

2. Plenary Preparation

A. Area C Update

L. Heard: K. Rivera, S. Nichols, and I attended. Report displayed. Previous meetings have been over zoom. They hope to do future meetings in person. Spring 2022 at LA Southwest College, Fall 2022 at Mt. SAC. Four faculty from Area C serve on the Exec Board for ASCCC, including Lance. Several past and future events discussed.

- Ethnic Studies: lots of discussion of keeping courses implemented with fidelity to the discipline. Need to make sure that transfer is well-aligned to UCs and CSUs. Also need to make clear to students and faculty where alignment is clear and where pathways do not align.
- DEI taskforce: ASCCC is working with the chancellor's office on DEI as a component of hiring.
- Disciplines List: 4 submitted revisions: Asian American Studies, Native America/Native American Indian Studies, Nanotechnology, and Geographic Information Systems.

K. Rivera: I have reached out to the GIS folks to learn more about whether it makes sense to have a masters listed as a possible minimum qual. Professional experience was included as a required piece of the minimum quals, so someone could have an extensive degree history but no professional experience and be denied the ability to teach in this area. Kelly will likely submit an amendment at plenary.

L. Heard: On AB705: LACCD feels that this is a crisis issue – students are not succeeding in math in large numbers.

B. Plenary Resolution Review

K. Rivera: This is the current list of resolutions. It may change at plenary – either with amendments or being pulled from consent. Sometimes pulled from consent to split the resolves, to vote by acclamation, and/or because it's controversial.

Whereas statements explain why the ASCCC is taking a position, Resolved statements explain what that position is/what ASCCC will do. We will read only the resolves today in the interest of time. Ask questions if you have them now, or send an email if something occurs to you later.

Resolution 1.01: Adopt the updated Periodic Review of the Academic Senate for California Community Colleges, on consent. No comments.

1.02 and 1.03: honoring past senators/those who are stepping down. No comments.

1.04: Greater Transparency in the Committee Appointment Process, on consent.

L. Heard: Note that demographic info is provided voluntarily by folks who apply. It can be challenging if applicants don't wish to disclose that info.

S. Blacksher: Is there a statement for motivation next to the demographic request? It might make especially folks of color be more comfortable sharing. L. Heard: I have asked about that and will continue to advocate for at Exec committee to ensure diverse representation.



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J. Christ: This is for statewide ASCCC committees, correct? K. Rivera: Yes. L. Heard: Please consider applying, they are only 12 month appointments.

3.01 Racial Justice and Critical Race Theory: asks ASCCC to recognize and define critical race theory and offer tools for faculty and colleges.

K. Rivera: Area A pulled it (from consent) because they wanted to separate the resolved statements.

3.02: Equity in STEM: Asks ASCCC to write a paper on equity minded teaching in STEM online and F2F courses, to be presented in spring 2023.

J. Christ: Can we include Arts to make it STEAM? Arts have a large startup cost that makes equity challenging. K. Rivera: There are only 3 whereas statements, none refer to arts. If you want to offer an amendment and write it soon, you could. 4th whereas on arts, and edit STEM->STEAM.

3.03 Support for Mental Health Awareness and Trauma-informed Teaching and Learning: Identify effective practices for Adverse Childhood Experiences awareness, identify effective practices for mental health awareness and trauma-informed T&L, continue advocating for funding mental health services

Amendment: addresses advocacy and funding, including for faculty mental health.

3.04: Develop Statewide Recommendation for Definition of Low-Cost Course Materials. ASCCC should work with Chancellor's office for a statewide definition of low-cost for all CCCs. No hard #, though it refers to many schools defining between \$30 and \$50.

P. Wolf: hard to define for multi-course sequences as in physics.

K. Allende: At Mt. SAC, our Textbook and Instructional Materials Committee made a recommendation for \$40 as the cutoff, and that was based on conversations with the students.

3.05 Zero Means Zero Textbook Cost. Define zero as zero cost to student regardless of method obtained. Discipline faculty should determine the most effective mechanisms to reduce costs. Zero cost may mean cost is absorbed by the college, district, or state.

Amendment: Language edit to 3rd resolved. K. Rivera: This was amended to be more clear. E.g., Some dual enrollment classes have the cost absorbed by the college, those courses should be able to have a zero textbook cost label. Doesn't seem to be an issue at Mt. SAC, but was an issue at some other schools which have not implemented the state-required zero cost procedures.

4.01 Transfer Pathway Guarantees: responding to AB928 Berman, asking ASCCC to build transfer guarantees with CSUs and UCs, including in or near the geographic area.

M. McGuire: How does this respond to the concerns with Berman? K. Rivera: It doesn't respond to everything. It does point out that there's no definition of additional spaces in Berman, because there may not be spaces available for these additional students.



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7.01 System-Level Zero-Textbook-Cost Resources: Ask Chancellor's office to explore centralized accessibility and licensing for local colleges/districts.

7.02: HyFlex Modality Accounting and Apportionment. Get a working definition and coding for HyFlex as a distance learning modality. Carol Impara saw this as noncontroversial.

C. Impara: I read this as asking for a seat at the table when things were defined, which is fine. K. Rivera: Yes, current definitions are not clear – I've seen some that would include things which happened 30 years ago, others where it's only very recent technology. It's important to define it and know how to fund it. We don't have it at Mt. SAC currently. C. Impara: yes, we've gotten info at DLC from other schools, especially DLC. It seems complicated. It's pretty difficult to ensure that the remote students are getting the same experience as the in person students, and note that the pilot was under ideal circumstances – remote students were on campus with full technology access, not rotating in and out of the classroom.

9.01 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5: Work with Chancellor's office to revise Title 5 including § 55002 to include cultural responsive/equity/anti-racism in the COR, and offer resources with guidance and examples of how to include in the COR.

B. Nixon: How would this apply locally? K. Allende: We've looked at this, I think the recommendations would come through C&I to senate. C. Uyeki: I think this is consistent with the RJTF recommendations we approved.

9.02: Update *Baccalaureate Degree Handbook*. No comment.

9.03: Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper. On Consent. Request to read the paper from J. Christ.

11.01 Equitable Access to Technology. Work to secure more state support and adopt a paper on this.

C. Impara: On DLC this was a primary student concern whenever we discussed new technology – can we ensure that students have access to this.

11.02 Greater Use of Telecommuting and Digital Processes: Encourage greater use of technology to provide flexibility and better meet student needs.

B. Nixon: Can you clarify what is meant by telecommuting? K. Rivera: I raised this myself, and the author was trying to use the language of the statutes.

P. Wolf: Is this asking about teaching? K. Rivera: This is looking at offering, e.g. more flexible office hours. P. Wolf: That would be locally bargained with FA, correct? K. Rivera: Yes, this is just encouraging it to be considered.

13.01 Faculty Responsibility for Confirming Course Resource Accuracy.



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Amendment: some folks thought this was heavy-handed. Amendment deletes one resolved and replaces with a reminder that accurate and timely info helps students succeed.

K. Rivera: I expect this will be debated. B. Nixon: I support the amendment. K. Rivera: yes, I was thinking that I would not support this unless the amendment was adopted. C. Impara: this seems to have been written in response to a specific situation.

M. McGuire: I have had zero-cost textbooks for a while and find it challenging to keep the info updated every semester, and it seems like maybe this shouldn't be exclusively about faculty, it's also about administrative support. K. Rivera: That reflects some of the things we heard at Area C. I was debating whether to support the amendment and wanted your feedback.

M. McGuire: Obviously we want to do well for our students, but are there other ways to do this that don't add to the faculty workload?

K. Allende: So I could change my textbooks, so it needs to be resubmitted. M. McGuire – that's not my situation, the communication has been challenging.

K. Allende: So perhaps we could have an amendment to support better communication around these issues? M. McGuire: I like that.

P. Wolf: I didn't like the original version, it would ask folks to work during summer when they may not be contractually obligated. The second version is better but still feels like it's nagging.

K. Rivera: I have heard that it's much more challenging at other institutions.

S. Espy: Looking at my schedule, I have a course that sometimes gets a zero cost symbol and sometimes I don't. How does that happen? K. Rivera: I can't speak for every division, but for my division I report it to the division office.

C. Uyeki: Reminder that we will have some materials from TIMS committee at the next meeting, perhaps we need to make sure that the processes are clear in those materials when they come through.

K. Rivera: Ok, I will support the amended version but not the original version. Thanks all.

13.02 In Support of Prevention and Control of COVID-19 in the Interest of Safe Learning Environments (from K. Rivera).

K. Rivera: I was looking for something from ASCCC, at Area C Ginni May said the exec board wanted to see it come from the area meetings. Wrote it in an hour with help from others at area C.

E. Casian: How about fully vaccinated (in 2nd resolved). K. Rivera: Is vaccinated not necessarily "fully"? C. Uyeki: In our local info, if you are not 2 shots in and/or at least 2 weeks past your 2nd shot, you have to continue testing. K. Rivera: Locally it is required to have 1st shot by December, fully vaccinated by the time winter starts.



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J. Christ: I worry that adding “fully” would bring up the issue of boosters, and I’m not sure we’re at the stage that we should be requiring those.

L. Heard: I agree with Josh, I don’t think “fully” adds anything. Because this is just encouraging ASCCC to work with local partners.

15.01 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update. Adopt a paper and support its recommendations. On consent.

16.01 Advocate for Electronic Access to Required Course Materials. Work with CSU, UC, and ICAS to respond to publishers and explore options to support libraries in providing electronic access to required course materials.

C. Uyeki: During initial Covid lockdown, a lot of librarians used emergency circumstances to justify different behavior around copyright, e.g. scanning and photocopying materials for students. We can’t do that under regular copyright laws. This is asking us to work with the publishers to make this more accessible for students.

C. Impara: This is important. If we’re going to write resolutions about what publishers should do, should we write one about meeting accessibility compliance? I know this is tangential, but it’s a huge issue and many publishers do not adhere to these guidelines. K. Rivera: Let’s write it for spring!

17.01 Local Senate Policies Regarding Textbook Adoption. Work with local senates to uphold academic freedom and support students if the instructor assigned to a class changes.

K. Allende: Can you clarify, does this require a policy? K. Rivera: This says let’s work to develop a policy, not here’s what the policy is. At some schools students might be out of luck if they signed up for a zero cost and then the new instructor has more expensive materials. At others the deans might say no, you must use these materials because it was listed as a zero cost book.

19.01 Support Diversity, Equity, and Inclusion-Focused Hiring Practices.

Amendment offered changes to whereas: doesn’t want “sensitivity to and understanding of diversity” to just sound like yet another minimum qual. In statewide ed code it is above and beyond the minimum quals. I was convinced by Angela Echeverria’s presentation at Area C, I think it helps clarify and makes it a stronger statement.

P. Wolf: I worry about “disproportionate” – that implies that discipline concerns should be less important than other things. K. Rivera: I think this is reflecting that historically the focus has been on discipline requirements, to the exclusion of the statutory requirement to consider diverse students and communities. P. Wolf: Sensitivity to DEI is important, but if someone can’t do physics despite being sensitive I would not like to be pushed to hire them. Maybe it’s fine. Maybe disproportionate means just get the proportions correct. I like the concept, it’s important that DEI be included, but it doesn’t need to be the most important.

C. Uyeki: I think disproportionate is speaking to the historical reality. This is acknowledging that just meeting minimum quals is not enough.



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L. Heard: Can we just say ..."may place an emphasis"? K. Rivera: I don't think that works, because it's referring to the current insufficient practices.

P. Wolf: Can we reread? Ok, I think that the resolved does follow from this revised whereas.

20.01 Improve math and English outcomes by expanding access and addressing covid-19 related learning disruption. Encourage all stakeholders to address equity gaps from AB705 and Covid disruption, and to address learning disruption, ASCCC should provide resources to address equity gaps.

K. Allende: I would be in support of this. The interpretation of AB705, especially on our campus, is that we can no longer offer AB705. We can offer those courses, we just can't place students into them. We can offer them in some numbers based on data, just not at a level that makes students feel forced into them. K. Rivera: yes, this was shared at area C, that folks feel these courses can't be offered, and that's not what the law says.

M. Case: What we've been told over and over (in math) is that there is a spirit of the law, and offering these courses would go against the spirit of the law. We've also had corequisite courses cancelled for similar reasons. There's been an immense amount of pressure. K. Rivera: Where is that pressure coming from? M. Case: The corequisites was cancelled by the VPI, there's a lot of pressure from the deans. We are really being told that we will not be allowed to offer anything that isn't college level anymore.

C. Uyeki: We were aware of that pressure, but I wasn't aware that courses were being cancelled locally due to that pressure. We will have a SPEAC meeting about AB705 issues Nov. 15 from 2-4 PM, perhaps you'd be interested in attending.

E. Casian: What the law says is that the data has to show that students who start out in remedial courses have greater rates of completing transfer-level courses, compared to students who start directly in the transfer-level courses. The report in this article, says that most community colleges are out of alignment because they don't have the data to support placing students in the remedial courses.

K. Allende: To place students into those courses we need data, but we can offer the courses and let students make the choice. I also object to using the California Acceleration Project data as a reference, it's very slanted.

K. Rivera: Thanks for all your feedback and useful discussion. I will report back at the next full senate meeting after plenary. You might hear from me if there are other items that come up.

J. Christ: Does the cost of a course include technology and internet for taking an online class from home? K. Rivera: No, we don't include those. Jeffrey Hernandez's resolution was looking at that. J. Christ: The UCs include cost of a laptop in cost of attendance.



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3. Closing Items

A. Information and Announcements

- C. Uyeki: Vaccine clinics are available. They are currently not turning anyone away, even without an appointment, and faculty can get boosters there. K. Rivera: Please share the info with students so that they know what the deadline is to get vaxed for winter enrollment.
- T. Anders: We're sending out a monthly sustainability newsletter, please read. There's a monthly lunch speaker meeting with someone talking about how their work relates to sustainability. November meeting will be Malia Flood talking about access and wellness.
- K. Rivera: If you want to participate in the panel discussions for FLEX day, see my email from earlier this week. Note that FLEX day is on a Thursday this spring.

B. Adjournment

By C. Uyeki at 1:12 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.