ACADEMIC SENATE

Regular Meeting – September 4, 2026
Time – 9:00 AM - 11:00 AM
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
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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 Minutes of the Regular Meeting of August 21, 2026
D. Approve Minutes of the Retreat Meeting of August 21, 2026
E. Approve updated and revised Composition and Calendar 2026-2027
F. Confirm Appointment of Academic Senator Adrean Askerneese

VI. Reports
A. College Superintendent/President – *Johnson (access report)*
B. Classified Senate – *Streagle (access report)*
C. Associate Student Government - *Hutchinson*
D. Senate Leadership – *Zaman* (access report)

VII. Action Item. Second Read (vote required)
A. Faculty Constituent List 2026-2027
Description: *The Senate is considering whether to adopt a rotating communication schedule with full-time constituents (the Associate Faculty already follow this model). These post meeting updates by a rotating series of senators would be supplemented by alphabetically organized lists so faculty could have a designated contact person for questions, comments, suggestions, feedback, etc..*

VIII. Action Item - First Read (no vote)
A. Academic Senate Goals
Description: *Building on the work of its retreat with subcommittee chairs on August 21, the Senate will review a*

proposed draft of two formal goals for the upcoming academic year

B. AI Frameworks Coordination Plan

Description: *As a follow up to last week's discussion of the AI Frameworks memo from the Chancellor's Office, the Academic Senate will review a plan for coordinating a faculty-led response to the Chancellor's framework guidance.*

IX. 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.

ACADEMIC SENATE

Regular Meeting – May 15, 2026
Time – 9:00am-11:00am
Hyflex Meeting – OC1068 Boardroom
MiraCosta College, 1 Barnard Drive
Oceanside, CA 92056

UNOFFICIAL MINUTES

I. Roll Call

The meeting was called to order by ASP, mitchell after the reading of the Land Acknowledgement at 9:01 AM.

Present: Krista Warren-Yagubyan, Julie Graboi, Katrina Tamura, Kristine Arquero, Sean Davis, Afifa Zaman, Jeff Murico, Leigh Cotnoir, Sunny Cooke (Superintendent), Alexis Tucker Sade, Jim Sullivan (President-elect), curry mitchell (Senate President), Robin Allyn (Coordinating Officer), Ghada Osman.

Absent for Roll Call / Present for meeting: Brian Page, Sarah Gross

Public: Paul Clarke, Daniel Ante-Contreras, Emanuel Prince, Shafin Ali, Aaron Holmes, Ruth Gay, Mary Gross, Dara, Wendy Stewart, Rodrigo Gonzales, Stacey Hull, Mary Beth, Shannon Myers, Rick White, Elba Gomez.

II. 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.

Jim Sullivan read a statement in support of faculty's academic freedom on classroom assessments and highlighted that Office of Instruction need to support this cause as some are viewing the attack as a violation of institutional policy.

Alexis Tucker Sade seconded her support for Jim's statement. Highlighting that today is in-person day for the (Honors Conference) which is open to any student who has conducted research in any discipline and will be presenting today after Senate. She invited all to come and listen to students who are presenting their films and other brilliant work during the showcase.

Afifa Zaman shared that there is joy and excitement in the Counseling Office with regards to the policy approval on Academic Renewal that was reviewed in Senate last week. The change has already positively impacted students and she is proud to work at an institution that is willing to move quickly on a policy that has direct impact on the future education of students. A grand shoutout to everyone who was involved with moving BP 4030 forward.

III. Changes to Agenda Order

IV. Consent Calendar

Items A-H were approved by unanimous consent.

A. Minutes of the Regular Meeting of May 1, 2025
B. Minutes of the Regular Meeting of April 17th, 2025
C. Academic Senate End of Year Report
D. Syllabus Checklist
E. Full-time Faculty Hiring Prioritization Criteria
F. Ratification of Faculty Committee Assignments

G. Curriculum Approval for 2026-27 Catalog, Part IV
H. Equivalency Request: Economics

V. Action Item, Second Read (Vote Required)
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. AP 4020: Program and Curriculum Development - CPC Committee
Description: Updates comply with a 180-day implementation deadline to align curriculum development processes with universal design for learning standards specified in new Title 5 regulations. Since the First Read of this item, the reference "title V" has been added for consistency of attribution formatting.
MS (Graboi/ Warren) to see AP / BP 4020 and BP 4022 as a batch.
MS (Page/Tucker Sade) to approve AP/ BP 4020 and BP 4022.

B. BP 4020: Program and Curriculum Development - CPC Committee
Description: Updates to referenced sections of Title 5 based on CCLC guidance.

A motion **MS (Warren/ Davis)** to see Action Items [B-G] as a batch.
A motion **MS (Tucker Sade/ Arquero)** to approve Board and Administrative Policies [Action Items B-G].

C. AP 4022: Course Approval Process - CPC Committee [9:20; 2 minutes]
Description: Updates reflect changes to CPC's membership structure and processes for reviewing DE criteria; minor changes address clarity.

D. BP 4250: Academic and Progress Notice, Separation, and Readmission - Ante-Contreras [9:22; 2 minutes]
Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" and "Reinstatement" is now "Restart." Changes also show deletion of legacy language regarding veterans.

E. AP 4250 Academic and Progress Notice - Ante-Contreras
Description: No changes recommended.

F. AP 4255: Academic and Progression Separation and Readmission - Ante-Contreras
Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" and "Reinstatement" is now "Restart." Changes also show deletion of legacy language regarding veterans.

G. AP 5055 Student Registration Limitation and Priorities - Ante-Contreras
Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" Changes also show addition of Umoja as a group receiving priority registration status.

H. Educational Futures Plan - Pescarmona and Wojcik [9:25; 15 minutes]
Description: The college and the Ed Plan Taskforce have worked in the past two years to develop the 2035 Education Futures Plan. With input from many constituents in the past year, a draft of the plan is ready to be reviewed and considered for approval. Since the First Read of this item, Theme 1 has received substantive revisions to incorporate "teaching and learning" with "access and completion."

A motion **MS (Osman/Warren)** to approve the Education Futures Plan as presented. VP Wojick presented the changes. Theme One revisions were a focal point for review, specifically "*ensuring the quality of students, centering the value of intentional in-person learning*, and *rebalancing access and alignment with the quality of success.*"
VP Sullivan asked for a language update in the Four Pillars and questioned whether it had been considered? VP Pescarmona noted that they had not made the change but they are making the updates throughout the entire document. Senator Davis asked for a change with regards to the second-to-the-last bullet point, which he asked to be updated to, "*committed to design and develop*." Senator Tucker Sade, expressed concern with regards to why the online learning changes had not been included, sharing an experience that impacted faculty and students alike e.g. Canvas

disruption this past week. She asked for the roadmap of how-to pivot when online learning environments were negatively impacted by tech disruptions.. VP Pescarmona shared that it is a cautionary position for faculty to require administration to provide guidance in a space that is guarded by faculty under the 10+1. Sullivan agreed with VP Pescarmona that faculty need to focus on this as part of their goals for next year.

MOE Chair, Jim Julius shared that his committee decided to postpone edits on the plan as next Fall would be a more suitable time for collaboration.

Senator Davis spoke on the *Right of Assignment,* making a clear distinction that it is not on faculty because faculty do not assign their classes– the Department Chair or Department Dean does and what is accepted is what is given and it is important to differentiate between what faculty has purview over.

mitchell focused in on the question: does the Education Futures Framework guide us [Senators] in this space, and if not, which details within the framework are needed to guide us? mitchell requested a revision on the second-to-the-last bullet point of the Education Futures Plan to include explicit labeling of the online environments to allow MiraCosta Online Educators, [MOE] , a lens to create the guidelines.

A motion **MS (Warren/ Page)** to extend discussion by two minutes.

Senator Murico clarified that essentially what Senators are asking for is a rebalancing of the scales with regard to Online Learning and In-Person Teaching. Discussion formalized a request to separate these two requests and follow-up with Senate Leadership [mitchell and Sullivan] would happen before it was finalized with the Board of Trustees.Pescarmona read aloud the recommended change to the second-to-the-last bullet of the Plan referring to the specific language amendment brought by Senator Tucker Sade and mitchell called a vote to approve. A Motion by Warren-Yagubyan to call a Re-vote was in order after the definition of what an Abstention was clarified.

A motion **MS (Murico / Warren-Yagubyan)** to approve the Education Futures Plan with amendments. Motion Passed (14) Votes.

VI. Information

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. Facilities Futures Plan - Elba Gomez [15 minutes] [9:40; 15 minutes]

Description:The Facilities Future Plan will be shared with the Academic Senate for feedback.

mitchell asked Senators to write down their questions to ask VP Gomez and he would email them directly to the office of the VP after the meeting.

Discussion: Senator Cotnoir wanted to know if faculty were consulted before the decision to place the technology center that used to be in the parking lot of the OC Campus near Campus Police moved to the CLC. Noting that it is inconvenient for faculty and students. Discussion revealed that space was an issue and that it was a decision made by the Office of Administrative Services. Senator Graboi wanted Administrative Services to know that it is important to consult with faculty before purchasing furniture for faculty to ensure certain aspects are being considered. Sullivan noted that colleagues in BPC and College Council acknowledged Senator Graboi's concern. Other discussion covered topics such as defining the term, and a special note that the Plan did not do much to represent the diversity of our student population or the 10+1 of faculty.

B. Online Teaching Certification/Recertification - Gunn, Warren, & Julius [9:55; 30 minutes]

Description:The Academic Senate will hear an overview of the new online teaching certification process starting with descriptions from FA and MCCAAF colleagues about contractual obligations followed by a summary of the program itself from MOE.

Billy Gunn provided an overview of the Online Teaching Certification and Recertification requirements taking effect in Fall 2026. Following a review by the MiraCosta Online Educators (MOE) Committee, faculty leaders determined that existing training requirements were insufficient and endorsed a more robust certification process consisting of 11 hours of initial training and six hours of recertification every four years. The requirement applies to all faculty teaching courses with an online component, including hybrid courses, and includes waiver opportunities for previous training except for the mandatory MiraCosta-specific Distance Education module. Julius Kahn also demonstrated the nearly completed core training modules, which emphasize accessibility, pedagogy, student-centered design, and reflective learning practices aligned with Distance Education guidelines.

Senator Tucker Sade motioned to extend discussion by 5 minutes **MS (Tucker Sade/Graboi)**. Discussion also addressed broader concerns regarding the time and labor required to develop, maintain, and update high-quality online courses. Faculty raised questions about workload expectations, the availability of research on course design time requirements, and whether additional compensation or support should be considered; presenters acknowledged the concern and noted that other institutions have compensated faculty for course development work. Additional questions focused on accessibility and design considerations, institutional standards for online instruction, and clarification that certification waivers will be based on comparable prior training rather than teaching experience or demonstrated expertise.

VII. Discussion

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. Reflection on the Value of Academic Senate Priorities with Brainstorming of Goals for the 2026/2027 Academic Senate [Time 10:25; 30 minutes]

Description: The Academic Senate will reflect on the outcomes of our decision to choose Student-centered Scheduling as our priority this year and will take time to brainstorm possible areas of focus and/or potential goals for the next Academic Senate to consider when they convene at Fall 2026 Academic Senate Retreat.

Sullivan welcomed incoming Senators, Jorge Guerrero, Shawn Firouzian and Polo Mariscal. Emphasizing that the goal of today's discussion is to build community with outgoing and incoming senators. A reconvening in August during the Senate Retreat was highlighted with regard to the intended model for walking through the 10+1. The vision is to have senators and subcommittee chairs split into groups to work on goals for the next academic year.

VIII. Reports

A. Academic Senate President – *mitchell* (access report) ASP mitchell read a powerful statement on what it means to be an educator in today's society and encouraged his colleagues to continue their leadership not only in the classroom but in the collegiality of governance.

B. College Superintendent/President – *Cooke* (access report) Sunny prepared a report that highlights status updates on the Presidential Search and emphasis on the Jack Kent Scholarship.

C. Classified Senate – *Streagle* (access report) Jennifer Streagle submitted a report which highlights the election results for new Classified Senate positions, to include CS President. Results from the CS Survey were noted that would be guiding the work of the Senate in the coming academic year and a shout out to the Caring Campuses' events that were celebrated across all (4) campus locations and the momentum that is building around the Caring Campus initiative.

D. Associate Student Government – *Jaimes* (access report) No report submitted.

E. Senator Reports – (access report) No report submitted.

IX. Adjournment

Senator Davis added words in support of his dear friend and colleague who is coming to the end of his term as Academic Senate President. He thanked mitchell for his labor, his vision, his steadiness, his friendship, and of his steadfast leadership. The meeting adjourned at 10:59 AM.

ACADEMIC SENATE

Special Meeting – August 14, 2026
Time - 1:15pm-1:45pm
Hyflex Meeting – OC 1054 and Via Zoom
1 Barnard Drive, Oceanside, CA 92056

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), Afifa Zaman (Vice President), Ghada Osman, Krista Warren-Yagubyan, Alexis Tucker Sade, Sean Davis, Katrina Tamura, Julie Graboi, Shawn Firouzian, Polo Mariscal.

Absent: Robin Allyn (Coordinating Officer), Jorge Guerrero, Sarah Gross, Brian Page, Kristine Arquero.

It is important to note that Quorum was met.

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

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

UNOFFICIAL MINUTES

Key Terms used: (M) motion, (S) second,
(U) unanimous, (P) passed, (ASP) Academic Senate President

I. Call to Order

The meeting was called to order at 11:15am by Senate President, Sullivan.

II. Roll Call

Present: Afifa Zaman (VP), Robin Allyn (Coordinating Officer), Dr. Lennor Johnson (Ex-Officio), Kristine Arquero, Sean Davis, Jorge Guerrero, Shawn Firouzian, Polo Mariscal, Ghada Osman, Alexis Tucker Sade, Julie Graboi, Sarah Gross, Brian Page, Katrina Tamura, Krista Warren-Yagubyan and Jim Sullivan.

Others Present: Jennifer Streagle (CS VP), Eric Snortum, Aaron Reingold (Dir. of ASG Legislative Affairs), Denee Pescarmona, Rick White, Steve Isachsen, and curry mitchell.

III. Persons Wishing to Address the Senate

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Senator Warren welcomed everyone to the Fall semester. She spoke on a public comment that happened at the board meeting the evening before that called attention to the collegiality and partnership – standing together as a unified faculty and it was the first time she had witnessed this. She noted that the Academic Associate Faculty alongside the Faculty Assembly gave welcoming comments together and emphasized the unified front and strength that was felt by the experience.

IV. Changes to Agenda Order

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of May 15, 2026

Item A was pulled by ASP, Sullivan. The meeting minutes were not included with the agenda. Item will be brought back on the next agenda.

B. Approve Minutes of the Special Meeting of August 14, 2026

Item B was pulled by CO, Allyn for a friendly amendment. The vote to approve this item was missed after it was pulled. Item B will be brought back on the next agenda.

C. Approve the AF Emeritus Recommendation for Denise Stillinger

Item C was pulled by ASP, Sullivan. A process is needed with Associate Faculty Union before this Item will be seen on a future agenda.

D. Approve the revised Academic Senate Composition and Calendar for 2026-27

E. Ratify Faculty Committee Assignments 2026-27

A motion was made to approve Items D and E. **MS [Tucker Sade/Davis], Unanimously Approved. [15 Senators voted].**

VI. Reports

A. College Superintendent/President – Dr. *Johnson [***5 minutes***]*

Dr. Johnson expressed admiration for the campus community's commitment, particularly noting the Senators' attendance on a Friday afternoon. He noted plans to meet with Academic Senate members and leadership over the coming months to discuss supports and needs. Kudos given for the amazing work teachers do every single day and asked for everyone to give one word on how they would describe what MiraCosta College means to them.

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.*

Holmes introduced herself to the Academic Senate and introduced the Caring Campus as a seventeen member official subcommittee of the Classified Senate, while highlighting some of the committee's accomplishments since launching last Fall. In coming to the Academic Senate, one of the goals is to recruit at least one faculty representative before the end of the academic year. A presentation was shared that provided some overview of the committees Behavioral Commitments (Actions), and discussed in length an approach that is also practiced in the MLB, which is the *ten-foot rule;* a behavior in which the committee is encouraging through its own membership while on campus to "acknowledge someone," especially a student who is within ten feet of you. Other commitments included wearing official nametags, identifying ones' position on campus and making oneself available for questions to students and community while on campus. A final highlight was the committees' implementation of a Recognition Form that may be submitted by any group on campus [students, staff, faculty or administrators] to notify a colleague that they were caught doing something caring – a practice rooted in acknowledgement for the work that is being done by everyone. A digital version and/or physical card may be used and will be directly routed /given to the employee.

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?*

The discussion focused on the AI Framework Memo from the Chancellor's office and potential ways to respond. Proposed strategies included referring the memo relevant subcommittees for input, soliciting feedback from specific disciplines and departments based on impacts and needs related to their fields, and sharing senators interpretations and perspectives on the memo. Senators discussed the need to perform an assessment on current AI practices within the college and noted the high utilization between AI systems and AI substitutions as a point to discuss – emphasizing where the gaps are in learning that are causing students to turn to AI. A question on how the institution would solve this, with faculty voice being represented, and through meaningful groundwork, rooted in the 10+1, how will faculty ensure that students demonstrate authentic knowledge and skills not merely an ability to utilize AI well within learning? There were concerns with AI and Universal Design Learning (UDL), how faculty are policing students, how students critical thinking skills are being judged. Others pointed out that AI implementation will vary by each department and in certain fields it will be highly relevant and guidance will be needed, while others may not need or want it integrated at all. Senators discussed the idea of equity in AI, ensuring that the tools we adopt are ethical and and vetted for equity and social justice, also being mindful of students information that may be uploaded in AI tools. Senators noted an uneasiness around the Memo's language of protection and preservation especially around things like critical thinking. The goal of educators is to advance critical thinking while maintaining the human learning community at the center. We do not have a clear institutional message that combines these two great works together for clarity for students and faculty. The idea that consistency around AI integration has to mean identical classroom policies is not what any of us are advocating for, but rather that we are not leaving our students guessing on what may be acceptable. Senators acknowledged that faculty should and do clearly communicate course and assignment level expectations, and have a clear policy in their syllabus. Senators shared that they are to be cautious pioneers of new things, to try and challenge things, to hold interesting and in-depth conversations and the fact that MiraCosta is a leading academic institution in this space – not just with regards to what students output is but the Academic Senate should be discussing what the future of humanity output is and to keep an exploratory attitude. Continuous innovation – a request was made to allow faculty to have sacred spaces where they can share wild ideas and openly share and review results; an example: if AI is not good for student learning, what is the evidence? This idea of Assessment integrity and not fear penalty or judgement with regards to AI exploration within instruction. Senators asked for professional development, a repository of assignments, options with how we are assessing knowledge and skills in a context of AI use. Another angle was data efficiency and workforce readiness, the use of labor market data of specific disciplines to determine what students need to be familiar with. Some industries need students competent in prompt engineering and developed skills with AI agents – Senators will connect with our experts in the Career Center [Molly Ash, Ben Gamboa]. Senators invited discipline experts from the online space to engage, CSIT Chair, Steve Isachsen and professor Rick White. The memo captured human judgement, faculty authority, equity, privacy, and accessibility well, but cautioned that guidance like this often turns into mandated and universal policies. One way to protect faculty from that is to engage with urgency and match the speed at which AI is moving into the workforce. Isachsen endorses the idea that MiraCosta lead on this issue and encourage each department to engage on this issue; both full-time and associate faculty together and in conversations with their students as to what it means and how they will approach this with clarity. The alternative may be that a policy will be forced upon academic institutions like ours if not. He outlined CSIT's four-step engagement process: 1) THINK FOR YOURSELF, 2) PARTNER WITH AI, 3) VERIFY, 4) SYNTHESIZE. A process that is implemented across the department, an example of engaging and welcomed more to join. Rick White added three artifacts that can be viewed HERE and further mentioned that he worked directly with the Chancellor's office on the idea of human-centered AI, which only a small group was focused on – equity was at the center of the argument that won over the mass because with AI technology, a very quick turn to techno-feudalism can be reached, where you have haves and have-nots, people who are capable of competing in the new workforce and people that are incapable. CSIT is building a metabolism within the college's culture – to help everyone identify what beliefs, values and goals we want to put forward while using AI tools. There is a need for AI sovereignty, and so there is a thought around building a system internally that is open source, and would allow us to reflect our own culture and values that's federated. This format would give us the ability to have access to wonderful tools and let each one of our departments grow in a way that's reflective of their genius. Reingold shared five points with regards to AI implementation; 1) Cultural Attitudes within schools/departments vary significantly [Humanities majors are very skeptical, STEM majors are more adoptive], requested a student survey to get a pulse on the thoughts of the student body 2) Basic Education for AI training, not everyone is coming in with the same experience with AI Tools. Highlighting that Reddit is a more reliable source than Chat GPT because students know that a person is behind it. Better tools are needed to monitor AI use. Students are worried about being caught/ falsely accused. He affirmed that the memo from the Chancellor's office is vague. Reingold raises a valid concern with regards to standards and alignment with other transfer institutions. Our local-decision making policies could hinder course acceptance by other institutions and is advocating for a more standardized policy. CS VP Streagle added that while this discussion is centered on faculty and students, classified professionals will be impacted by any decision -making too, and wants to ensure that classified professionals are invited into the spaces where AI policy development occurs. Dr. Johnson affirmed that all decisions need to be aligned with labor market data, and that faculty are the experts.

VIII. Reports

A. Classified Senate – *Streagle*

The Classified Senate just finalized their Strategic Planning Retreat at the end of July and the e-board is preparing for their first meeting of the year, on Tuesday, August 25, 2026 at 1:00pm online.

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*

Several models of the constituent list were presented and the manner in which Senators could communicate with the faculty at-large could be approached. The Academic Senate selected the format of rotating the responsibility among all Senators each month to take the lead with sending out communications and being available for Q&A. This will come back for action on the next Senate agenda.

X. Reports

A. Senate Leadership – *Allyn* (access report)

XI. Meeting adjourned at 1:17pm.

ACADEMIC SENATE

Retreat Meeting – August 21, 2026
Time – 9:00AM - 10:45AM
Location – OC30115 and OC31102
1 Barnard Drive, Oceanside, CA 92056

UNOFFICIAL RETREAT MEETING MINUTES

I. Call to Order

The meeting was called to order at 9:10 AM by Vice President, Zaman.

II. Roll Call

Roll call was not completed in traditional form. Senators were accounted for by introduction of sharing out about a cultural artifact. All who were present are listed below in the order of presentation:

Afifa Zaman (Vice-President), Robin Allyn (Coordinating Officer), Brian Page, Ghada Osman, Alexis Tucker Sade, Shawn Firouzian, Kristine Arquero, Jorge Guerrero, Krista Warren-Yagubyan, Sarah Gross, Julie Graboi, Katrina Tamura, Sean Davis and Polo Mariscal.

III. Information / Discussion

A. Academic Senate Retreat

Description: *Academic Senators and Subcommittee chairs will meet to establish goals for the academic year and share ideas about how to promote leadership experiences that are productive but also professionally and personally rewarding.*

Presentation slides were shared, and senators were invited to bring and share a personal cultural artifact. The stories and reflections shared about each senator’s background and history fostered a sense of connection and provided a meaningful opening for the work ahead. As a leadership goals, senators expressed a desire to engage in deeper, more meaningful discussion and feedback. Senators also shared their willingness to support Support leadership’s direction. Those representing non-instructional areas were encouraged to contribute their perspectives, recognizing that their experiences and insights provide valuable viewpoints that may differ from or complement those primarily focused on classroom instruction.

IV. The Retreat Meeting Adjourned at 11:00am

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)	Spring 2027 (7 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	January 29, 5th Friday, Faculty Town Hall, Time TBD February 5th, 1st Friday February 19th, 3rdFriday March 5th, 1st Friday March 19th, 3rd Friday Spring break, no meeting April 16th, 3rd Friday May 7th, 1st Friday May 21st, 3rd Friday

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

Classified Senate Representative

Jennifer Streagle, Vice President

Academic Senate ASG Representative

Aidon Hutchinson

Academic Senate Admin

Arielle Locke

Academic Senate Subcommittee Leadership

CPC: Scott Fallstrom

AAC: Daniel Ante-Contreras

MOE: Jim Julius and Nadia Khan

DEqCC: Israel Pastrana

SAC: Angela Senigaglia

EQV: Ashley Davis

PDP: Delores Loedel

SLC: Luke Lambert

Vacant Seat Academic Senate Appointment: Adrean Askerneese

Academic Senate bylaws assign the authority to appoint a full-time faculty member to a vacant seat if that seat has less than one year remaining on its term. We currently have a vacant seat for which the term concludes at the end of this academic year.

This appointment is subject to confirmation by the Academic Senate.

For this reason, Academic Senate President Jim Sullivan requests confirmation by the Academic Senate of the appointment of Adrean Askerneese to the Academic Senate.

Adrean is an experienced faculty member and campus leader with experience as both a teacher and counselor and particular expertise in and leadership experience with equity and technology – two key focus points for the Academic Senate this year.

I am deeply grateful to Adrean for his willingness to step into this role and contribute his perspective and leadership to our Academic Senate work for the remainder of this Academic Year.

Constituent Communication Plan

Full-time senators will rotate the post meeting summary / info report responsibility among them in alphabetical order by their last names. The goal will be to forward their summary / report to their full-time colleagues.

Alphabetical constituent lists will be used to offer full-time faculty members a one to one contact point with a senator and a resource to share comments to be shared at meetings according to the comfort level of each individual faculty member.

Pending action on appointing a seventh senator that appears on this week's agenda, the Senate President will forward a list of the assigned constituent lists to the Senate by Tuesday, September 7.

Group 1	Group 2	Group 3	Group 4
Abby Burd	Amena Coronado	Abbie Ferrieri	Alexis Tucker Sade
Adam Chin	Arti Dua	Adrea Gonzalez-Karlsson	Arlie Langager
Adrean Askerneese	Ashley Davis	Ansina Green	Barbara Juncosa
Angela Beltran-Aguilar	dara	Billy Gunn	Bruce Hoskins
Bobbi-Sue Bailey	Erica Duran	Claudia Flores	Christina Johnson
Daniel Ante-Contreras	Julie Cord	Cynthia Vasquez Gonzales	Delores Loedel
Danielle Barnett	Karina Duarte	Ghada Osman	Dominique Ingato
David Bonds	Karl Cleveland	Hilda Gomez-Zinn	Emiko Kiyochi
Elizabeth Clarke	Keith Dunbar	Ignacio Castaneda Garcia	Himgauri Kulkarni
Eric Bishop	Laney Collins	Kaitlin Fisher	Jade Hidle
Eric Carstensen	Leah Cluff	Kellita Felton	Jeff Higginbotham
Giana Carey	Leigh Cotnoir	Kelly Hagen	Jim Julius
Iris Ayala-Swindell	Lesley Doig	Laura Hayek	John Kirwan
Janeen Apalatea	Lisa Fast	Lauren Greenwald	Jose Jara
Keith Chan	Matt Falker	Lise Flocken	Kyaw Htet
Kristine Arquero	Michelle Farnam	Maria Figueroa	Luke Lambert
Kyle Arriola	Monica Cueva	Mary Beth Headlee	Luke Lara
Marina Argueta	Olivia Dalton	Mary Gross	Mark Laurel
Markus Berrien	Paul Clarke	Natalie Gonzales	Nery Chapeton-Lamas
Michael Arce	Polo Mariscal	Pierre Goueth	Paul Katson
Min Choi	Rich Dicker	Pilar Hernandez	Robert Kelley
Phillip Boland	Robert Falero	Rachel Hastings	Sarah Kirk
Robert Bond	Roland Estrella	Rica French	Sinar Lomeli
Sam Arenivar	Scott Fallstrom	Robert Fulbright	Stacey Hull
Shafin Ali	Sean Fanning	Ruben Gomez	Stegan Ignatovski
Therea Bolanos	Steven Deineh	Ruth Gay	Steve Isachsen
Tony Burman	Stevo Eso	Steven Grinberg	Taya Lazootin
Veronica Bloss	Xuchi Eggleton	Thao Ha	Ticey Hosley
Yesenia Balcazar	Yvette Duncan	Yana Gardiner	Tricia Hoste
	Zulema Diaz	Yoshimi Hayashi	Wendy Horton
28	**29**	**29**	**29**

Associate Faculty (based on last name)	
A to E	Graboi, Julie
F to J	Gross, Sarah
K to O	Page, Brian
P to T	Tamura, Katrina
U to Z	Warren, Krista

Grey-colored cells indicate the Associate Faculty Academic Senate representative for each Group

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Full-Time Faculty Members

Group 5	Group 6	Group 7
Anthony Ongyod	Aaron Roberts	Afifa Zaman
Candy Owens	Alison Phinney	Ariana Solis
Casey McFarland	Allison Perkins	Catherine Walker
curry mitchell	Andrea Petri	Chad Tsuyuki
Dave Massey	Angela Senigaglia	Christina Sharp
David Parker	Carlos Rojo	Christina Toharia
Don Love	Craig Perez	Christopher Sleeper
Donny Munshower	Dean Ramos	Daniel Siegel
Eduardo Mariscal	Eric Robertson	Eric Snortum
Emily Mercuri	Erika Peters	Glorian Sipman
Francisco Ortega	Freddy Ramirez	Jacob Strona
Gail Meinhold	India Pierce	Janelle West
Gilbert Neri	Israel Pastrana	Jeanine Sepulveda
Jeff Murico	JahB Prescott	Jillian Ventrone
Jennifer Paris	Jed Schlueter	Jorge Guerrero
Jonathan Marquis	John Phillips	Juan Solomon
Kent McCorkle	Jose Sanchez	Katherine Steelman
Khang Nguyen	Kris Peck	Kristi Wish
Lauren McFall	Kristi Reyes	Lilia Vidal
Lemee Nakamura	Leila Safaralian	Lynnie Trzoss
Michelle Odom	Leola Powers	Magdalena Zepeda
Pedro Morgado	Michael Paulding	Mariana Silva
Richard Ma	Nate Scharff	Rhonda Welch-Scalco
Serena Mercado	Olivia Quintanilla	Rick White
Shannon Myers	Oswaldo Ramirez	Rosa Viramontes
Shawn Firouzian	Sean Davis	Shaylah Turk
Sophia Oller	Suganya Sankaranarayanan	Stephen Torok
Stacey Mathis	Violeta Sanchez	Tina Walker
Thong Nguyen	Waldemar Perez	Tracy Williams
Tyrone Nagai	Zika Perovic	Virginia Velati Tirona
29	**29**	**28**

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Senate Goals 2026/27 Academic Year

A Possible Guiding Question that Links Both Goals:

How does MiraCosta adapt to profound changes in access, technology, pathways and student needs while also advancing the core educational values that make college more than simply a mechanism for credential completion.

Goal 1 (Aligns with Educational Futures Plan Goal 1)

Provide Space and Leadership for Campus Wide Discussions About The Relationship Between Expanding Student Access and Cultivating Meaningful Learning, Human Connection, and the Achievement of MiraCosta's Core Competencies

- This broader conversation could be framed around our work with various term lengths, modalities, and alternative pathways (such as Dual Enrollment, Credit for Prior Learning, Apprenticeship Programs, HIgh School Articulated CTE Credit etc.)

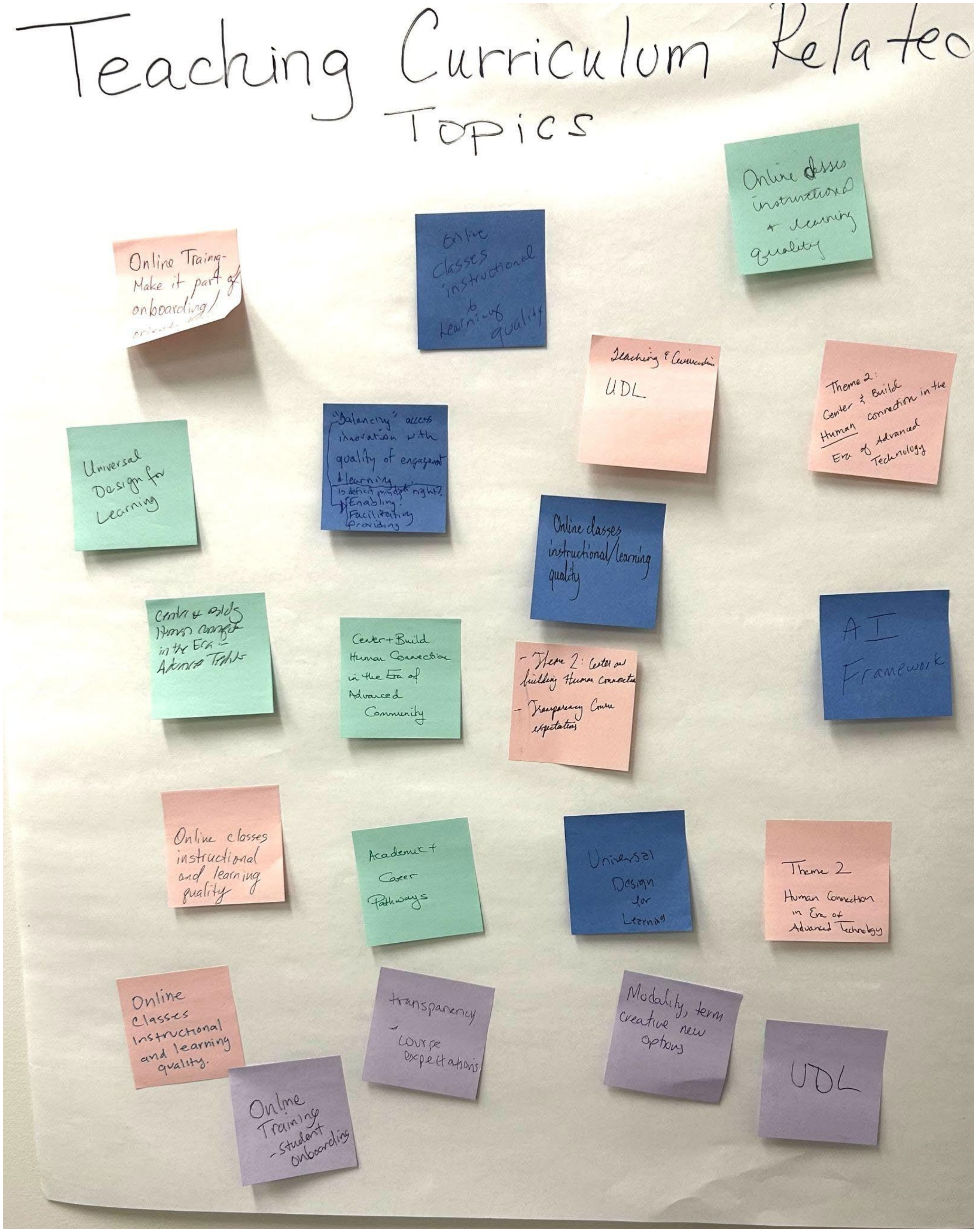
- Our discussions could promote broader campus understanding of these options and more carefully research and data informed looks at these approaches while also exploring ways to develop our ability to promote our learning goals and core competencies.

Goal 2 Coordinate a Faculty Led Response to the Chancellor's AI Frameworks Memo

- Our role here would be giving campus faculty groups the resources and support they need to identify and make progress toward limited and manageable response goals each semester of this year.

- Through the Academic Senate for California Community Colleges, we can keep our colleagues connected to and informed about what other institutions are doing with this Frameworks and track faculty and Chancellor's Office initiatives that emerge from it.

Here, by the way, is the collection of goals discussed during the retreat that we are trying to provide an umbrella conversation for.


Teaching Curriculum Related Topics
Online Training- Make it part of onboarding/
Online classes instructional & learning quality
Online classes instructional + learning quality
Teaching & Curriculum
UDL
Theme 2: Center & Build Human connection in the Era of Advanced Technology
Universal Design for Learning
"Balancing" access innovation with quality of engagement & learning
Enabling! Facilitating Providing
Online classes instructional/learning quality
Center + Build Human Connection in the Era of Advanced Community
- Theme 2: Center on building Human Connection
- Transparency Course expectations
AI Framework
Online classes instructional and learning quality
Academic + Career Pathways
Universal Design for Learning
Theme 2
Human Connection in Era of Advanced Technology
Online Classes instructional and learning quality.
transparency - course expectations
Modality, term creative new options
UDL
Online Training - student onboarding

AI Frameworks Response Coordination Plan (First Read)

As the Academic Senate seeks to facilitate a coordinated faculty-led response to the Chancellor's AI Frameworks memo, we are asking each of the campus groups identified below to consider focusing on **one** goal for discussion and/or development of a guideline, policy, or process.

Context from the Memo

The first column represents the faculty group or subcommittee or college governance committee we are asking to explore these AI Frameworks ideas. The middle column collects key language from the Chancellor's office that could apply to the designated group's work. Please, please, please note that we are not asking committees to attempt to address all of the ideas included in those Chancellor memo notes. Instead, these notes are there as a reference point as you choose **one** possible point of focus. No one is asking us to address every issue raised in the Chancellor's memo; we are just working toward making some coordinated moves in the right direction

Note – this middle column was developed with help from Chat GPT…so…just sayin…feel free to blame Rick White for any mistakes… 😊

Conversation Starting Ideas and Possibilities

The suggestions in column three are just ideas to facilitate thought processes / conversations. Identified groups are enthusiastically encouraged to take this conversation in whatever direction their expertise leads them to. The goal would be to report back to the Academic Senate through the Academic Senate President who will regularly update this document with the work all these faculty groups are doing.

Faculty groups, AS subcommittee, Governance committees with Faculty chairs / co-chairs	**Relevant Language from Chancellor's Memo**	**Possible Idea to Explore as Committee Identifies and Selects one Goal for the Fall Semester**
Disciplines / Departments	The memo repeatedly cautions against treating AI as a one-size-fits-all issue. It states that it **"does not establish a statewide classroom policy or prescribe a single approach for every college, discipline, course, or student population"** (Memo, p. 2). It later explains that **"disciplines, courses, modalities, and student populations differ significantly"** (p. 3). In discussing classroom practice, the memo adds that **"faculty are best positioned to determine when AI**	Consider the possible value of developing discipline specific or department-wide guidelines for student and faculty AI use.

	supports learning and when it may undermine the knowledge, skills, or competencies an assignment or course is intended to develop” (p. 6). Most directly, it notes that **“Different disciplines, programs, and career pathways require different AI-related knowledge, skills, expectations, and safety considerations”** and recommends that **“Faculty should consider identifying discipline-specific AI competencies that prepare students for transfer, employment, and civic participation”** (p. 7).	
Professional Development Program	The memo treats professional development as an ongoing process of faculty inquiry rather than a one-time training response. It says colleges should view AI in teaching and learning as **“an ongoing area of inquiry rather than a one-time policy issue”** and specifically identifies **“Faculty inquiry groups, professional learning, pilot projects, communities of practice, accessibility reviews, student co-design opportunities, and resource repositories”** as supports for **“thoughtful experimentation, evaluation, and continuous improvement”** (Memo, p. 7). Appendix B asks, **“What resources or professional learning would help faculty adapt assignments and assessments?”** (p. 11), while the final recommendations call on colleges to **“promotes ongoing professional learning, responsible innovation, periodic review, and the sharing of effective practices”** (p. 8).	**Plan a Thursday of Spring Week AI Frameworks focused day**
Academic Affairs Committee	The memo deliberately balances clear institutional guidance with faculty discretion. Because **“disciplines, courses, modalities, and student populations differ significantly”**, it says the framework **“should not impose a single classroom rule or universal syllabus statement”** (Memo, p. 3). At the same time, **“Institutional guidance should establish baseline expectations, while faculty retain discretion to determine and communicate course- and assignment-specific expectations for AI use”** (p. 5). It then states that **“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”** (p. 5). The memo further emphasizes that **“Local frameworks should preserve faculty judgment while supporting clear communication about expectations for AI use”** (p. 6).	Explore the possible value of adding a requirement that faculty include a statement of their AI expectations/ guidelines for use in each class syllabus.
Outcomes and Assessment Committee	The memo frames AI preparation in terms considerably broader than technical proficiency. It asks, **“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?”** (Memo, p. 3). It distinguishes AI assistance from substitution and warns that **“AI should not replace human thinking, judgment,**	Explore the possible value of a new core competency around critical, ethical, and reflective engagement with AI and technology.

	analysis, creativity, empathy, performance, or skill development that students are expected to demonstrate" (p. 6). Students, it says, 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"** (p. 7), and AI literacy includes **"the critical inquiry needed to evaluate AI-generated information, question assumptions, and exercise informed human judgment"** (p. 7). Appendix B similarly asks, **"What evidence of learning will demonstrate independent understanding, skill, or judgment?"** (p. 12). Together, this language provides a strong basis for considering an institution-level competency around critical, ethical, reflective engagement with AI and technology.	
Diversity, Equity, and Cultural Competency Committee	Equity is embedded throughout the memo rather than treated as a separate compliance issue. Its guiding principles explicitly include **"equity, accessibility, and learner variability"** (Memo, p. 2). It later states that **"Equity, accessibility, and Universal Design for Learning (UDL) should remain central considerations when selecting AI technologies and developing local guidance"** and identifies **"Access to technology, cost, digital literacy, accommodations, linguistic bias, privacy, and community impacts"** as factors that may influence students' experiences with AI (p. 7). The memo also warns that **"Reliance on free consumer tools or personal subscriptions may create inequitable access and should not be the basis for required coursework"** (p. 5). Finally, it declares that **"Accessibility is both an equity imperative and a legal requirement"** and says colleges should treat accessibility **"as a condition of adoption"** when acquiring or requiring AI tools (p. 7).	Explore whether emerging teaching tools like the Culturally Relevant Pedagogy Toolkit should or could be expanded to provide faculty a more developed equity lens to apply to their teaching with AI and their students' use of AI.
Institutional Program Review Committee	The memo explicitly places AI within established program-review and continuous-improvement structures. It says colleges should **"establish a process for reviewing AI-related issues, developing guidance, and ensuring policies and practices are current"** (Memo, p. 4), and identifies **"program review"** among the academic and professional matters for which colleges should identify the academic senate's role (p. 4). At the framework level, it calls for **"a process for ongoing review as technologies, workforce expectations, and instructional practices evolve"** (p. 2). Appendix B reinforces the same idea, stating that **"Local guidance should support ongoing learning rather than one-time policy development"** and asks, **"How will local guidance be reviewed and updated as AI technologies evolve?"** (pp. 13 and 10).	Explore the possible value of adding an AI related question (or supplementing an existing question with an AI piece) to the program review process
MiraCosta Online Educators	The memo assigns online education a distinct compliance concern in addition to broader technology review. It states that where agentic tools **"interact with students, provide feedback,**	Explore the possible value of developing a process for evaluating AI

	or initiate communication in distance education courses, colleges should evaluate the implications for Regular and Substantive Interaction" (Memo, p. 3). More specifically, **"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"** (p. 3). Appendix B therefore asks how faculty will communicate their own AI use **"including ensuring Regular and Substantive Interaction (RSI) requirements for Distance Education are satisfied"** (p. 11). More broadly, local frameworks are to be developed through **"technology review, accessibility review, and continuous improvement"** (p. 4), and the final recommendations call for evaluating student-facing and institutionally supported AI tools for **"privacy, security, accessibility, human oversight, and compliance with applicable laws and regulations"** (p. 8).	related canvas resources and tools for faculty use and/or institutional investment.
Sabbatical Leave Committee	The memo provides a strong rationale for treating sabbatical work as part of a continuing institutional learning process. It says AI should be viewed as **"an ongoing area of inquiry rather than a one-time policy issue"** and identifies **"Faculty inquiry groups, professional learning, pilot projects, communities of practice, accessibility reviews, student co-design opportunities, and resource repositories"** as mechanisms supporting **"thoughtful experimentation, evaluation, and continuous improvement"** (Memo, p. 7). Its recommendations then call on colleges to **"promotes ongoing professional learning, responsible innovation, periodic review, and the sharing of effective practices"** (p. 8). Appendix B extends the idea by asking, **"How will effective practices and lessons learned be shared across the college"** and with statewide communities of practice (p. 13). This language supports identifying AI-related sabbatical inquiry and creating mechanisms for sharing that scholarship more broadly.	Consider identifying AI related research incorporated into Sabbatical reports and developing ideas for sharing that material more broadly with the campus community.
Budget and Planning Committee	The memo frames AI as a matter of institutional planning and equitable stewardship of resources. Its purpose is to support **"collegial consultation and local planning"** (Memo, p. 1), and its guiding principles include **"participatory governance, collegial consultation, and local decision-making"** (p. 2). Although procurement is identified as an institutional responsibility (p. 4), the memo also emphasizes inclusive development, stating that **"Broader discussions should also include"** stakeholders across instruction, technology, accessibility, student support, classified staff, administration, and students so that guidance reflects educational goals, operational realities, and student needs (p. 4). On equitable resource allocation, colleges should strive to provide **"equitable access through vetted, institutionally supported tools"**	Consider the possible value of developing principles for responsible institutional investment in AI

	and should not rely on free consumer tools or personal subscriptions as the basis for required coursework (p. 5). The memo also notes that **“Access to technology, cost”** and related factors shape students’ experiences with AI (p. 7), and it closes by urging **“thoughtful local planning”** that supports faculty expertise and centers student learning (p. 8). This supports a BPC role focused on long-range planning, equitable resource allocation, and inclusively developed criteria for AI-related procurement and investment.	