

SAN DIEGO MESA COLLEGE ACADEMIC SENATE
7250 MESA COLLEGE DRIVE, SAN DIEGO, CA 92111-1999 (619) 594-2733 FAX (619) 594-2559

**SAN DIEGO MESA COLLEGE
ACADEMIC SENATE**

Virtual Meeting

May 3, 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:**
 - B. Candace Katungi – Zoom Bombing Workgroup:**
- VII. 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-Coordinator 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. Draft Mesa 2030 Plan:** Acting Dean Bridget Herrin (Second Reading)
 - C. 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)
 - D. Academic Senate Support for Unified Responses to Students Who Feel Discriminated by Signature Tags Supporting Marginalized Communities:** Alison Primoza/Mary Gwin (First Reading)
- IX. NEW BUSINESS:**
 - A. Academic Affairs Committee – Academic Dishonesty Position Paper:** Torres (First Reading)
 - B. Resolution 2021.5.1 – Add Latin American Studies to the CCC Minimum Qual. Disciplines List:** Crocitti (First Reading)
 - C. Resolution 2021.5.2 – Create Graduation Req. for Ethnic Studies in Alignment with the CSU:** Katungi (First Reading)
 - D. Resolution 2021.5.3 – Prioritize Funding for the Hiring of Tenure-Track Ethnic Studies Faculty:** Katungi (First Reading)
- X. SENATE EXECUTIVE OFFICER REPORTS:**
 - A. President Elect:** John Crocitti (1 Minute)
 - 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:**
- XII. ANNOUNCEMENTS:**
 - A.** The next Academic Senate meeting is May 17, 2021 from 2:20PM – 4:20PM.
 - B.** The next Academic Affairs meeting is May 10, 2021 from 4:15PM – 5:30PM.
 - C.** The next Committee of Chairs (CoC) meeting is May 12, 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 19, 2021: 2:20PM – 4:20PM
MINUTES
Draft

Present:

Academic Senate President M. Velez C. Allbee, I. Arguelles-Ibarra, J. Braun, M. Brewer, 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, J. Johnson, I. Kanevsky, C. Katungi, J. Keller, G. Kim, T. Kohlenberg, K. Lacher, D. Miyoshi, K. Naimark, R. Nichols, A. Primoza, A. Reuss, R. Sanchez, J. Sardo, K. Secor, L. Seiger, S. Shi, I. Stojimirovic, J. Sundayo, G. Svoboda, O. V. Torres, K. Wait and **Guests** E. Evans, T. Mayasa

Absent:

E. Adelson, H. Browne, R. Escamilla (Proxy to R. Rodrigo) A. Gurganus (Excused), C. López (Excused) and W. 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

Crocitti/Primoza

UNANIMOUS

III. PUBLIC PRESENTATIONS:

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

As reported by Natalia Trinh

"The Associated Student Government will be voting on the Roadmap to Mesa 2030, Response to student anti-equity communication and disruption, and the 13 point CDAIE Strategic Action Plan on April 21. The student body would like to see more emphasis on Climate change and would like faculty to push forward more indications of actions towards environmental sustainability. Lastly, the recent art competition has ended."

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

IV. PUBLIC COMMENTS: (6 Minute Maximum Discussion per Item/Topic)(3 Minute Maximum Discussion per Participant) None

V. APPROVAL OF DRAFT MINUTES: April 19, 2021 (Please send your changes to Sue Saetia @ ssaetia@sdccd.edu)

Motion to approve:

M/S

G. Johnson/Gibson

3 ABSTAINED

VI. GUEST:

A. Acting Dean Bridget Herrin – Draft Mesa 2030 Plan: [LINK](#)

1. The plan includes goals for Mesa College for the next five (5) years.
2. The plan includes an environmental component.
3. The plan proposes the removal and replacement of Mesa College's oldest buildings.
4. We have updated the draft plan based on feedbacks from the Mesa College community.
 - a. We will close the feedback link at the end of the week. (Please try to send your feedback by April 19th.)
5. Geoffrey Johnson said the plan is great and ambitious.
 - a. When will Adjuncts be a part of planning process?
 - Acting Dean Bridget Herrin said Adjunct participation in the process is absolutely worth noting.
 - b. When will the bus stops for Mesa College Students be brought closer to campus?
 - Acting Dean Bridget Herrin reported changes to the bus stops have been discussed and the plan does include updating Mesa College pedestrian and vehicular pathways.

6. Judy Sundayo said the plan is an excellent illustration of the Mesa College Community working together as a campus team.
 - a. There is a donor who wants to fund the creation of a Lesbian/Bisexual/Gay/Transgender/Queer (LBGTQ) Student Center.
 - Our Students are willing to share the same space for an LBGTQ and Women's Center.
 - b. Mesa College needs to install electrical charging stations for multiple makes of electric vehicles.
7. Carlynne Allbee said she does not see a Veterans Students Center in the plan.
8. Carlynne Allbee also said it is too far for people with mobility issues to have to walk to campus from the current bus stops on Genesee Avenue and the Armory on Mesa College Drive.
9. Terry Kohlenberg thanked Vice President of Administrative Services Lorenze Legaspi, Acting Dean Bridget Herrin and the consultants for their work of the Draft Mesa 2030 Plan.
10. Alison Primoza said the plan is facilities centered, but we also have a climate emergency that is impacting our Students.
 - a. There should be a transportation plan with the City of San Diego that de-emphasizes vehicles.
 - b. We also need to use eco-friendly building materials.

Motion to add the item as New Business and move the item as Old Business on the May 3rd agenda for discussion and potential vote:

M/S

Allbee/Jagielski

3 ABSTAINED

VII. COMMITTEE REPORTS:

A. Senate Executive Committees:

1. Academic Affairs Committee: Chair Oscar V. Torres
 - a. The committee met on April 12th.
 - b. We will forward the completed paper on Academic Integrity in the Distance Learning Environment to the Senate Executive Committee for review.
 - Faculty can use very unique essay style questions for remote learning.
 - * Irena Stojimirovic said not all disciplines can conduct tests with essay questions and it is a huge challenge for STEMS disciplines.
 - * Oscar V. Torres agreed that a single solution does not work for all disciplines.
 - Administration needs to uphold Academic Integrity.
 - c. It is good practice to continue to review the Academic Senate Constitution.
 - The second reading of the Academic Affairs Committees' proposed constitutional changes for the Committee on Elections is on the agenda today.
 - d. Please make sure you talk to your School Dean if you need assistance.
 - e. Student Athletes returning to campus for training is a test case for returning other Students to campus.
 - f. Resources - San Diego Community College District (sdccd) links:

<https://www.sdccd.edu/docs/District/employee/COVID.Cleaning.pdf>

<https://www.sdccd.edu/docs/District/employee/OfficeSafety.Return.pdf>

<https://www.sdccd.edu/docs/District/employee/Diagnosis.Safely.Return.pdf>

http://www.sdmesa.edu/about-mesa/office-of-the-president/presentation-documents/Mesa_College_HEERF_Draft_3.16.21.pdf

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

- a. Congratulations to the 2021-2022 Sabbatical Recipients:
 - Brian Benfer (Art) First Adjunct Recipient
 - Rob Fremland (Chemistry)
 - Michelle Rodriguez (Political Science)
 - N. Scott Robinson (Music)
 - Wendy Smith (English)
 - Tonya Whitfield (Culinary Arts)

The SDCCD Board of Trustees will approve the list of district sabbatical recipients in June 2021.

The number of sabbatical applications the PAC receives each year is confidential and cannot be disclosed.

3. Committee of Chairs (COC): Chair of Chairs Terry Kohlenberg
 - a. How do we make it possible to proctor tests on campus?
 - b. We held the second spring 2021 Chairs Academy FLEX workshop.
 - Thank you to Academic Senate President Manuel Velez for your help at the beginning of the workshop!
 - Lou Ann Gibson and Claudia Perkins gave a presentation on Conflict Resolution.
 - We went over the important terms that new Department Chairs need to know.
 - c. We will hold one additional spring 2021 FLEX workshop on the "Difficulties of being a Department Chair".
4. Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman
 - a. Curriculum activity for spring 2021 is winding down.
 - b. I encourage Faculty to follow established curriculum procedures.
 - Change requests are getting stalled because Faculty are not following the correct process.
 - Please contact Andrew, Chris Kinney and Juliette Parker to make sure you are following the correct process.
 - c. We are trying to broaden the previous educational and employment experiences that Students can use to receive credit for prior experience including military work experience.
5. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi
 - a. We are preparing for the return to Program Review work in fall 2021, which has been on hiatus.
 - We are working to streamline the process to make it as easy as possible.

B. Other Committees:

1. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo
As reported by Judy Sundayo:
 - CDAIE collaborated with Dr. Denise Rogers for Virtual Unity Week 2021! Great events, including the **Gracia Molina de Pick Feminist Lecture Series**, discussion of the Wilkerson Book, "**Caste**," discussion in context with **A Focus on Social Justice**, enjoying a look at **Fashion Across Cultures**, viewing the film, **Through Deaf Eyes**, open discussion in the event, **They Can't Burn Us All** looking at violence against Asian/Pacific Islander Americans, viewing the film, **Autism Goes to College**, a comprehensive look at disabilities in **Approach Me: Discussing Disabilities** with the award-winning **Crip Camp** Film, documentary film, **The Queens of the Stories** looking at storytelling in both the drag and Latinx culture, viewing interactive **Student Displays in Intercultural Communication**, and a **Restorative Justice Training**. Thanks to Dr. Denise Rogers for the Success of the fantastic Cultural Unity Week 2021!
 - CDAIE is planning a follow up to the Restorative Justice Training, which will be a practical Restorative Circle focused on Expression and Healing from the Sept. 15th PCAB incident. Attendance will be limited. It will be held on Friday, April 30, 2021 from 12 Noon until 2 pm. Flyer and information coming soon!
 - **The 13 Point Strategic Action Plan for Racial and Social Justice at Mesa College** was presented to the Classified Senate on April 8th and received great feedback, which was included.
 - CDAIE is co-sponsoring a **Propelled by Protests** event on Thursday, April 22nd at 11 am on "**Protecting Your Rights**."
 - CDAIE is also co-sponsoring a Propelled By Protests FLEX on-going workgroup this spring on "**Best Practices in Developing and Delivering Intentional Equity-Minded Assignments and Effective Student -Faculty Interactions**"
 - **Propelled by Protests** will be featured at the Mesa College Campus Forum on Tuesday, May 11th from 2:15 - 3:30 pm
 - CDAIE will meet on **Friday, April 23rd**, from 11 am - 1 pm, mainly to discuss the 13 Pt. Plan with President Luster. 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
 - a. We shared the result of our Meta-Majors work during the virtual Mesa College Community Forum Last Tuesday.
 - b. Thank you to Ian Duckles and Cynthia Rico and their work groups.
 - c. We received 98 votes since last Tuesday including 66 Faculty votes for the general framework.
 - Please send an email to Mesa Pathways if your discipline information is listed incorrectly.
 - d. Mesa Pathways is really talking about technology now.
 - The Academic Senate for CA Community Colleges (ASCCC) will work with the State Chancellor's Office and the Governor's to provide funding for Pathways work.

3. Other Committee Reports

- a. Ethnic Studies Task Force: Candace Katungi
 - The Ethnic Studies Task Force will submit our final report to the Academic Senate on May 3, 2021.

VIII. OLD BUSINESS:

A. Draft Five (5) Year Planning Institutional Effectiveness (PIE) Strategic Plan: Jagielinski (Second Reading)

[LINK](#)

(Postponed until the next Academic Senate meeting in order to review feedback from the college community.)

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

1. The Academic Affairs Committee reviewed the Academic Senate Constitution at the request of Senate Executive Committee.
 - a. The duties of the Committee on Elections are not currently delineated.
 - b. We updated the committee membership to include the Committee Chair and two (2) Faculty Members to ensure committee votes do not end in a tie.
 - c. Committee members must recuse themselves from committee service for the semester when they run for an Academic Senate Executive Officer position.
 - d. Added language that the Academic Senate Parliamentarian can provide assistance to any Academic Senate Standing Committee.

Motion to approve:

M/S

Braun/Sundayo

31 APPROVED

2 OPPOSED

1 ABSTAINED

C. Resolution 2021.3.3 – Academic Senate Support for Including the Green Revolving Fund in the Mesa 2030 Plan and Mesa College Campus Initiatives: Mary Gwin/Eric Hagstrom/Joelle Schumacher (Second Reading)

1. Friendly amendment from Holly Jagielinski include the Green Revolving in all Mesa College Campus Initiatives.

Motion to approve with the friendly amendment from Holly Jagielinski:

M/S

Primoza/Lacher

34 APPROVED

1 ABSTAINED

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)

1. The resolution was written in response to the dramatic increase in verbal and physical attacks on members of the AAPI community largely in response to the anti-Asian rhetoric of U.S. politicians in response to the Covid 19 pandemic.
2. There have been weekly attacks on the AAPI community.
 - a. Four of the Indianapolis shooting victims were Asian.
3. John will develop a document to support all under-represented groups.
4. Janna Braun said she wanted to remind people that a female Asian American CNN Journalist was attacked by Minneapolis Police over the weekend.
5. Geoff Johnson reminded the Senators that AAPI attacks are widespread and they have a historical context.
 - a. Chinese immigrants were the subject of the U.S. Alien Exclusion Act.

Motion to approve:

M/S

Nichols/Braun

UNANIMOUS

B. Resolution 2021.4.2 – Academic Senate Support for Immediate Help for the San Diego Community College District Evaluations Office: Anthony Reuss (First Reading)

1. The District Evaluation Office lost another staff member since the last Academic Senate meeting.
2. Things are even worse now.
3. The issues addressed in the resolution need immediate Academic Senate action.
4. The vote cannot wait since it impacts spring 2021 graduation applications.

Motion to move to New Business:

M/S

Reuss/Sundayo

UNANIMOUS

Motion to suspend the rules in order to vote on the New Business item today:

M/S

G. Johnson/Sundayo

UNANIMOUS

Motion to approve with a friendly amendment from Candace Katungi to combine the first three (3) whereas:

M/S

Primoza/G. Johnson

UNANIMOUS

C. Academic Senate Support for Unified Responses to Students Who Feel Discriminated by Signature Tags Supporting Marginalized Communities: Alison Primoza/Mary Gwin (First Reading)

1. Alison Primoza reported there are three (3) main ideas.
2. The Signature Tags were created by the San Diego Mesa College Office of Communications.
3. Faculty should be able to express pro-equity ideals in support of historically marginalized communities.
4. We need potential unified responses to Students who disrupt classes to bring up anti-equity ideology during official class meetings that violate the Student Code of Conduct.
5. The draft unified responses were approved by Student Rights and Responsibilities Coordinator Claudia Perkins and the sdccd attorney said it would be more powerful if support for the unified responses comes from San Diego Mesa College Faculty.
 - a. The SDCCD Attorney also said draft unified responses do not violate any rules.
6. We are presenting the draft unified responses to the Academic Senate, Committee of Chairs and the Learning Opportunities for Transformation.
7. Chair of Chairs Terry Kohlenberg reported we will get a sense of the Department Chairs to support the document during our next meeting.
8. Candace Katungi said the document is a great tool!
9. Mary Gwin reported the Academic Affairs Committee supports the document and Dean Linda Hensley made a suggestion that we include the document in the Faculty Handbook.
10. Geoff Johnson said the document should be part of the New Faculty Orientation.
11. Judy Sundayo said the document is great and Faculty could include a one sentence under their signature and above the signature tag stating why San Diego has the Signature Tag.

Motion to move:

M/S

Primoza/G. Johnson

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):
 - a. The Committee on Committees met to select the committee members.
 - Faculty Members Karen Geida, Paula Gustin and Denise Rogers will serve on the committee.
 - Student Rights and Responsibilities Coordinator Claudia Perkins will serve on the committee.
 - Academic Senate President Manuel Velez reported we are looking for a Classified Professionals member.

C. Secretary: Holly Jagielinski (No Report)

D. Treasurer:

1. The Senate Executive Committee approved the donation of \$150.00 to Classified Senate to support the 2021 ClassiCon retreat.

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. Manuel is proud that San Diego Mesa College always makes a big statewide impact.
 - We made a big impact again during this session.
 - Thank you to Howard Eskew for playing a prominent role!

b. *Resolutions:*

- Resolution 3.4 establishes local Equity Diversity.
- Judy Sundayo asked the Senate Executive Committee to review Assembly Bill 928 which calls for all community colleges and universities to develop one Transfer Model Curriculum (TMC) for each discipline statewide.
 - * There is a lot of statewide opposition to AB 928.
 - * Community Colleges would have to opt out.
 - * The process doesn't account for quarter systems and some of our community colleges currently work on a quarter system.
 - * ASCCC Resolution 6.07 opposes AB928 and the resolution passed.
- *Baccalaureate Degrees:*
 - * The resolution that supports the legislative bill that will remove the temporary status from bachelor degrees for CA Community Colleges (CCCs) and allows CCCs to pursue more bachelor degrees was also approved.
- Resolution 9.1 authorizes the ASCCC to create a set of resources to help establish Ethnic Studies Programs in CCCs also passed.
 - * I helped develop the resolution.
- Resolution 9.02 calls for a Rubric for Ethnic Studies courses.
 - * It was probably the most controversial of all of the resolutions because it called for either a Rubric or Core Competencies for Ethnic Studies courses.
 - * There was some concerns that it was broadening the Ethnic Studies requirement too much.
 - * There was an amendment to remove the Core Competencies.
 - * The resolution passed with a Rubric specifically for Ethnic Studies.
 - * Resolution 906 that specifically deals with Area F of the CA State University (CSU) Graduation Requirements also passed.
 - * Resolution 907 was written by the San Diego Mesa College Black Studies Department and several other programs to clearly define Black Studies as a Discipline passed as well.
- Andrew Hoffman made changes to the resolution to update the PCAH documentation requirement for non-substantial program changes and it was approved by the ASCCC.
 - * Resolution 909 calls for reinstatement of the Non-Substantive Revision Category.
 - * The Mesa College Academic Senate approved the resolution during our last meeting.
 - * We met with the City and Miramar Academic Senate Presidents and Curriculum Chairs after our Senate to bring the resolution forward from all three SDCCD colleges.
- I worked with the ASCCC Transfer Articulation committee to pass a resolution to ensure transparency in the CCC process by requiring that statewide changes must include Faculty input.
- San Diego Mesa College Faculty were directly involved in the overwhelming passage of five or six resolutions during this session.

XI. ROUND TABLE TOPIC: None

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 @ 4:24PM

Motion to approve:

M/S

Hoffman/Eskew

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

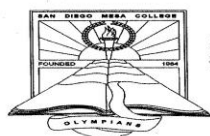
Mesa2030 Meta-goal: Equity and Excellence	Strategic Objectives 2021-2026	College-wide Progress Measures
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<p>Stewardship</p> <p>Mesa College will develop and sustain processes that prioritize environmental sustainability and allocate its human, physical, 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?)
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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
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<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
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SAN DIEGO MESA COLLEGE 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:

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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**SAN DIEGO MESA COLLEGE
ACADEMIC SENATE
ACADEMIC AFFAIRS COMMITTEE
POSITION PAPER #10
May 2021
TITLE: Academic Dishonesty**

Academic dishonesty has been well researched within various educational settings (Lee et al., 2020). Indeed, this prevalent issue appears within all disciplines and is generally deemed unethical student behavior (Bacon et al., 2020). Examples of academic dishonesty include but are not limited to: A) copying another student's assignment, quiz, or exam; B) utilizing textbooks, course notes, or any material without the professor's consent; C) collaborating with other students on individualized assignments, quizzes, or exams; D) plagiarizing an essay or written paper; E) having someone else take the student's quizzes or exams; F) obtaining copies of an exam or quiz before being administered; G) continuing to work on an exam after time is cancelled; H) obtaining outside online services for the purposes of aiding or completing individualized quizzes or exams; and I) contract cheating, instances where students pay a third party sources to complete their work.

Factors associated with academic dishonesty including various types of motivations, students' attitudes, students' personality traits, and in some cases cultural backgrounds (e.g., instances where a given culture is characterized by collective-specific ideologies that are valued above individuals; an emphasis on group cohesiveness) (Bacon et al., 2020; Baran & Jonason, 2020). While there are many factors linked to academic dishonesty, educational institutions of higher learning must nonetheless develop, revise, and maintain policies, as well as procedures, in order to provide students the opportunity to develop and maintain personal accountability (Pittman & Barker, 2020). Not only is it the charge of accredited academic institutions to teach curriculum in mathematics, science, technology, communication, music, fine arts, and social sciences; they must also teach ethical behavior, civility, responsibility, morality, and liability. Together, these practices prepare college students towards becoming exceptional members of society. This is especially important when considering the gap between student perception of dishonesty, and faculty expectations of academic integrity (Aaron et al., 2011).

As community college faculty, we serve a student population with diverse education backgrounds; therefore, we can take advantage of academic practices employed by both University professors, as well as K-12 educators. The following are general methodological approaches endorsed by the Academic Affairs committee designed to decrease the onset and occurrence, of academic dishonesty within an online format. These include: A) discussing academic honesty and integrity with students throughout the semester; B) advising students about digital responsibilities; C) developing multiple versions of assignments, quizzes, and exams; D) posting time limits on quizzes and exams; E) allowing students to take practice quizzes, and exams; F) developing assessment tools that require unique and personalized responses where possible; G) disabling right-click functions, as well as copy and paste functions, during quizzes and exams; H) providing institutional student service resources in the forms of tutoring or advancing; I) discussing consequences of academic integrity violations; J) offering exams or quizzes only one time with "no resets"; K) providing students with examples of essays or written assignments; L) randomizing exam questions for multiple choice, or short answers; M) utilizing online proctoring or additional software with automated "cheating" detection features. Additionally, given the differences in expectations within each class (i.e., some instructors allow students to use reference material during exams, while other instructors do not), instructors are encouraged to ensure students have a clear understanding of how academic integrity is operationalized in each of their classes, as well as the liabilities for not adhering to such policies.

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Resolution 2021.5.1 – Add Latin American Studies to the Discipline List in the *Handbook of Minimum Qualifications at California Community Colleges*: Katungi, Kim, Mayasa, Parker,

Move:

Second:

Whereas globalization offers opportunities for successful careers to people who are knowledgeable about the cultures, economies, geographies, histories, languages, political institutions, and social structures of the region known as Latin America;

Whereas careers directly connected to Latin America include, but are not limited to business, education, environmental sustainability, finance, government service, human-rights advocacy, journalism, law, public health, technology, tourism, and translation services increasingly require part-time or full-time residence in that region in addition to substantial and broad knowledge about that region;

Whereas Latin American Studies is an interdisciplinary curriculum that prepares students for careers directly connected to that region;

Whereas a number of California State University and University of California campus offer baccalaureate degrees in Latin American Studies, and number offer a minor in that field;

Resolved that the Mesa College, City College and Miramar College Academic Senates urge the ASCCC that Latin American Studies be added to the list of disciplines and areas in the *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges*;

Resolved that the Mesa College, City College and Miramar College Academic Senates urge that the minimum qualifications for Latin American Studies be a Master's Degree in Latin American Studies or a Master's Degree in one of the sub-disciplines typically included in Latin American Studies degree programs and upper division or graduate course work in at least one other constituent sub-discipline.

Presented to the Academic Senate: May 3, 2021



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Resolution 2021.5.2 – Creating a Graduation Requirement in Ethnic Studies at the San Diego Community College District in Alignment with the Cal State University System (1st Reading) Katungi, Kim, Mayasa, Parker,

Move:

Second:

Whereas, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o Americans—offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African American Studies, Black Studies, Asian American and Pacific Islander Studies, Native American Studies, Africana Studies, Mexican American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies¹; and

Whereas, courses offered from Ethnic Studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teaches them about the history, culture, agency, and contributions of these diverse communities in the making of California and the U.S., and how to engage in a critical analysis of these communities in relation to each other and society at large to understand and address how they are impacted by oppressive structures of internalized racism, generational trauma, sexism, classism, and homophobia; and

Whereas, the passage of California Assembly Bill 1460 in August 2020, requires a minimum of one 3-unit course in Ethnic Studies to the Cal State University system's graduation requirements, which will impact the expected growth and demand for courses in Ethnic Studies disciplines at California Community Colleges; and

Whereas, the San Diego Community College District has already demonstrated a commitment to supporting Ethnic Studies with the establishment of some of the first Black Studies and Chicana/o Studies departments in the state of California over the last fifty years, and the Mesa College Academic Senate has already approved Resolution 2020.9.1 "CCC Ethnic Studies Graduation Requirement" on October 5, 2021, publicly stating its support for specific Ethnic Studies requirements for CCC degrees and AB 1440 transfer students; therefore

Resolved, the Mesa College Academic Senate work with the other Academic Senates in the SDCCD to recommend that it begin working through existing processes and in consultation with Ethnic Studies discipline experts to establish a minimum graduation requirement of one 3-unit course in Ethnic Studies, in alignment with the Cal State University system's graduation requirement.

¹ Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies

Presented to the Academic Senate: May 3, 2021



Resolution 2021.5.3 – Prioritize Funding for the Hiring of Tenure-Track Ethnic Studies Faculty: Katungi, Kim, Mayasa, Parker

Move:

Second:

Whereas, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o Americans—offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African American Studies, Black Studies, Asian American and Pacific Islander Studies, Native American Studies, Africana Studies, Mexican American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies¹; and

Whereas, the state of California has witnessed a growing call for Ethnic Studies requirements in virtually all levels of public education which has recently led to the signing of AB1460 by Governor Newsom, requiring one 3-unit course in Ethnic Studies to the Cal State University system’s graduation requirements, which will inevitably lead to growth in demand for courses in Ethnic Studies disciplines at California Community Colleges; and

Whereas Chicana/o Studies is currently ranked #2 on the 2021-2020 & 2021-2022 Faculty Hiring Priority list, and discipline experts in Black Studies, Asian American and Pacific Islander Studies and Native American (or American Indian Studies) would contribute to the growth and expansion of Ethnic Studies courses and curriculum at Mesa College; be it therefore

Resolved, the Mesa College Academic Senate work with the other Academic Senates in the SDCCD to urge the district to prioritize funding allocations for the hiring of tenure-track Ethnic Studies faculty as soon as they become available.

¹ Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies

Presented to the Academic Senate: May 3, 2021