MiraCosta COLLEGE | ACADEMIC SENATE

AGENDA

I.   Call to Order

II. Roll Call

III. Retreat Agenda

    A. Introduction Activity – *Julius* [30 minutes]
       Description: *We will share answers to ice-breaker questions in small groups.*

    B. Team Building Activity – *mitchell* [60 minutes]
       Description: *This hands-on group activity will highlight the importance of working together to create and solve a challenge.*

    C. Our Role as Academic Senate – *Safaralian* [60 minutes]
       Description: *We will discuss the role Academic Senate plays in shared governance and issues around Academic Senator responsibilities, the Brown Act, parliamentary procedure, meetings guidelines, and academic and professional matters (10+1).*

    D. Working Lunch – at 12:30
       Description: *Will continue our discussion about the Academic Senate role and responsibilities during lunch.*

    E. Goals Setting – *Safaralian/mitchell [60 minutes]*
       Description: *We will discuss creating SMARTE goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism. We will also review prior AS goals. Guiding questions will include: How can we partner with ASG and Classified Senate to strengthen our goals? How can AS Subcommittees align their committee goals to AS goals? How do these goals align with institutional work of redesigning the student experience? How do these goals align with the institution's Mission, Vision, Values, and Commitment?*

IV. Adjournment

Academic Senate Goals from the last year

Theme: Teaching and Learning
Goal #1) Given that many MiraCosta faculty have received training on identifying equity gaps, guidance is needed on clear and concrete ways to address those gaps. This year, this taskforce will create a local guide for Faculty on Culturally Responsive Teaching Practices using the DEI in Curriculum: Model Principles and Practices as a model. The taskforce will collaborate with the C3 Joyful Teacher in Residence, PDP, CPC, and MOE, on development of the guide and ways to incorporate the guide into faculty professional learning opportunities.

Theme: Onboarding
Goal #2) Develop focused and discrete training materials that may be delivered to Senate members in a "just-in-time" manner, so all members–but especially new members, associate faculty, and student senators–may participate in deliberative processes with full confidence and certainty. In this, we aim to create a recursive, sustaining onboarding process that also becomes a model that other Academic Senate subcommittees might adopt and emulate.

Theme: Enrollment and Course Offerings
Goal #3) A taskforce of the Academic Senate will collaborate with the new MiraCosta Enrollment Management team to research and learn about existing and innovative enrollment management practices to improve enrollment and to support equity, access, and student success. This taskforce will provide updates during Academic Senate meetings throughout the year.

Academic Senate – End of the Year report 22-23

The Academic Senate is a governance committee that represents the Faculty to the Board of Trustees and President/Superintendent in [Academic and Professional Matters.](#)
The Academic Senate President and Vice President are Meeting twice a month with the Superintendent/President, Dr. Sunny Cooke and the Assistant Superintendent/Vice President, Instructional Services, Denée Pescarmona regarding Academic and Professional Matters.

Fall 2022 Membership:
Officers: Leila Safaralian, President
curry mitchell, Vice President
Robin Allyn, Coordinating Officer

Full-time Senators:
Angela Beltran-Aguilar, Shawn Firouzian, Jim Julius, Delores Loedel, Don Love, Tyrone Nagai, Gilbert Neri, Candy Owens

Associate Faculty Senators:
Ingrid Bairstow, Karla Cordero, Brian Page, Hossein Ravanbaksh, Krista Warren

Ex-officio: Sunny Cooke

Spring 2023 Membership:
Officers: Leila Safaralian, President
curry mitchell, Vice President
Robin Allyn, Coordinating Officer

Full-time Senators:
Angela Beltran-Aguilar, Krista Byrd, Shawn Firouzian, Jim Julius, Delores Loedel, Don Love, Tyrone Nagai, Candy Owens

Associate Faculty Senators:
Karla Cordero, Genevieve Griffin, Brian Page, Hossein Ravanbaksh, Krista Warren

Ex-officio: Sunny Cooke

In fall 2022 and spring 2023, the Academic Senate attended to its business within shared governance and set the following priorities and goals:
- Setting **Teaching and Learning** as the core of our main work.
- Planning and facilitating the fifth Friday to focus on creating Student Learning Outcomes processes to Reinforce Teaching and Learning.
- Continuing our collaboration with the accreditation team to submit the report.
- Planning and facilitating the Professional Learning Summit.
- Providing multiple updates related to educational policies such as AB1705, AB928, and AB1111.
- Collaborating with the Social Justice and Equity Center to plan and offer a series of workshops and events throughout the year for faculty, classified professionals, and administrators.
- Creating a survey, MiraCosta Academic Senate HyFlex Recommendations, and planning a series of training related to Hyflex teaching modalities.

- Creating a strong partnership with the Faculty Assembly, MiraCosta College Academic Associate Faculty, and Classified Senate.
- Participating in ASCCC plenary events and the Area D meetings to represent MiraCosta College.
- Discussing the improvement needed in the training for hiring faculty.
- In consultation with the district, creating and planning a Calendar Committee to research the possibilities of other Academic Calendars.
- Reviewing and revising the term length and term limit for the governance committees and Academic Senate Subcommittees appointed by the Academic Senate President.
- Reviewing and updating the Academic Senate Bylaws and Rules through a DEI lens and several changes were adopted.
- Collaborating with IDEA office on writing Culturally Responsive Pedagogies and Practices Grant.
- Collaborating with the PDP, Classified Senate, and the district in redesigning the Professional Learning at MiraCosta College.
- Working with Credit for Prior Learning (CPL) team to explore the possibility of including the challenge form process in the CPL work.
- Attending the Associated Student Government meetings for support and collaboration.
- Offering workshops related to AI and ChatGPT in collaboration with faculty leaders on campus.
- Communication with AAC regarding AI and ChatGPT and the possible future impact on the policies.
- The Academic Senate news team publishes two "Academic Senate News" online newsletters each semester. The purpose of the newsletter is to inform faculty and the campus community of governance events and opportunities and to highlight student success.
- Creating Associate Faculty Recognition Processes in collaboration with HR.
- Planning the first Associate Faculty Recognition during the Spring Celebration of Excellence.
- Creating the first *NDN Intertribal Collective Scholarship* in partnership with the Classified Senate and IDEA office.
- Creating and planning the first campus-wide event focusing on *Cultivating Human Connection* in partnership with the Classified Senate and PDP.
- Creating a Possibility Statement for Professional Learning in partnership with the PDP.
- Creating guidelines related to the AB2449 and the Brown Act for the Academic Senate and all subcommittees.
- Establishing an Academic Senate Comprehensive Annual Report to replace the program review for transparency and discussing the current tasks and goals.
- Participating in Guided Pathways Conference and collaborating with our guided pathways team.
- Working with the Faculty Assembly for updating many important MOUs such as Online Mentoring and Joyful Teacher in Residence.

Additionally, after multiple discussions with the Academic Senate colleagues, three themes were selected to be the center of our focus and attention for this year.

Teaching and Learning
Goal #1) Given that many MiraCosta faculty have received training on identifying equity gaps, guidance is needed on clear and concrete ways to address those gaps. This year, this taskforce will create a local guide for faculty on Culturally Responsive Teaching Practices using the DEI in Curriculum: Model Principles and Practices as a model. The taskforce will collaborate with the C3 Joyful Teacher in Residence, PDP, CPC, and MOE, on development of the guide and ways to incorporate the guide into faculty professional learning opportunities.

The teaching and learning taskforce consisted of senators Jim Julius, Shawn Firouzian, Hossein Ravanbaksh, Ingrid Bairstow (Fall 2022), and Genevieve Griffin (Spring 2023).

The committee researched models for faculty on how to address equity gaps and agreed that the *DEI in Curriculum Model Principles and Practices* adopted by the Chancellor's Office of California Community Colleges, was a good starting point. The model provides:

> *Promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.*

The committee worked together and researched how to translate the model into a practical, user-friendly, informative guide for faculty that could help establish common language around equitable teaching practices. The taskforce decided to create an infographic as the medium to share these practices.

The current draft of the infographic is available here:
https://drive.google.com/file/d/1FWkWvu9VZHUSHam7UJbwWnmJuiGB79Af/view?usp=sharing

Taskforce Recommendations:
While the taskforce was successful in researching and creating a draft infographic on Culturally Responsive Teaching Practices, time did not allow for connecting outside of the taskforce participants. The draft at present reproduces the key practices from the DEI in Curriculum guide, gathering them into six categories with action-oriented titles.

Moving forward, our taskforce is overall recommending that this work continue in the next calendar year, allowing the next taskforce to continue this project by bringing the *Culturally Responsive Teaching Practices* guide to the DEqCC committee, the C3 Joyful Teacher in Residence, the Guided Pathways Workgroup, PDP, CPC, and MOE, for their input and support, with goals of further refining and developing the guide, and exploring ways to incorporate the content of the guide into faculty professional learning opportunities.

Onboarding
Goal #2)
- Develop focused and discrete training materials delivered to Senate members in a "just-in-time" manner so that all members–but especially new members, associate faculty, and student senators–may participate in deliberative processes with full confidence and certainty.
- Aim to create a recursive, sustaining onboarding process that also becomes a model that other Academic Senate subcommittees might adopt and emulate.

Our Methods
- Reviewed prior Academic Senate training materials.
- Created and delivered a survey of confidence levels of participation and Planning and facilitating the Professional Learning Summit.
  - [Executive summary and recommendations](#)
- Co-lead the Governance Committee Evaluation process in the March 3rd meeting.
- Create an Academic Senate "Helpful Hints" resource for senate members, distribute 2023 Retreat.
  - [Academic Senate Members' Helpful Hints](#)

Next Steps
- Collaborate with other Governance Committee Chairs to share and glean effective welcoming and community building practices.
- Create feedback forms for each module to collect data for revision and adjustment.
- Evolve the Academic Senate Members Helpful Hints
  - Include content that is a mix of accessible media including text, video, and audio formats.
  - Streamline content duration and cohesion so the time required to complete any discrete module does not exceed 15 minutes.
  - Rely on culturally sustaining, blended learning, and just-in-time pedagogical practices along with universal design methods to design, deliver, and refine content.

Enrollment and Course Offerings

Goal #3) A taskforce of the Academic Senate will collaborate with the new MiraCosta Enrollment Management team to research and learn about existing and innovative enrollment management practices to improve enrollment and to support equity, access, and student success. This taskforce will provide updates during Academic Senate meetings throughout the year.

The taskforce engaged and accomplished the following during fall 2022 and spring 2023:
- Some members of the taskforce attended the Enrollment Management sessions offered by Vice President of Instruction and Student Services in fall 2022.
- Met with Vice President of Instruction and received updates about plans for moving forward. Denée Pescarmona explained that the next step will be to start examining multiple enrollment management models to assess what elements would be beneficial for MiraCosta to use. For example, whether a Canvas shell or a Google doc/sheet would be the best vehicle to house the Enrollment Management's ongoing work.
- The taskforce also discussed the importance of viewing enrollment numbers through the lenses of both student headcount and FTEs.
- Dean Zhenya Lindstrom met with the department chairs and facilitated a discussion regarding course offerings at San Elijo. Some members of this taskforce attended this meeting as well.
- Leila Safaralian met with Zhenya Lindstrom regarding creating fair practices for class cancelation and addition and informing our students about these changes.
- The taskforce received updates from Denée Pescarmona regarding a student survey on enrollment and class modality preferences:
  - The majority of students said they preferred online asynchronous classes, with the notable exception of labs and other courses with significant hands-on components.
  - There is still a significant minority of students that strongly prefer in-person instruction.

- - Students generally do not like the hybrid modality "why come to campus just for one hour a week?", although that may vary between disciplines where "hybrid" means different things.
    - Most students are unsure about Hyflex classes due to a lack of clarity on what Hyflex means.
  - The taskforce had some discussion addressing academic integrity concerns with online classes, mainly centered around exams, no clear consensus on the use of electronic proctoring programs.
  - Discussed the ongoing push for more Hyflex-capable classrooms to prepare for an anticipated increase in the use of that modality, although there are certain types of classes where electronic formats may not be appropriate.
  - Moving forward, strong consensus to continue referring to the Enrollment Management Group as a "taskforce" rather than a "committee" to avoid Brown Act complications.
    - Candy Owens, Leila Safaralian, Brian Page, and Delores Loedel expressed interest in continuing with the taskforce.
  - The taskforce also suggested and discussed:
    - Creating equitable rules and procedures for enrollment (waitlists, add/drop, deadlines based on pedagogy/practice).
    - Clarify information about courses in SURF and other scheduling spaces (hybrid, HyFlex, online, onsite,). Create clear notes for students about each modality (EX: 1:00am to 1:00am is not clear enough).
    - Increase access and choice within course offerings for students who cannot attend in person (HyFlex).
    - Possibly create a pop-up in SURF that appears when someone clicks on the modality for any class, with a quick 1-2 sentence summary of each modality.
    - Listing the technology requirements for the partly/fully online modalities, especially Zoom and HyFlex.
  - Meeting with the Vice President of Instruction and reviewing the student survey on class offering:
    - The largest groups of students preferred either all online or combo of online and on-ground.
    - The number of work hours looks like the most important indicator for online preference, with people working 30+ hours per week preferring online considerably more.
    - We continue to see strong student preference for online, especially online asynchronous, but we still have to figure out whether this is more about convenience or whether these students are actually seeing comparable success online.
    - MCC has a particularly high level of online enrollments compared to other colleges or CA overall.

Academic Senate Evaluation

In spring 2023, the Academic Senate and all its subcommittees were evaluated related to Committee Effectiveness, Committee Meetings, and Committee Participation in accordance with the Governance Manual guidelines.

- **Committee Effectiveness**: The AS Senators agreed that the committee is operating in an effective manner and some suggestions for improvement were discussed.
- **Committee Meetings**: Members overall feel the meeting length and frequency, first and third Fridays, 9-11am, are effective and we use the time we have available efficiently.
- **Committee Participation**: Members overall feel comfortable with the committee climate and sharing their opinion. It was mentioned that this body usually has a unanimous vote. While this is

appreciated from a collegiality standpoint, we should make sure opposing views feel comfortable to present as well.

Furthermore, the Academic Senate Leadership created an internal survey to ask for feedback from the senators. The summary of the survey can be found **here.** Categories on the survey included how do you feel about preparing for meetings, participating in meetings, representing your constituents, and your role in governance. There was also space for general feedback. For each category there were a lot of things called out. This summary included the top three areas of concern for each category.

There are three recommendations:
1. Create a Senator's handbook or "cheat sheet" that demystifies, stabilize, and serve different areas of the work faculty do on senate, including how we prepare for, participate in, and take action following Senate meetings.
2. Create, resource, and sustain opportunities for Senators to connect to their own constituent groups. This can occur through goal-setting activities and/or facilitated discussion perhaps during Flex week or at the Cultivating Human Connections or meet and greets. This is something that will be sustained; not just Flex week, but perhaps mid-semester, as well, to keep these connections developing.
3. Devote time (during AS meetings or during the AS fall retreat) to an onboarding process specifically for Senator Reports or open conversations about our procedures. For example, at the retreat, we could devote some time to Senator reports. Perhaps an activity where each person talks about a thing that they are in charge of such as Honors, for example. That could be put on a sticky note on a whiteboard and adding stickies to the whiteboard.

Closing the Equity Gap

The Academic Senate has been at the center and forefront of the Redesigning the Student Experience through the guided pathways framework. Every meeting features an update on the progress of the Redesigning the Experience Workgroup. In addition, some of the Academic Senate members attended the Guided Pathways Conference 4.0 and were involved in the planning for guided pathways framework moving forward. Furthermore, the Academic Senate reviews, provides input, and approves the Scale of Adoption Assessment for the Colleges Redesigning the Student Experience work .

Academic Senate Budget

The Academic Senate general/supplies budget starts with a beginning balance of $9,853.00 and is split between Academic Senate $4,853.00 and the Professional Development Program $5,000.00 each fiscal year. As depicted in the chart below, the current and estimated AS expenditure to date amounts to $4,147.21 leaving a remaining balance of $705.79. Additionally, there is an equipment budget in the amount of $1,200.00 also split between AS $600.00 and PDP $600.00. These funds have been expensed for the year.

Academic Senate	GENERAL / Supplies / Equipment			FY '22-'23
General Supplies				
Beginning balance				$ 4,853.00
Date(s)	**Vendor / Item description / Notes**		**Amount**	**Balance**
7/1/2022	2 monitors / 1 docking station / 1 webcam (part pd by equip bdgt)		$ 757.35	$ 4,095.65
8/12/2022	AS Retreat - Dukes Hawaiian Coffee (bkfst and lunch)		$ 1,077.96	$ 3,017.69
1/19/2023	Cultivating Human Connection - pd half lunch with PDP		$ 1,428.90	$ 1,588.79
3/21/2023	NDN Scholarship contribution		$ 333.00	$ 1,255.79
5/19/2023	Faculty Celebration - last AS meeting (Estimate - amt unkn)		$ 550.00	$ 705.79
Equipment				
Beginning balance				$ 600.00
Date(s)	**Vendor / Item description / Notes**		**Amount**	**Balance**
7/1/2022	2 monitors / 1 docking station / 1 webcam (part pd by equip bdgt)		$ 600.00	$ -
Account Strings in Workday:	**General funds:**		**Eqipment funding string:**	
Fund	11_FD Unrestricted General Fund		same	
Cost Center	182-CC Academic Senate Office		same	
Program	6031_PG Academic Senate		6013_PG Aca Admin-Dean Community Ed	
Designation	1356_DG UnRest Dept Operating Funds		same	
Spend Category	1001_SC - Supplies Instructional		64 - Equipment	
Spend Category	1215_SE - Supplies - Office or Other (non-instructional)			
Spend Category	1003_SC - Food/Refreshments			

Academic Senate's travel budget starts with a beginning balance of $16,050.00. Current and estimated travel expenditures to date amounts to $7,644.38 leaving a remaining balance of $8,405.62.

Academic Senate	TRAVEL / Conferences		FY '22-'23
Date(s)	**Faculty member - description / Notes**	**Amount**	**Balance**
Beginning balance | SA#			$ 16,050.00
11/3-5/22 SA#2151	Safaralian, mitchell, Firouzian - F'22 Plenary - virtual	$ 1,155.00	$ 14,895.00
11/2-5/22 SA#2153	Warren - ASCCC F'22 Plenary - in-person	$ 1,905.22	$ 12,989.78
4/20-22/23 SA#2742	Safaralian, mitchell - S'23 Plenary - virtual	$ 800.00	$ 12,189.78
4/19-22/23 SA#2745	Robin Ally - S'23 Plenary - in-person	$ 1,388.41	$ 10,801.37
4/19-22/23 SA# 2858	Delores Loedel - S'23 Plenary - in-person	$ 1,501.75	$ 9,299.62
4/19-22/23 SA# 2857	Maria Figueroa - S'23 Plenary - in-person (reg, prkng, food)	$ 894.00	$ 8,405.62
Account Strings in Workday:	**General funds:**		
Fund 11_FD Unrestricted General Fund	**Designation** 1356_DG UnRestr Dept Operating Funds		
Cost Center 182-CC Academic Senate Office	**Ledger Account Summary** 52 - Travel and Conferences		
Program 6031_PG Staff and Faculty Development			

Reassigned Time for Faculty Co-chairs: The current (2022-2023) Faculty Assembly CBA was adopted in May 2021. **Article B.1.0 SUPPORT FOR ACADEMIC SENATE LEADERSHIP RESPONSIBILITIES** now states:

"The Academic Senate shall be provided with 3.0 FTE reassigned time per semester in support of Academic Senate leadership responsibilities. At least 0.4 FTE reassigned time is intended to allow a faculty member to serve as the Professional Development Program ("PDP") Coordinator. The Academic Senate shall also be provided with 1.5 FTE reassigned time per semester for faculty chairs and co-chairs of district governance committees (section C.4.3). At least 0.2 FTE reassigned time is intended to provide leadership for the Outcomes and Assessment Committee. Reassigned time may be redistributed

between these two blocks with the approval of the superintendent/president or designee. The Academic Senate shall have the discretion to distribute this reassigned time as it deems appropriate. The Academic Senate president will notify the Office of Instruction prior to the end of the preceding semester as to which faculty are receiving reassigned time."

Fall 2022 and Spring 2023 – FTE/LHE Reassigned Time for AS Leadership Responsibilities
Academic Senate Leadership
AS President: Leila Safaralian – 0.8 FTE (12 LHE)
AS Vice President: curry mitchell – 0.3 FTE (4.5 LHE)
AS Coordinating Officer: Robin Allyn – 0.2 FTE

Academic Senate Subcommittee Faculty Chairs
Academic Affairs (AAC): Stacey Hull – 0.3 FTE (4.5 LHE)
Courses & Programs (C&P): Angela Senigaglia – 0.5 FTE (7.5 LHE)
Diversity, Equity, and Cultural Competency (DEqCC): Violeta Sanchez – 0.3 FTE (4.5 LHE)
Professional Development Program (PDP) Coordinator (split):
        Aaron Roberts – 84 hours summer stipend; F22/S23 – 0.333 FTE (5 LHE)
        Chad Tsuyuki – 15 hours summer stipend; F22/S23 – 0.067 FTE (1 LHE)

Faculty Chairs / Governance
Budget & Planning (BPC): Maria Figueroa – 0.3 FTE (4.5 LHE)
Institutional Program Review (IPRC) Co-chair (split):
        Kaitlin Fisher – 0.2 FTE (3 LHE)
        Polo Mariscal – 0.2 FTE (3 LHE)
Outcomes & Assessments (OAC) Co-chair and Faculty Leads:
        Shannon Myers, Co-chair – 0.333 FTE (5 LHE)
        Joanne Benschop, SLO Coordinator – 0.267 FTE (4 LHE)
        John Thomford, Core Competency Coordinator – 0.2 FTE (3 LHE)

In summary, AS leadership RT has been broken down as follows:

AS President	0.8 FTE (12 LHE)
AS VP/Elect	0.3 FTE (4.5 LHE)
Coordinating Officer	0.2 FTE (3 LHE)
DEqCC Chair	0.3 FTE (4.5 LHE)
Academic Affairs	0.3 FTE (4.5 LHE)
Courses & Programs	0.5 FTE (7.5 LHE)
PDP Coordinator	0.4 FTE (6 LHE)
Total:	**2.8 FTE**

Faculty Chairs / Governance

Outcomes & Assessments	0.333 FTE (5 LHE)
BPC co-chair	0.3 FTE (4.5 LHE)
IPRC co-chair	0.4 FTE (6 LHE)
Core Competency Coord.	0.2 FTE (3 LHE)
SLO Coord.	0.267 FTE (4 LHE)
Total:	**1.5 FTE**

Courses and Programs Committee – End of the Year report 22-23

CPC has had a great year of carrying out our mission of careful study and open discussion to assure the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures.

For this school year, we have successfully approved 138 courses - including 22 new credit courses and 12 new noncredit courses. We approved 3 new programs, 2 in credit and one in noncredit, and modified 2 credit programs. Finally, we deleted 2 credit programs, 10 credit courses, and 5 noncredit courses, for a grand total of 153 courses and 32 program approvals. A lot of thoughtful dialogue was had at the committee this year, and among other things, discussion of how to encourage curriculum authors to engage in careful revisions of their courses through the DEI lens was of focus.

The committee is also currently in the process of completing the review of all BP/APs assigned to CPC. In addition to our curriculum work, the committee has engaged in a variety of efforts to support the equity work at the college. We continue to monitor and respond to new legislation, particularly in the areas, Ethnic Studies, CalGETC, and AB9111 calling for common course number. We anticipate more work in these areas for the 23-24 school year.

As one final note this year, I would like to thank the committee for their willingness to try new meeting modalities. With the return to in-person meetings, CPC has explored the HYFLEX meeting format, with locations at OCN, CLC, and SAN for several meetings. While the meeting format has some challenges, it has been a fun adventure and an exciting look to the future.

Professional Development Program – End of the Year report 22-23

It is my first year chairing a committee and my first time writing an annual report. I've been reflecting on the work that the committee and I have done this year and recognize that I am certainly still learning many of the logistics of leading a committee and leading effective meetings.

PDP is going through some changes as a committee as is our overall professional learning at MiraCosta. I think in some ways the early part of this year was a bit hindered by my inexperience in the role and the volume of decisions and discussions we needed to have about Achieving the Dream. We often found ourselves reacting to external things rather than creating or generating anything of our own. I was still figuring out many, many things and growing. Fall semester was particularly challenging given we missed one of our meetings due to a holiday. Going forward, we will be rescheduling our meetings if they fall on a holiday.

I often felt overwhelmed and isolated in the Fall because I was teaching 100% remotely due to a class cancellation. I'm sure that I brought that feeling into my work at times in our remote committee meetings. I was not as connected to the committee, AS leadership, and the campus as a whole. Now, I have a team of people I work with regularly and feel connected to.

During the Spring semester, the AtD conversations in our meetings continued and Leila, curry, and I began working together closely. One challenge I am still trying to figure out is the divide between my work as coordinator and our work as a committee. I don't think that the committee as a whole is used effectively, which was one of the things I planned to change when I submitted my letter of interest for this job. However, changing the structures and habits in leadership and how we work together is something that takes time.

I'm actually writing this report after one of the best committee meetings we've had so far this year. For the first time, it feels like we actually made positive progress and worked together. We

also made it more fun. We had many of our reports submitted in advance and placed on the agenda. Much of the meeting was spent working in small groups editing our mission and reflecting on what we need as a committee.

We are going to continue this work of revising our mission and reflecting on our functions. This work also now feels more directly connected to the AtD-related work, which feels like a sign that we're starting to own what we're doing. I'm honestly very excited for the future of this group. Next year, we're bringing in some excellent new members who will add new perspectives and important representation to our team.

I'm also developing a close partnership with our incredible AS President Leila Safaralian and curry mitchell, the AS President-elect. The three of us make up the professional development steering committee for the faculty working on overhauling our professional learning. This partnership is, to me, one of the highlights of the year. I've learned a lot from working with each of them. Xuchi Naungayan Eggleton, our incoming DEqCC chair and my frequent co-conspirator, just proposed that DEqCC and PDP have a joint retreat to start the Fall semester. The possibilities of a united DEqCC/PDP effort are radical in all the right ways. And Xuchi is very cool.

Good things are on the horizon.

My personal aim is this:
Each one of us needs to grow in our own ways and largely knows what we want or need to grow. We're unique individuals with agency over our lives. But we also can't grow alone. Our best, healthiest, and most sustainable growth will happen in community. PDP is going to take care of this community of people and help them grow together.

Along the way, we're also going to tear down some of the structures in our institution that create divisions and exclusions.
-Aaron

Below are some important highlights of the work we've done this year:
- A deliberate partnership with TREC in the form of a co-PDP Coordinator role to oversee the work of the new faculty welcoming and mentoring. Chad Tsuyuki and I truly re-designed the approach for how we welcome faculty to MiraCosta and empower them to be agents of change on our campus.
- The ongoing work to revise our professional learning as a campus. PDP was and is going to be even more instrumental in this work. Managed the Flex schedule and Flex reporting systems. The Flex schedule and how it is going to be presented. Debby Adler has been vital to assisting with MyFlex. The
system has some issues on the tech side and Debby ensures that it still runs!
- A revision of our mission, values, and functions. We're also following the lead of MOE and adjusting our meeting practices and annual practices. In general, we're revising how we do everything as a committee. It's like spring cleaning.

Goals for next year:
- Direct the restructuring of our professional learning approach at MiraCosta. This project is going to be a big undertaking and will be central to our work.
- Create a system that is a hub for professional learning–recording our Flex, scheduling events, housing resources, curating resources, connecting to outside opportunities, and documenting our growth.
- Connect deliberately with as many areas of campus as possible. DEqCC and PDP have a great opportunity, TREC and PDP are already working well together.

- Professional learning is about people working together and growing together. We need to document these moments for reflection, memories, storytelling, and communal knowledge sharing.

PDP Budget 2022-2023

PDP / Flex	GENERAL / Supplies / Equipment		FY '22-'23
General Supplies			
Beginning balance			$ 5,000.00
Date(s)	**Vendor / Item description / Notes**	**Amount**	**Balance**
7/1/2022	2 monitors, 1 docking station (half pd for w/ equip bdgt-below)	$ 646.88	$ 4,353.12
8/12 and 8/16	Aaron Roberts - reimburse for new faculty orientation	$ 308.81	$ 4,044.31
8/15/2022	New faculty - flex week breakfast	$ 117.67	$ 3,926.64
8/15/2022	New faculty - flex week lunch	$ 59.54	$ 3,867.10
8/16/2022	New faculty - flex week breakfast	$ 117.67	$ 3,749.43
8/16/2022	New faculty - flex week lunch	$ 59.54	$ 3,689.89
1/19/2023	Cultivating Human Connection - pd half lunch with AS	$ 1,428.90	$ 2,260.99
1/18/2023	Lodestar Event - Bagby Brewing Co. - Reimburse Aaron	$ 119.47	$ 2,141.52
3/15/2023	The Vibe - print 50 posters from Copy Center	$ 10.20	$ 2,131.32
3/28/2023	B&H equipment for PDP program	$ 1,598.97	$ 532.35
3/28/2023	B&H equipment for PDP program	$ 264.63	$ 267.72
	Total expenses / balance	$ 4,732.28	$ 267.72
Equipment			
Beginning balance			$ 600.00
Date(s)	**Vendor / Item description / Notes**	**Amount**	**Balance**
7/1/2022	2 monitors, 1 docking station (half paid for with equip bdgt)	$ 600.00	$ -

Account Strings in Workday:	General funds:		Eqipment funding string:	
Fund	11_FD Unrestricted General Fund		same	
Cost Center	182-CC Academic Senate Office		same	
Program	6031_PG Academic Senate		6013_PG Aca Admin-Dean Community Ed	
Designation	1356_DG UnRest Dept Operating Funds		same	
Spend Category	1001_SC - Supplies Instructional		64 - Equipment	
Spend Category	1215_SE - Supplies - Office or Other (non-instructional)			
Spend Category	1003_SC - Food/Refreshments			

MiraCosta Online Education Committee – End of the Year report 22-23

2022-23 Membership: Nery Chapeton-Lamas (spring), Eli Clarke (fall), Sean Davis (resource member), Roland Estrella, Jim Julius (chair), Robert Kelley, Lauren McFall, Paulino Mendoza, curry mitchell, Pedro Morgado, Leola Powers, JahB Prescott (spring), Cristina Toharia

Highlighted work and accomplishments from 2022-23 (some still in progress at the time of the report)

- Held a community-building in-person retreat to start the fall as well as a mid-year onboarding discussion for members joining in spring.
- Significantly revised the MOE committee charge to sharpen its commitment to equity-minded, antiracist practices in its work and operation.
- As its primary goal for the year, developed a new three-year Online Education Plan. (in progress)
- Provided input on the MiraCosta Online Mentor Program, especially the Voluntary Review Of Online Materials (VROOM) course review process being developed.
- Provided recommendations to CPC regarding the discontinued regulatory requirement for regular effective contact among students in DE classes. (in progress)
- Made minor changes to the Online Class Quality Guidelines and DE Handbook to ensure language was updated to match the Title 5 updates finalized in fall 2022. (in progress)

- Held ongoing discussions and advised the Faculty Director of Online Education and Vice President of Instruction about online education issues such as Hyflex implementation, DE class information in SURF, use of the TA role in Canvas, responding to the adoption of Title 5 DE regulation changes, and MiraCosta's participation in the CVC Consortium.

Anticipated major activities for 2023-24
- Work with stakeholders to establish needs assessment processes related to faculty support/professional learning for online teaching, especially to support success of students of color and working adults.
- Work with stakeholders to establish processes for assessing student needs to support success of students of color in online education.
- Make updates as needed to key Online Education documents to address the HyFlex course modality.
- Provide leadership for strategies in the Online Education Plan that are intended to improve equity, student success, and close equity gaps in distance education classes.
- Work with stakeholders in the development and promotion of online programs.
- Work with stakeholders to develop and publish guidance to faculty regarding processes for recommending, piloting, evaluating, selecting, and implementing online education technologies.
- Provide leadership for college guidance to faculty and potential policy additions/updates regarding generative artificial intelligence.

Diversity, Equity, and Cultural Competence (DEqCC) Committee – End of the Year report 22-23

In the past year, DEqCC has been reflecting on its history, its mission, and its work. We are in a moment of transition–at a time in which we are glad to see equity-centered professional development opportunities and work happening across the campus…but also a time in which many faculty, especially faculty of color, are feeling drained and overworked. Therefore, as we rewrite our mission and our charter, we are centering the needs of faculty of color and other marginalized communities, in our programming and work in the next few years.

Last summer, Edward Pohlert and Violeta Sánchez presented at the National Conference of Race and Ethnicity (NCORE) in Portland, Oregon. The presentation named the origins of DEqCC and traced the committee's decade plus history at MiraCosta and provided guidance for the session's participants to start a similar committee of their own. After Pohlert and Sánchez presented a condensed version of their session to DEqCC, the committee began to reflect on these origins and history and began imagining a mission that first, honored DEqCC's origins and second, filled what we believe is a significant gap in our campus professional development and support offerings–those that can aid in the success and retention of faculty of color and faculty from other marginalized communities.

A taskforce was formed late Fall 2022 to begin to imagine a revision of our mission and work. In February of 2023, a first reading of this revised charter was presented at a DEqCC meeting for member feedback. The taskforce is currently making revisions for a second reading to be conducted in April, which we will vote to adopt or not. Based on our discussion at the first reading, we are confident that our revised mission reflects the current values of DEqCC.

This year DEqCC has also created a taskforce to officially liaise with other entities on campus. While DEqCC already has a history of collaborating with other folks in PDP, TREC, and other spaces, we are working on dedicating a few members of our committee to do this work so that we strengthen our connections and collaborations across campus. While we cannot be in all spaces, we plan for DEqCC to choose a focus each year that allows us to, as our revised charter currently states, "Consult and support campus committees, programs, and departments (such as Tenure Review and Evaluation Committee

[TREC], Human Resources) looking to incorporate equity and culturally responsive practices in their work." This focus or focused goals can be outlined by the committee at future fall retreats.

In Fall 2022, DEqCC hosted its 11th Cultural Competency Conference (CCC). This conference featured a keynote and subsequent workshop by Dr. Chinasa Elue titled "We Are Not The Same: Approaching the Academic Year from a Trauma Informed Perspective," and "Closing the Care Loop: Important Considerations for Faculty, Staff, and Students," respectively. The second half of our virtual conference emphasized our well-being titled "Close All Tabs and Restart: Rest and Creativity for a New Academic Year," which was led by Abby Wills and Marlené López. Currently, a conference taskforce is planning our 12th CCC, which we hope will take place in person at one of our campuses. We are excited that this conference will feature MiraCosta colleagues as keynotes and workshop leaders whose expertise will help us learn more about how we hire, support, and retain faculty of color (and all of their intersecting identities). One of the challenges of planning for a fall conference is that we do not know if we will receive funding, and if so, how much those funds will be until the beginning of the fiscal year, which is in July. Due to the fact that this conference has had good engagement from faculty and staff, we feel that it is imperative that the funding for this conference and other DEqCC programming be institutionalized. To institutionalize this funding would show the campus' commitment to professional learning that is at its center, equity-minded.

Sabbatical Leave Committee – End of the Year report 22-23

The sabbatical leave committee status, mission and functions all remain the same.

The SLC spent time in the Fall reviewing and approving sixteen sabbatical leave applications and three alternate applications. This was a great increase from previous years and resulted in alternates. These applications were for faculty who plan to take their sabbatical leave during Fall 2023 and/or Spring 2024. It was noted, a committee member was assigned to each faculty member to assist in any needed application revision(s). The SLC also discussed two individual sabbatical leave reports received from faculty who returned from their sabbatical leave during Spring 2022. A taskforce was assigned to each returning faculty member and was responsible for reviewing documentation. The SLC voted on the sabbatical leave reports based on taskforce recommendations and established deadline timelines for report revisions (if any) and forwarded the reports to Academic Senate for approval. After the Board approval of the SL applications, the SLC Chair notified each dean and department chair of all faculty who had been approved for a sabbatical leave and the semester of the approved leave. Each candidate was also notified. At the conclusion of the Fall meeting, we made one change to the SLC handbook to include "when a faculty member takes a one-semester sabbatical leave, they are relieved of any and all other duties with the college. Participation of these activities during sabbatical leave are not expected, would be voluntary and would not receive compensation."

During the Spring meeting the SLC discussed and voted on the six individual sabbatical leave reports received from faculty who returned from their sabbatical leaves during Fall 2022. Prior to the meeting, a taskforce reviewed the report documentation. These reports were forwarded to Academic Senate for approval. During the Spring SLC meeting, revisions/changes to the SLC handbook were also discussed and approved which included a revision in employee travel. This correlates with AP7400 that the district will not pay for any travel expenses while on sabbatical. Length of service for committee members and length of service for the chair/co-chair were also discussed. Since there is a huge learning curve in the first year of service, the committee is recommending a 2-year commitment for committee members and is recommending a yearly election for the chair/co-chair. The committee voted on the chair/co-chair for 2023/2024. Trisha Hanada-Rogers and Gail Meinhold will remain as co-chairs.

Moving forward, the SLC is forecasting a large number of sabbatical leave applications this Fall (2023) based on faculty interest and will be discussing the five individual sabbatical leave reports from faculty who will return from their sabbatical leave during Spring 2023.

Salary Advancement Committee – End of the Year report 22-23

- SAC had 2 meetings during the 2022-2023 academic year. The two meetings were held on: November 1, 2022 (4pm – 5:30-pm), and on March 14, 2023 (1pm – 3pm).
- SAC approved 17 applications for Approval of coursework/activities + 1 Application for Altering an Approved Proposal (15 faculty members in total)

Discussions and planned projects:

- Terms of Service for Chair – 3-year term in first term; subsequent terms would be 2 years; goal would be to have incoming Chair be elected during Fall meeting, with shadowing/mentoring during Spring meeting.
- Continue having an application deadline in the Fall term, and the Spring term; continue providing a Salary Advancement informational workshop (aiming for FLEX approval) 1-2 weeks before each deadline.
- Increase awareness of Salary Advancement for all faculty – proposing these ideas:
  - Add a Salary Advancement flyer to the Hiring Packets for every Faculty member hired
  - Add a Salary Advancement flyer to be included to the New Associate Orientation packet/folder every term (or ask to present)
  - Direct phone call to every new faculty member hired each term – this would be split among the committee members each semester as side work.
  - Move Salary Advancement workshops to Fall/Spring FLEX weeks instead of 1-2 weeks before application deadline (mid-Sept. & Feb.)
- Development of an online submission for Salary Advancement applications for a fall 2024 implementation.

Faculty Awards Committee – End of the Year report 22-23

Awards Committee members:

Robin Allyn (Chair, AF), Albert Nyman (AF), Christina Johnson (FT), Jessica, Thompson (AF), Janeen Apalatea (FT) & (Eduardo Mariscal (FT)

2022 – 2023 Meeting dates:

August 29, 2022	January 27, 2023
September 26, 2022	February 24, 2023
October 31, 2022	March 17, 2023
November 28, 2022	April 28, 202

Nominations:

- Nominated Omar Jimenez & Social Justice and Equity Center for the ASCCC Exemplary Program Award
- Nominated Erica Duran for the ASCCC Hayward Award
- Nominated Dr. Rachel Hastings for the ASCCC Stanback-Stroud Diversity Award

Meeting Goals:

Recognizing Associate Faculty for years of service:

The AS Awards Subcommittee has been working with the support of the Academic Senate President, Administration, Office of Instruction, and Human Resources Leadership to create a way to recognize associate faculty for their longevity in service to the college. The goal is to mirror as closely as possible the five year "service" pins that full-time faculty, classified professionals, and administrators receive. Due to the nature of the work, the consensus was to recognize semesters of service with pins in 10-semester increments. Also, due to data limitations prior to the implementation of SURF, faculty who worked for the college prior to Spring 2002 will receive a special one-time "Diamond Award" certificate along with a pin recognizing their semesters of service. Associate faculty will be recognized at the inaugural ceremony at the Spring Celebration of Excellence.

Equivalency Committee – End of the Year report 22-23

In addition to fielding equivalency requests from prospective faculty candidates, we have clarified the part of the process for which a department chair/discipline expert weighs in on a candidate's proposed qualifications. Further, we have corrected a departure from the standards of statewide Academic Senate by removing the possibility for a faculty candidate to qualify by "eminence" alone. In its place we are working with specific departments most affected by this change to develop alternate qualifications appropriate to those areas.
The proposed changes have been tested in trial cases and they are presently being readied for evaluation by department chairs as well as the Academic Senate.

Academic Affairs Committee – End of the Year report 22-23

The Academic Affairs committee has accomplished the following during this academic year:
- Development of the 24-25 Academic Calendar.
- Fall 2022 full-time faculty hiring prioritization.
- Update of policies focused on academic and professional matters related to standards of scholarship, use of copyrighted material, academic integrity/academic dishonesty, pass/no pass deadline, library and other support services, experiential education, contract education, credit for prior learning, fee-based community service programs, course adds and drops, standards of student conduct and student conduct procedures.
- Review of procedures for full-time faculty hiring prioritization.
- Update of the Syllabus Checklist.
- Participation in the SURF Update Taskforce.