

# Academic Senate Meeting Minutes

APRIL 11, 2024

2:20 P.M. - 4:15 P.M .

MC SEC -354

[HTTPS://WVM-EDU.ZOOM.US/J/94677189943?PWD=L3DLyZJt0R4ADQ2N2NWmMLMAWPUQT09](https://wvm-edu.zoom.us/j/94677189943?pwd=L3DLyZJt0R4ADQ2N2NWmMLMAWPUQT09)

Meeting ID: 946 7718 9943, Passcode: 248314

## Membership

[x] <b>Joanna Sobala</b> , AS President	[x] <b>Elaine Wong</b> , Academic Services
[x] <b>David Piper</b> , Associate Faculty	[x] <b>Christine Tuato'o</b> , Creative Arts & Communication
[x] <b>Samir Magid</b> , Associate Faculty	[x] <b>Max Sklar</b> , Science, Technology, Engineering, Math
[x] <b>Daniel Arias</b> , Bus. & Educ & Service Industries	[x] <b>Lauren Javier-Tolentino</b> , Science, Technology, Engineering, Math
[x] <b>Willy Kwong</b> , Bus. & Educ & Service Industries	[x] <b>Helen Sun</b> , Science, Technology, Engineering, Math
[x] <b>Marsha Oliver</b> , Public Safety, Health & Wellness	[x] <b>Michele Hittleman</b> , Counseling & Learning Services
[x] <b>Brenna Wundram</b> , Public Safety, Health & Wellness	[x] <b>Theresa Lawhead</b> , Counseling & Learning Services
[x] <b>Matthew Johnston</b> , Vice President, People, Culture and Society	[x] <b>Priscila Moreira</b> , ASG Representative
[x] <b>Marina Broeder</b> , People, Culture and Society	<b>Liz Bogatin-Starr</b> , Administrative Assistant
Guests: Seher Awan, President of Mission College; Yolanda Barnes, Articulation Officer; Carla Breidenbach, Chair of Modern Languages and Linguistics; Julian Branch, Director of Educational Partnerships; Kate Disney, President of Faculty Union; Nita Esparza, SEMP Workgroup; Alfred Gallegos, SEMP Workgroup, Dean of Institutional Effectiveness and Research; Maisha Jones, Dean of People, Culture & Society; Clement Lam, Dean of Science, Technology, Engineering, Math; Omar Murillo, Vice President of Student Services; Julaine Rosner, Chair of Noncredit Committee; Guy Shani, Chair of Curriculum Review Committee; Ken Songco, Director of Equity and Student Success; Kyle Stroud, Analyst, Promise Program	

## I. Call to Order

Quorum met 2:22pm.

## II. Approval of Agenda

MOTION to approve Agenda as written.

(M. Oliver/M. Hittleman) (M/S/U) None opposed. No abstentions. Unanimous.

### III. Approval of Meeting Minutes (A)

MOTION to approve the March 28, 2024 Meeting Minutes as written.

(C. Tuato'o/D. Arias) (M/S/P) None opposed. Three abstentions. Passed.

### IV. 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.* None

### V. 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 Marina Broeder: I've emailed two invites to Faculty. Stanford Community College Student Fair, online, free event, Saturday, April 27, 10am-4:15pm. Stanford students who've transferred from community colleges will focus on experience of transfer to a private 4-year college in panel discussions.

Sign up students asap. <https://sgs.stanford.edu/events/community-college-student-fair>

Eco Fair is Thursday, April 18. Jean Replicon, Sustainability Cmte, has sent extra credit assignments to give to your students. Students will learn about sustainability and initiatives on campus and in the community. It is a great event.

Senate President Joanna Sobala: The next regular Senate meeting is Thursday, May 9. ASCCC Plenaries are April 18-20 at Marriott Downtown San Jose. District Academic Senate, Thursday, April 25, District Senators are required, everyone is welcome, and Excellence Awards Ceremony, May 2<sup>nd</sup>, 3-5pm. The last two Senate meetings are May 9 and May 16.

TLIF application is due Friday, April 12, please send to Senator Lauren Javier-Tolentino.

Senator Brenna Wundram: PG&D proposals paperwork is due Friday, April 12.

### VI. Unfinished Business

None

### VII. New Business

1. First Read: Strategic Education Master Plan (Alfred Gallegos, Nita Esparza)—15 min (I)  
Alfred Gallegos and Nita Esparza, SEMP Workgroup, presented the Strategic Education Master Plan that is the result of a year of hard work. The purpose of the SEMP is really to guide our strategies on the campus on all education matters. We're going to be using this document to prioritize a lot of our institutional work whether it's instruction or student support services. This document will also help us achieve our mission, our vision and values, and our student equity goals. The SEMP helps in the achievement of the four accreditation standards and most importantly supports the student journey and achievement at Mission College. The SEMP Plan has been sent out to the whole college community twice. Please encourage constituencies and others to give feedback.

- The important details and resources are all linked in the report that is simplified without a lot of narrative. The Plan contains the five goals that we are hoping to establish; the objectives are mini goals or smaller steps to the big goals. Suggested activities come directly from the college and our focus groups last year. A lot of the input for the objectives and activities, and some measures are from your input in surveys last year.
- Something new is we are able to track and evaluate our progress annually in outcomes and define how we measure our progress and objectives. Data sources are identified and aspirational outcomes.
- We're starting to collect data that will be part of survey questions in the future. Achievement agents are mainly groups and some individuals, committees, the Research and Planning Office, and Office of Instruction.
- The Plan's years may change to 2024-27 to have three years to get the work done.
- An amazing amount of data points were extracted by the Research team to have meaningful outcomes. All 650 feedback responses from the focus groups and an estimated 120 people survey responders with a good representation of the campus constituencies were recorded and coded.
- The MC penthouse includes lists of responses, lists of activities or suggestions for future use that are not in Plan.

Your feedback is most important at this time. The Plan is a live document, changes are going to happen.

Senate President Joanna Sobala: Thank you, Albert, Nita, Kristal and the whole workgroup. The Plan stands out in the organization of five main goals, objectives under each goal, and suggested activities under each objective, and is so nicely structured and concise which makes it much easier to look through. Constituents can share feedback on the survey link or directly with Senators. SEMP is going through all the college constituencies and back to Senate for a Second Read in May. The College president makes final approval of the SEMP.

## 2. Math Implementation of AB 1705 (Max Sklar, Clement Lam) —15 min (I/A)

Senator Max Sklar: We're making progress on the implementation options for the College. Of four options,

A-D, the Math Dept and the College are trying to push forward on all four options to see where we can go; ultimately, it is up to the State.

Option A: Eliminates the courses that are preparatory for students interested in STEM and in their place offer a supported enhanced version of STEM Calculus 1. Restricts all other enrollments into prep courses. Submit certification form; no data submission required.

- Math Dept already submitted curriculum for Math 3AX, a linked 2-unit corequisite add-on for students needing support in Math 3A, Calculus 1. The extra time is to review preparatory math topics, build student confidence through effective domain exercises and skill building.
  - RP analyst looked at MC local and statewide data and said MC options were A and D, a new innovative course like a prerequisite that can waive interim approval and allow submission between 2025-2027, validation data July 2027.

Option B and C: Both involve validating, giving Mission College's own local validation of our pre-calculus courses. The differences in B and C: Option B, MC could provide data now saying that we have a validation. Option C would say we could provide validation, but we need another couple of years to

complete the data.

We're working with Research to determine viability of option B or option C. Met with RP group and contracted with Hanover Research to do our analysis.

Option D: Implement a new innovative preparatory Calculus course for Lowest STEM Placement students with a two-year time frame to validate data.

- Students generally are high school graduates who have never taken precalculus courses, college algebra, trigonometry but have finished Algebra 2 (could have a high GPA) or students where the high school GPA is  $\leq 2.6$  or students who had not previously earned a C or better in high school trigonometry, precalculus, or calculus.
- How to structure new course? The College-Level local reports used a cohort for the two-year STEM Calculus 1 throughput calculation (2019-2020, 2020-2021, and Fall 2021). During the pandemic there was grade inflation and the data are not clear. Dean Clement Lam suggested running data for another cycle between Spring 2022 and Fall 2023, a 4-semester cycle. We're asking Hanover Research to help us run that data and see whether our local college generates a different result and outcome. With this data we can talk about appropriate option(s). Dean Gallegos and Hanover Research already discussed this SP 2022 to Fall 2023, one year throughput which is different from the State 2-year throughput. We should have results and our response to the State before the deadline to submit.
- What is innovative: Main changes are in precalculus courses: Math 001, Math 000D, Math 002. Took a pass down the topics list for what is absolutely essential for success in calculus. Exploring using instructional materials that bring in more applications and project-based learning.
- The State allows for a 2-unit corequisite add on to the innovative course.
- Wrote Curriculum for Math 000A, a scaled down 4-unit precalculus course.
  - May consider a different name for Math 000A that is the name for a prior math 900s level. Duplicate numbers cause confusion even if the course was a long time ago and had a small number of students.
  - Math settled on naming of course preparing students for Math 003. Can look again.
  - For UC and CSU transferability it is wise to be consistent and have single digit numbers.
  - Process not set on required corequisite(s) or what placement process looks like.
- Wrote Curriculum for Math 00AX, which will provide corequisite support for Math 000A.
- It does add back up to 7 units, but we wrote this curriculum for options.
  - 7-units is high units and impacts students with financial aid if they fail a course.
  - The State 's argument has always been that 7 units is better than a 6-unit precalculus plus a 5-unit Calculus.
- Both courses have been submitted to the curriculum committee ahead of the March 31 deadline.
- Content and Delivery. How to teach it to prepare students for Calculus. How to develop active learning and implement in 2025.
- Reached out to Bay Area STEM deans but have not gotten feedback.
- Why wouldn't courses be noncredit support courses
  - Could create a load issue and preparation demand on instructor.
  - DeAnza does have that model of some noncredit corequisites for some math courses.
  - Focus should be on middle school and high school preparation.
  - The contract will be changed to CDCP program which would count for teachers to get credit load for these noncredit math support courses.

- Tentative agreement for lab load parity for non credit CDCP courses was just negotiated. This would remedy some load equity issues between credit and non credit courses and provide flexibility.
- CDCP courses usually have to be articulated and part of a sequence and a minimum of 2 classes. Stand-alone non credit course would not count for CDCP.

MOTION to extend 10 minutes (S. Magid/M. Hittleman) (M/S/U) None opposed. No abstentions. Unanimous.

Joanna: Congratulations for submitting the new courses and getting the data. It's really helpful that the research has started and collaboration with Hanover Research. Thank you, Dean Lam and Senator Sklar and Dean Gallegos for keeping Senate informed of these important developments. We'll follow up next semester.

3. Older Adult Program Memo from the President (Seher Awan)—15 min (I/A)

Jeff Cormier, Chair of ADC, and Julian Branch, Director of Educational Partnerships, joined President Seher Awan and Senate in this Senate discussion.

Senator Joanna Sobala shared President Seher Awan's April 8th written response to the Academic Directions Committee (ADC) four recommendations that the Academic Senate supported in its Nov 30, 2023 meeting. President Awan responded to each recommendation in her memo.

The ADC recommendations: Support for learning by expanding offerings for students 55 and older; designate expert faculty lead with professional dedicated program; support and create lifelong learning and older adult program; and remove OA Program from revitalization.

President Seher Awan first thanked ADC for their hard work on the workgroup they put together to assess our Older Adult program and the four recommendations. In fall of 2022 post Covid, the Older Adult program had gone through some transitions and was not a very robust program. The decision was made to temporarily transfer the program in spring 2023 to West Valley College while keeping our faculty assignments and the program intact permanently, and giving WV a small amount of FTEF while we did due diligence. The president also went through the Board Report presentation about Older Adult program and 55+ population and looked at an analysis of the service areas and what we're doing in our curriculum in these programs. President Awan concluded that we definitely have alignment with lifelong learning commitment wanting to support our 55+ adults, aging adults and retirees.

- The Older Adult program was not torn down but was transferred in its entirety to WV. The Older Adult non credit is very different than adult education lifelong learning for a number of reasons.
  - Number one is the site difference, classes are on campus and not in senior and assisted living facilities. Adult education is open to a broader audience and age group that is on campus and it is both credit and not credit.
  - Older Adult is non credit because that's how it was classified off-site in those locations. In Adult 55+ students can get certificates both in credit and non credit and the college gets funding through these CDCP certificates when they are completed by the student.
  - Lifelong learning is a way to really promote the value we have of continuous learning for a population that is very important to us in our area. The Adult Education senior and assisted living sites are not in MC's service area based on analysis of senior facilities today serving the

Older Adult program. The senior residences are located near West Valley. I cannot speak to what was happening before I got here.

- Older Adult Program is robust housed at West Valley.
- WV and MC could have partnership with Successful Aging Solutions and Community Consulting (SASCC) to coordinate participants, outreach, activities, and transportation shuttle.
- 55+ active seniors is a huge potential growth area for MC in non credit and credit. Load parity could work with CDCPs for this population.
- Noncredit would fall under Adult Education under Dr. Branch. We have dedicated staffing to grow adult education. Dr. Branch will be working with the Dept Chairs to look at what CDCPs the Dept Chairs and faculty want to develop and offer to support this population.
- Designated classes could be cohorts or open to all students. There will be more of a logistical discussion as we get to that point.
- Older Program FTEF. President Awan: Mission College did transfer over MC's FTEF to West Valley College to continue to offer those courses We kept FTEF from SP23 to now and allocated it out to strategically recover enrollment for our wait lists, current courses offerings and students. Because we are not doing an Older Adult Program anymore, the FTEF would not need to come back to Mission College. We would be doing a non credit program that is something different and offered on site and not in the off-site locations that an Older Adult program would be offering.
- We would be asking our Chairs to allocate from their current load for the 55+ Adult program. We've also asked for additional FTEF for this year in our Annual Plan for 2024-2025. There could be discussions with the Dept Chairs, Deans, and VPI Ranck to discuss if this is something that a dept chair wants to do strategically with CDCP, and if there could be FTEF allocated for growth in non credit for this population from the additional FTEF we've requested. There has been a call out for faculty who were interested and wanted to have a discussion about this that had no response. We're open to discussions about FTEF.

#### Senate Discussion

Dr. Julian Branch, Director of Educational Partnerships: The proposal to the Deans right now after speaking with SASCC is to have closed classes for the population of students and having certain classes held together that do pull from the dept's load. I put in a guarantee of 30 students (could be fewer) in each class to improve efficiency for courses. Conversation needs to be built in. If in Fall24 a bundle of classes, say 2 classes are offered where Class A and Class B can accommodate a guaranteed number of students.

Yi Huang, newly hired dedicated program specialist, will be working primarily with our Adult Ed population, with Santa Clara Adult Ed School and South Bay Consortium (SBCAE) and with older, active adult population to support SASCC relationship, and support our high school population and summer school junior high school students.

MOTION to extend 10 minutes. (H. Sun/M. Broeder) (M/S/U) None opposed. No abstentions.  
Unanimous.

Jeff Cormier, Chair of Academic Directions Committee: From my perspective and trying to keep within the scope of what we're tasked to do and serving the community, we're going in a positive direction. I cannot really speak to whether or not our colleagues should be moved to West Valley, but we're focused on the population that we want to serve, which is the older adult population. Organizationally we now

have more capacity with Dr. Julian Branch and a dedicated program specialist.

- What is lacking is to have an expert faculty to lead similar to Rising Scholars, an expert faculty advising the college as to where we should go and how we should build the older adult program. We do need to respond to MC faculty that have been teaching at WV for 18 months. The new direction will be enhanced with non credit in Kinesiology, Art, maybe in People, Culture, Society, and partnering with some of the current Older Adult faculty in our local service area.
- President Seher Awan: We're already yielding good results from Jeff and Julian working together on Rising Scholars from Jeff's expertise and Julian's infrastructure. We're on the same team. I'm definitely open to an expert faculty. I think that person would need to know if we open up the position that it would be a reassigned position. I assume it would be someone who's an expert in non credit for 55+ adults on campus courses because we're moving away from Older Adult. If we do CDCPs the college benefits, the faculty benefit and the students benefit.
- Exceptions for low enrollment courses, e.g. Rising Scholar  
Senator Marina Broeder: If classes are a separate cohort class and having special exceptions, those courses might be enticing. Older Adults who come to campus may have accessibility restrictions and health issues. I don't know if faculty would be really interested in creating those types of programs because they are very hard to teach and require a lot of passion and will be a challenge for faculty in regular classes. People who cannot come to our campus from our area in Santa Clara and some from Sunnyvale will not have the Older Adult option. That is a loss for our community.

MOTION to extend 5 minutes.

(T. Lawhead/M. Johnston) (M/S/U) None opposed. No abstentions. Unanimous.

President Awan: I appreciate the concerns from faculty about teaching a special aging population. The partnership with SASCC would be bringing individuals to campus who are not in the situation of the Older Adult program where they are living in assisted living facilities and have severe health issues. Active seniors and retirees maybe don't drive anymore or would love to have SASCC's shuttle pick them up. A course may have a disabled student and we would make accommodations through DSPS. Dr. Branch did mention that a cohort model is being looked at and there could be opportunities to do CDCPs with a closed cohort.

President Joanna Sobala: Thank you, President Awan for your detailed response. It seems there's a door open for possible courses and curriculum development. Senators, think if your depts would want to participate in this and get some advice from Guy Shani and Jeff Cormier if you want to write curriculum for that and I will also be in conversation with Dr. Branch about faculty leads, particularly those in noncredit. If you know of faculty in non credit area who'd be interested please encourage them.

Thank you Dr. Branch for giving us additional information, including hiring a faculty expert who can have input there. Thank you, Jeff, for giving us perspective from ADC.

4. First Read: MCAS Taskforce Update on possible changes to the MCAS Constitution language in terms of equity and inclusion (Senators Marina Broeder, Chair, David Piper, Max Sklar)—20 min (I/A)  
Senator Marina Broeder began discussion by focusing on the Taskforce charge to review the language of the MCAS Constitution to include language that aligns with the principles of MC Equity Framework.

Senator David Piper first clarified that his intent with revising the MCAS Constitution was specifically to change the language that had an effect on diversity, equity and inclusion and had implicit bias notations in it. This is addressed in the Taskforce presentation today.

Senator Marina Broeder: The Taskforce met several times, did a lot of research, reading, looking, surveying other colleges academic senates constitutions, looking at state papers, and interviewed some people who have served in Senates in other schools and got their opinion. We are sharing some of our findings.

- MCAS 23/24 Goal #4: Review and possibly revise Academic Senate Constitution
- The Equity Framework drives our equity work at Mission College. Our Mission Statement: To build a culture of equity, inclusion, and anti-racism at Mission College, to support administrators, faculty, staff, and students in their initiatives for improving college-wide equitable practices, programs, and services.
- We reviewed the MCAS Constitution through Equity lens and values as we examined the language, and we have three main points:
  - 1) Identifying and removing gendered language (already addressed by the Senate), some additional instances have been found (will bring to Senate at another time)
  - 2) Identifying and changing language that leads to exclusion by limiting access to leadership opportunities for some of the faculty groups (Associate, Non-tenured)
  - 3) Noticing inconsistent use of terms and definitions, grammar, and punctuation (will bring to Senate at another time)

The Taskforce then focused on the 2<sup>nd</sup> point where language leads to exclusion by limiting access to leadership opportunities for some of the faculty groups.

Senator Max Sklar: We looked at West Valley College and nearby San Jose City College Academic Senate constitutions. Each Senate is structured differently. Membership of faculty and area representatives is broad and language treats everyone the same and allows everyone the opportunity to be on the Senate and run for leadership positions.

West Valley Academic Senate Constitution language

- Article III Section 2 describes the membership but only says that the president must be elected by the faculty membership.
- Article IV Section 1 says “A Vice-President shall be selected by the Academic Senate from among its members at the start of the academic year.”
  - No specifics about whether the Senators in President or VP positions have to be full-time or tenured and are open to all faculty

San Jose City College Academic Senate Constitution language

- Article III: Area representatives may be either adjunct or full-time.
- Article IV: Officers shall be elected by members of the Academic Senate.
  - There is no mention of who can serve
- Article IV Section 1 “Candidates for all offices shall be current members of the Senate.”

Taskforce proposed changes to the MCAS Constitution



### Article III Section 1: Officers and Duties

- A. President: Propose removing full-time tenured and keeping that the President shall be elected from those faculty who have served at least one year as a Senator at Mission College, and who are willing to serve in this capacity, by a vote of a simple majority of all Mission College full-time and associate faculty members who vote. The Senate President and/or Academic Senate Secretary shall be responsible for this election.
- B. Vice President: Propose removing tenured members. The Academic Senate will elect one of its own ~~(tenured)~~ members to the office of Vice-President no later than the third Senate meeting of the Fall semester.
- Article I Section 1: Membership B 1: Remove Full-time. ~~(Full-time)~~ Faculty representatives from each Division. The ~~(full-time)~~ faculty representatives shall be elected according to the following schema...
  - The removal of full-time is a matter of election and not really a matter of the Constitution.
    - Who in your Division wants to run to represent as a Senator and it's a matter of your Division voting or not voting and supporting or not supporting the candidate.
    - Division representatives should be open to any faculty.
      - It's a categorical assumption that full-time and part-time denotes someone's capability, experience, and background. This is one of the factors that works against diversity, inclusion, and equity. Is this of any importance to Senate membership? MC has adjunct, associate, part-time faculty who have a lot of experience, in some cases are more experienced than some of our full-time faculty. There are more part-time faculty than full-time faculty.

Senator Marina Broeder: The Taskforce felt that it is important for every member of the faculty to feel that their opinion and expertise are valued. All faculty groups have something to contribute, and we shouldn't be excluding certain groups and not look at their expertise and experience and what they can add to our work together. It's a great opportunity for Senators to step up and become leaders with support.

#### Senate Discussion

Senator Marsha Oliver: When we change this if we're saying that everything is equal, will the two designated Associate Faculty Member seats on the Senate disappear?

Senator David Piper: The question is why do we need the separation of Associate Faculty seats on the Senate. Taskforce wants to discuss this further in a future meeting.

Senator Helen Sun: Before we had Associate Faculty on Senate that were not compensated and some years no associate faculty wanted to serve on the Senate. Senate later allocated compensation and added two senate positions specifically to Associate Faculty to encourage the Associate Faculty to be on Senate.

Senator Matthew Johnston: I think we should continue to have the two Associate Faculty and not eliminate the two specific Senate positions. I'm totally for the Associate Faculty to be Division

Representatives too but we need that encouragement to make sure we have Associate Faculty Senators.

Senator Max Sklar: I would be concerned that Senate would wind up with no Associate Faculty if we remove the two Associate Faculty Senate seats just because of competition and who chooses to step up.

Carla Breidenbach, Dept Chair of ML&L: Maybe people were thinking that with tenure you feel more freedom to speak without worrying so much about how it could affect you.

Senator Marina Broeder: There are also a lot of full-time faculty members who do not speak freely because they are trying to keep good relations with the Administration and program work. We do have RP and RP3 and protections for part-time faculty that have been here a long time. I volunteered as a part-time Senator and was not compensated until we fought for compensation for part-time faculty Senators. The Taskforce interviewed Senators who received no compensation from other colleges, and they said that they volunteered because this was an opportunity to learn about the college and maybe apply for a full-time position in the future. We are restricting the leadership opportunities for MC part-time faculty and experiences of the Senate and Senate committees.

Senator Christine Tuato'o: From the Taskforce research, some of the other colleges have had Associate Faculty as a VP or President of Academic Senate. Last semester, there was a lot of pushback from MC constituents, some adamantly opposed and a number of concerns about load issues when full timers don't make load and classes are taken from a part timer that could be problematic. Sometimes part-time instructors lose a class. Part timers are more likely to have a lot of traveling and teaching commitments at various campuses. I would need to reach out again to different depts to get more feedback.

Senator Matthew Johnston: I was also a part-time Senator at Mission for two years before I became full time and the experience did help me when I applied for a full-time job. I also unionized the part-time faculty into a unionized part-time faculty at Gavilan College. People do take those risks. Most part-time faculty may not take a Senate president position because of the 100s of meetings while teaching at different colleges. I don't see any reason to say part time cannot, but they probably won't.

Senator Marsha Oliver: As far as the equity and Associate Faculty being able to do it. Mission College gives load to the president of the Academic Senate but they are not going to give load to an Associate Faculty. In the Nursing Dept we fight to get some of our Associate Faculty stipends and load for reassigned time for our directors of our programs because we don't have full-time faculty to fill some positions. The College is very rigid. I would just hate to see us make a decision thinking we're moving in the right direction and have the college say, we won't fund an Academic Senate President's position if they are Associate Faculty. Have we spoken to the College and are they willing to change that?

Senator David Piper: I disagree with the notion that this college will not find ways to compensate part timer if they were elected to that position.

Senator Marina Broeder: We have not spoken to the College and Taskforce feels if we passed these changes the Senate President would communicate the changes to the Administration. It is not our charge to decide how this person is going to be compensated or not paid. The College Administration would figure out how it's going to be equitably compensated. We have to decide if we want inclusion.

Academic Senate can do our part and change the language, and say we want everybody to be able to participate in leadership under our framework of equity.

MOTION to extend 5 minutes.

(M. Hittleman/L. Javier-Tolentino) (M/S/U) None opposed. No abstentions. Unanimous.

Senator David Piper: The notion that the college won't change and fulfill this obligation to be diverse, equitable, and inclusive is a false notion. The language has nothing to do with election of someone. People are going to vote and elect someone they feel is qualified running for a position and not whether they are part time or full time.

Senate President Joanna Sobala: It may be difficult to advertise the position if the President's position with all the responsibilities may or may not get a stipend. We would want to encourage part timers to run. My job is to communicate the position and Senate election but it is not part of my job to find a solution regarding compensation.

Some Constitutions do mention in elections the compensation part. We wrote into our Constitution that part-time Senators will be compensated. We are lacking the data for release time for part-time Senators.

Senator Matthew Johnston: We're trying to get more load for the Senate President because .5 is too hard. The part-timer may not be able to teach any classes, but they could use the load.

Senator Marsha Oliver: MC part-timers can only have a .67 load. The State only allows our strictly clinical nursing faculty to have a .8. The College has restricted us more than the State allowing faculty to exceed .67 load only one semester and then faculty cannot do it again. We need to think that if we have a .5 and the part-timer cannot teach, can they still be on the Senate if they're not a teaching faculty.

Senator David Piper: Community Colleges in California have part timers serving as Academic Senators. So that means it can be worked out. This is not related to language and we can come back to this in another meeting.

Senator Christine Tuato'o: If, and it's a big if because not everyone agrees with us, the changes are passed, we must have a plan in place or it could be an absolute disaster. Administration could make the decisions that we're not happy with.

Joanna: Please share the Senate Equity Taskforce ppt with your constituents so that when this comes back we'll have feedback about changes that constituents are or not fine with.

## VIII. Administrative Business/ Actions/ Appointments (I/A)

1. Initiative Updates & Reports
2. President's Report – Joanna Sobala. Report is in Senators' meeting folder with ASCCC resolutions that Senators should share out.

OER balance: I also need Senate feedback on approx. \$10K balance from the OER funds and whether to have a second call that would be a very short time period. We have two choices. One, we could run another round, and now there's a possibility of having faculty work during summer. Or two, we could ask to have those remaining funds roll over to next year but there's no guarantee due to budget cuts being considered. What is the wisest strategy? Senate (11 Senators) agreed to running another round, and if that fails rolling funds over.

3. Accreditation Update
4. Recognitions
5. Committee Appointments
6. Senate Sub-Committee Reports
7. Report of the Vice President of Instruction
8. Other

#### IX. Future Agenda Items

#### X. Adjournment – 4:18pm

MOTION to adjourn by Acclamation (M. Johnston/D. Piper) None opposed. No abstentions. Unanimous.