SAN DIEGO MESA COLLEGE ACADEMIC SENATE
7250 MESA COLLEGE DRIVE, SAN DIEGO, CA 92111-4998 (619) 388-2750 FAX (619) 388-2929

SAN DIEGO MESA COLLEGE
ACADEMIC SENATE
HyFlex Meeting
MC 211 A/B & Zoom
September 26, 2022
2:20PM – 4:20PM
AGENDA
DRAFT

I. **CALL TO ORDER & WELCOME** by Academic Senate President John Crocitti:
Parliamentarian – Manuel Vélez /Timekeeper – TBD/Speaker Coordinator – TBD

II. **APPROVAL OF DRAFT AGENDA**:

III. **PUBLIC PRESENTATIONS**:

A. **Associated Student Government**: President Phoebe Truong

B. **Classified Professionals**: President Sahar "Mona" King

IV. **PUBLIC COMMENTS**: (6 Minute Maximum Discussion per Item/Topic)(3 Minutes Maximum Discussion per Participant)

V. **APPROVAL OF DRAFT MINUTES:** September 12, 2022 (Please send your changes to Sue Saetia @ ssaetia@sdccd.edu)

VI. **GUEST(s)**:

A. **Articulation Officer Juliette Parker – Possible Impacts of AB 928**:

VII. **REPORTS**: 3:00PM

A. **Committee Reports:**

1. Senate Executive Committees:
   - *Academic Affairs Committee*: Chair Mary Gwin (2 Minutes)
   - *Professional Advancement Committee (PAC)*: Chair Janna Braun (No Report)
   - *Committee of Chairs (COC)*: Chair of Chairs Jill Moreno Ikari (2 Minutes)
   - *Curriculum Review Committee (CRC)*: Faculty Co-Chair Justin Estep (2 Minutes)
   - *Program Review Committee (PRC)*: Acting Faculty Co-Chair Dina Miyoshi (2 Minutes)
2. Other Committees:
   - *The Committee for Diversity Action, Inclusion & Equity (CDAIE)*: Chair Judy Sundayo (5 Minutes)
   - *Mesa Pathways Committee (MPC)*: Co-Coordinator Marisa Alioto (5 Minutes)
   - *Other Committee Reports*: (1 Minute Per Committee)
3. Senate Executive Officer Reports:
   - *President Elect*: Andrew Hoffman (No Report)
   - *Vice President*: Sakeenah Gallardo (No Minutes)
   - *Secretary*: Vacant
   - *Treasurer*: Thekima Mayasa (No Report)
   - *Senator at Large (1)*: Vacant
   - *Senator at Large (2)*: Vacant
   - *President*: John Crocitti (10 Minutes)

VIII. **NEW BUSINESS:** 3:30PM

A. **Draft ASCCC Resolutions 2022.9.1/2022.9.2/2022.9.3**: Parker

B. **Ethnic Studies Minimum Qualifications Updates**: Parker/Katungi (September 30th Application Deadline – Must Suspend the Rules)

C. **Resolution 2022.9.4 – Information Technology**: Crocitti

D. **Resolution 2022.9.5 – Auto Enrollment**: Reuss

IX. **OLD BUSINESS**:

A. **Draft Rubric for Budget Allocation of Resources/Classified Hiring Priorities/Faculty Hiring Priorities**: Crocitti

B. **Reconsideration of State Emergency (AB 361)**: Crocitt

X. **ROUND TABLE TOPIC**: 3:45PM

XI. **ANNOUNCEMENTS**: 4:00PM

A. The next Academic Senate meeting is October 10, 2022 from 2:20PM – 4:20PM.

B. The next Academic Affairs meeting is October 3, 2022 from 4:15PM – 5:30PM.

C. The next Committee of Chairs (CoC) meeting is September 28, 2022 from 2:30PM – 4:00PM.

D. The next Curriculum Review Committee (CRC) meeting is October 6, 2022 from @ 2:15PM.

E. The next Professional Advancement meeting is October 5, 2022 @ 2:30PM.

XII. **ADJOURNMENT**:

Please bring your own refreshments.

SAN DIEGO MESA COLLEGE
ACADEMIC SENATE
HyFlex Meeting
MC 211 A/B & Zoom
September 12, 2022
2:20PM – 4:20PM
MINUTES
DRAFT

Present:

Academic Senate President John Crocitti, Gina Abbiate, Isaac Arguelles-Ibarra, Janna Braun, Henry Browne, Laura Creswell, Nellie Dougherty, Ian Duckles, Rob Fremland, Rosiangela Escamilla, Sakeenah Gallardo, Helen Greenbergs, Mary Gwin, Alison Gurganus, Andrew Hoffman, Janue Johnson, Inna Kanevsky, Candace Katungi, Jesse Keller, Cesar López, Natalie Mapes, Thekima Mayasa, Dina Miyoshi, Katherine Naimark, Uriel Ornelas, Alison Primoza, Anthony Reuss, Robert Sanchez, Jessica Sardo, Kristian Secor, Irena Stojimirovic, Judy Sundayo, George Svoboda, Karen Wait and Guests President Ashanti Hands, Carlynne Allbee, Marisa Alioto, Geoff Johnson, Sahar "Mona" King, Kelly Spoon, Scott Suarez and Manuel Vélez

Absent:

Michael Brewer (Excused) and Walter "Duane" Wesley

I. CALL TO ORDER & WELCOME by Academic Senate President John Crocitti @ 2:22PM.
Parliamentarian & Timekeeper – TBD/Speaker Coordinator – TBD

II. APPROVAL OF DRAFT AGENDA:

A. Thekima Mayasa added "Updates to the Minimum Qualifications for Ethnic Studies" to the Round Table.

Motion to approve with the change from Thekima Mayasa:
M/S Fremland/Mayasa **UNANIMOUS**

IV. PUBLIC PRESENTATIONS:

A. Associated Student Government: President Phoebe Truong (Not Present)
B. Classified Professionals: President Sahar "Mona" King (Present) No Report

V. PUBLIC COMMENTS:

1. Candace Katungi:
   As reported by Candace Katungi:
   "Good afternoon everyone,

   I am coming to you on behalf of the Ethnic Studies Faculty Council at Mesa. I want to bring to your attention that there are widespread concerns about the CSU-Review Process for the new CSU GE-Breath - Area F Ethnic Studies Requirement. The current process has led to denials of longstanding Ethnic Studies classes in our District and State. We are actively involved in conversations with Ethnic Studies colleagues and Articulation Officers on ways to address this issue through the ASCCC.

   We will be sharing updates and asking for your support soon.

   Thank you,
   Candace"

VI. APPROVAL OF DRAFT MINUTES: May 16, 2022

Motion to approve:
M/S Hoffman/Mayasa **22 Approved**

VIII. GUEST(s):

A. Mesa College President Ashanti Hands:

1. I want to thank Academic Senate President John Crocitti for his invitation to attend today's meeting.
2. I look forward to the opportunity to attend the meetings of the various groups on campus.
3. It's so important to acknowledge the people who are doing work.
4. It is important for me to be able to be in these spaces in order to let you all know that I see what you bring forward and that I see what you are doing in all the various spaces whether in the classrooms, serving on a committee, serving on statewide body or utilizing reassign time to breathe life into Mesa College' vision.
5. I think that it is important for you all to know that I acknowledge the various ways that you all show up for our community to breathe life into our vision of becoming a leading college of equity and excellence.
6. We cannot do any of this work without our Faculty Members.
7. I look forward to working with you throughout the year.
8. The Mesa College Vice Presidents (VPs) and I will meet with the Academic Senate senior leadership about once a month.
   a. It is a great opportunity to be able to sit down to talk about things that are important for you.
   b. The VPs and I will also be able to share information with the Academic Senate.
   c. We do have that line of communication.
   d. I will stop by as many Academic Senate meetings as I can.
   e. I will always read your meeting minutes because it is important to me to know what issues are on your mine.
   f. I look forward to our partnership.
9. I hope that I will get to see many of you on our listening and learning tour.
10. I want to be able to hear from Faculty and learn about the things that excite you and hear about any persisting issues, roadblocks or barriers that may stand in the way of our goal of becoming the leading college equity and excellence.
11. I also want us to find opportunities that will help us move forward together.
12. It is important for me to hear from you all directly.
    a. I will need to do a lot of listening, a lot of learning and taking in the information you share to figure out how we can work closer together and become stronger together.
13. I will advocate for the tools that will help us serve each other and our Students better.

B. Election Chair Scott Suarez – Special Academic Senate Election:

1. The letter for the five (5) Senators for Adjunct Faculty positions went out on September 9th.
   a. We received three (3) responses.
2. The letters for the Secretary and the two (2) Senators at Large positions have not gone out.

IX. REPORTS:

A. Committee Reports:

1. Senate Executive Committees:

   - *Academic Affairs Committee*: Chair Mary Gwin

     As reported by Mary Gwin:

     "Academic Affairs had our first meeting on 8/29/22. We discussed several items on the agenda, notably Mesa's portion of the Student Centered Recovery Plan document at the prior Board of Trustees Meeting and the numbers of returned FTEF numbers from the Chancellor's Cabinet Enrollment Update. We also discussed the possibility of changing the leadership structure of Academic Affairs. No actions were taken."

   - *Professional Advancement Committee* (PAC): Chair Janna Braun

     As reported by Janna Braun:

     "* There are two remaining professional advancement salary deadlines for the Fall 2022 semester: September 14 and September 28.
     * Starting this semester, faculty submitting conference attendance for professional advancement units must also submit proof of conference registration with their completions.

* Everything is still digital even though many of us are back on campus. Please continue to use the digital forms and send digital transcripts directly to Janna. No hard copies will be accepted, unless it's a college that does not offer an electronic transcript option."

- *Committee of Chairs (COC)*: Chair of Chairs Jill Moreno Ikari
  As reported by Jill Moreno Ikari
  "Our first COC meeting is Wednesday, September 14, 2022 at 2:30-4 p.m. via Zoom and in MC211 (Hyflex)
  Chairs Academy is meeting Friday, Oct. 14, 2022 from 11-12:30 via Zoom. The workshop will be focused on Curriculum presented by CRC Faculty Co-Chair Justin Estep and team."

- *Curriculum Review Committee (CRC)*: Faculty Co-Chair Justin Estep
  As reported by Justin Estep:
  "Hi, I am the new CRC Co-Chair
  Meeting this Thursday in LRC 435 and by Zoom
  2 and 6 year reviews OVERDUE or UP for this semester -- sent to Chairs/Deans (accreditation)
  Feedback on AB 928 (Single GE Pattern)
  Feedback: https://asccc.org/content/submit-input-ab-928
  Info: https://www.calstate.edu/impact-of-the-csu/student-success/AB-928/
  Feedback on Associate's Degree Changes (Title 5)
  https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments
  Feedback on AB 1111 (Common Course Numbering)
  Feedback: https://asccc.org/content/submit-input-common-course-numbering-implementation
  Contact me!
  jestep@sdccd.edu"

- *Program Review Committee (PRC)*: Acting Faculty Co-Chair Dina Miyoshi
  As reported by Dina Miyoshi:
  "Program review is transitioning from Taskstream to a new software system called Nuventive. The PR platform is in the process of being built out so we will be operating on a different timeline for this academic year. At this point, it looks like the Program Review will occur in the Spring semester (instead of this Fall). No deadlines/schedule have been set yet."

2. Other Committees:
   - *The Committee for Diversity Action, Inclusion & Equity (CDAIE)*: Chair Judy Sundayo
     As reported by Judy Sundayo:
     "* CDAIE met on 9-2-22, with 23 people attending.
     * This time of year, we join the campus in celebrating Latinx Heritage Month, recognized nationally as Hispanic Heritage Month from 9-15-22 to 10-15-22.
     * Mesa's SDICCCA Diversity, Equity & Inclusion Intern for the 220-23 academic year, Afrah Saleh, was introduced to the Committee.
     * Our Equity Librarian announced Sept. 18 - 24 is "Banned Books Week." This is an annual event in connection with the American Library Association, celebrating the freedom to read, which was implemented in 1982. https://bannedbooksweek.org/about/
     * CDAIE will be co-sponsoring the fall 2022 Student Advocacy Fair on Wed. Oct. 12, from 10 am - 2 pm in the QUAD.
     * Our International Education subcommittee announced that our campus would be participating in Collaborative Online Learning (COIL) this year. COIL is a learning process where faculty members in any discipline use online technology to facilitate sustained student collaboration to increase intercultural competence. Any interested faculty who would like to learn more should contact Dora Schoenbrun-Fernandez
     * International Education Week will be Nov. 14 - 15th. There will be a hybrid style model
     * CDAIE member will be attending the All-African Diaspora Education Summit, Sept. 19 - 24th at the University of Cape Coast Ghana.

* Student Affairs announced that the "Restore, Reflect, Unite" workshops will return to Mesa on Oct. 10th - 14th. More information forthcoming.
* CDAIE continues to work with Institutional Effectiveness on developing a campus Diversity Scorecard in concert with the Mesa 20/30 Plan and the 13 Pt. Strategic Action Plan for Accountability in DEI.
* The Grand Opening of the Pride Center is still slated for this fall, as soon as all the furnishings have been delivered and put in place. Stay tuned for the date.
* CDAIE chair met with the District Diversity Council, CDAC, on 9-9-22, regarding expected budget and activities for this academic year.
* CDAIE chair has been meeting with Carl Luna to discuss a possible training on Civility.
* Our campus will be offering a Careering While Asian panel on Wed. Sept. 14th from 11 am - 1 pm, in G-101
* CDAIE meets next **Friday, Oct. 7th, 2022 from** 9 am - 11 am. Anyone wanting to attend as a guest may send an e-mail to jsundayo@sdccd.edu for the Zoom link"

- *Mesa Pathways Committee (MPC)*: Co-Coordinator Marisa Alioto
As reported by Marisa Alioto:
"Mesa Pathways Retreat:
On Thursday, August 11th, Mesa Pathways hosted an in-person retreat at the College of Continuing Education - North City campus from 9am-3pm. The retreat was facilitated by Dr. Al Solano, and over 30 Mesa College faculty, administrators, classified professionals, and students participated in various activities centered in campus culture, change and inclusive leadership. The afternoon portion allowed our workgroups and project teams to work together to complete a gap analysis and action planning with a focus on strategies to move their Pathways work forward in this upcoming year. We are in the process of transcribing all of the work that was completed in this substantive retreat, and look forward to sharing the details with the Mesa community.

Student Success Teams:
The Student Success Team project team core members met regularly this past summer to plan for and launch an SST pilot this fall. Many forms and tracking tools have been developed, as well as a Canvas Shell for SST members to keep track of campus resources. The pilot team includes a Faculty Lead (Ian Duckles), a Data Coach (Gina Abbiate), a counselor (Gabriel Adona), a Student Services/Equity Coach (Pahua Vang), and an Administrator (Leslie Shimazaki).

The team identified 57 students for a pilot group, as well as a similar cohort to serve as a control. Students in the pilot group will receive targeted communications and interventions from the SST, and students in the control group will not. Students in the pilot group received their first communication on 8/17/22 to introduce them to the team, and to encourage students to enroll full-time, including a recommendation to enroll in the appropriate ENGL + MATH courses.

This project team will continue to meet throughout the semester to monitor and/or modify their communication and intervention plan, and will be providing updates to MPC throughout the semester. Special thanks to the project team leads: Ian Duckles, Gina Abbiate and Pahua Vang, as well as the pilot team, for their efforts to successfully launch this pilot.

Data Coaches:
The Data Coaches will begin its semester long training program beginning September 8th. The cohort consists of faculty, classified professionals, and administration members. The goal of the program is to build a sustainable practice of data-informed decision-making within the campus community. Data coaching is meant to unite administrators, professors, and classified professionals to act in response to disparities in equity. We are proud to support the launch of this program. Thank you to the project leads Gina Abbiate and Anda McComb for their leadership on this project and to project assistant Stephanie Oldengram and the rest of the Data Coaches project team for the great work on this project.

Academic & Career Pathways (ACPs):

We are pleased to share that our Academic & Career Pathways (ACP) icons and descriptions are now posted on the Mesa Pathways website, and work continues in the marketing of our ACPs to the greater campus community: https://www.sdmesa.edu/mesa-pathways/acp-icons-descriptions.shtml

We will be promoting our ACPs during Club Rush, September 20-22th from 11am-1pm on Sunrise Plaza. Faculty, including counselors, our Pathways Fellows, and Career Ambassadors will be present to talk about our ACPs, and provide information, giveaways and swag to students. We hope to see you that week!

Call for Members: Pathways Workgroups and Project Teams: If you are interested in becoming involved in a Pathways workgroup or project team, please reach out to MesaPathways@sdccd.edu.

Next MPC Meeting: Our next MPC Meeting is scheduled for Wednesday, September 14th from 12:45 - 2:15 pm (future meeting format TBD, but meetings are currently held online via Zoom)

To learn more about Mesa Pathways: https://www.sdmesa.edu/mesa-pathways/"

- *Other Committee Reports*: None

3. Senate Executive Officer Reports:
   - *President Elect*: Andrew Hoffman (No Report)
   - *Vice President*: Sakeenah Gallardo (No Report)
   - *Secretary*: Vacant
   - *Treasurer*: Thekima Mayasa
     * The Academic Senates current checking account balance is $3,182.13 and our current savings account balance is $1,034.98.
   - *Senator at Large (1)*: Vacant
   - *Senator at Large (2)*: Vacant
   - *President*: John Crocitti
     As reported by John Crocitti:
     "I showed the SDCCD 2021-2022 Second Principal TCR and Revenue Sources, making the following comments:

     1. I pointed out that the highest of three Total Computational Revenue (TCR) options for the 2024-2025 year will serve as new base for Hold Harmless in subsequent years. After 2024-2025, COLA will not be compounded for Hold Harmless.

     2. I showed how the Student Centered Funding Formula (SCFF) Calculated Revenue (A) was arrived at.

        a. Emphasized that the Emergency Conditions Allowance (ECA) compensated for a District loss of approximately 4600 FTES. ECA is not the same as Hold Harmless. State Chancellor's Office wanted to end the ECA, but instead continued it with strings attached that include SDCCD participation in state online consortium. This is problematic since we must accept online units even if we don't want to offer certain courses as DE at Mesa. However, refusing the ECA would mean a loss of $18 million dollars for SDCCD.
        b. I also pointed out that, in the Basic Allocation portion of the SCFF, City and Miramar Colleges have currently fallen into the small-college category, which will cause a further loss of $800,000+ if the Basic Allocation is recalculated. District targets for City and Miramar remain less than 10,000 FTES, which puts them in small-college category.

     3. I explained the 2020-2021 SCFF Calculated Revenue + COLA (B) as the second option.

     4. I explained the current Hold Harmless (C), as the third option. It is based on TCR of 2017-2018 plus COLA compounded in subsequent years until the new model starts in 2025-2025.

        a. Option (C) has been the highest in recent years. In my opinion, it will remain the highest option in the new base year, 2024-2025 and, therefore, will serve as the new base for the modified Hold Harmless starting in 2024-2025.
        Executive Vice Chancellor Bonnie Dowd believes that SDCCD can make option (A) the highest.

b. SDCCD believes that it can compensate for reduced FTES by hitting the Success and Allocation milestones that are part of the SCFF. I commented that tying funding to student success can lead to grade inflation, as occurred in K-12 with No Child Left Behind.

5. I urged faculty to start thinking about the TCF and potential downsizing of SDCCD after years of growth.
6. I answered Andrew Hoffman's question about local K-12 population by pointing out that it has been in steady decline since 2001."

X. NEW BUSINESS:

A. Investigative Committee – May 2, 2022 Senate Executive Committee Incident:

1. President John Crocitti, Vice President Sakeenah Gallardo and Past Academic Affairs Committee Chair Oscar V. Torres worked as the Investigative Committee over the summer.
   a. The Investigative Committee asked Mesa College Cultural Competency Series Facilitator Dr. Tanis Stark from the SDSU School of Education to create a course that would help Andrew Hoffman understand the possible negative impact of the comment he made on other members of the Mesa College community.
      - Dr. Stark graciously reduced her fee for the four-week course from $4,000.00 to $1,000.00 after we informed her that $4,000.00 is approximately the same as the current balance of the Mesa College Academic Senate bank accounts and our membership dues fund our Mesa College Student Scholarships.
        * President Elect Andrew Hoffman graciously volunteered to pay the entire $1,000.00 fee by increasing his monthly Academic Senate dues to $100.00 for 10 months.
        * President Elect Andrew Hoffman will provide a report to the Senate after he completes his course.

B. DRAFT Funds Request Rubric for Budget Allocation of Resources (BARC)/Classified Hiring Priorities (CHP)/Faculty Hiring Priorities (FHP): Crocitti

1. The draft rubric for awarding funds for BARC, CHP and FHP proposals are included in today's meeting documents.
2. Please review the draft rubric before the September 26th Academic Senate meeting.

Motion to move the item to the September 26th meeting for discussion and potential vote:

M/S	Duckles/Gallardo	**1 Abstain** Kanevsky

C. Reconsideration of State of Emergency (AB 361):

1. AB 361 has allowed the Mesa College Academic Senate to hold our meetings over Zoom during the pandemic.

Motion to move the item to the September 26th meeting for discussion and potential vote:

M/S	Fremland/Gallardo	**UNANIMOUS**

XI. OLD BUSINESS: None

XII. ROUND TABLE TOPIC:

A. CALGETC (ASCCC AB 928): Primoza

ASCCC Webinars:

1. Faculty has many questions about the impact of AB 928.
   a. We will ask Articulation Officer Juliette if she would be willing to provide clarifications.

B. Updates to the Minimum Qualifications for Ethnic Studies: Mayasa

1. Updates to the Minimum Qualifications for Ethnic Studies are long overdue.
   a. The Minimum Qualifications (MQs) for Ethnic Studies is separate from the Minimum Qualifications for Asian American/Pacific Islander Studies, Black Studies, Chicana/Chicano Studies and Native American Studies.
2. Articulation Officer Juliette Parker and Black Studies Senator Candace Katungi will present the MQs Updates Application to the Senate on September 26th.

XIII. ANNOUNCEMENTS:

A. Rob Fremland reported the 2022 Advocacy Fair is October 12, 2022 from 10:00AM – 2:00PM.

1. Rob encouraged Faculty to consider giving their Students class credit for attending the event.

B. Thekima Mayasa will attend the "All African Diaspora Education Summit" in Ghana and present a FLEX workshop on the summit.

1. Thekima Mayasa thanked Presidents Hands for her support to attend the summit.
2. Acting Vice President of Student Services Larry Maxey will also attend the summit.

C. The next Academic Senate meeting is September 26, 2022 from 2:20PM – 4:20PM.

D. The next Academic Affairs meeting is September 19, 2022 from 4:15PM – 5:30PM.

E. The next Committee of Chairs (CoC) meeting is September 14, 2022 from 2:30PM – 4:00PM.

F. The next Professional Advancement meeting is September 21, 2022 @ 2:30PM.

XIV. ADJOURNMENT @ 4:21PM.

Motion to adjourn:

M/S	Primoza/Stojimirovic	**UNANIMOUS**

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Resolution 2022.9.1: ASSERTING CALIFORNIA COMMUNITY COLLEGE (CCC) FACULTY PRIMACY OVER COURSES PROPOSED FOR CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION BREADTH (CSUGE-B) ETHNIC STUDIES AREA F INCLUSION: Articulation Officer Juliette Parker

Move:

Second:

Whereas, The Academic Senate for California Community Colleges (ASCCC) is empowered by AB 1725 (Vasconcellos, 1988), "to assume primary responsibility for making recommendations in areas of curriculum and academic standards" to governing boards of community college districts, reinforced by Title 5 § 53200 Definitions and Title 5 § 55002 Standards and Criteria for the Course Outline of Record.

Whereas, The California State University Chancellor's Office (CSUCO) denied the inclusion of CCC courses submitted for CSUGE-Breadth Area F Ethnic Studies consideration that did not include Area F core competency language verbatim in the Course Outline of Record (COR) Course Objectives, which is a "requirement" that was never published or shared during any of the Area F submission information sessions;[1]

Whereas, The California Community Colleges Chancellor's Office (CCCCO) grossly misrepresents CSUGE-Breadth published policy in the Ethnic Studies Course Certification for CSU GE Breadth Area F memorandum to Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Academic Senate Presidents, Ethnic Studies Faculty, Articulation Officers and Curriculum Chairs dated and released via email June 29, 2022; [2]

Whereas, AB 1725 has been upheld during previous California State University (CSU) and University of California (UC) campus demands for verbatim language in the COR involving non-Ethnic Studies disciplines;

Resolved, The Academic Senate for California Community Colleges (ASCCC) assert under AB 1725 and Title 5 § 53200 and Title 5 § 55002, that the content contained in the course outline of record, including its course objectives, is firmly within CCC faculty purview.

Resolved, The Academic Senate for California Community Colleges (ASCCC) insist that the California State University Chancellor's Office (CSUCO) immediately cease and desist from denying CCC course proposals for Area F inclusion based solely on the lack of "verbatim" core competency language in the COR, and adhere to CSUGE-B Requirements policy, as well as the law, policies and procedures which govern CCC curriculum.

Presented to the Academic Senate: September 26, 2022
Approved by the Academic Senate:

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[1]The California Community Colleges that attended the CSUCO Office Hours Q & A for CSUGE-B Ethnic Studies Area F course submission held Wednesday, January 20, 2021, and Friday, January 22, 2021, were instructed not to copy and paste core competency language verbatim into the course outline of record (COR).

[2] CSUGE-B Requirements indicates "Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies." However, the CCCCO June 29, 2022, memorandum ESS 22-300-011 titled Ethnic Studies Course Certification for CSU GE Breadth Area F under the header Guidance for Effective Ethnic Studies Course Approval indicates "The ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy."

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Resolution 2022.9.2 - ESTABLISH AN EQUITABLE CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION BREADTH (CSUGE-B) ETHNIC STUDIES AREA F REVIEW PROCESS: Articulation Officer Juliette Parker

Move:

Second:

Whereas, AB1460 (Weber, 2020) required the California State University (CSU) to institute, "as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified"[1];

Whereas, California Community Colleges (CCC) are the custodians of the CSUGE-B pattern and annually submit course proposals to the CSU Chancellor's Office (CSUCO) for Ethnic Studies Area F inclusion, a requirement students can fulfill by completing a
3-unit course;

Whereas, The implementation of AB 1460 by the CSUCO resulted in a significantly flawed CSUGE-B Ethnic Studies Area F review process with inconsistent guidelines, the lack of properly trained competent reviewers from each of the four disciplines which make up Ethnic Studies, and inconsistent decision-making;

Whereas, Numerous approvals and denials of CCC courses proposed for Ethnic Studies Area F inclusion occurred in direct violation of the law, policies and procedures which govern CCC curriculum. In addition, the Community College Chancellor's Office (CCCCO) grossly misrepresents CSUGE-B Ethnic Studies Area F published policy in a June 29, 2022, memorandum[2];

Resolved, That the Academic Senate for California Community Colleges (ASCCC) partner with the California State University Chancellor's Office (CSUCO), California Community College Ethnic Studies Faculty Council (CCCEFC), and the CSU Ethnic Studies Taskforce to work toward establishing a well-structured, equitable Ethnic Studies Area F review process with integrity, appropriate guidelines, timelines, and qualified reviewers from the CSU and CCC in each of the four Ethnic Studies disciplines.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) partner with the California State University Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council (CCCESFC) to facilitate Ethnic Studies Area F reviewer training to ensure the appropriate awareness of and adherence to the law, policies and procedures which govern CCC curriculum are applied during the Ethnic Studies Area F review process.

Presented to the Academic Senate: September 26, 2022
Approved by the Academic Senate:

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[1] "Ethnic Studies are 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 and Latino Americans."

[2] CSUGE-B Requirements indicates "Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies." However, the CCCCO June 29, 2022, memorandum ESS 22-300-011 titled Ethnic Studies Course Certification for CSU GE Breadth Area F under the header Guidance for Effective Ethnic Studies Course Approval indicates "The ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy."

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Resolution 2022.9.3: Retain Option for Students to Take Lifelong Learning and Self-Development as a Lower Division Course: Articulation Officer Juliette Parker

Move:

Second:

Whereas, The proposed CalGETC resulting from steps to implementation of AB 928 (Berman, 2021) would eliminate the California State University General Education-Breadth (CSUGE-B) Area E Lifelong Learning and Self-Development;

Whereas, The California State University has indicated that Lifelong Learning and Self-Development area would become an upper-division graduation requirement;

Whereas, Lifelong Learning and Self-Development historically and is currently designated as a CSUGE-Breadth Area E requirement to be fulfilled at the lower-division level of study[1]; and

Whereas, California Community College (CCC) students benefit by taking Lifelong Learning and Self-Development courses at the beginning of their higher education journey[2];

Resolved, That the Academic Senate for California Community Colleges work with the California State University (CSU) to retain the option for students to complete the CSU Lifelong Learning and Self-Development requirement with a lower division course.

Presented to the Academic Senate: September 26, 2022
Approved by the Academic Senate:

[1] CSUGE-B Requirements

[2] For example, students have the opportunity to learn the expectations of higher education, how to maintain and strengthen their mental and physical health, which is especially important in our current global condition. Completion of such courses may be crucial to the success of many CCC transfer students, some of whom otherwise would not achieve their academic goals.

SAN DIEGO MESA COLLEGE ACADEMIC SENATE
7250 MESA COLLEGE DRIVE, SAN DIEGO, CA 92111-4998 (619) 388-2733 FAX (619) 388-2929

Resolution 2022.9.4 – Information Technology Updates Needed for Mesa College Classrooms and Faculty Offices and Adherence to the Collective Bargaining Agreement (CBA) Requirements: Academic Senate President John Crocitti

Move:

Second:

Whereas, effective classroom instruction depends on fully functional computer podiums capable of using current software and reliably connected to peripheral devices such as but not limited to digital projectors and speakers, microphones, document cameras and laptop computers;

Whereas, to prepare for teaching face-top-face classes, to conduct remote synchronous teaching, to develop asynchronous online courses and to participate in remote committee meetings, tenured/tenure track faculty and adjunct instructors need office and workplace computers capable of using current software and applications;

Whereas, Articles 5.3 of the Collective Bargaining Agreement (CBA) stipulates that SDCCD provide adjunct faculty workplaces with computers with internet and District network access; Article 6.2.8 of the CBA stipulates that SDCCD provide tenure and tenure-track faculty members with a computer that meets current District standards for new equipment; and Article 6.5.2 of the CBA stipulates that SDCCD provide audio-visual equipment and media;

Whereas, many classroom podium arrays are no longer current or in need of repair, thereby impairing effecting classroom instruction, while many tenure/tenure-track faculty offices and adjunct workplaces have computers that are no longer current, thereby impairing preparation for teaching, remote synchronous teaching and participation in committee meetings;

Resolved, that the District and the four colleges audit classroom and office/workspace technology to determine which computers and associated peripheral devices are no long current or in full operating condition;

Resolved, that SDCCD expedite replacement and/or repair of computers and associated peripheral devices that are no long current or in full operating condition according to the aforementioned audit.

Presented to the Academic Senate: September 26, 2022
Approved by the Academic Senate:

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Resolution 2022.9.5 – Auto Enrollment: Counselor Anthony Reuss

Move:

Second:

Whereas Mesa College is "the leading college of excellence and equity" and

Whereas current practices for adding courses after the start of the semester are inequitable and create barriers to both access and enrollment.

Whereas the current system of emailing professors is antiquated and inefficient, and takes away from instruction during the first two weeks.

Whereas our colleges want and need enrollment.

Be it resolved, as early as spring 2023, we urge immediate implementation of an auto-enrollment (traditional add/drop) period on a first come, first served basis until the class is full without the need for instructor approval and during which permission numbers (add codes) will not be distributed

Examples for discussion:
Equity:
Students most able to obtain a permission number are continuing students, students who are attending or have graduated from a university, and those with other forms of privilege.
Students come to us from all walks of life and make the decision to attend college at different times Many students who are the first in their families to attend college do not know how to navigate this process.
The current process creates only one access point for registration after the start of a class and students need multiple access points in order to achieve equity.

Antiquated and Inefficient:
Email is not the dominant form of communication for students today.
Campus Solutions shows the classes are open and students are confused about the process for adding a course.
Students must make multiple contacts with both Students Services and Instruction in navigating this process; including wasting valuable time simply trying to find out how to contact the professor.
Professors are often inundated with requests even when their courses are full and often are unavailable (i.e. not on campus or in their offices during that time-period.
Professors may or may not read or reply to the students' requests in a timely manner or due to the volume of emails, may respond to emails out of the order received.
Professors may or may not know how to issue or use permission numbers.

Enrollment:
Waitlists close at the start of the semester, but registration remains open.
Students must email professors in order to receive permission to add a course, but the contact information for professors is not readily available and students cannot access the Canvas shell until enrolled, putting them behind in their classes.
Students give up and decide not to take classes, when they could have been auto-enrolled.
Professors would still be able to direct students to their portal after the start of the class to initiate this process and/or provide permission numbers after the class is full.

Presented to the Academic Senate: September 26, 2022
Approved by the Academic Senate:

REVISIONS TO DISCIPLINES LIST FORM
PLEASE TYPE
(Note: Only typed forms will be accepted.)

DATE SUBMITTED: **September 2022**

DISCIPLINES LIST TITLE: **Ethnic Studies**

This proposal is for a
- ☐ New discipline
- ☒ Revision to existing discipline

Reason for the proposal
- ☐ Create a new discipline
- ☒ Update language in existing discipline to reflect new terminology
- ☐ Make minimum qualifications in existing discipline more restrictive
- ☐ Make minimum qualifications in existing discipline less restrictive

PROPOSAL LANGUAGE: (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

Master's in ~~American Studies/Ethnicity,~~ ***African-American/Black/Africana Studies or*** Latino Studies, La Raza Studies, ~~Central American Studies~~, ~~Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations~~, ***Chicana/o Studies***, ***or Asian-American Studies, or American Indian/Native American Studies*** **[moved to first area]**
OR
Master's in the ***E***thnic ***S***tudies field **[moved to second area and capitalized Ethnic Studies]**
OR
the equivalent
~~OR~~
~~see Interdisciplinary Studies~~

Revised version would read:

A Master's in African-American/Black/Africana Studies or Latino Studies, La Raza Studies, Chicana/o Studies, or Asian-American Studies, or Native American/American Indian Studies
OR
A Master's in the Ethnic Studies field
Or
the equivalent

PROPOSAL EVIDENCE:
Any Disciplines List proposal must have the following evidence, which is essential because it provides the rationale about why the change is needed as well as inform the field that the research has been completed to ensure that the change is necessary. A lack of documentation about the need of Discipline List Revision may cause the proposal to be delayed or rejected by the Executive Committee. Please use

the following check list to ensure all you have conducted all necessary research.

Required investigation of the following and statement of findings:
(X) Contacted an associated professional organization to determine support of proposal

Letters of support have been requested and are forthcoming from the California Community College Ethnic Studies Faculty Council, and the CSU Ethnic Studies Faculty Council.

(X) Included evidence of degrees within the proposed revision of the discipline or new discipline.

Evidence comes from the ASCCC discipline list itself where all four core autonomous discipline areas are included in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook. These include: African American Studies, Chicano Studies, and now Asian American Studies and Native American/American Indian Studies.

The Minimum Qualifications in each of the autonomous 4 core disciplines refers to a Master's degree in each of the autonomous disciplines or includes Ethnic Studies. See below:

Master's degree in African-American/Black/Africana Studies OR Bachelor's degree in African-American/Black/Africana Studies AND master's degree in Ethnic Studies OR the equivalent

Master's degree in Chicano Studies OR Ethnic Studies OR the equivalent

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent

Master's degree in Native American/American Indian studies OR a master's in ethnic studies and bachelor's degree in Native American/American Indian studies OR the equivalent

(X) Provided a list of the titles of the degrees and programs to document the need for a new or revised discipline using the below criteria:

- **Minimum of three degrees**
- **Regionally accredited institutions (all public institutions in California)**
- **Disciplines in the Master's List requires evidence of the availability of masters degrees**

Existing degrees in the ASCCC Discipline Minimum Qualifications Handbook include African American Studies and Chicano Studies. Two new disciplines were added to the disciplines list in the spring of 2022 at the ASCCC Plenary, which include: Asian American Studies and Native American/American Indian Studies. This change to the category of Ethnic Studies is being

submitted for accuracy and consistency to be in alignment with all four disciplines that make up Ethnic Studies.

Regionally Accredited Institutions in California and graduate degrees offered
Evidence of availability of Masters degrees

MA Ethnic Studies – CSU
San Francisco State University

MA 4 Core - CSU
Cal State LA – Chicana/o and Latina/o Studies
CSU – Northridge – Chicana/Chicano Studies
San Francisco State University – Asian American Studies
San Jose State – Chicana and Chicano Studies

MA/PhD Ethnic Studies – UC's

Berkeley
African American Studies – PhD
Asian Studies – MA, PhD
Asian Studies Journalism – MA, MJ
Asian Studies Law – MA, JD
Ethnic Studies – PhD

Davis
Native American Studies – MA, PhD

Irvine
Asian American Studies - MA
Native American Studies - MA Minor

Los Angeles
African American Studies – MA
African American Studies Law – MA, JD
American Indian Studies – MA
American Indian Studies Law – MA, JD
Asian American Studies – MA
Asian American Studies Public Health – MA, MPH
Asian American Studies Social Welfare – MA, MSW
Chicana/Chicano Studies – PhD

Riverside
Ethnic Studies – PhD

San Diego

Ethnic Studies – PhD

Santa Barbara
Black Studies emphasis PhD
Asian Studies – MA
Chicana/Chicano Studies PhD

Santa Cruz
Latino Studies – PhD

Bachelor of Arts Programs

Bachelor of Arts programs in African American/Black/Africana Studies
CSU Dominguez Hills - Minor, B.A. in Africana Studies (Africana Studies Dept.)
CSU East Bay - Minor, B.A., African American Studies (Ethnic Studies Dept.)
CSU Fresno - Minor, B.A. in Africana Studies (Africana Studies Program)
CSU Fullerton - Minor, B.A. Afro-Ethnic Studies (Afro-Ethnic Studies Dept.)
CSU Long Beach - Minor, B.A. in Africana Studies (Africana Studies Dept.)
CSU Los Angeles – Minor, B.A. Pan-African Studies (Pan-African Studies Dept.)
CSU Northridge – Minor in African/Pan African Studies, B.A. in Pan African Studies
CSU Polytechnic, Pomona – Minor in African Studies, B.A. Ethnic Studies: Pan-African Studies emphasis(Ethnic Studies Dept.)
CSU Sacramento – Minor in African American Studies, B.A. Ethnic Studies: Pan-African Studies emphasis (Ethnic Studies Dept.)
CSU San Bernardino – Minor in African American Studies (Social, Behavioral Science School)
CSU San Marcos – Minor (Ethnic Studies Dept.)
CSU Stanislaus – African American Minor (Ethnic Studies Dept.)
San Diego State University - Minor, B.A. in Africana Studies (Africana Studies Dept.)
San Francisco State University – Minor, B.A. in Africana Studies (Africana Studies Dept.)
San Jose State University – Minor, B.A. in African American Studies (African American Studies Dept.)
Scripts College – Minor, B.A. in Africana Studies (Africana Studies Dept.)
University of San Francisco – Minor in African Studies & Minor in African American Studies (College of Arts & Sciences)
UC Berkeley - Minor, B.A. in African American Studies
UC Davis - Minor, A.B. in African American & African Studies (African American & African Studies Dept.)
UC Irvine - Minor, B.A. in African American Studies (Program in African American Studies/ School of Humanities)
UC Los Angeles - Minor, B.A in Afro-American Studies
UC Riverside - Minor, B.A., African American Studies (Ethnic Studies Dept.)
UC San Diego - Minor, B.A. in Ethnic Studies (Ethnic Studies Dept.)
UC Santa Barbara - Minor, B.A. in Black Studies (Black Studies Dept.),

Bachelor of Arts programs in Latina/o, Chicana/o Studies
CSU Channel Islands - BA Chicana/o Studies
CSU Chico - BA Chicanx/Latinx Studies
CSU Dominguez Hills - BA Chicana/o Studies
CSU Fresno - BA Chicano Studies
CSU Fullerton - BA Chicana/o Studies
CSU LongBeach - BA Chicano & Latino Studies
CSU Los Angeles - BA Chicana/o & Latina/o Studies
CSU Northridge - BA Chicana/o Studies
CSU Sacramento - BA Ethnic Studies emphasis Chicanx/Latinx Studies
CSU San Diego - BA Chicana/o Studies
CSU San Francisco - BA Latina/o Studies
CSU San Jose - BA Chicana/o Studies
CSU Sonoma - BA Chicano and Latino Studies
UC Berkeley - BA Chicano Studies
UC Davis - BA Chicana/o Studies
UC Irvine - BA Chicana/Latino Studies
UCLA - BA Chicana/o Studies
UC Riverside - BA Chicano Studies
UC Santa Barbara - Chicana/o Studies

Bachelor of Arts programs in Asian American Studies
This is a partial list known to have a Bachelor of Arts program in Asian American Studies:
Stanford University, Asian American Studies
UCLA Asian American Studies
USC, Asian American Studies
UC Berkeley, Asian American Studies
San Francisco State University, Asian American Studies
UC Irvine, Asian American Studies
UC Santa Barbara, Asian American Studies
UC Davis, Asian American Studies
Pomona College, Asian American Studies

Bachelor of Arts programs in Native American/American Indian Studies
Stanford University, Native American Studies
UC Berkeley, Native American Studies
UC Davis, Native American Studies
UCLA, Native American Studies
UC Riverside, Native American Studies
Humboldt State, Native American Studies
Chico State, American Indian Studies
Sacramento State, Native American Studies

San Francisco State, American Indian Studies
San Diego State, American Indain Studies

(X) Provided statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region. Demonstrated a balance of need across the state and included a discipline seconder from another district.

1) Increases in Ethnic Studies degree programs at every level of higher education (i.e., Associate, Bachelors, Master's and Terminal Degree programs and certification) throughout the state, as outlined in Appendix A, contribute to the need for a contemporary update to the Ethnic Studies Minimum Qualifications listing which has not been updated for over 30 years.

2) Due to the passage of AB1460, and subsequent changes to CCC Title 5, now require all students in higher education to successfully complete one Ethnic Studies 3 unit course graduation requirement from any one of the four core autonomous disciplines: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies including Ethnic Studies.

3) This has resulted in an increased demand for new departments, courses and faculty throughout the state that are qualified Ethnic Studies experts from each of the four core autonomous disciplines; Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies including Ethnic Studies.

4) Lastly, changes in the Ethnic Studies minimum qualifications are warranted to be in alignment with the newly established MQ's of all four core autonomous disciplines that make up the category of Ethnic Studies and which also brings needed clarity about whom is qualified to teach within these four core autonomous disciplines within the CCC system.

(X) Explained the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments The impact of making changes to the ASCCC Minimum Qualifications include but are not limited to the following:

Pros

1) This clarity will help facilitate the continued growth and advancement of authentic Ethnic Studies disciplines and faculty which have historically been denied and marginalized within the academe. As CCC Ethnic Studies departments in all four core autonomous disciplines continue to emerge within the state, there is a need as with any discipline, to ensure that new faculty are qualified as experts and duly trained and grounded within the culturally centered theories, methodologies and frameworks of Ethnic Studies scholarship.

2) This is an effort to "correct" the initial "compromise" of the collective term, Ethnic Studies, understood as a category of reference when collectively referring to all four

core autonomous disciplines of African American Studies, Latina/o Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies that emerged within the academe over 50 years ago. These changes bring everything into alignment and make sure the list is accurate and consistent.

Cons

1) There is a misperception within the academe that changes to the Ethnic Studies Minimum Qualifications focusing only upon the four core: African American Studies, Latina/o and Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies will limit the number of available 'qualified' faculty to teach Ethnic Studies courses.

2) There is a misunderstanding of the interdisciplinary nature of the four core disciplines within Ethnic Studies. Updating the Ethnic Studies minimum qualifications clarifies the critical distinction between the culturally grounded interdisciplinarity within the autonomous four core Ethnic Studies disciplines from the defined category of Interdisciplinary Studies.

Refutation

The goal of this proposal is to bring correction and clarity to the educational training necessary to teach Ethnic Studies by rectifying the list of the autonomous four core disciplines (African American Studies, Latina/o Chicana/o, Asian American Studies, and Native American/American Indian Studies) that make up Ethnic Studies and removing other (non-Ethnic Studies) degrees (Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations) who do not adequately prepare CCC faculty members to teach Ethnic Studies from the existing minimum qualifications list because these degrees do not have a grounding in any of the four autonomous core disciplines, nor do they provide the training necessary in the culturally centered theories, methodologies and frameworks of Ethnic Studies scholarship.

1) The passage of AB 1460 is clear. It defines Ethnic Studies as consisting of only four core autonomous disciplines. This was followed by the 2021 ASCCC's adoption of resolution 09.07 calling for Ethnic Studies to be added to Title 5 as a CCC graduation requirement. Ethnic Studies began at San Francisco State in 1968 as only four core autonomous disciplines consisting of African American Studies, Latina/o Chicana/o, Asian American Studies, and Native American/American Indian Studies. Within the last 50 years, Ethnic Studies departments and programs have emerged on some campuses as comparative study which are specifically within the four core areas, African American Studies, Latina/o Chicana/o, Asian American Studies, and Native American/American Indian Studies. Changes to the Ethnic Studies Minimum Qualifications to the four core will bring Ethnic Studies qualifications into alignment with the current and will be more accurate. Local equivalency processes would still be allowed, therefore changes to the minimum qualifications would not be exclusive.

2) Removal of the "Interdisciplinary" option from the Ethnic Studies category will prohibit non-qualified faculty, who do not have appropriate training and cultural grounding within any of the four core autonomous disciplines of Ethnic Studies: African American Studies, Latina/o Chicana/o, Asian American Studies, and Native American/American Indian Studies from teaching Ethnic Studies courses.

SUMMATION

It is necessary to prevent the colonization of Ethnic Studies curriculum and requirements which have in the past (at various higher education levels) had conditional standing in the academe providing loopholes that allowed students to fulfill an Ethnic Studies requirement without ever having to complete an Ethnic Studies class. Current efforts to frame Ethnic Studies as one discipline vs. the retention of its original definition as an identifier and collective categorical term for the autonomous four core disciplines that make up Ethnic Studies, are part of an attempt to redefine Ethnic Studies and the colonization of its curriculum within the academe. This proposal then is a correction to the 50 years of conditional standing and marginalization of Ethnic Studies since its admission to the academe in 1968.

Xenophobia (fear of change and differences) in the American society and the academe, has more recently been recognized as contributing historically to the foundation and perpetuation of the system structural and institutional racism and white supremacy. Failure to address these historic inequities have served as a catalyst contributing to a lack of cultural competence which contemporarily has manifested in the recent racial and health pandemic of 2020, impacting the globe. This lack of cultural competence in all social, educational, and business sectors has been a mitigating factor in the death of the unheard such as George Floyd and countless others, and the unprecedented global protests in the red summer of 2020, which fueled calls for change and justice that were echoed from all around the world.

As such, we are now in a state of racial and educational reckoning that requires us as committed educators to take responsibility for preventing history from repeating itself as evidenced by the health and racial pandemic of 1919, the Red Summers of 1943, 1963, 2020, etc. Remembered by Dr. Martin Luther King as "...we have got to see that a riot is the language of the unheard."

(X) Provided other evidence such as significant changes to the field that requires a change to the Disciplines List.

There are three major changes that directly impact the field of Ethnic Studies and the need to ensure qualified expertise among practitioners.

1) The passage of AB 1460 in 2020, represents a new legislative mandate to complete one 3-unit Ethnic Studies course as a CSU graduation requirement. This has a direct impact upon California Community Colleges that provide CSU and UC transfer courses which are now being reviewed and approved to meet the CSU Area F Ethnic Studies requirement as well as the newly adopted IGETC Area 7, UC Ethnic Studies graduation

requirement. This paradigm shift greatly increases not only the demand for qualified experts in Ethnic Studies, but also will have a significant impact on the growth of the four core autonomous disciplines in the field of Ethnic Studies to meet the demand of 100,000 graduates each year from both the CSU and the CCC higher education systems.

2) The changes arising from AB 1460 were influential in promoting changes to Title 5 within the California Community College system which also adopted Ethnic Studies as a graduation requirement.

3) Lastly, Ethnic Studies is also a high school graduation requirement within the state. Thus, a viable pathway to meet the need for accurate decolonized curriculum, appropriate service learning and teacher training, certificate programs and professional development can be met by California Community College Ethnic Studies courses and programs.

(X) Provide a ½ page written rationale to be included in public documents.

This proposal to revise the Ethnic Studies Minimum Qualifications 1) corrects the disciplines list by including the two disciplines Asian American Studies and Native American/American Indian Studies that were missing from the autonomous four core disciplines and 2) removes disciplines that are currently listed within the Ethnic Studies minimum qualifications that do not adequately train faculty to teach Ethnic Studies.

1) In the ASCCC Discipline Handbook, the current criteria for Ethnic Studies is antiquated for several reasons because:
    a) Asian American Studies and Native American/American Indian Studies were recently added as new disciplines in Spring 2022 and both reference Ethnic Studies as a qualifier and therefore warrant updates to the Ethnic Studies Minimum Qualifications;
    b) degrees, programs, scholarship, and contributions to the literature in the autonomous four core fields of Ethnic Studies (African American/ Black/Africana Studies, Latina/o/ Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies) have had significant advances particularly over the last 40 plus years within their 50 year adoption in the academe. As such, these advancements warrant an update to the Ethnic Studies minimum qualifications based upon the most recent standards of each autonomous four core discipline.

2) Over the last 50 years the field of Ethnic Studies has evolved and expanded tremendously as evidenced by the listing of degrees within all four core autonomous disciplines of Ethnic Studies that are currently available at all degree levels within the academe (Associate, Bachelor, Masters, Terminal).

3) The development and the passing of AB 1460 outlines Ethnic Studies as a graduation requirement for the CSU system which indirectly affects community colleges who offer transferable courses that are currently being approved to meet Area F completion. Therefore, AB 1460 also gave impetus to adopting an Ethnic Studies graduation requirement for California Community Colleges within Title 5 (ASCCC Resolution 09.07). This then becomes another motivating factor for clarifying Minimum Qualifications under the field of Ethnic Studies.

4) Experts holding Masters and/or terminal degrees in the field of Ethnic Studies with specialization and/or concentration in one or more (usually two) of the four core disciplines (African American/ Black/Africana Studies, Latina/o/Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies) will meet the minimum qualifications for the category of Ethnic Studies.

5) Equivalency must demonstrate proficiency in and as outlined by the scholarship that include identifying culturally centered theories and praxes, methodologies and frameworks within the four core autonomous disciplines; and professional affiliations, etc.

*Note - Ethnic Studies is a categorical term used to describe the four core autonomous disciplines of African American/ Black/Africana Studies, Latina/o/Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies. Ethnic Studies as a collective term of reference emerging on some campuses as the collection of and in some instances as a comparison of all four core autonomous disciplines within one institutional department. The four core autonomous disciplines are the heart of Ethnic Studies and as such must be the center of the minimum qualifications outlining who is qualified to teach Ethnic Studies.

SUBMISSION

Once a proposal is received by the Senate Office, it is reviewed by staff to ensure that all the information is complete and includes the revision, contact information, appropriate signatures and rationale. The Senate Office will also check to ensure that the proposal has not previously been considered and rejected by the delegates at a plenary session or, if it has, it is supported by a new rationale. The proposal is then sent to the S&P Chair to review the Senate Office information and to ensure that the proposal meets the initial requirements of the Disciplines List review process as well as to verify that the proposal is not being submitted to deal with a district-specific problem that does not apply broadly. If there are any concerns with the proposal, the S&P Chair, working with the S&P Committee, will immediately follow up with the initiator.

The contact person (or a designee) will be required to attend hearings where the proposal is presented. These hearings are typically held at the ASCCC plenary sessions. It should be noted that the contact person is responsible for investigating and documenting the need for changes to the Discipline List.

Please reference the Disciplines List Handbook for information about the process including the role of the initiator, the Standards and Practices Committee, the Executive Committee, and the delegates. This handbook can be found on our website at http://asccc.org/disciplines-list.

Contact person (author of proposal) Dr. Tamara Cheshire (Folsom Lake College, Los Rios District)
Phone number (please provide at least two numbers) 916-420-3614 or 916-217-8087
Email Tamara.Cheshire@flc.losrios.edu
Seconder (must be from another District) Dr. Thekima Mayasa (San Diego Mesa College, San Diego Community College District)
Phone number (please provide at least two numbers) (619) 388-2352 office or cell 619-864-3653
Email tmayasa@sdccd.edu

Signature of College Academic Senate President[1] _____
College _____
Email _____ Date approved by College Academic Senate _____
OR
Organization _____
President _____
Date Approved by Organization _____ Phone for President _____

RETURN FORM TO: The Academic Senate for California Community Colleges
One Capitol Mall, Suite 230, Sacramento, CA 95814
Email: disciplineslist@asccc.org

[1] By signing this document, the Senate President is certifying that the required investigation and statement of findings have been sufficiently addressed.

Appendix A

Spring 2021 - Resolution 09.07 - Defining Ethnic Studies and its Four Core Disciplines - Status - Assigned
https://www.asccc.org/resolutions/defining-ethnic-studies-and-its-four-core-disciplines
*This document is in the process of being reviewed and revised with corrections.

Spring 2011 - Resolution 10.10 - Disciplines List - Ethnic Studies
https://asccc.org/resolutions/disciplines-list-%E2%80%93-ethnic-studies
Established specific wording for the field of Ethnic Studies incorporating more than the four core areas.
Master's in the ethnic studies field OR A master's in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, or African-American Studies OR, the equivalent OR see interdisciplinary studies.

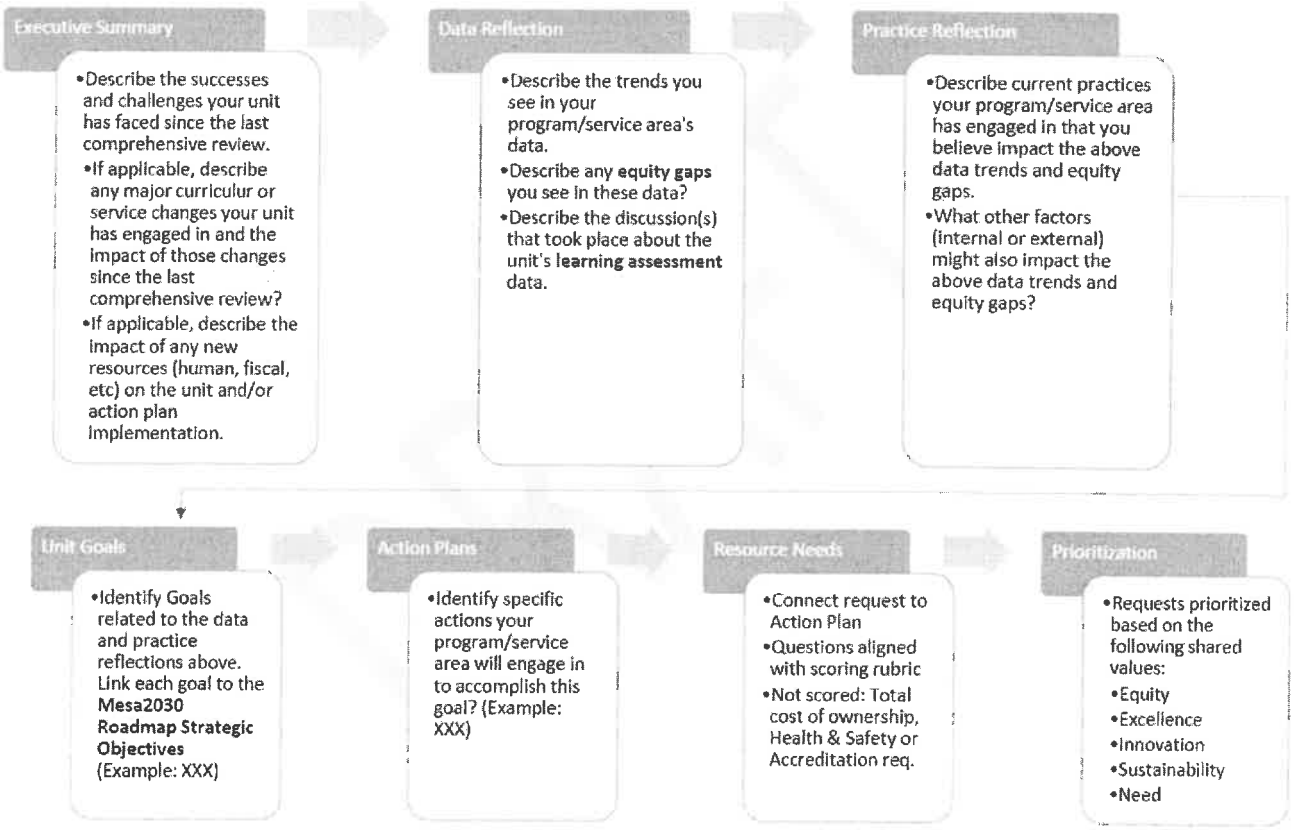
Spring 2015 - Resolution 10.01 - Disciplines List - African American Studies
https://asccc.org/resolutions/disciplines-list-%E2%80%93-african-american-studies
Established specific wording for the discipline African American Studies.
Master's degree in African-American/Black/Africana Studies OR bachelor's degree in African-American/Black/Africana Studies AND master's degree in Ethnic Studies OR the equivalent.

Spring 2013 - Resolution 10.02 - Disciplines List - Chicano Studies
https://www.asccc.org/resolutions/disciplines-list-%E2%80%93-chicano-studies
Established specific wording for the discipline Chicano Studies.
Master's degree in Chicano Studies OR Ethnic Studies OR the equivalent.

Spring 2022 - Resolution 10.01 - Disciplines List - Asian American Studies
https://asccc.org/resolutions/disciplines-list-asian-american-studies
Established specific wording for the discipline Asian American Studies.
Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent.

Spring 2022 - Resolution 10.02 - Disciplines List - Native American/American Indian Studies
https://asccc.org/resolutions/disciplines-list-native-americanamerican-indian-studies
Established specific wording for the discipline Native American/American Indian Studies.
Master's degree in Native American/American Indian studies OR a master's in ethnic studies and bachelor's degree in Native American/American Indian studies OR the equivalent.

Program Review Report and Resource Request Structure



Program Request Form Questions and Prioritization Process

Directions: Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit action plan. Relevant data may include data beyond what is provided by the Office of Institutional Effectiveness. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming.

Each question is scored from 0-10 on the following continuum. Additional guidance can be found below.

0	1	2	3	4	5	6	7	8	9	10
Did not address question	Minimally addressed the question		Addressed the question but did not include accurate or relevant data, data analysis, or make clear connection to Program Action plan			Question is well addressed but may be missing relevant data, analysis or narrative on how the data supports program Action Plan			Question is well addressed and includes accurate and relevant data, analysis and clearly connects to programs Action Plan.	

Form Question	Guidance
Explain how your request contributes to improvements in *Equity* for Disproportionately Impacted groups.	Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other **historically minoritized** groups. Examples may include: • Student-facing practices, policies, programs • Policies, practices, programs that foster a culture of **equity-mindedness** • Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of **equity-minded** systems.
Explain how your request addresses *Excellence.*	Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following: • high-quality, **culturally relevant** teaching/learning experiences • supporting students toward timely completion of educational goals • eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment • partnerships within Mesa's internal and external communities to enhance access and completion efforts • New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness
Explain how your request fosters *Innovation*	Request introduces something new and/or makes changes to something established. Examples: • Innovation in curriculum, pedagogy, student success efforts • New/more efficient or effective campus processes or infrastructure support • Ideas around scaling up an effective practice utilizing a new approach

Explain how your request promotes *Sustainability*	Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples include: • Commitment to and prioritization of policies or practices that improve **environmental justice** and sustainability • stewardship of resources (physical, fiscal, and human) • climate action education • Policies, practices, programs committed to reducing Mesa College's **carbon footprint** • replacement/maintenance of current resources • cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming
Using accurate and relevant data*, explain the *Need* for the request beyond what currently exists in the unit. *Some data will be provided but writers should include any and all data they deem relevant to the demonstration of need.	Request includes accurate and relevant data/evidence • Classroom requests should minimally include **FTES/FTEF, Adjunct FTEF**, Full-Time Faculty **Headcount** • Other data could include: student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, • Data/evidence is clearly connected to the need and justification for the resource(s) beyond what currently exists within the unit. Request may include discussion of how it will support a new policy, practice or requirement (internal or external). • The requirement is clearly articulated with relevant details describing how this request supports the requirement.

***Bold words are included in glossary that will be linked in the workspace**

Alignment and Implementation Steps for Resource Committees*

(*Faculty Hiring Prioritization, Classified Hiring Prioritization, Budget Allocation Recommendation Committee)

1. Meaningful Alignment
    a. Develop tools and systems that align Program Review and resource allocation processes and practice with campus priorities and a shared vision.
    b. Implement technology effectively
    c. Provide samples
2. Radical Transparency
    a. Communicate with campus the steps of the Program Review and Resource Allocation Process and how to effectively engage in the process to support your program/services area toward achieving goals that are aligned with the campus priorities
    b. Provide ongoing technical training in multiple modalities to all Program Review lead writers and Liaisons so that they can navigate the system and are aware of expectations
    c. Communicate with campus throughout the process and respond to feedback in a timely manner
        i. Open forums, FAQs, what do you need to know to do this well?
        ii. Chair of Chairs meeting presentations and reminders to attend training
3. Norming within the group
    a. Within each committee, review and commit to shared values, identify barriers as you go, communicate with campus throughout and openly discuss challenges and ideas for improvement.