



**MISSION COLLEGE ACADEMIC SENATE
MINUTES
April 8, 2021
2:20 P.M. - 4:15 P.M.
Location: Zoom**

| Senators | A | P | Senators | A | P |
|--|---|---|---|---|---|
| AS President - Aram Shepherd | | x | Instruction - Elaine Wong | | x |
| Associate Faculty - Alla Petrosyan | | x | Language Arts - Lora Glaser | | x |
| Associate Faculty - David Piper | | x | Language Arts - Christine Ritz | | x |
| Bus., Tech. & Kin.- Wenlei Shan | | x | Math, Science & Engineering - Neil Viernes | | x |
| Bus., Tech. & Kin.- Brenna Wundram | | x | Math, Science & Engineering - Max Sklar | | x |
| Career-Tech. Education - Daniel Arias | | x | Student Services - Alejandro Zavala | | x |
| Health Occupations - Marsha Oliver | | x | Student Services - Michele Hittleman | | x |
| Hum Soc Sci & Fine Arts - Joanna Sobala (Vice President) | | x | ASG Representative- Lesley Geronimo | x | |
| Hum Soc Sci & Fine Arts - Matthew Johnston | | x | | | |
| | | | | | |
| Administrative Assistant: Liz Bogatin-Starr | | | | | |
| Additional Attendees: Nick Barron, Anthropology; Ian Bartczak, Name Coach, Director of Account Management; Kate Disney, Faculty Union; Edward Fedalizo, Instructional Designer; Valerie Jensen, Dean of Instruction; Kelly Neary, Biology; Daniel Peck, President of Mission College; Aaron Tolbert, Dean of Language Arts | | | | | |

1.0 Call to Order & Roll Call

Quorum met, 2:20pm.

2.0 Order of Agenda

Approved as written.

3.0 Approval of Meeting Minutes (I/A)

3.1 March 25, 2021 Minutes

Approved as written.

4.0 Oral Communication from the Public (3 minutes/person) (I)

This portion of the meeting is reserved for persons desiring to address the Senate on any matter not on the agenda. No action will be taken.

There was no communication from the public.

5.0 Information & Announcements (College & District) (5 minutes) (I)

This portion of the meeting is reserved for College and District announcements. Items should be limited to one minute per person. Topics requiring additional time may be put on the agenda for a future meeting.

Academic Senate/Classified Senate Excellence Awards, Senate President Aram Shepherd: Call for Nominations for Faculty and Classified Awards Ceremony, May 6, 3-4:30pm. Please nominate often and early and encourage colleagues to nominate; welcome to nominate multiple times for the seven faculty awards.

OER/ZTC Proposals, Senator Joanna Sobala: Apply with specific projects, we want to move classes into OER/ZTC. Deadline is Monday, April 19.

College Class Schedule, Aaron Tolbert, Dean of Language Arts: Class schedule goes live on college website this Friday, pdf posted by end of next week. New Special List for just in-person Fall classes is built-in.

6.0 Unfinished Business

None

7.0 New Business

7.1 Name Coach Demonstration – 25 Minutes – (I/A) Ian Bartczak, Name Coach, Accounts Director President Aram Shepherd - Name Coach is a software tool that integrates into Canvas and helps with pronunciation of names. WVAS endorsed Name Coach and we're looking at it as a District option. Name Coach was presented at DE Committee but no decision was reached.

Ian Bartczak gave an in-depth look at Name Coach, software for simplifying correct pronunciation of students' names that was first developed as an event platform providing a recorded name and phonetic spelling. Colleges adopted Name Coach for commencement ceremonies. Name Coach software has developed into a DEI tool and plugin to Canvas/Banner learning management system (LMS). For faculty, each class roster has the full list of students with formal and nick names recorded and edited by the student in Canvas. Student's gender identity and additional fields, including photos, are customized by the college. Storage is in the cloud/aws with strict security access. Name Coach is a name pronunciation and data sharing tool for staff, administration, and faculty. Student completion rate of recording names in college's LMS is upward of 88%-92%.

District or college level would make decisions on collegewide data. Name Coach provides 24/7 tech local support by phone, email, chat/website, a partner success manager, training materials, workshops, all included in product purchase.

Aram - Senators, please share with constituents and will bring back for further discussion. Send questions to Aram to forward to Ian. Thank you, Ian.

7.2 Adding Diversity, Equity, and Inclusion Questions to Faculty Evaluations – 25 Minutes – (A) Senate President Aram Shepherd shared a draft and possible edits of Faculty Evaluations: Proposed Revisions to add Diversity, Equity, and Inclusion to the Process.

Aram clarified the ASCCC and Vision for Success have asked Colleges to look at this. Diversity is part of our minimum qualifications for the job. Minimum qualifications have two sets (1) subject area and (2) supporting diversity, equity, and inclusion as part of subject area, that which has been recognized as being under appreciated. This is coming from the State and not from the College. Aram and WVAS president Gretchen Ehlers wanted to bring this forward and make sure Senates are having this discussion. Senates do not have to do anything; in addition, it is a negotiated item so the Senate would be making a recommendation.

Senate discussed possible edits of draft and adding specifics relevant to Mission College student population to Student Survey Forms E1 and E2.

Senators shared concerns to add specifics related to diversity and appropriate for the MC student population particularly to Observation/Visitation Report Form C, Questions #3, #4. Also discussed were edits to Professional Qualification, and DE Observation Report Course Content and Interaction.

Several Senators spoke to DEI specifics whether required or voluntary being added to the Faculty

Self-Appraisal Form D, Q. #1.

Senate Discussion:

Senator David Piper - Simply want to move away from generic descriptions and be specific about who we're talking about, what we're talking about, and what we intend to include. The groups listed have been excluded from curriculum in some form. Unless we are specific about what we intend to measure, it is generic, abstract and open to many interpretations and not measurable. Include who, and when and where, what is the diversity and equity.

Want questions to explicate whether or not the instructor was able to include either/or any of the other elements. It's not a mandate and is not punitive and not awarded. This is a suggestion to try and include.

Instruction in Classroom:

- Some subjects may not have material that presents this way: Chemistry, Biology, Math.
- Instructors presenting a list of contributions by diverse cultures would be a minor component of class.
- HOC discuss all the racial, ethnic, gender issues in nursing, and the people who have brought forward different theories. Teaching materials are inclusive of these ethnicities. But this language would not apply to a skills-based class that would be evaluated.
- Were the methods and materials inclusive of all these different ethnicities and backgrounds? Implies that this would be required and would get into suggestions for improvement. I'd agree an NA choice would be sufficient. Could be construed as something negative instead of a suggestion and is a concern.
- Would original course outlines need to be changed with new material? Science course objectives are not built on this.
- The whole point and spirit of this is whether an instructor creates an atmosphere comfortable for the student to blossom, so that anyone of any religion, any background, any preference feels comfortable in the instructor's class. And this [inclusive classroom] is more important than if one time the instructor discusses specific topics and contributions.

Evaluation and Observation Report on a Specific Day:

- Several Senators supported an NA option when adding DEI specifics to Observation/ Visitation Report and noted the difficulty of not leaving out groups, e.g. religious groups, underrepresented groups.
 - If trying to be very specific, it has the advantage that it highlights issue and makes it easier to evaluate. But it also has the disadvantage of always leaving something out.
 - Would like to see something broader, maybe minorities, global diversity, a more international curriculum to increase engagement of our international students. Could be broader and not only American categories.
- Evaluative: Needs to Improve - some senators expressed reservations that this may adversely affect instructor's performance with these questions and result in Needs to Improve. In Math, Chemistry, and HOC it would be difficult to cover aspects in particular assignments in evaluations and get that snapshot with all of these elements in it and will look like that did not happen.
 - If one does not get good marks in these areas, they could get Needs to Improve on evaluation outcome. That can lead to some horrible things. An Associate would lose REP, no more Reemployment Preference. FT faculty cannot do a sabbatical or summer overloads, and lose Emeritus at retirement. Am worried about asking students questions that might be confusing for them.

Student Survey and perspective:

- A better question for a Student may be: How did the instructor make you feel, did the instructor ask for your feedback and make you feel included, was the instructor instrumental in bringing students together from different backgrounds and empowered students and student felt self-efficacy? As an instructor, role should be instilling a feeling in student that they are being acknowledged, heard, respected. Student is an expert on how they feel and can respond honestly.
- I like specificity of many of the additions. But in the student survey should the relevant elements be 'of the students'?
- Did teacher make you feel welcomed, were you included, were there discussions based on your heritage. Also, should personal politics and conviction be discussed in classes, thought not but might be wrong.
- The students do not see the either/or categories. The relevant categories in Student Survey are different from the either/or any other categories that the Evaluators see.
- Am worried about asking students questions that might be confusing for them.

Aram - This is a productive conversation even if we haven't reached any conclusions. Am proposing as next steps: Can share some of our discussion with WV and see where they are in their discussions; need to include specific groups to be clear on what we're talking about but also some of the challenges of including specific groups that leaves people out; challenges of including all these topics in specific lessons, especially in the Observation Report and some of the ways it might be evaluated that might not be objective.

Senate thinks we understand potentially that Self-Appraisal might be a place that people are more comfortable with some of the language, and potentially being able to include an NA in the Observation Report. Also, a question to a student: Did you feel like your perspective and contributions were appreciated in the class vs the specific inclusion of content that we have highlighted. I can share this with WV and see what WV is thinking as well, and we'll bring back for discussion. Thank you, Dr. Piper for bringing this forward and to everyone for all the discussion, and to Kate Disney, Faculty Union, for listening today. Please share drafts and notes with constituents.

7.3 Prerequisite Clearance Policy – 15 Minutes – (I/A)

Senate President Aram Shepherd - Last fall, Senate discussed MC prerequisite clearance policy and may have had some desire to change policy to match WV and have some consistency. Currently, MC students cannot clear their prerequisites for a class admission by showing they're taking a class at another college. WV does allow student to show, e.g. they're taking a class at Evergreen or Foothill and can clear prereq and enroll in English 1B. WV also follows up to check student passed the course. The concern last fall was making sure A&R was able to put in a process to support the external class clearance policy. That has not happened. Senate could potentially make a recommendation and have it contingent on our implementing the policy, and effective when A&R puts the procedures in place.

Senate Discussion:

Kelly Neary, Biological Sciences - If a student is at a different college, MC cannot determine if student has passed. Can do a conditional allowance but college would have to follow up to assure student passed the class. Biology Department is heavily impacted. Department Chair would be involved if using a class that has not been pre-approved. Challenges to prereqs go through Chair.

Valerie Jensen, Dean of Instruction - What process does WV currently have in place if student does not pass the external class? We'd need to figure out how A&R can do that check and remove a student who did not pass prereq. This policy also brings up the faculty grading timeline and supporting students by turning in grades in a timely manner.

MOTION for Mission College to accept courses in progress from other schools for prerequisite clearances subject to A&R having procedures to verify successful completion. (M. Johnston/A. Zavala) No abstentions. None Opposed. Unanimous.

7.4 Resolutions to Be Discussed at ASCCC Spring Plenary (I)

ASCCC Plenary voting is Saturday, April 17. Send feedback from constituents to Aram on how to vote on Resolutions.

Aram highlighted several Resolutions and asked for Senators' feedback:

- The Inclusion of Cultural Competency in Faculty Evaluations: There's lots of discussion of the term cultural competency, people are challenged finding right language. Cultural competency in evaluations is what the Senate has discussed today. Expect modifications several times before voting on this Resolution.
- Revising the 50% Law and the Faculty Obligation Number (FON): There's not a specific position but a suggestion that the ASCCC and State Chancellor's office look at these in conjunction. At WVMCCD the FON is a mess and is uneven between the two colleges. Potentially, if we revise the 50% number in some way, that would really put some teeth to the Faculty Obligation Number and push colleges to increase that.

Senator Matthew Johnston raised the issue that when the 50% Law is opened for discussion that only a few changes could potentially decrease the amount on the instructional side and the FON.

Aram - Looking at Counselors, Librarians, and other non-instructional staff would definitely be part of this. This resolution wants to recognize that we should look at both the 50% Law and the FON without specifying exact percentages. Senators questioned whether a vague resolution would kill the whole 50% Law.

Please share out and let Aram know feedback so he can bring up Senators' thoughts and questions at Plenary.

8.0 Administrative Business/Actions/Appointments (I/A)

1. President's Report

Board of Trustees: April 6

- Presentation on WV's Educational Master Plan process
- Approved Mission Mental Health Internship Program. The interns will provide additional mental health support for students starting in Fall 21.
- Resolution proclaiming May 16–22 as Classified Professionals Week in the WVMCCD to thank Classified Professionals for all the work they do
- Faculty spoke during public comment on the need to maintain composition class caps at 25, create equitable load for noncredit courses, and increase load for labs–items that are under negotiation

College Council: April 7

- Technology Staffing Restructuring
 - Create a Director position for Technology, a little more leadership in Technology and reestablish committee
 - Reclassifying a vacant current position; minimum budget impact
- Recommended Updates to Institution Set Standards
 - Suggested establishing three-year goals as more tangible rather than goals that fluctuate all the time based on how we're doing

Chancellor's Roundtable

- District continues to explore housing for faculty/staff and students. Nothing definite yet but getting closer to serious discussions in the short/medium term.

District Email

- All Mission Faculty email list includes the college president, the VPs, and deans
- New policy for sending emails to sister college: send email to Niall Adler to forward to WV; faculty no longer have direct access to the All District users email list.
- District considering moving some people to A1 Microsoft licenses from A3 licenses that are more expensive. A3 allows downloaded versions. A1 allows access to the web and email web versions of the Microsoft programs. Possible groups to A1 online versions are emeritus faculty no longer teaching, and new PT Faculty opting in when hired. Would save money on licenses.
- Issues about email lists: Contact District Help Desk at 408-741-2696, or via email is_help.desk@wvm.edu

Other Meetings

ASCCC Area B Fall Meeting, ASCCC VP's update: March 26

- Ethnic Studies
 - Proposal to require Ethnic Studies for CC students is in process; target is to have it approved by Board of Governors at their July meeting.
 - Definitely will be some requirements in Transfer pathways.
- OER - Senator Joanna Sobala has emailed faculty updates on State OER application and resources.
- State Legislation
 - ASCCC positions and overview of legislation are in Senate folder.
 - Manny Cappello, AVC Governmental Relations and Public Communications, is coming to talk to Senate, informing us about positions District might take.

2. Committee Appointments

Equity Office Task Force - Work with Equity Office. Senators to share Senate viewpoints with Task Force and involve Senate in ongoing discussions.

MOTION to appoint Senators Aram Shepherd, Joanna Sobala, and Alejandro Zavala to Senate Diversity Task Force.

(D. Piper/ M. Hittleman) No Abstentions. None Opposed. Unanimous

Chairs of the Curriculum Committee and DE Committee are stepping down.

If you or know people who are interested, please reach out to constituents for faculty representation.

9.0 Future Agenda Items

Senator Matthew Johnston - Equivalency changes

10.0 Adjournment

Adjourned, 4:27 pm