



ACADEMIC SENATE

Regular Meeting – August 21, 2026
Time – 11:15AM - 1:00PM
Hyflex Meeting – OC30115 and Via Zoom
1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/87114003314>

Meeting ID: [871 14003 314](https://miracosta-edu.zoom.us/j/87114003314)

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AGENDA

We respectfully acknowledge that MiraCosta is on the traditional territory of the Luiseño/ Payómkawichum people. Today, this meeting place and surrounding areas are home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/ Payómkawichum people and remain the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, present and past: keepers of history, culture, wisdom, and knowledge.

- I. Call to Order
- II. Roll Call
- III. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- IV. Changes to Agenda Order
- V. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of May 15, 2026
 - B. Approve Minutes of the Special Meeting of August 14, 2026
 - C. Approve the AF Emeritus Recommendation for Denise Stillinger
 - D. Approve the revised Academic Senate Composition and Calendar for 2026-27
 - E. Ratify Faculty Committee Assignments 2026-27
- VI. Reports
 - A. College Superintendent/President – *Johnson [5 minutes]*
- VII. Information / Discussion
 - A. Caring Campus - Kimberly Holmes **[15 minutes]**
Description: The MiraCosta College's Caring Campus initiative is a college-wide effort focused on fostering a welcoming, inclusive environment. The Committee is looking for a faculty representative to join this meaningful work and will share more about its mission and vision for the 2026-27 academic year.
 - B. Senate Discussion on the Chancellor's Office AI Framework Memorandum - *Sullivan [30 minutes]*
Description: The Academic Senate will discuss the Chancellor's AI Framework memo with this guiding question in mind: How can MiraCosta's faculty respond to this memo on the level of disciplines / departments, Academic Senate Subcommittees, the Academic Senate, and College Governance committees?

BP 2510: Collegial Governance and Participation in Local Decision Making

The board recognizes the Academic Senate as the body that represents the faculty (fulltime and associate) in collegial governance relating to academic and professional matters.

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies for student prep. and success
6. Governance structures, as related to faculty roles
7. Accreditation processes, including self-study and annual reports
8. Faculty professional development policies
9. Processes for program review
10. Processes for institutional planning and budget dev.
- +1 • Academic calendar • Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

The Board or its designees will consult collegially with the Academic Senate on all of the listed academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

VIII. Reports

- A. Classified Senate – *Streagle*
- B. Associate Student Government

IX. Action Item. First Read (no vote)

- A. Two Options for Constituent List Design

Description: *The Senate will review and discuss two approaches to structuring constituent list: 1) alphabetical by last name, and 2(organized in discipline / role clusters*

X. Reports

- A. Senate Leadership – *Allyn* ([access report](#))

XI. Adjournment

The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at alocke@miracosta.edu

Audio recordings of AS meetings may be available and requested for up to 30 days. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Arielle Locke, Administrative Assistant to the Academic Senate at alocke@miracosta.edu.



MEETING MINUTES

I. Call to Order

The meeting was called to order at 1:15pm by Academic Senate President, Sullivan.

II. Remote Member Attendance

None

III. Roll Call

Present: Jim Sullivan (President), Robin Allyn (Coordinating Officer), Afifa Zaman (Vice President), Ghada Osman, Krista Warren-Yagubyan, Alexis Tucker Sade, Sean Davis, Katrina Tamura, Julie Graboi, Shawn Firouzian, Polo Mariscal.

Absent: Jorge Guerrero, Sarah Gross, Brian Page, Kristine Arquero.

Quorum was met.

IV. Persons Wishing to Address the Senate **[Time 1:15 pm; 15 minutes]**

Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.

No one from the public addressed the Senate. Janelle West was present in zoom to address questions, none were raised.

V. Consent Calendar

A. Equivalency Request Film Studies

B. Equivalency Request Biological Sciences

Description: The equivalency committee approved two equivalencies in August. The August 4th meeting agenda approved one in Film Studies and a special meeting was called on August 14th to approve one in Biological Sciences. The faculty members whose equivalencies were approved need to be cleared for hire ahead of the first day of Fall classes. Therefore, the Academic Senate is holding a special meeting to review these equivalency requests.

Senators unanimously approved Items A and B on the Consent Calendar. There was no discussion.

VI. Adjournment

The meeting adjourned at 1:45pm



Office of the Superintendent/President
Sunita V. Cooke

DATE: May 28, 2026

TO: Jim Sullivan
President, Academic Senate

FROM: Sunny Cooke
Superintendent/President

RE: Emeritus Status for Fulltime and Associate Faculty

The following associate faculty member retired from teaching at MiraCosta College, and their retirement was accepted by the board of trustees. Please consider the qualifications of this retiree and forward the Academic Senate's recommendation for emeritus faculty status. The recommendation will then be presented to the board of trustees for approval.

Associate Faculty Retiree	Department	Hire Date	Retirement Date	Terms of Service
Denise Stillinger	Biological Sciences	2/27/1989	5/31/24	73

Academic Senate Composition and Calendar for 2026-2027

Academic Senate regular meetings are held the first and third Friday of each month from 9:00am to 11:00am (unless otherwise noted below)

Fall 2026 (8 meetings) August 21st, 3rd Friday, Retreat & First Meeting, 9am-1pm September 4th, 1st Friday September 18th, 3rd Friday October 2nd, 1st Friday October 16th, 3rd Friday November 6th, 1st Friday November 20th, 3rd Friday December 4th, 1st Friday	Spring 2027 (7 meetings) January 29, 5th Friday, Faculty Town Hall, Time TBD February 5th, 1st Friday February 19th, 3rd Friday March 5th, 1st Friday March 19th, 3rd Friday Spring break, no meeting April 16th, 3rd Friday May 7th, 1st Friday May 21st, 3rd Friday
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Academic Senate Leadership

Jim Sullivan, President

Afifa Zaman, Vice President

Robin Allyn, Coordinating Officer

Full-time Senators

Polo Mariscal, 1st year of 2-year term

Jorge Guerrero, 1st year of 2-year term

Shawn Firouzian, 1st year of 2-year term

Ghada Osman, 1st year of 2-year term, reelected

Alexis Tucker Sade, 2nd year of 2-year term, reelected

Kristine Arquero, 2nd year of 2-year term

Sean Davis, 2nd year of 2-year term

Open Seat

Associate Faculty Senators

Sarah Gross, 1st year of 2-year term, reelected

Brian Page, 1st year of 2-year term, reelected

Julie Graboi, 2nd year of 2-year term, reelected

Krista Warren, 2nd year of 2-year term, reelected

Katrina Tamura, 2nd year of 2-year term

Academic Senate Ex-officio Member

Dr. Lennor Johnson, College President and Superintendent

Academic Senate ASG Representative

To be selected

Academic Senate Admin

Arielle Locke

Academic Senate Subcommittee Leadership

CPC: Scott Fallstrom, chair

AAC: Daniel Ante-Contreras, chair

MOE: Jim Julius and Nadia Khan, co-chairs

DEqCC: Israel Pastrana, chair

SAC: Angela Senigaglia, chair

Equivalency: Ashley Davis

PDP: Delores Loedel

SLC: Luke Lambert

Caring Campus



MiraCosta College

07-2026

About Caring Campus

Mission Statement

Fosters a welcoming and inclusive environment through belonging and connectedness.

Vision

Envision a future through the Caring Campus framework to ensure all students and employees, including historically marginalized populations, feel welcome and that “You Belong Here.”

Values

The actions, events, and initiatives of MiraCosta College employees are influenced by the core values, which define the behavioral commitments of Caring Campus.

What is Caring Campus?

Intentional effort to make students feel welcomed and connected to MiraCosta College.

Engages Classified Professionals

1. Connecting with students
2. Support group

Create behavior change that influences culture change across campus.

Reexamine policy barriers to student success at MiraCosta College.

Behavioral Commitments (The Actions)

- **Ten-foot rule**
 - See someone greet someone
 - Asking open-ended questions
 - How can we approach ten-foot rule to online and nontraditional students
- **First Week Greetings**
 - Collaborating with Welcome Fest and Help Hut
 - Contributing to the New Employee Orientation
- **Nametags**
 - Bringing awareness and helpful tips for wearing name tags
 - Customizing them with indicators so students know who they can go to
- Many more commitments can be found on our webpage

♥ MIRACOSTA COMMUNITY COLLEGE DISTRICT

Caring Campus Journey Timeline

👤 Classified Senate Initiative

📅 2018

Initial Arrival

Caring Campus first introduced to MiraCosta Community College District to foster staff & student engagement.

📅 2020

COVID Impact

COVID pandemic hit, shifting campus operations and underscoring student care needs.

🎓 Summer 2025

IEBC Revival

Revived through IEBC Caring Campus training for Classified Professionals.

👥 Fall 2025

Committee Formation

Established as an official subcommittee under the Classified Senate.

📅 Nov 2025

Governance Framework

Developed and adopted comprehensive Caring Campus Policies & Procedures.

↓ CONTINUED INSTITUTIONAL GROWTH & CAMPUS ROLLOUT ↓

📅 Spring 2026

Brand & Web Launch

Revamped logo, built new webpage, and conducted campus presentations & outreach.

📅 April 2026

District Kick-Off

Hosted the first Caring Campus kick-off event across all MiraCosta College campuses.

📅 May 2026

Recognition Form

Soft launched Recognition Form for all students and employees to participate.

📅 July 2026

Welcome Fest & Rocks

Participated in Welcome Fest and finalized "Caring Campus Rocks" project.

More to Come!

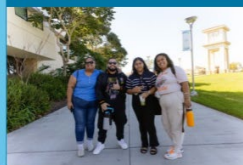
- Caring Campus Recognition Form - Full Launch
- Name Tag Development- EEO Plan
- Student Events

Caring Campus Recognition Form

Front

CARING

A
M
P
U
S



...Thank you for being the ❤️ behind the MiraCosta Community

Back

YOU make our campus a better place.
Thank you for...



TO:

Student ID or MS#:



How to be a part of Caring Campus

Caring Campus Recognition Form:

1. Search Caring Campus on MiraCosta webpage



1. Click on our Recognition Form tab.
1. Fill out the Recognition Form:
 - a. Your info.
 - b. Person's info.
 - c. Your message to them.

Joining & Promote Caring Campus Events

1. Name Tag event
 - Survey for students & employees.
1. Reach out for event collaborations.

Joining the Caring Campus Committee

Students: Reach out to ASG.

Classified Professionals: Ask your Supervisor and fill out the Committee Interest Application via SharePoint.



Faculty: Ask Academic Senate how you can join.

Administrators: Reach out to Administrative Committee.

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Chief Information Systems Officers
Chief Human Resources Officers
Academic Senate Presidents

FROM: James E. Todd, Vice Chancellor of Academic Affairs
LaTonya Parker-Parnell, President of Academic Senate for California Community Colleges
Lorrie Ranck, President of California Community Colleges Chief Instructional Officers

RE: AI in Teaching and Learning: Building Local Frameworks

Purpose

Artificial intelligence (AI), including generative and agentic technologies, is increasingly shaping classrooms, workplaces, and everyday life. Students are already using AI tools to research, write, code, study, create, and solve problems, while faculty are exploring ways AI may support research, instruction, feedback, course design, and student learning. California Community Colleges are at different stages of AI adoption and hold diverse perspectives on its opportunities and risks. Local, consultative conversations are essential to developing teaching-and-learning frameworks that reflect each college's mission, faculty expertise, and student needs.

The California Community Colleges Chancellor's Office (The Chancellor's Office), the Academic Senate for California Community Colleges (ASCCC), and the California Community Colleges Chief Instructional Officers (CCCCIO) jointly offer this memorandum to support collegial consultation and local planning as colleges and districts develop shared expectations for the use of generative and agentic AI in teaching and learning. AI presents significant opportunities to enhance teaching, learning, and workforce preparation, while also raising important questions about academic integrity, privacy, equity, accuracy, and student skill development. Colleges are encouraged to consider both the opportunities and the risks as they develop guidance appropriate to their local context.

This guidance is grounded in Vision 2030 and its commitment to Equity in Access, Equity in Success, and Equity in Support. It builds on the Chancellor's Office memoranda "Developing AI Literacy Across the California Community Colleges and Centering AI Safety and Security Across the California Community Colleges," which address AI literacy, the HUMANS principles,

governance, professional development, safety, security, disclosure, human oversight, data protection, and the responsible use of AI technologies. This memorandum focuses specifically on teaching and learning, including classroom practice, assessment, faculty professional judgment, student transparency, workforce preparation, and equitable implementation.

As colleges develop local practices, this work should be by principles that advance:

- student-centered critical thinking and preparation for careers and civic participation;
- equity, accessibility, and learner variability;
- participatory governance, collegial consultation, and local decision-making;
- academic freedom, faculty expertise, and disciplinary judgment;
- responsible innovation and continuous improvement; and
- ethical, transparent, and responsible technology use.

The key recommendation—or action—for each college and district is to develop or strengthen a consultative, locally designed AI teaching and learning framework that provides clear guidance for students and faculty, distinguishes institutional guardrails from faculty-determined course-level expectations, protects equity and student rights, and establishes a process for ongoing review as technologies, workforce expectations, and instructional practices evolve. The Chancellor’s Office Academic Affairs team will work with colleges and districts to share and highlight effective local frameworks in spring 2027.

This memorandum does not establish a statewide classroom policy or prescribe a single approach for every college, discipline, course, or student population. Rather, it offers recommendations and framing questions to support local decision-making, collegial consultation, and continuous improvement. The goal is to strengthen each college’s capacity to make collaborative decisions, support faculty and students, distinguish institutional guidance from classroom practice, to foster responsible innovation, and to examine how AI impacts equity (including how we equitably prepare students for careers and civic engagement). AI is not simply a tool-adoption issue, an academic integrity issue, or a technology governance issue. It is reshaping our social worlds—including how students learn, how faculty teach, and how knowledge is created, communicated, and applied.

This memorandum is the first in a short series of guidance related to AI in teaching and learning. Subsequent memos are expected to address important AI-related topics, such as teaching both general and discipline-specific AI skills, effective pedagogical practices in an era of AI, academic integrity and assessment design, and faculty professional development related to AI issues.

Framing Questions for Local Engagement

Many early conversations about AI focused on whether students should be allowed to use AI tools or how to detect when they do. Increasingly, colleges are finding that the more important

questions relate to how learning outcomes can be achieved in environments where AI is readily available. As colleges engage in local discussions, the following questions may be useful:

1. How can colleges preserve and strengthen core educational goals such as critical thinking, communication, creativity, information literacy, civic participation, and workforce readiness in an AI-enabled environment?
2. How can colleges support innovation in teaching and learning while maintaining academic integrity and meaningful evidence of student learning?
3. What guidance does students and faculty need, so expectations are transparent and understood before concerns arise?

These areas of inquiry recognize both the opportunities and challenges associated with AI and encourage colleges to focus on educational purpose rather than technology alone.

Generative and Agentic AI in Teaching and Learning

Generative AI tools can create, revise, summarize, translate, analyze, or transform content, including text, images, audio, video, code, and data. Those uses remain central to classroom practice, academic integrity, assessment, authorship, and student learning. AI tools are also becoming **more agentic**: humans may direct AI instruments to pursue multi-step goals, use external tools, retain context, access files or platforms, provide recommendations, interact with users, or escalate issues to a human. In the use of all AI tools, human autonomy is primary.

This shift matters for teaching and learning because AI is no longer only an external tool students may choose to use. AI is increasingly embedded in search engines, productivity platforms, learning technologies, writing tools, coding environments, workplace applications, and mobile devices. Local frameworks should therefore address not only what AI produces, but also how colleges teach, assess, support learning, and protect students in environments where AI is present.

Where agentic tools interact with students, provide feedback, or initiate communication in distance education courses, colleges should evaluate the implications for Regular and Substantive Interaction. Interaction generated by an AI agent, rather than by the instructor, may not satisfy the instructor-initiated, regular, and substantive interaction required under [title 5 § 55204](#) and [federal distance education regulations](#), and substituting agentic interaction for instructor interaction may place course compliance and financial aid eligibility at risk.

From Local Decision-Making to Classroom Practice

Colleges and districts should develop or strengthen a local AI teaching and learning framework that provides clear guidance while preserving local context, collegial consultation, and faculty judgment. Because disciplines, courses, modalities, and student populations differ significantly across the California Community Colleges, the framework should not impose a single classroom rule or universal syllabus statement. Instead, it should help each college answer a set of core

questions through local consultation, academic leadership, student support, technology review, accessibility review, and continuous improvement.

The six areas below identify considerations for inquiry to ground, develop, and strengthen frameworks. They are intended to support shared expectations, transparent communication, responsible innovation, and meaningful evidence of student learning while preserving appropriate local decision-making.

1. How Colleges Make Decisions About AI

AI affects multiple aspects of institutional practice, including instruction, assessment, academic integrity, accessibility, privacy, cybersecurity, procurement, technology use, workforce preparation, and student support. **Because AI technologies continue to evolve, colleges should establish a process for reviewing AI-related issues, developing guidance, and ensuring policies and practices are current.**

- **Institutional responsibilities** include privacy, safety, security, accessibility, procurement, intellectual property, and approved technologies.
- **Faculty responsibilities**, exercised through established governance processes, include assignment design, assessment, grading practices, and expectations for student use of AI.

Where AI affects academic and professional matters, colleges and districts should engage local academic senates through established collegial consultation processes. Broader discussions should also include instructional leaders, technology professionals, librarians, accessibility specialists, student support professionals, classified professionals, administrators, and students to ensure guidance reflects educational goals, operational realities, student needs, and faculty roles in curriculum, instruction, assessment, and classroom practice.

Institutional guardrails appropriately address issues such as data privacy, safety, security, accessibility, procurement, intellectual property, student rights, and approved or supported technologies. Faculty, through established governance processes, remain responsible for classroom decisions, including assignment design, grading practices, and expectations for student use of AI, consistent with academic freedom and disciplinary standards.

Colleges should also identify which AI-related decisions fall within the academic senate's purview over academic and professional matters, including curriculum, grading policies, degree and certificate requirements, standards for student preparation and success, program review, and faculty professional development. It is recommended that colleges actively engage student senates and student leadership to assess impacts to student-centered outcomes including support, equity and success. Clearly identifying these responsibilities helps distinguish matters for collegial consultation from administrative decisions.

Finally, colleges should recognize the distinction between collegial consultation and collective bargaining. When AI affects negotiable working conditions—such as workload, evaluation, expectations for faculty or classified professionals, or class size and assignment assumptions—those matters should be addressed through collective bargaining with the exclusive representative. Engaging bargaining units early helps ensure consultation and negotiation proceed on their appropriate tracks.

2. How Students and Faculty Receive Transparent Guidance

As AI becomes increasingly integrated into common technologies, students should receive timely, clear, accessible information about institutional expectations for responsible AI use, academic integrity, privacy, safety and security, intellectual property, student rights, and approved technologies. Colleges may communicate this guidance through orientations, websites, online learning resources, library and tutoring services, student support programs, and other student-facing resources. Institutional guidance should establish baseline expectations, while faculty retain discretion to determine and communicate course- and assignment-specific expectations for AI use.

Local frameworks should support faculty in communicating clear expectations for AI use in their courses. Syllabi and assignment instructions should clarify when AI use is permitted, limited, or prohibited; how AI use should be cited, acknowledged, or disclosed; and whether students are expected to use specific AI tools. Providing adaptable guidance and examples can promote consistency while preserving faculty judgment and disciplinary discretion.

Where AI use is expected or required, colleges should strive to provide equitable access through vetted, institutionally supported tools with appropriate privacy and data protections. Reliance on free consumer tools or personal subscriptions may create inequitable access and should not be the basis for required coursework. Faculty should not be expected to require AI use until appropriate institutional tools are available.

Local guidance should also address faculty intellectual property by clarifying ownership of AI-assisted instructional materials, the treatment of faculty work submitted to AI systems, and whether faculty may be required to use tools that ingest or train on their materials, consistent with academic freedom, local policy, and applicable collective bargaining agreements.

Transparency should also extend to faculty use of AI. When AI supports instructional activities, assessment, feedback, research, or curriculum development, colleges should establish practices that address notification, consent, and clear understanding of opt in/opt out opportunities, especially for students to understand how AI is being used in the learning experience. Local guidance should also identify appropriate processes for students to ask questions or seek review of AI-supported instructional or assessment practices, consistent with local policy and faculty purview.

3. How Faculty Shape Classroom Practice

AI policy should ultimately support sound teaching and learning, not simply regulate technology. Classroom practice is central to that conversation. With an eye to preparing students for future careers and civic engagement, faculty are best positioned to determine when AI supports learning and when it may undermine the knowledge, skills, or competencies an assignment or course is intended to develop. **The question is not simply whether students use AI, but whether instructional activities and assessments enable students to demonstrate the learning outcomes faculty intend to measure.**

A useful distinction is between AI assistance and AI substitution. AI may appropriately support activities such as brainstorming, revision, language assistance, accessibility, feedback, coding support, or exploration. However, AI should not replace human thinking, judgment, analysis, creativity, empathy, performance, or skill development that students are expected to demonstrate.

Local frameworks should preserve faculty judgment while supporting clear communication about expectations for AI use. Faculty should determine when AI use is appropriate and communicate those expectations through course materials and assignments. Frameworks should also encourage instructional practices that make learning visible, such as drafts, reflections, process documentation, presentations, demonstrations, oral explanations, or critiques of AI-generated content to provide meaningful evidence of student learning.

4. How Colleges Support Academic Integrity and Evidence of Learning

The emergence of AI has renewed conversations about academic integrity, particularly in online learning environments. While AI detection tools continue to evolve, many colleges are finding greater value in approaches that focus on evidence of learning rather than detection alone.

Assignments that require students to explain reasoning, document processes, defend conclusions, evaluate sources, verify claims, or apply knowledge in authentic contexts can strengthen both student learning and academic integrity. These approaches may also reduce reliance on AI tools that have raised concerns about accuracy, bias, transparency, due process, privacy, and student trust. Assessment should focus on what students know and can do, including learning where AI was appropriately used.

Local frameworks should support faculty in developing assessment strategies that align with course outcomes while reflecting the realities of an AI-enabled learning environment and workplaces. This does not mean every assignment must be redesigned. It means colleges should create conditions for faculty to identify where assessment practices should evolve and where existing approaches already provide meaningful evidence of student learning.

5. How Colleges Support AI Literacy, Workforce Readiness, Equity, and Accessibility

AI literacy is becoming an essential component of student success, workforce preparation, and civic engagement. As AI becomes increasingly integrated into education and the workplace, **students need the knowledge and judgment to recognize and evaluate AI-generated content, verify information, recognize bias, protect privacy, and use AI safely, responsibly, and ethically.**

AI literacy extends beyond general familiarity with AI tools. Different disciplines, programs, and career pathways require different AI-related knowledge, skills, expectations, and safety considerations. Faculty should consider identifying discipline-specific AI competencies that prepare students for transfer, employment, and civic participation. Professional associations may also provide resources that inform local conversations about AI within specific disciplines. AI literacy includes not only technical proficiency but also the critical inquiry needed to evaluate AI-generated information, question assumptions, and exercise informed human judgment.

Equity, accessibility, and Universal Design for Learning (UDL) should remain central considerations when selecting AI technologies and developing local guidance. Access to technology, cost, digital literacy, accommodations, linguistic bias, privacy, and community impacts may all influence how students experience AI.

Accessibility is both an equity imperative and a legal requirement. AI tools adopted for instruction must comply with Section 504 and Section 508 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, including the Department of Justice's 2024 rule requiring conformance with WCAG 2.1 Level AA. Colleges should treat accessibility as a condition of adoption by evaluating accessibility documentation before acquiring AI tools for institutional use and before requiring students or faculty to use AI tools.

Colleges should also consider the needs of dual enrollment students and other minors. Because many AI tools impose age restrictions and additional requirements for handling minors' data, colleges should determine which tools are appropriate, when consent is required, and how institutional and student information will be protected.

6. How Colleges Learn, Innovate, and Share

Because AI technologies continue to evolve rapidly, **colleges should view AI in teaching and learning as an ongoing area of inquiry rather than a one-time policy issue.** Faculty inquiry groups, professional learning, pilot projects, communities of practice, accessibility reviews, student co-design opportunities, and resource repositories can support thoughtful experimentation, evaluation, and continuous improvement.

Sharing examples across the system may reduce duplication, accelerate learning, and expand access to successful approaches. The goal is not statewide standardization, but rather a culture of collaboration, innovation, and continuous improvement, that respects local context, faculty expertise, and institutional autonomy. By learning from one another while preserving local

decision-making, colleges can accelerate innovation, strengthen teaching and learning, and better prepare students for an AI-enabled future.

Recommendations and Next Steps

Colleges and districts should move this guidance into local conversation and action by developing or strengthening a local AI teaching and learning framework that:

- engages faculty, academic senates, administrators, classified professionals, students, and other stakeholders through established governance and collegial consultation processes;
- establishes clear institutional guardrails while supporting faculty discretion in course design, assessment, and classroom expectations;
- provides transparent guidance to students and faculty regarding appropriate AI use, equitable access, safe, secure, and responsible practices;
- supports discipline-specific AI competencies, effective assessment, and meaningful evidence of student learning;
- prepares students for AI-enabled workplaces and civil society evaluates student-facing and institutionally supported AI tools for privacy, security, accessibility, human oversight, and compliance with applicable laws and regulations;
- promotes ongoing professional learning, responsible innovation, periodic review, and the sharing of effective practices across the California Community College System.

Artificial intelligence will continue to evolve, as will its implications for teaching, learning, and the future of work. By engaging in thoughtful local planning, supporting faculty expertise, and centering student learning, California Community Colleges can prepare students to thrive in a world where AI is increasingly integrated into education, employment, and civic life while preserving the values that define high-quality teaching and learning.

cc: Sonya Christian, Chancellor

Rowena Tomaneng, Deputy Chancellor

Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives

John Hetts, Executive Vice Chancellor of Research, Analytics and Data

Craig Hayward, Vice Chancellor of AI Strategy and Digital Transformation

Anthony Cordova, Vice Chancellor of Workforce and Economic Development

Appendix A: Selected Examples of Effective Models and Practices

The resources below may support local inquiry, consultation, and practice development. External examples are provided as resources for local consideration and adaptation, not as statewide requirements or endorsements of a single approach.

California Community Colleges

- [Developing AI Literacy Across the California Community Colleges](#) (memo ISTI 25-300-01) (PDF)
- [AI Memo Series, Part 2: Centering AI Safety and Security Across the California Community Colleges](#) (memo ISTI 25-300-02) (PDF)
- [AI Across the California Community Colleges Website](#)
- [California Community Colleges AI Policies and Guidelines](#) (list of progress toward policy in each college)

Academic Senate for California Community Colleges (ASCCC)

- [ASCCC Support for AI Literacy Integration](#) (fall 2025, Resolution Number 102.04)
- [ASCCC Academic Integrity Policies in an AI World](#) (ASCCC, spring 2024)

State and National Models and Frameworks

- [UC Berkeley – Appropriate Use of Generative AI Tools](#)
- [Stanford University Teaching Commons – Artificial Intelligence Teaching Guide](#)
- [Stanford Worksheet for creating your AI syllabus statement](#)
- [Stanford – Creating your course policy on AI](#) (does not address agentic agents)
- [Stanford Center for Teaching and Learning – AI Teaching Strategies](#)
- [Columbia University CTR for Teaching & Learning – Exploring AI’s role in your classroom](#)
- [Columbia – Updating Writing Assignments in the Age of AI](#)
- [Sentient Syllabus Project – Syllabus Resources](#)
- [Academic Senate of the California State University Resolution – Possible Use of AI](#)
- [California Virtual Campus – Safeguarding Academic Integrity in the Age of Agentic AI](#)
- [EDUCAUSE – The Impact of AI on Learning Assessment](#)

Appendix B: Example Questions for Local Discussion and Framework Development

These questions are intended to support local conversations, collegial consultation, and collaborative planning as colleges develop or refine guidance related to artificial intelligence (AI) in teaching and learning. They are not intended to serve as a checklist or statewide template. Colleges are encouraged to adapt these questions to their local governance processes, student populations, institutional priorities, and faculty roles in curriculum, instruction, assessment, and classroom practice.

1. How Should Colleges Make Decisions About AI?

As AI evolves, colleges should establish an ongoing collegial consultation process for reviewing new issues, developing guidance, and updating local practices related to academic and professional matters. Consider:

- Who should participate in local AI discussions (e.g., faculty, academic senate, administrators, librarians, counselors, students, IT, accessibility specialists)?
- How will AI-related academic and professional matters be addressed through established shared governance processes?
- Which decisions should be made institutionally, and which should remain within faculty responsibility for curriculum and classroom practice?
- How will local guidance be reviewed and updated as AI technologies evolve?
- How can local policies reflect principles such as ethics, transparency, accountability, legal compliance, and education/training?
- How will local college AI frameworks align with district-wide Board Policies (BP) and Administrative Procedures (AP) while respecting local campus culture, governance structures, and operational needs?

Current examples of effective practices:

- [Developing AI Literacy Across the California Community Colleges](#) (memo ISTI 25-300-01) (PDF)
- AI Microsite: [AI Across the California Community Colleges Website](#)
- [California Community Colleges AI Policies and Guidelines](#) (list of progress toward policy in each college)
- [Academic Senate of the California State University Resolution – Possible Use of AI](#)

2. How Will Students and Faculty Receive Clear Guidance?

Students and faculty benefit from timely, consistent, transparent communication regarding AI expectations and responsibilities. Consider:

How will students learn about institutional guidance, course expectations, and their rights related to AI? Is access to this guidance clear and easily accessible?

- How will faculty communicate when AI is allowed, limited, required, or prohibited in courses and assignments?
- What guidance will be provided regarding: Privacy, safety and data security? Intellectual property? AI citation or disclosure? Equitable access to AI tools?
- How will students ask questions or appeal decisions involving AI-related academic integrity or assessment?
- How will faculty communicate their own use of AI in teaching, feedback, or assessment, including ensuring Regular and Substantive Interaction (RSI) requirements for Distance Education are satisfied?

Current examples of effective practices:

- [Centering AI Safety and Security Across the California Community Colleges](#) (memo ISTI 25-300-02) (PDF)
- [UC Berkeley – Appropriate Use of Generative AI Tools](#)
- [Code of Federal Regulations; §600.2 – Distance Education](#)

3. How Can Faculty Shape Classroom Practice?

Local guidance should support faculty judgment in designing learning experiences that align AI use with course outcomes and encourage clear communication with students about AI in the classroom. Consider:

- How will AI expectations be communicated through syllabi and assignment instructions?
- How can students distinguish between AI use that supports learning and AI use that replaces learning the assignment is intended to measure?
- How will accessibility, Universal Design for Learning (UDL), appropriate Disability Services and Programs for Students (DSPS) accommodations or alternatives, affordability, and equitable access be considered when AI tools are required or recommended?
- What resources or professional learning would help faculty adapt assignments and assessments?
- What institutionally-approved tools or licenses are available?

Current examples of effective practices:

- [ASCCC Support for AI Literacy Integration](#) (fall 2025, Resolution Number 102.04)
- [ASCCC Academic Integrity Policies in an AI World](#) (ASCCC, spring 2024)
- [Stanford Worksheet for creating your AI syllabus statement](#)
- [Stanford – Creating your course policy on AI](#) (does not address agentic agents)

- [Sentient Syllabus Project – Syllabus Resources](#)
- [Columbia University CTR for Teaching & Learning – Exploring AI’s role in your classroom](#)

4. How Should Colleges Think About Assessment in an AI Era?

Rather than focusing only on AI detection, colleges may wish to consider how students demonstrate meaningful learning. Consider:

- What evidence of learning will demonstrate independent understanding, skill, or judgment?
- How might assessments place greater emphasis on process, reflection, application, or performance?
- How will student safety, security, privacy, due process, and equity be protected when AI-related academic integrity concerns arise?
- Examples might include iterative assignments, oral explanations, demonstrations of skill, reflective writing, or requiring students to explain how AI was used and what they contributed.

Current examples of effective practices:

- [EDUCAUSE – The Impact of AI on Learning Assessment](#)
- [Columbia – Updating Writing Assignments in the Age of AI](#)
- [We Teach with AI – Assessment and Grading](#) (Teach with AI by Bowen & Watson Web Resources)

5. How Will Colleges Prepare Students for an AI-Enabled World?

AI literacy is increasingly becoming part of college, career, and civic readiness. Consider:

- What foundational AI knowledge should all students develop?
- What AI knowledge and skills do faculty need to support teaching and learning?
- How will programs prepare students for discipline-specific uses of AI?
- How will colleges help students develop critical thinking alongside AI skills?
- How will AI initiatives be adapted for noncredit and adult education programs to support workforce readiness, rapid upskilling, and digital literacy development?
- Topics might include problem-framing, prompting, detecting and evaluating AI outputs, identifying bias and hallucinations, verifying information, protecting safety, security, privacy, ethical use, understanding AI limitations, and appropriate citation or disclosure.

Current examples of effective practices:

- [Teaching Naked – Deep Research Prompts](#)
- [Designing Learning with AI – We Teach with AI](#)

6. How Will Colleges Continue Learning, Improving, and Innovating?

AI technologies will continue to evolve. Local guidance should support ongoing learning rather than one-time policy development. Consider:

- How can faculty and staff safely explore new AI tools?
- What review process should be used before implementing AI systems that interact with students or institutional data?
- What safeguards are needed for privacy, accessibility, human oversight, safety and security?
- What professional development would benefit faculty and staff?
- How will effective practices and lessons learned be shared across the college, as well as with regional consortia, the California Virtual Campus (CVC), the Academic Senate for California Community Colleges (ASCCC), and other statewide communities of practice?

MiraCosta Senate Constituency Model — 7 Alphabetic C

Source pool: 202 faculty constituents from the 08.17.26 HR roster, with 9 senators excluded. Ge

Group	Count	Alphabetic Range
Alphabetic Group 1	29	Shafin Ali – Elizabeth Clarke
Alphabetic Group 2	29	Paul Clarke – Lisa Fast
Alphabetic Group 3	29	Kellita Felton – Pilar Hernandez
Alphabetic Group 4	29	Jade Hidle – Sinar Lomeli
Alphabetic Group 5	29	Don Love – David Parker
Alphabetic Group 6	29	Israel Pastrana – Angela Senigaglia
Alphabetic Group 7	28	Jeanine Sepulveda – Magdalena Zepeda
Total	202	
Largest group	29	
Smallest group	28	
Range	1.0	
Average per senator	28.9	

Groups

nerated 2026-08-18.

Assigned Senator



Alphabetic Group Lists

Alphabetic Group 1 | 29 members | Shafin Ali – Elizabeth Clarke

Assigned Senator:

Faculty Member	Supervisory Organization
Shafin Ali	Social Science
Daniel Ante-Contreras	Letters
Janeen Apalatea	Mathematics
Michael Arce	Sociology
Sam Arenivar	Communication Studies
Marina Argueta	Physical Sciences
Kyle Arriola	Chemistry
Adrean Askerneese	Counseling
Iris Ayala-Swindell	Career Studies
Bobbi-Sue Bailey	School Of Nursing, Health & Wellness
Suzie Bailey	Biological Sciences
Yessenia Balcazar	Counseling & Student Dev
Danielle Barnett	Psychology
Angela Beltran-Aguilar	Mathematics
Markus Berrien	Counseling
Eric Bishop	Theatre, Dance & Film
Veronica Bloss	Eops
Phillip Boland	Theatre, Dance & Film
Theresa Bolanos	Chemistry
Robert Bond	History
David Bonds	Mathematics
Abby Burd	Student Affairs
Tony Burman	Letters
Giana Carey	School Of Nursing, Health & Wellness
Eric Carstensen	Business Administration
Keith Chan	Social Science
Adam Chin	Philosophy & Religious Stud
Min Choi	Media Arts & Technologies
Elizabeth Clarke	English As A Second Language, Nc

Alphabetic Group 2 | 29 members | Paul Clarke – Lisa Fast

Assigned Senator:

Faculty Member	Supervisory Organization
Paul Clarke	Design
Karl Cleveland	Media Arts & Technologies
Leah Cluff	Art
Laney Collins	Counseling
Julie Cord	Adult High School
Amena Coronado	Philosophy & Religious Stud
Leigh Cotnoir	Media Arts & Technologies
Monica Cueva	English As A Second Language, Nc
Olivia Dalton	School Of Nursing, Health & Wellness
~ dara	Letters
Ashley Davis	Child Development
Steven Deineh	Library Science
Zulema Diaz	Letters
Rich Dicker	School Of Nursing, Health & Wellness
Lesley Doig	History
Arti Dua	Counseling
Karina Duarte	Counseling
Keith Dunbar	Mathematics
Yvette Duncan	School Of Nursing, Health & Wellness
Erica Duran	Adult High School
Xuchi Eggleton	Art
Steve Eso	Psychology
Roland Estrella	School Of Nursing, Health & Wellness
Robert Falero	Physical Sciences
Matt Falker	Music
Scott Fallstrom	Mathematics
Sean Fanning	Theatre, Dance & Film
Michelle Farnam	Counseling
Lisa Fast	Psychology

Alphabetic Group 3 | 29 members | Kellita Felton – Pilar Hernandez**Assigned Senator:**

Faculty Member	Supervisory Organization
Kellita Felton	Physical Sciences
Abbie Ferrieri	Horticulture

Maria Figueroa	Letters
Kaitlin Fisher Lise Flocken	Chemistry Counseling & Student Dev
Claudia Flores	Child Development
Rica French	Physical Sciences
Robert Fulbright	Kinesiology, Health & Nutrition
Ignacio Castaneda Garcia	Automotive Technology School Of Nursing, Health & Wellness
Yana Gardiner	
Ruth Gay	English As A Second Language, Nc
Ruben Gomez Hilda Gomez-Zinn Cynthia Vasquez Gonzales	Business Administration Counseling Counseling School Of Nursing, Health & Wellness
Natalie Gonzales	
Adrea Gonzalez-Karlsson	Biological Sciences
Pierre Goueth	Chemistry
Ansina Green Lauren Greenwald	Child Development Art
Steven Grinberg Mary Gross Billy Gunn	Business Administration English As A Second Language, Cr Theatre, Dance & Film
Thao Ha Kelly Hagen	Sociology Letters
Rachel Hastings Yoshimi Hayashi Laura Hayek Mary Beth Headlee Pilar Hernandez	Communication Studies Art Counseling Mathematics International Languages

Alphabetic Group 4 | 29 members | Jade Hidle – Sinar Lomeli

Assigned Senator:

Faculty Member	Supervisory Organization
Jade Hidle	Letters
Jeff Higginbotham	Counseling & Student Dev
Wendy Horton	Counseling

Bruce Hoskins Ticey Hosley	Sociology Instructional Services
Tricia Hoste Kyaw Htet	English As A Second Language, Nc Eops
Stacey Hull	Biological Sciences
Stefan Ignatovski	Business Administration
Dominique Ingato Steve Isachsen Jose Jara	Biomanufacturing Computer Studies Letters
Christina Johnson Jim Julius	Chemistry Online Education & Instructional Design
Paul Katson	Automotive Technology
Robert Kelley	Psychology
Sarah Kirk John Kirwan Emiko Kiyochi	Psychology Letters International Languages
Himgauri Kulkarni Nery Chapeton Lamas Luke Lambert Arlie Langager Luke Lara Mark Laurel	Biological Sciences Computer Science Letters Music Counseling Mathematics
Taya Lazootin	Physical Sciences
Barbara Juncosa (On Leave)	Biomanufacturing
Delores Loedel Sinar Lomeli	Business Administration Counseling

Alphabetic Group 5 | 29 members | Don Love – David Parker

Assigned Senator:

Faculty Member	Supervisory Organization
Don Love	Counseling
Richard Ma	Library Science
Eduardo Mariscal	Computer Science
Jonathan Marquis	Art
Dave Massey	Theatre, Dance & Film

Stacey Mathis	Career Studies
Kent McCorkle	Chemistry
Lauren McFall	Library Science
Casey McFarland	Kinesiology, Health & Nutrition
Gail Meinhold	Kinesiology, Health & Nutrition
Serena Mercado	Mathematics
Emily Mercuri	School Of Nursing, Health & Wellness
Curry Mitchell	Letters
Pedro Morgado	Biological Sciences
Donny Munshower	Counseling
Jeff Murico	Philosophy & Religious Stud
Shannon Myers	Mathematics
Tyrone Nagai	Letters
Lemee Nakamura	Mathematics
Gilbert Neri	Art
Khang Nguyen	Physical Sciences
Thong Nguyen	Chemistry
Michelle Odom	School Of Nursing, Health & Wellness
Sophia Oller	Chemistry
Anthony Ongyod	Communication Studies
Francisco Ortega	Letters
Candy Owens	Eops
Jennifer Paris	Library Science
David Parker	Design

Alphabetic Group 6 | 29 members | Israel Pastrana – Angela Senigaglia

Assigned Senator:

Faculty Member	Supervisory Organization
Israel Pastrana	History
Michael Paulding	Computer Science
Kris Peck	Sas
Craig Perez	Ethnic Studies
Waldemar Perez	Biotechnology
Allison Perkins	School Of Nursing, Health & Wellness
Zika Perovic	Mathematics

Erika Peters Andrea Petri	Physical Sciences International Languages
John Phillips Alison Phinney	Social Science School Of Nursing, Health & Wellness
India Pierce	Ethnic Studies
Leola Powers JahB Prescott	Communication Studies Letters
Olivia Quintanilla Freddy Ramirez Oswaldo Ramirez Dean Ramos	Ethnic Studies Eops Counseling Art
Kristi Reyes Aaron Roberts	English As A Second Language, Nc Letters
Eric Robertson	Communication Studies
Carlos Rojo Leila Safaralian Jose Sanchez Violeta Sanchez	Biological Sciences Mathematics Adult High School Letters
Suganya Sankaranarayanan	Business Administration
Nate Scharff Jed Schlueter Angela Senigaglia	Business Administration Counseling Adult High School

**Alphabetic Group 7 | 28 members | Jeanine Sepulveda – Magdalena
Assigned Senator:**

Faculty Member	Supervisory Organization
Jeanine Sepulveda	Biological Sciences
Christina Sharp Daniel Siegel	Business Administration Music
Mariana Silva Glorian Sipman	English As A Second Language, Nc Library Science
Christopher Sleeper	History
Eric Snortum	Physical Sciences

Ariana Solis	Counseling
Juan Solomon	Horticulture
Katherine Steelman	Ethnic Studies
Jacob Strona	Letters
Virginia Velati Tirona	Library Science
Cristina Toharia	International Languages
Stephen Torok	Music
Lynnie Trzoss	Chemistry
Chad Tsuyuki	Letters
Shaylah Turk	Sas
Jillian Ventrone	Counseling
Lilia Vidal	International Languages
Rosa Viramontes	International Languages
Catherine Walker	Computer Science
Tina Walker	Biological Sciences
Rhonda Welch-Scalco	Child Development
Janelle West	Biological Sciences
Rick White	Computer Studies
Tracy Williams	Theatre, Dance & Film
Kristi Wish	Counseling
Magdalena Zepeda	Counseling

— Senator Assignment Spaces

Prior Discipline/Role Cluster

Social, Behavioral, Communication & Business Studies

Letters, ESL, Philosophy & Adult Basic Education

Math, Computing, Library & Faculty Support

Social, Behavioral, Communication & Business Studies

Social, Behavioral, Communication & Business Studies

Physical, Environmental & Applied Technical Sciences

Physical, Environmental & Applied Technical Sciences

Counseling, Career & Student Success Faculty

Counseling, Career & Student Success Faculty

Biology, Biotechnology, Nursing, Health, Wellness & Child Development

Biology, Biotechnology, Nursing, Health, Wellness & Child Development

Counseling, Career & Student Success Faculty

Social, Behavioral, Communication & Business Studies

Math, Computing, Library & Faculty Support

Counseling, Career & Student Success Faculty

Arts & International Languages

Counseling, Career & Student Success Faculty

Arts & International Languages

Physical, Environmental & Applied Technical Sciences

Social, Behavioral, Communication & Business Studies

Math, Computing, Library & Faculty Support

Counseling, Career & Student Success Faculty

Letters, ESL, Philosophy & Adult Basic Education

Biology, Biotechnology, Nursing, Health, Wellness & Child Development

Social, Behavioral, Communication & Business Studies

Social, Behavioral, Communication & Business Studies

Letters, ESL, Philosophy & Adult Basic Education

Arts & International Languages

Letters, ESL, Philosophy & Adult Basic Education

Prior Discipline/Role Cluster

Math, Computing, Library & Faculty Support
Arts & International Languages
Arts & International Languages
Counseling, Career & Student Success Faculty
Letters, ESL, Philosophy & Adult Basic Education
Letters, ESL, Philosophy & Adult Basic Education
Arts & International Languages

Letters, ESL, Philosophy & Adult Basic Education
Biology, Biotechnology, Nursing, Health, Wellness
& Child Development
Letters, ESL, Philosophy & Adult Basic Education
Biology, Biotechnology, Nursing, Health, Wellness
& Child Development
Math, Computing, Library & Faculty Support
Letters, ESL, Philosophy & Adult Basic Education
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Arts & International Languages
Counseling, Career & Student Success Faculty
Social, Behavioral, Communication & Business
Studies

Prior Discipline/Role Cluster

Physical, Environmental & Applied Technical
Sciences
Physical, Environmental & Applied Technical
Sciences

Letters, ESL, Philosophy & Adult Basic Education
Physical, Environmental & Applied Technical
Sciences
Counseling, Career & Student Success Faculty
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Prior Discipline/Role Cluster

Letters, ESL, Philosophy & Adult Basic Education
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 Math, Computing, Library & Faculty Support

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Prior Discipline/Role Cluster

Social, Behavioral, Communication & Business
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Counseling, Career & Student Success Faculty
Letters, ESL, Philosophy & Adult Basic Education

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Prior Discipline/Role Cluster

Biology, Biotechnology, Nursing, Health, Wellness
& Child Development
Social, Behavioral, Communication & Business
Studies
Arts & International Languages

Letters, ESL, Philosophy & Adult Basic Education
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Counseling, Career & Student Success Faculty

MiraCosta Faculty Senate Constituency Groups — Discipl

Updated model based on CR_HR_Faculty 08.17.26.xlsx; nine senators excluded from constituency Mariscal.

Faculty Group	Constituent Count	% of Constituency
Math, Computing, Library & Faculty Support	28	13.9%
Physical, Environmental & Applied Technical Sciences	23	11.4%
Biology, Biotechnology, Nursing, Health, Wellness & Child Development	29	14.4%
Letters, ESL, Philosophy & Adult Basic Education	32	15.8%
Social, Behavioral, Communication & Business Studies	32	15.8%
Arts & International Languages	26	12.9%
Counseling, Career & Student Success Faculty	32	15.8%
Total	202.0	1
Average group size	28.9	
Smallest group	23.0	
Largest group	32.0	
Range	9.0	

Line-Themed 7-C

counts, including Polo

Assigned Senator

[illegible]

Senate Constituency Group Lists — 202 Constituents

1. Math, Computing, Library & Faculty Support — 28 constituents

Assigned Senator

Faculty Member	Supervisory Organization
Janeen Apalatea	Mathematics
Angela Beltran-Aguilar	Mathematics
David Bonds	Mathematics
Paul Clarke	Design
Steven Deineh	Library Science
Keith Dunbar	Mathematics
Scott Fallstrom	Mathematics
Mary Beth Headlee	Mathematics
Ticey Hosley	Instructional Services
Steve Isachsen	Computer Studies
Jim Julius	Online Education & Instructional Design
Nery Chapeton Lamas	Computer Science
Mark Laurel	Mathematics
Richard Ma	Library Science
Eduardo Mariscal	Computer Science
Lauren McFall	Library Science
Serena Mercado	Mathematics
Shannon Myers	Mathematics
Lemee Nakamura	Mathematics
Jennifer Paris	Library Science
David Parker	Design
Michael Paulding	Computer Science
Zika Perovic	Mathematics
Leila Safaralian	Mathematics
Glorian Sipman	Library Science
Virginia Velati Tirona	Library Science
Catherine Walker	Computer Science
Rick White	Computer Studies

2. Physical, Environmental & Applied Technical Sciences — 23 constituents

Assigned Senator

Faculty Member	Supervisory Organization
Marina Argueta	Physical Sciences

Kyle Arriola	Chemistry
Theresa Bolanos	Chemistry
Robert Falero	Physical Sciences
Kellita Felton	Physical Sciences
Abbie Ferrieri	Horticulture
Kaitlin Fisher	Chemistry
Rica French	Physical Sciences
Ignacio Castaneda Garcia	Automotive Technology
Pierre Goueth	Chemistry
Dominique Ingato	Biomanufacturing
Christina Johnson	Chemistry
Paul Katson	Automotive Technology
Taya Lazootin	Physical Sciences
Barbara Juncosa (On Leave)	Biomanufacturing
Kent McCorkle	Chemistry
Khang Nguyen	Physical Sciences
Thong Nguyen	Chemistry
Sophia Oller	Chemistry
Erika Peters	Physical Sciences
Eric Snortum	Physical Sciences
Juan Solomon	Horticulture
Lynn Trzoss	Chemistry

3. Biology, Biotechnology, Nursing, Health, Wellness & Child Development —

Assigned Senator

Faculty Member	Supervisory Organization
Bobbi-Sue Bailey	School Of Nursing, Health & Wellness
Suzie Bailey	Biological Sciences
Giana Carey	School Of Nursing, Health & Wellness
Olivia Dalton	School Of Nursing, Health & Wellness
Ashley Davis	Child Development
Rich Dicker	School Of Nursing, Health & Wellness
Yvette Duncan	School Of Nursing, Health & Wellness
Roland Estrella	School Of Nursing, Health & Wellness
Claudia Flores	Child Development
Robert Fulbright	Kinesiology, Health & Nutrition
Yana Gardiner	School Of Nursing, Health & Wellness
Natalie Gonzales	School Of Nursing, Health & Wellness
Adrea Gonzalez-Karlsson	Biological Sciences
Ansina Green	Child Development
Stacey Hull	Biological Sciences
Himgauri Kulkarni	Biological Sciences
Casey McFarland	Kinesiology, Health & Nutrition
Gail Meinhold	Kinesiology, Health & Nutrition
Emily Mercuri	School Of Nursing, Health & Wellness
Pedro Morgado	Biological Sciences
Michelle Odom	School Of Nursing, Health & Wellness
Waldemar Perez	Biotechnology
Allison Perkins	School Of Nursing, Health & Wellness

Alison Phinney	School Of Nursing, Health & Wellness
Carlos Rojo	Biological Sciences
Jeanine Sepulveda	Biological Sciences
Tina Walker	Biological Sciences
Rhonda Welch-Scalco	Child Development
Janelle West	Biological Sciences

4. Letters, ESL, Philosophy & Adult Basic Education — 32 constituents

Assigned Senator

Faculty Member	Supervisory Organization
Daniel Ante-Contreras	Letters
Tony Burman	Letters
Adam Chin	Philosophy & Religious Stud
Elizabeth Clarke	English As A Second Language, Nc
Julie Cord	Adult High School
Amena Coronado	Philosophy & Religious Stud
Monica Cueva	English As A Second Language, Nc
~ dara	Letters
Zulema Diaz	Letters
Erica Duran	Adult High School
Maria Figueroa	Letters
Ruth Gay	English As A Second Language, Nc
Mary Gross	English As A Second Language, Cr
Kelly Hagen	Letters
Jade Hidle	Letters
Tricia Hoste	English As A Second Language, Nc
Jose Jara	Letters
John Kirwan	Letters
Luke Lambert	Letters
Curry Mitchell	Letters
Jeff Murico	Philosophy & Religious Stud
Tyrone Nagai	Letters
Francisco Ortega	Letters
JahB Prescott	Letters
Kristi Reyes	English As A Second Language, Nc
Aaron Roberts	Letters
Jose Sanchez	Adult High School
Violeta Sanchez	Letters
Angela Senigaglia	Adult High School

Mariana Silva
Jacob Strona
Chad Tsuyuki

English As A Second Language, Nc
Letters
Letters

5. Social, Behavioral, Communication & Business Studies — 32 constituents

Assigned Senator

Faculty Member	Supervisory Organization
Shafin Ali	Social Science
Michael Arce	Sociology
Sam Arenivar	Communication Studies
Danielle Barnett	Psychology
Robert Bond	History
Eric Carstensen	Business Administration
Keith Chan	Social Science
Lesley Doig	History
Steve Eso	Psychology
Lisa Fast	Psychology
Ruben Gomez	Business Administration
Steven Grinberg	Business Administration
Thao Ha	Sociology
Rachel Hastings	Communication Studies
Bruce Hoskins	Sociology
Stefan Ignatovski	Business Administration
Robert Kelley	Psychology
Sarah Kirk	Psychology
Delores Loedel	Business Administration

Anthony Ongyod	Communication Studies
Israel Pastrana	History
Craig Perez	Ethnic Studies
John Phillips	Social Science
India Pierce	Ethnic Studies
Leola Powers	Communication Studies
Olivia Quintanilla	Ethnic Studies
Eric Robertson	Communication Studies
Suganya Sankaranarayanan	Business Administration
Nate Scharff	Business Administration
Christina Sharp	Business Administration
Christopher Sleeper	History
Katherine Steelman	Ethnic Studies

6. Arts & International Languages — 26 constituents

Assigned Senator

Faculty Member	Supervisory Organization
Eric Bishop	Theatre, Dance & Film
Phillip Boland	Theatre, Dance & Film
Min Choi	Media Arts & Technologies
Karl Cleveland	Media Arts & Technologies
Leah Cluff	Art
Leigh Cotnoir	Media Arts & Technologies
Xuchi Eggleton	Art
Matt Falker	Music
Sean Fanning	Theatre, Dance & Film
Lauren Greenwald	Art
Billy Gunn	Theatre, Dance & Film
Yoshimi Hayashi	Art
Pilar Hernandez	International Languages
Emiko Kiyochi	International Languages
Arlie Langager	Music

Jonathan Marquis	Art
Dave Massey	Theatre, Dance & Film
Gilbert Neri	Art
Andrea Petri	International Languages
Dean Ramos	Art
Daniel Siegel	Music
Cristina Toharia	International Languages
Stephen Torok	Music
Lilia Vidal	International Languages
Rosa Viramontes	International Languages
Tracy Williams	Theatre, Dance & Film

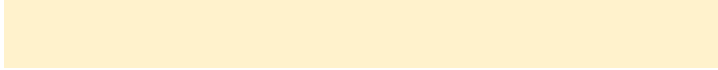
7. Counseling, Career & Student Success Faculty — 32 constituents

Assigned Senator

Faculty Member	Supervisory Organization
Adrean Askerneese	Counseling
Iris Ayala-Swindell	Career Studies
Yesenia Balcazar	Counseling & Student Dev
Markus Berrien	Counseling
Veronica Bloss	Eops
Abby Burd	Student Affairs
Laney Collins	Counseling
Arti Dua	Counseling
Karina Duarte	Counseling
Michelle Farnam	Counseling
Lise Flocken	Counseling & Student Dev
Hilda Gomez-Zinn	Counseling
Cynthia Vasquez Gonzales	Counseling
Laura Hayek	Counseling
Jeff Higginbotham	Counseling & Student Dev
Wendy Horton	Counseling
Kyaw Htet	Eops
Luke Lara	Counseling
Sinar Lomeli	Counseling
Don Love	Counseling
Stacey Mathis	Career Studies
Donny Munshower	Counseling
Candy Owens	Eops
Kris Peck	Sas
Freddy Ramirez	Eops
Oswaldo Ramirez	Counseling
Jed Schlueter	Counseling
Ariana Solis	Counseling
Shaylah Turk	Sas
Jillian Ventrone	Counseling

Kristi Wish
Magdalena Zepeda

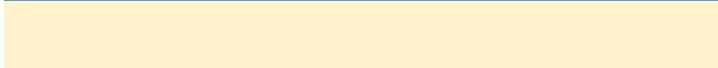
Counseling
Counseling



Constituency Group

Math, Computing, Library & Faculty Support
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Constituency Group

Physical, Environmental & Applied Technical
Sciences

[illegible]

Biology, Biotechnology, Nursing, Health, Wellness & Child Development

[illegible]

[illegible]

Government	Percentage
Current government	75%
Previous government	25%

[illegible]

[illegible]

Constituency Group

[illegible]

Counseling, Career & Student Success Faculty
Counseling, Career & Student Success Faculty