitted by Sue Saetia:

Approved by the Academic Senate: March 1, 2021