



**MISSION COLLEGE ACADEMIC SENATE  
MINUTES  
Sept 29, 2022  
2:20 P.M. - 4:00 P.M.**

**SEC 354  
and**

Zoom: <https://missioncollege-edu.zoom.us/j/95597770952>

Senators	A	P	Senators	A	P
AS President - <b>Aram Shepherd</b>		x	Instruction - <b>Elaine Wong</b>		x
Associate Faculty - <b>Alla Petrosyan</b>		x	Language Arts - <b>Marina Broeder</b>	x	
Associate Faculty - <b>Samir Magid</b>		x	Language Arts - <b>Christine Ritz</b>		x
Bus., Tech. & Kin.- <b>Wenlei Shan</b>		x	Math, Science & Engineering - <b>Neil Viernes</b>		x
Bus., Tech. & Kin.- <b>Brenna Wundram</b>		x	Math, Science & Engineering - <b>Max Sklar</b>		x
Career-Tech. Education - <b>Daniel Arias</b>	x		Student Services - <b>Michele Hittleman</b>		x
Health Occupations - <b>Marsha Oliver</b>		x	Student Services - <b>Theresa Lawhead</b>		x
Hum Soc Sci & Fine Arts - <b>Joanna Sobala (Vice President)</b>		x	ASG Representative- <b>Vacant</b>		
Hum Soc Sci & Fine Arts - <b>Matthew Johnston</b>		x			
Administrative Assistant: Liz Bogatin-Starr					
Additional Attendees: Kate Disney, President of Faculty Union; Javier Huerta, English and Co-Coordinator of Puente; Steve Lipman, Co-Chair Distance Education Committee, Chair of Communication Studies; Heather Rothenberg, Faculty Chair of Technology Committee, Nutritional Science; Guy Shani, Chair of the Curriculum Review Committee, Biological Sciences; Michele Speck, OER Coordinator, Chair of Library Services; Ken Songco, Director of Equity and Student Success					

**1.0 Call to Order & Roll Call**

Quorum met 2:20pm

**2.0 Order of Agenda**

Agenda approved as written.

**3.0 Approval of Meeting Minutes (A)**

3.1 September 22, 2022

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.*

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.*

Senator Theresa Lawhead

- Transfer Day is Tuesday, Oct 4, 10am-1:00pm. 30 University Reps will be meeting with Students in the central plaza. Wear alma mater or MC T-Shirt. Come out for your students and the college. <https://missioncollege.edu/events/#event-details/12a78905-f6e6-4822-8352-fc4b95c1f51f>

Senator Max Sklar

- The new Math Dept Community Center is Open and Everyone is Welcome, Monday to Thursday, 2:30PM - 5:00PM, Gillmor Center GC-303. Math instructors and Peer Tutors from MESA are available to students. This is a space for All Things Math from math coursework to quantitative components of courses, to statistics and making a graph, and is a place for students to work, study, and interact in a relaxed and positive atmosphere. This community space in Gillmor is in addition to ASC, MESA Study Center and TRIO in SEC, and STEM Learning Center in the Science Bldg.

## 6.0 Unfinished Business

None

## 7.0 New Business

### 7.01 Guidelines and Support for HyFlex Teaching – 20 min– (I)

Senator Aram Shepherd introduced HyFlex as a new modality for teaching that is coming. Senate discussed many of the elements of HyFlex. This is a transition period where the State hasn't set any guidelines for it. Title 5 does not have HyFlex language. The ASCCC has requested some HyFlex specific definitions. DE Committee and Senate would decide on HyFlex definitions.

A few HyFlex classes have been offered by Mission in the past, and WV currently offers several HyFlex, meaning the course has a zoom component, and an in-person component happening at the same time. The instructor is always in the classroom. Students select how they take the class and can take either component each session. Faculty would have many pedagogical and operational considerations:

- What support do instructors need for teaching
- Quality of instruction online and in-person
- Kinds of rooms for instruction
- Other technology to make HyFlex feasible
- Workload
- Setting expectations for students. What are they getting?
- Discussion with Union on compensation for potentially additional work

Steve Lipman and Joanna Sobala, Co-Chairs of the Distance Education Committee and Heather Rothenberg, Faculty Chair of the Technology Committee, shared conversations on HyFlex as discussed in these committees.

Steve Lipman: We've identified basic elements and issues learned when brainstorming with stakeholders groups.

- What is the demand and urgency
  - Different surveys show different things: MC DE survey (100 students in June 2022, one in five students were really interested in HyFlex, much lower than other modalities. In contrast, Inside Higher Ed article by Lindsey Mackenzie indicated students want online learning options; 68% of students would be interested in taking courses offering a combination of in-person and online.
  - Need to identify students who want HyFlex and what courses are best and why, e.g. Graphic Design. Should not be based on enrollment.

- What model does MC want to use, and how does MC prepare for the new HyFlex modality
  - Use prescriptive definition or a more fluid one
  - Simultaneous modalities: how to integrate
  - Consider everything from how to run group activities/presentations, equity and pedagogy, union and contract; participation or evaluating participation when modalities are done in different ways
  - Which courses would be better in HyFlex, and how to code/display in Banner, Schedule
  - How to deal with attendance: e.g. what if most students are in-person and some students are online; or most online and only a few in-person
    - Is Hybrid course a satisfactory option where student decides on one or the other modality
  - Technology support: infrastructure, clear audio (student might drop, becomes an enrollment issue); District support in real time, evening classes
    - HyFlex requires reliable tech support in classrooms or on call; MC currently only has 4 tech support
    - Policy should require District to provide a dedicated in-class tech support or on-call support during all times when HyFlex classes are in session.
    - MC only has a few classrooms and lecture room(s) with HyFlex technology
  - How to do the training for faculty
    - How to prepare for combined modalities, may be pedagogically nearly impossible
    - Would lecture and discussion be the only conditions when student would want flexibility not to be in classroom
- Subcommittee/Task Force of DE. What is end-product for DE Committee?
  - Set out goals, recommendations for process, resources/training and support through MCOL and PL
  - Does Senate approve recommendation for processes: resources, training, support
  - Information Gathering
  - Roles and timelines
- Pilot starting small
  - Who's going to teach, coming from instructor based on student demand, enrollment, and discipline
  - A Dept and some interested faculty could pilot with some support and report back to dept on what went well or not
- Policy
  - Could adapt HyFlex Modality policy of Academic Senate, College of the Canyons
  - MC training sessions
  - May want to consider having asynchronous modality in combination with in-person and online
  - Good to see what other colleges are doing and start with something similar, and not change a lot later on

Senate Discussion:

Guy Shani, Chair of Curriculum Committee: Method of instruction matters. Students who want only online might not be satisfied with the HyFlex combined modality instruction or someone wanting only in-person might be dissatisfied if class is combined with online modality. Students when they sign up for this have to know what HyFlex means for their course instruction. And Assessment is not the same. Exams online are different from exams in-person.

Senator Neil Viernes: Combining two separate modalities will require a lot of training.

Senator Max Sklar: HyFlex instruction is a lot of work. The decision needs to come from instructors who are on board and willing to try this out and may be driven by the Dept.

Heather Rothenberg, Faculty Chair of Tech Committee: Tech Committee is focused on having our faculty test the technology. We can develop a district policy with WV. WV has tested their HyFlex technology. Many colleges have been doing HyFlex for a while. Is Mission's HyFlex technology usable for MC's courses pedagogy. This is new for students as were online classes and requires some experimentation in a controlled way.

Senator Matthew Johnston: What could happen is in-person students may participate and are involved while online students might feel like they're observers and may drop. Students may not want the HyFlex class.

Senator Christine Ritz: How does this look realistically when students are doing group activities with peer response and instructor gives everyone feedback. Tech problems will disrupt classroom instruction.

Senator Neil Viernes: Could invite MC students and faculty member who were in a HyFlex classroom to talk to Senate about participation online and in-person. There is some value to HyFlex, but many things could be a problem. If I'm online teaching I won't see what students are sharing in chat box. At Cal, student workers controlled all the technology in the room.

Aram - Talk to faculty in your areas and bring back ideas and concerns on HyFlex for further discussion at Senate. An example of HyFlex Model Policy is in Senate folder. There is need for some guidance. Also send HyFlex ideas to Joanna, Steve, and Aram.

7.02 Open Educational Resources (OER) and Zero Textbook Cost (ZTC) Updates (Joanna Sobala, OERI/ZTC Liaison and Michele Speck, OER Coordinator) – 20 min– (I)

Michele Speck: This fall MC hit an all-time high of ZTC, 325 sections, 42% of offered courses.

- Part of the increase is due to correctly designating and marking courses as ZTC each semester. We're continuing to grow ZTC. Shout out to Nutrition and Counseling to get everyone ZTC. Six Depts are 100% ZTC for Fall 2022. Seven Depts are 80%-97% ZTC. Many people are working with Michele to find resources to offer ZTC.

Joanna Sobala: A lot of state funding is available. Please read the information in the OERI September and October newsletters.

- OERI Projects Part 3 are completed and are posted with links in Sept news. Consider applying as a discipline lead, compensation is only \$500 but you'll help OERI movement and be a resource for other instructors. Interested faculty should see [ASCCC OERI - Seeking Faculty for OER Work](#) for more information and application instructions.
- The Student Senate for CA Community Colleges (SSCCC) is working with ASCCC to define Low-Cost Courses, which now varies from \$20 to \$50. WV and MC Low-Cost course is \$50, and colleges are working with ASG to see what is appropriate.
- ZTC Task Force is being formed at the state level to alleviate the friction points for students who are accessing the required online instructional materials. Contact Joanna with issues that need a wider audience.
- New Coding for instructional materials, tracking data by sections: A. No textbook. B. Only No Cost OER. C. Text, No Cost, NOT OER but paid by Library/College. D. Low Textbook Cost, and why textbook is not free for you.
- Zero-Textbook-Cost Degree Grant (ZTC) Program: \$115 million one-time funding from CA Legislature. Grants have three phases:
  - Phase 1 (Nov 1, 2022): \$20K/college to certify, with a potential augmentation for up to \$180K additional grant funding in Phase 3. Identify at least one ZTC program for development.

- Phase 2 is independent of Phase 1/3 (Due Fall 2022): Focus on expediting ready to implement ZTC programs for all degrees by Fall 2024. Competitive process; Non-duplication. Your Dept should look for program degrees and pathways that can be moved to OER.
- Phase 3 (2022-2024): A match of up to \$180K to college to develop work plan for ZTC program(s) identified in Phase 1. Implementation after Fall 2024.
- College has to guarantee that there will be a sustainable ZTC section. Are concentrating on majors. Student has to have a choice of ZTC for courses. Michele is mapping ZTC and potentially ZTC courses.
- Single classes converting to ZTC would be funded by MC.
- Michele and Edward Fedalizo, Instructional Technology Analyst, are doing a student facing ZTC page. Student Services and Orientation could refer students there. Many students don't know what ZTC means.

Start looking for programs that would be interested in Phase 1, 2 and 3 and let Joanna and Michele know for helping to prepare and not missing deadline.

7.03 Equity Plan: First Read (Ken Songco) – 20 min– (I) - First Read; Second Read (October 13)  
Ken Songco, Director of Student Equity, shared the near final draft and overview of the 2022-2025 Student Equity Plan with Senate for First Read and discussion. The last two years of equity work is reflected in the racial equity commitments written in the plan, equity matrix, equity-advancing strategies and funding, and Student Equity Plan Logic Model.

Based on analysis of MC's 2019-2022 Equity Plan and Student Populations Experiencing Disproportionate Impact, the new plan shows how Equity Metric Teams and wide participation across campus has methodically examined where the College is and how to grow equity commitments.

- New in this plan is an institutional assessment based on the metrics of enrollment, English/Math Transfer level, Persistence Term to Term, Completion, Transfer
- Looking in the current structure for why disproportionate populations were impacted
- MC has taken many important actions: Umoja Community, expansion of the Office of Student Equity and Success, MCAS endorsement of Culturally Responsive Teaching Practices, Equity Pedagogy Community of Praxis, Classified Senate Creating Spaces, and Student Leadership & Engagement Institute
- Racial Equity Commitments: Guiding principles of Call to Action for Racial Equity and Social Justice, MC Equity Framework, Culturally Responsive Classroom Practices
  - Institutional priorities to improve racial equity: Centering our students' experiences, particularly African American, Latinx, and DSPS students into developing student-ready policies, procedures, and practices; Professional Learning for all college constituents, anchoring Student Equity Plan in new Instruction/Student Services, development of new MC Master and Strategic plan
  - Campuswide design and implementation, using data with new research analysts in a meaningful way to reflect on our practice and how to improve on behalf of our students
  - Bringing students to the table and as partners in the design and implementation of equity plan
- Equity Matrix, Student Equity Planning Institute team, Aram Shepherd, Nita Esparza and faculty members have met since February 2022 and looked at MC data and trends from 2016 to now. Focus is on all genders in groups.
  - Black or African American students: Successful Enrollment, Completion of 60 units for degree
  - Hispanic or Latinx students: Transfer-Level Math & English, Term to Term Persistence, Transfer

- DSPS students: Transfer-Level Math & English; majority of DSPS population are Latinx
- Equity Advancing Strategies of high priority as analyzed by Equity Metric Design Teams
  - Successful Enrollment
    - Assessment of surrounding African American Community
    - Remove barriers and redesign systems to promote the successful enrollment of African American/Black students from outreach, application, financial aid to course registration
  - English/Math Transfer
    - English/Math Curriculum development: Culturally Responsive Universal Design
    - Connect with Latinx-DSPS students early on during the onboarding process
  - Resources are identified
  - Persistence Term to Term
    - Holistic FY Experience Program
    - Implement the Basic Needs Care Manager Model: Peer Mentoring and connecting students to what MC offers
  - Completion of 60 units for degree
    - Conduct an assessment of African American/Black experiences and sense of belonging at Mission College
    - Develop an Ethnic Studies Dept, Program or Division at Mission College
  - Transfer: Team led by Edrina Rashida, MESA Director, many of her MESA students are on team.
    - Mission is missing a Transfer Center with staff, should create a cohort of Latinx students to transfer to four-year colleges
- Proposed Funding
  - Worked with Executive Cabinet and identified potential primary and additional funding sources that already exist
- Equity Plan Logic Plan
  - All equity metric design teams logic models are combined into one Master Project model for planning and implementation
  - Provides transparency and accountability: actions, resources, activities, and outcomes in YR1, YR2, YR3
  - Funding scenarios depending on what activities will be vetted by the College
- Student Support Integration Survey: All of the areas support our targeted populations and provide an assessment of our college in alignment with equity plan
- Mission College wrote this Equity Plan. Thank you to the Cross-Campus Membership Team and forty members of the Equity Metric Design Teams from students, faculty, and staff. Plan is written in memory of Dr. Curtis Pembroke, Computer Applications Faculty.

Senate Discussion:

Senator Joanna Sobala: Thank you for all the basic needs work and the support for students during the pandemic and housing, food, and health crises. Our students really are missing basic needs, especially in this expensive environment.

Some areas where data could be looked at: a comparison of percentage of African American/Black population living/working in district and number and percentage of enrolled African American/Black students in college/district. How to do enrollment outreach.

MC has a large population of women, and sexism is an issue at the college and after graduation and should be part of our equity work.

A high percentage of students are parents. Students are parents, working, and trying to do

schoolwork. Should provide more resources, a website. Could track parents, whether single-family, or in need of childcare during class, lactation rooms, access to basic medical care. Would help to do outreach to this group. Good to know student parent population tracking can be done with research office and is being discussed.

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

### 1. President's Report - Aram Shepherd

- **ACCJC Draft 2024 Accreditation Standards update**

ACCJC is hosting listening sessions and webinars. Librarians already have expressed some concerns and draft has been modified.

For Mission's next full accreditation these are the standards that are followed. It's worth thinking about for your areas: possible review criteria and possible evidence. Are you tracking evidence and compiling evidence so as not to scramble later on.

Please share out long and short versions of Draft 2024 Accreditation Standards.

- **Adult Education: Environmental Scan prepared for WVMCCD (August 2022) by the Hanover Research Group (Document in meeting folder)**

Looks at workforce, labor and market needs for Santa Clara County

- Adults with some college that started but did not complete a college degree
- These Adult Education findings will be shared out widely in other venues too.
- Look through document and will discuss in future meetings

Aram - Next week Academic Senate has a joint meeting with the Classified Senate on how faculty can be more involved in collaborating with the Mission Caring Campus initiative supporting and welcoming our students.

## Adjournment

Adjourned, 4.00pm