



Thursday, March 24, 2022
Mt. SAC Academic Senate Special Meeting

Full Academic Senate Meeting:

In accordance with Mt. SAC's COVID-19 response status, previous Academic Senate votes, and as a precaution to COVID-19, the Academic Senate special plenary review meeting will take place over Zoom on Thursday March 24, 2022 from 11:30am-1:00pm.

We ask that you register in advance for this meeting: <https://mtsac-edu.zoom.us/joining/register/tJwqdO6qrDMvHND8H3worv74Dap5RK0W5ik>

To join anonymously fill in name fields with guest and email fields with guest@mtsac.edu. Senators should not join anonymously. A link to the meeting will be displayed once you submit the registration. If you provide a non-guest email address, you will receive a confirmation email containing information about joining the meeting.

As per AB 361, if Zoom has a widespread outage, all Senate business will pause until public access is restored and quorum returned.

In attendance: Kristina Allende, Tania Anders, Gene Ano, Mary Beth Barrios, Shiloh Blacksher, Elizabeth Casian, Susan Chavez, Joshua Christ, Tim Engle, Sheila Espy, Jamaika Fowler, Scott Guth, Christopher Hallsted, Mario Hernandez, Jennifer Hinostraza, Tamra Horton, Jason Kordich, Betsy Lawlor, Nicole Lewis, Raul Madrid, Mary McGuire, Bertha Medrano, Lucie Melendez, Sara Mestas, Dana Miho, Donna Necke, Sarah Nichols, Bruce Nixon, Bobby Purcell, Franklin Reynolds, Tony Rivas, Kelly Rivera, Lani Ruh, Kolap Samel, Cuyler Smith, Cara Tan, Chisa Uyeki, Louis Vayo, Emily Versace, Ann Walker, Shelby White-Tremazi, Roger Willis, Phil Wolf, Emily Woolery

Absent: Michelle Shear, April Tellez, Brenda Domico, Nadim Itani, Beta Meyer, Jenny Leung, Janet Truttman, Chris Benoe, John Blyzka, Becca Walker, Ken Miller, Dianne Rowley, Marissa Case, Karen Marston, Arleen Fiorito, Kari Berch, John Miller, Priscilla Rincon, Kelly Coreas, Marlene Gallarde, Aaron Salinger

Guests: Michael Carr, Dalia Chavez

1. Opening Items

A. Call to Order

By C. Uyeki at 11:31 PM

B. Land Acknowledgment

By S. Chavez.

C. Agenda Check

Agenda approved by all.

D. Public Comment

- L. Ruh: This is on behalf of M. Shear, who couldn't be here today. The KAD division supports the kinesiology and dance faculty to follow the updated recommendations from LA County public health, including removing masks for indoor athletic activity. We ask for academic senate support, as we are the experts in our classrooms. Being able to remove masks would enhance our curriculum. Thanks.



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- K. Samel: If you're interested in requesting library workshops for your classes, please complete the form. There's also info on the Library website. <https://www.mtsac.edu/library/>
To request a workshop:
<https://app.smartsheet.com/b/form/9e70e919f38045fbb5a51314d05e3c7c>
To suggest a purchase: <https://docs.google.com/forms/d/e/1FAIpQLSf-x0qsZc7wsp8csvFpb4YeUkBPkZz79D7UZJ8apfK9aYpOSg/viewform>
- K. Rivera: Geographic Information Systems (GIS) certificate program will be available starting in fall – allows visual representations of many kinds of data. Encourage you to share.

2. Plenary Preparation

A. Area C Update

Written report presented by R. Willis: Ethnic studies is moving forward at many schools, there are 2 new disciplines coming soon. Exec Board is investigating how changes to emergency conditions for Brown Act meetings will affect our senate meetings.

Statewide ASCCC will be using Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) (locally we use DEISA: Diversity, Equity, Inclusion, Social Justice, and Anti-racism)

AB 928 Automatic placement onto a transfer pathway, removes speech/oral communication requirement.

AB1705 – updates the AB705 requirement to get students through transferable English and math within 1 year. No ASCCC position yet, the bill is still being negotiated.

See written report for additional info. There were several questions raised about the report.

E. Versace: are they getting rid of the communication requirement for Cal States? C. Uyeki: The goal is to have a single common transfer pattern, and speech is one of the things that is not in common for all schools currently. There's a committee including representatives from all schools, and they are trying to make a plan. J. Fowler: What the transfer/articulation folks are hearing is that IGETSE pattern will stick around, but CSU pattern will likely go away – this includes that lifelong learning courses in Area E will likely be going away, to be replaced by Area F, Ethnic Studies.

E. Versace: Will Area F be removed as well? C. Uyeki: There is not a final determination on this, the committee has not put forward any recommendations. You are welcome to communicate with ASCCC about your concerns on this. It's important for Academic Senate to be aware of these discussions, but no decision has been made yet. J. Fowler: If you do have area E courses, you may want to express concerns to those who are involved with the decisions.

C. Uyeki: This is another example of legislation influencing curriculum and the challenges that that causes for us as faculty – it's a symptom of a larger problem, and something we need to continue to advocate about.

K. Rivera: There are representatives from CSUs and UCs and CCs. Note that UCs have independence from the legislature in their curriculum patterns, but my impression is not that they are trying to be

bullies about it – they want to work with the CCs and the CSUs. There was a conversation at fall plenary and many communication faculty were concerned.

C. Uyeki: We could also talk about bringing in some ASCCC folks to talk to folks, maybe outside of a senate meeting, so that there could be questions and concerns.

S. Mestas: So would arts be added? Removed? C. Uyeki: It's a negotiation. If this representative group does not come to an agreement, then the administrators can impose a solution. But it's still preliminary, they have until next spring to make a recommendation.

B. Plenary Resolution Review

K. Rivera: Raul Madrid has joined our team, he was at the Area C meeting, and he's going to vote on our behalf at the statewide plenary meeting. The resolutions decided on here affect the statewide behavior of ASCCC. It's a formal process, so there's a required structure for each resolution: no more than 4 whereas statements, no more than 4 resolved statements. The whereas statements need to identify a problem that's within the 10+1 area of senate purview, and then the resolved statements give what we're going to do about it.

In the interests of time, we're going to skip reading the consent agenda items – we will return to them if time permits at the end. As is typical for ASCCC and our meetings, we will read only the resolved statements, but share the full text, and it's also on BoardDocs.

R. Madrid: A reminder that this is a democratic process and I welcome your feedback and input in deciding how to vote on these items.

K. Rivera: Items with an asterisk * are on consent. Items with a + came in at the area meetings, and we may not have seen the ones that came in through areas A, B, or D.

- 3.03 Oppose Reliance on Textbook Publishers to achieve zero textbook cost: Questions about the mechanism, but otherwise general approval.
- 3.04 expand methods of data collection and analysis to fully measure the successes and challenges of AB705. Requests more specific breakouts of different student groups and success in transfer level classes.

Questions about what the resolution means: K. Rivera and R. Madrid clarified.

P. Wolf: Students who place themselves into pretransfer level classes, or choose to enroll in the support courses, are likely to have more challenges. State is saying that they're not succeeding any more, but not recognizing that they're not equivalent groups of students.

C. Uyeki: Our institutional research group is strong, but not all colleges have that same access to data – for instance we can split things by grade bands, but not every college has had the ability to do that.

- 3.05: Disaggregate API data
R. Madrid: chancellor's office currently only disaggregates to Asian, Filipino, and Pacific Islander.
- 3.06 Noncredit Spanish Language Course Outlines of Record and Regional Support.

P. Wolf: are there other languages that should be included? E.g. Tagalog? R. Madrid: I think this was referring to courses that are often taught on the noncredit side. K. Rivera: My recollection

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from the Area C meeting is that this was from someone who taught a class on the noncredit side, and they wanted to make sure that in the interests of transparency, the official course materials could be made available in Spanish. Other logistics questions from S. Mestas and B. Lawlor, but no objection, just clarifications. Consider editing to “The most relevant language to the community served by particular CCs”?

E. Woolery: would this impact hiring and promotion? If so, how? K. Rivera: not sure, maybe reach out to Cerritos and/or LA Trade Tech.

- 6.01 Cal Grant: pulled to vote by acclamation. General approval.
- 6.02 Support of SR 45 (Min, 2021) on Academic Freedom as of March 17, 2022. General approval.
- 6.03 Upholding the California Community College Mission - Seeking Amendments to AB 1705 (Irwin, as of March 15, 2022) From Wendy Brill-Wynkoop, who is at College of the Canyons but also president of FACCC. No discussion.
- 6.04 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course. General approval.
- 6.05 S22 Regarding Chancellor’s Office Student Enrollment Data in AB 1705 (Irwin, 2022) General approval.
- 7.02 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

P. Wolf: the OER textbooks are not necessarily the best textbooks in the field, so this might exclude some programs. I’m concerned if this would exclude some programs from this ZTC degree. K. Rivera: let’s ask for more info. I think this was asking for the short term grant funding to continue so that these resources can remain accessible. C. Uyeki: I think this is also making sure that there will be discipline experts working on the resources, to make sure that the resources developed can be shared with other colleges. I don’t think it’s trying to push ZTC programs for every discipline.

- 9.01 Definition and Guidance for Cross-Listing Courses
On consent, but K. Allende had questions: I’m supportive of this. We’ve seen across the state that the integrity of ethnic studies as a discipline has sometimes been subverted by the requirement that Area F ethnic studies courses be cross-listed. I’m happy that this is on consent, I hope that means it will be supported.
- 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs
E. Versace: is there a common pattern right now for CCs that have Bachelors degrees? Would this make a new pattern for new baccalaureate degrees? Would it merge with the pattern for existing bachelors’ degrees? K. Rivera: I’m not sure. It’s not a transfer pathway, because the entire degree would be completed at the community college. It doesn’t state the specific pattern, it requests that this be brought forward in a year for approval. That’s actually a fast timeline, I’m not sure if it’s feasible.
S. Mestas: it sounds like they’re doing this in anticipation of losing the IGETC pattern? I’m speculating here. K. Rivera: I think this is trying to say that the pattern may be different because the baccalaureate degrees at the CCs may be different than the ones at UCs and CSUs.
- 9.04 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies
K. Rivera: currently this is a subset of social justice studies, but doesn’t align with UCs or CSUs.

- 9.05 Defining Competencies for Associate Degree Requirements
 - K. Rivera: again, this is a new one from Area D. I'd like to understand the intent a bit more, but I think they're hoping to broaden the list of courses that could meet the competency requirements.
 - E. Woolery: there are lots of discipline-specific math courses – e.g. for an elementary teacher, math 100 might be appropriate, but it's not transferable. C. Uyeki: I think this is more about competency-based education, and it's looking for more flexibility. I'm worried that the whereas statements are additive, but the resolved statements are excluding with "rather than" instead of "in addition to". K. Allende: I agree with Chisa, I think "in addition to" should be there, not as a replacement for. K. Rivera: We will speak to that at the next area meeting.
 - E. Versace: I also think of our associate degrees: reading and math are competencies. I'm wondering if this is addressing the fact that intermediate algebra is a competency, but we can't offer that class any more. K. Rivera: I think this is more to do with the fact that you might have a class outside of English or math, and be able to meet the competency requirement there. I'll reach out to you the Friday of plenary once we have more info.
- 13.07 Advocate for the Protection of Online Learning Integrity (written by K. Rivera!). General approval.
- 13.08 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program. More \$ for OERI, but making sure that it's not duplicated effort. Check if this overlaps with other ZTC resolutions?
- 13.09 Understanding the Impact of HyFlex Modalities and Non-Academic Entities
MB Barrios: As counseling faculty, we're trying to encourage that when folks speak of faculty that they include all faculty, not just instructional faculty. Can we maybe include language around student services? "modalities by which courses **and services** are offered" in 2nd resolved, and strike "~~instructional~~" from "instructional faculty"? K. Rivera: This is specifically around HyFlex, so the resolved statements have to relate to that. Does counseling offer HyFlex? MB Barrios: I don't think so, but I'm not sure. K. Rivera: We will definitely bring the larger point forward, that it's important to make sure all faculty are included.
- 17.02.01 Amend 17.02.S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons
Add asking for compensation for part-time faculty in advocating with the unions.
- 17.03 Faculty Participation in the Creation of Course Enrollment Maximums for Community College Departments and Courses: update a paper on course enrollment maximums in light of the pandemic, make sure faculty are involved in setting the maximum enrollments.
L. Ruh: Does this say that if I had an online class that was similar to an in person class, they'd have to have the same enrollment max? K. Rivera: I think it's pointing out that there are sometimes arbitrary considerations around class size, and we should be more systematic.

P. Wolf: Thanks for helping us make sense of all of these!



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R. Madrid: Thanks for your input!

3. Closing Items

A. Information and Announcements

Plenary is April 7-9, if you have offered input Kelly and Raul may contact you with questions during the weekend. See announcements and info posted.

Next meeting is April 7, Full Senate, because of the Cesar Chavez holiday.

B. Adjournment

By C. Uyeki at 1:05 PM.

4. ADA Statement

A. To request reasonable disability related accommodations, please contact the Senate Secretary within at least 5 business days in advance of the event.

Respectfully submitted by S. Nichols.