



Thursday, April 8, 2021
Mt. SAC Academic Senate Special Meeting

Full Academic Senate Special Meeting:

In accordance with Mt. SAC's COVID-19 response status, and as a precaution to COVID-19, the Academic Senate meeting will take place over Zoom on Thursday April 8, 2021 from 11:15am-1:10pm.

We ask that you register in advance for this meeting:

<https://mtsac-edu.zoom.us/meeting/register/tjYlfu-vqDMuEtBJ-ErFQSUYIAOtHkPEIII7>

After registering, you will receive a confirmation email containing information about joining the meeting.

In Attendance: Kristina Allende, Tania Anders, Gene Ano, Chris Benoe, Shiloh Blacksher, John Blyzka, Melinda Bowen, Marissa Case, Elizabeth Casian, Kelly Coreas, Christine Cummings, Amrik Dua, Tim Engle, Sheila Espy, Sun Ezzell, Diana Felix, Arleen Florito, Dafna Golden, Christopher Hallsted, Lance Heard, Jennifer Hinostroza, Jason Kordich, Betsy Lawlor, Jenny Leung, Nicole Lewis, Mary McGuire, Lucie Melendez, Sara Mestas, Jean Metter, Dana Miho, John Miller, Sarah Nichols, Bruce Nixon, Robert Purcell, Malcolm Rickard, Priscilla Rincon, Eva Rios-Alvarado, Kelly Rivera, Dianne Rowley, Lani Ruh, Michelle Shear, Bernie Somers, Cara Tan, Janet Truttmann, Chisato Uyeki, Emily Versace, Shelby White-Tremazi, Phil Wolf, Emily Woolery

Absent: Bobby Bates, Donna Necke, Fred Kobzoff, Stephen James, Beta Meyer, Roger Willis, MaryBeth Barrios, Mike Hood, Ken Miller, Héctor Sanchez, Cuyler Smith, April Tellez, Dianne Rowley, Scott Guth, Nathan Tharp, Kari Berch, Priscilla Rincon, Robert Augustus, Karla Hernandez-Magallon, Luisa Howell

Guests: Carol Impara, Catherine McKee, Laura Muniz, Serena Ott, Michelle Ravel, Leonardo Rojas, Erica Tseng

1. Opening Items

A. Call to Order

By C. Uyeki at 11:15 AM.

B. Land Acknowledgment

By K. Rivera.

C. Agenda Check

Vote 1: Move to approve by K. Allende, second by S. Espy.

Roll Call Ayes: Amrik Dua, Arleen Fiorito, Betsy Lawlor, Bruce Nixon, C. Hallsted, Chris Benoe, Dafna Golden, Dana Miho, Diana Felix, ECasian, Emily Woolery, Eva Rios-Alvarado, C. Cummings, Gene Ano, J. Hinostroza, Jean Metter, Jenny Leung, John Blyzka, Kelly Coreas, Kelly Rivera, KMAllende, Lance Heard, Lani Ruh, Lucie Melendez, Malcolm Rickard, Marissa Case, Mary McGuire, Melinda, Michelle Shear, Nikki Lewis, Phil Wolf, S. Blacksher, Sara Mestas, Sarah Nichols, Sheila Espy, Sun Ezzell, Tania Anders

Motion passes.

D. Public Comment

S. Ezzell: See the [Magic Mountie Podcast](#), new episodes on sustainability for Earth Day this week. Also see the Inspired Teaching Conference flyer for info on Jesse Stommel: Conference April 23 and a book group on Fridays in May. Can get a free paperback copy of his book from POD on request – see flyer in the Announcements section. Open source book also available at <https://www.jessestommel.com/>.

T. Anders: Next Friday April 16 is the Power of our Data conference. Discussions of sabbaticals as well as how to get more info on student data.

E. Casian: Please vote for Resolution 9.04, which updates Title V to strike language about ESL, just leaves in Basic Skills. AB 705 already recognizes that instruction in ESL is distinct from remediation in English, we don't want to mix those up, particularly since some ESL courses are transferable.

2. Action Items

A. SEAP carryover budget process

Vote 2: Move to approve by K. Rivera, second by P. Wolf. No discussion.

Roll Call Ayes: Arleen Fiorito, Betsy Lawlor, Bobby P, Bruce Nixon, C. Hallsted, Cara Tan, Chris Benoe, Dafna Golden, Dana Miho, Diana Felix, ECasian, Emily Woolery, Eva Rios-Alvarado, C. Cummings, Gene Ano, J. Hinostroza, Janet Truttmann, Jean Metter, Jenny Leung, John Blyzka, Kelly Coreas, Kelly Rivera, KMAllende, Lance Heard, Lani Ruh, Lucie Melendez, Malcolm Rickard, Marissa Case, Mary McGuire, Melinda, Michelle Shear, Nikki Lewis, Phil Wolf, S. Blacksher, Sara Mestas, Sarah Nichols, Sheila Espy, Shelby White, Sun Ezzell, Tania Anders, Tim E.

Nay: Amrik Dua

Motion passes.

3. Plenary Preparation

A. Area C Update

K. Rivera: Area C meeting was March 27 for colleges in our local area (greater LA area). Discussion occurred on all of the resolutions. Kelly will take feedback today and bring to the next Area C meeting at the plenary session next weekend and also to the floor for voting/discussing the resolutions.

Most of the discussion was about return to campus. Many different plans and concerns throughout our region, lots in common with conversations that have happened on our campus. Not everyone is planning on returning 80-20. As on our campus, different departments feel differently about return to campus (e.g. Chemistry wants all lab classes on campus, other departments might be happy to have 50% online courses). Challenge because right of assignment is still going to be the purview of the deans for the foreseeable future, but faculty should be giving input on which courses will be which modality.



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Update from Ginni May, ASCCC VP: they are keeping an eye on state legislation, some recommendations from former Pres. John. Stankas on updating campus processes to improve DEI efforts.

B. Plenary Resolution Review

K. Rivera continued:

- Starred resolutions are deemed noncontroversial and will be put on the consent calendar, unless they get pulled for debate or in order to vote for them by acclamation.
- Plus sign resolutions have been added after the Area meetings.
- Maximum of 4 whereas, max of 4 resolved statements. In this meeting default will be to read the title and resolved statements.

3.01 S21 Include Cultural Competence in Faculty Evaluations

T. Anders: If we don't offer professional development for new hires and for people serving on tenure committees, this would be a challenge to deal with getting a systematic response from faculty.

B. Nixon: Contract language would need to be very very clear about expectations in order to avoid punitive use of this term.

E. Woolery: This issue is being discussed by FA in bargaining currently. FA is trying to ensure a balance between training and professional development.

K. Allende: Would support voting for this resolution. According to the 10+1 choices we make about cultural competency address student success. At the broad level, Senate belongs in the conversation.

M. McGuire: Agrees that Senate should be involved in the conversation, but her department is concerned about use of this as a weapon at a local level. Also what specifically is being asked of faculty? Some trainings are not helpful.

L. Heard: HR trainings are not always exciting, fit the bare minimum. But Senate-based trainings can be very helpful – inspired teaching conference, CORA trainings, etc., and we choose the best ones to offer.

M. McGuire: Would there be extra compensation? Is this an FA issue?

E. Woolery: Yes, we would ask for additional compensation. What is the perspective statewide?

K. Rivera and L. Heard: Mt. SAC has very close working relationship/communication between FA and senate, and FA is already working on some of these things. That's not true statewide.

K. Allende: Reiterate that FA is good and we should trust them to work in our best interests.

Supported by the Senate.

3.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison



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K. Allende: Don't we already have someone in this role?

C. Uyeki: We don't have a single person who does this currently. Lots of efforts on our campus now, but they're decentralized, and a single person would be helpful to coordinate this work.

K. Rivera: As others have said, our campus is "resource rich, but communication poor", and this role would greatly aid in that.

E. Rios-Alvarado: How would this person relate to leadership? Would this make it more difficult to get communication with upper level administration?

K. Rivera: Important thing to think about. Most liaisons are currently about communication, e.g. legislative liaison.

C. Uyeki: As with the legislative position, we'd rely on the liaison to advise the full senate and/or exec board, and Senate would then use that info in communication with administration.

Supported by the Senate.

3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism

Lots of support. Kelly will plan to pull for acclamation at Area C meeting if not already done by others.

Supported by the Senate.

*5.01 S21 Support for Additional Guided Pathways Funding

S. Mestas: Advocate for additional time to spend the current funding as well? Lots of disruption due to COVID, which means that we haven't been able to spend as effectively for all of the first 3 years of the current 5 year cycle. K. Rivera: Let's meet to write an amendment that could include this. S. Mestas: We had extra time as one of the pilot schools, and even so this is work that takes a long time.

K. Rivera/L. Heard: Feel free to email additional comments, look out for emails next weekend if we are in need of guidance on urgent issues that come up at plenary.

Supported by the Senate.

*6.01 S21 Revisiting the 50% Law and the Faculty Obligation Number

K. Rivera: This is a replacement for a resolution from last fall which was too prescriptive. This one gives more room for ASCCC to work.

M. McGuire: Can you further clarify?

K. Rivera: 50% rule says that 50% of the budget must be spent on direct instruction. Some folks think this hurts, e.g., counseling or library, because they don't count as direct instruction.

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L. Heard: The FON often winds up being a maximum, which was not the intent. 50% law often circumvented with workarounds, so that employees who have very little to do with teaching get counted as instructional.

S. Mestas: Note that faculty and counselors who are teaching count on one side, but services that they perform which are not teaching count on the other side. Note also that technology costs are increasing, which makes that harder to fit in.

C. Uyeki: This proposal takes technology out of the equation. 50% will count mainly for salaries.

Supported by the Senate.

*6.02 S21 Support AB 417 (McCarty, 2021) as of March 8, 2021

*6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021

6.02 and 6.03 were discussed together, they both refer to current legislation. Dates are used to refer to a specific version of the bill, because those versions are in process. Rising Scholars (AB417) is about current and formerly incarcerated students. Noncredit (AB 421) is advocating for more equitable attendance funding for noncredit classes. Note that a statewide resolution written by Mt. SAC Noncredit faculty was approved in Fall and helped lead to this current legislation. We are also already working with formerly incarcerated students.

Supported by the Senate.

+*6.04 S21 Flexibility in Remote Attendance at Local Academic Senates

K. Rivera: This would extend the emergency declaration that remote attendance is possible.

T. Anders: Would this work for all committees? K. Rivera: All Senate-based committees and councils.

E. Versace: Does this tell the governor to extend it? K. Rivera: Encourages ASCCC to advocate with chancellor to extend it. Specific timeline? No, no specific timeline included. Subject to county health and individual faculty members decisions. L. Heard: this is giving us flexibility in reference to the Brown Act, which would otherwise prohibit remote meeting.

M. Case: How long? K. Rivera: no specific deadlines.

S. Blacksher: Would this be up to the individual, or would a specific campus decide that all meetings are in person or all meetings online? K. Rivera: The hope is that there would be local choice possible. Of course that would require additional technology for mixed meetings, but this is just about having the option.

M. McGuire: Can we push for this to be indefinite? Would be helpful to those with disabilities, environmental reasoning, people with small children.

C. Uyeki: Part of the Brown Act is ensuring that everyone can participate and be involved with public meetings. There would need to be amendment of the Brown Act to include the public



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gathering piece if we were partly online and partly not. How could people without access to zoom still have access to a public meeting?

Supported by the Senate.

+*6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses

Thanks to K. Rivera for writing and advocating for this!

B. Nixon: It would be great to look into lab parity as well. Not all labs have parity across campus.

K. Rivera: Let's write a strong resolution about that for fall. There have been past discussions, but perhaps not a clear enough resolution.

C. Impara: Yay for supporting faculty choice. Also we want to make sure that technology doesn't outrun the policy. What about, for instance, HyFlex classes, which are a mix of synch and asynchronous?

Supported by the Senate.

*8.01 S21 Counseling Faculty, Student Success, and Transfer

K. Rivera: Matriculation act says 900:1 student:counselor ratio, and some schools aren't meeting that. No discussion.

Supported by the Senate.

9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements **AND**

+*9.01.01 S21 Amend Resolution 9.01

K. Allende: Yes, absolutely support. Sad that we are responding to the CSUs, because this should have been in place for years. Lots of general support.

E. Rios-Alvarado: More context? Don't we have faculty who do this? K. Rivera: It's a challenge for some schools which may not have discipline experts. Not all colleges have the budgets to hire someone immediately. This would be resources provided to any schools. E. Rios-Alvarado: Concern that self-declared experts may not be experts. K. Rivera: I'll ask about how that expert status is determined. Advocate for folks with minimum quals to be the ones writing these resources. E. Rios-Alvarado: Or demonstrated experience in community activism? C. Uyeki: We'd have to start with minimum quals, it's possible that ethnic studies minimum quals should be edited in future.

Supported by the Senate.

9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies **AND**

+9.02.01 S21 Amend Resolution 9.02



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K. Rivera: There is concern from Ethnic Studies faculty, want to make sure that coursework is meaningful and rigorous. Amendment would strip faculty from related disciplines.

C. Uyeki: If we had a Poli Sci rubric, we wouldn't expect related faculty to have input.

K. Rivera: yes, but this is an interdisciplinary field.

T. Anders: This should include Outcomes Committee, Data Coaches, Professional Development. Think of this as an opportunity to start here and later expand.

K. Allende: In favor of the amendment to remove related faculty, because we want to make sure a general rubric to add courses to Ethnic Studies would be largely created and driven by Ethnic Studies faculty (once we have them at Mt. SAC).

M. McGuire: Do we need to worry about districts which have no faculty in ethnic studies? K. Rivera: This would be a statewide rubric created by ASCCC, and they would call for input from whichever faculty the final resolution calls for.

Supported by the Senate (both the resolution and for the amendments restricting to ethnic studies faculty).

+*9.03 S21 Asserting Faculty Primacy in Teaching Modality

Supported by the Senate.

+*9.04 S21 Recommendation to Update Title 5 Language for Section 55070 Credit Certificates

K. Allende: Support our AMLA faculty and this resolution.

Supported by the Senate.

+9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative

Supported by the Senate.

*10.01 S21 Disciplines List--Film and Media Studies

K. Rivera: 2nd reading for both this and the next one. Please contact her if you are in these or related disciplines and have commentary.

C. Uyeki: Some colleges may have difficulty hiring, expanding the options may make it easier to hire.

B. Nixon: Is there a reason not to have an alternative of bachelors degree plus experience? C. Cummings: Lots of faculty start in theater and switch to film, it's a possible switch and she knows faculty who have done it. She feels it's generally good. C. Uyeki: Generally in Career Ed there might be no master's required, but in credit courses we don't usually have that. This discipline is looking for a master's degree in Film or equivalent, not a career ed type program.

Supported by the Senate.



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*10.02 S21 Disciplines List-- Digital Fabrication Technology

K. Rivera: Call for anyone in related disciplines? None given.

Supported by the Senate.

*11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices

K. Rivera: Basically this says release it already. Chancellor's office pulled it a while ago and has not released it. This says release now or ASCCC will do it.

Supported by the Senate.

+*11.02 S21 Advocate for Development of a ZTC Data Element

K. Rivera: Make it clear that zero textbook cost sections are available and clearly labeled. Not all campuses are doing it (even though it's required by statute, and Mt. SAC has been doing it for a while).

Supported by the Senate.

12.01 S21 Approve the Paper Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success

K. Rivera: They wrote a paper, they want it to be adopted.

T. Anders: I will bring to FPDC.

K. Rivera: Note that the paper cannot be edited, just approved or not.

Supported by the Senate.

+13.01 S21 Institutionalizing Open Educational Resources

B. Nixon: Concern that some disciplines which don't have OER may be concerned not student-friendly, or not student-centered enough.

K. Rivera: Agree that not all OER texts are very good. Some disciplines have a lot more choice in the resources that can be used. There is an initiative at the state level to write new OER texts in disciplines where there are not currently good options. We should continue the conversation. If you don't see quality OER available, let's look at the statewide initiative – talk to me.

Supported by the Senate.

*18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply

No discussion. Supported by the Senate.

20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment **AND**

+20.01.01 S21 Amend Resolution 20.01



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Amendment: change “preferred” to “chosen”.

M. McGuire: Preferred recognizes that there was a deadname, so does chosen. Can we just say their name? There is literature about this, she can send it.

M. Bowen: Concur with M. McGuire. “Asserted” is another terminology which is sometimes used. The adjectives are used because legal name and chosen/preferred/asserted names don’t always agree. It’s not an issue now on Mt. SAC, but it would be good to have this be statewide.

K. Rivera: Not all campuses are willing to do this, sometimes it’s a software issue in terms of how names are coded in the databases.

M. Bowen: I’m surprised to see the inclusion of last names. On our campus this was discussed, and it causes a lot more difficulty with respect to legal names. We do NOT permit a change of last names on our campus, despite all our work on first names.

C. Uyeki: This may be an effort to be more supportive of students without an awareness of how the technical process takes place. In order to make the conversation clear statewide and ensure that all records can be maintained for students long-term, we have to be specific about which names are under consideration.

E. Versace: Can we explore why last name is in there? M. Bowen: I know of no reason for last names to be included. K. Rivera: What if we just leave this as “names”, and then campuses can decide what makes sense locally? I’ll reach out to the authors and keep in contact with M. Bowen.

M. McGuire: Maybe people want to reject their patrilineal heritage?

S. Mestas: I’ve heard from students who came back after multiple years and their old last names creep into the system. Perhaps this is what’s going on.

Supported by the Senate, with questions on the amendment as noted above.

+20.02 S21 Student Participation in Hiring Processes

B. Nixon: Strongly in favor, participated as a student at Cal Poly. Pretty sure he was a voting member.

P. Wolf: Colleague reports mismatch between student preferences and future student success. Best instructor and favorite instructor are not always the same.

K. Allende: some personal experience. A student input is not the same as a deciding vote. Even if they vote, don’t outweigh the whole committee.

M. Rickard: In favor, because it shows the candidates that we value student input.

L. Ruh: How did it work? What if the students don’t have ample experience in the department in question?



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B. Nixon: I participated in the department where I was minoring. Might not have been a voting member, but my input was valued.

L. Ruh: Worry that students would go for personality over required knowledge background.

K. Rivera: Note that this would encourage students in the conversation, not necessarily as voting members.

S. Espy: Also experience as a student at Cal Poly.

L. Heard: Doesn't have to be a voting member. Can get multiple student inputs that way. Could model on VPI hiring with town hall and requested input.

Additional comments from C. Uyeki and M. McGuire.

Supported by the Senate.

+*20.03 S21 Support for Students Affected by the Military Coup in Myanmar

Supported by the Senate.

*21.01 S21 Collaborate with Regional Consortia

Supported by the Senate.

+*21.02 S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector

Emailed comment from L. Melendez urging support. Supported by the Senate.

4. Closing Items

A. Information and Announcements

See Board Docs.

B. Adjournment

By C. Uyeki at 1:40 PM.

5. 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, with additional notes from L. Heard.