MIRACOSTA COLLEGE | ACADEMIC SENATE

Regular Meeting – September 6, 2024
9:00am – 11:00am
Hyflex Meeting – Room CLC127 and
Via Zoom in accordance with AB2449: Information below
1831 Mission Avenue, Oceanside, CA 92058

Join Zoom Meeting: https://miracosta-edu.zoom.us/j/717046932
Meeting ID: 717 046 932
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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. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*

III. Roll Call

IV. Persons Wishing to Address the Senate **[Time certain 9:05; 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.

V. Changes to Agenda Order

VI. Consent Calendar
A. Approve Minutes of the Regular Meeting of August 9, 2024
B. Approve Minutes of Retreat of August 9, 2024
C. Ratify Updated Faculty Committee Assignments List for AY 2024-2025
D. Approve Modified 2025-2026 Academic Calendar
Description: *The District and Classified Senate have come to an agreement for the Christmas Eve holiday starting in the 2025-26 academic year. Attached is the revised calendar. There are no substantive changes to academic days that would impact other bargaining groups.*

VII. Periodic Review – Academic Senate Bylaws and Academic Senate Rules
A. Bylaws ARTICLE 2 Purpose and Rules Section G, "members with a constituent group" 1-7 **[Time 9:30; 15 minutes]**
Description: *Humanized, just-in-time preparation to perform the duties of representing the faculty of MiraCosta College, keeping constituents informed of Academic Senate issues and decisions, and soliciting input and agenda items from constituents to present to the Academic Senate.*

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. Information / Discussion

A. Leadership and Liaisons **[Time 9:45; 20 minutes]**

Description: *Senate members will debrief topics and goals discussed during the Academic Senate Retreat and identify opportunities for leadership, including local and state-wide liaison roles that may be assigned (Academic Senate Rules, Section G.7).*

B. Faculty-led, A.I. Taskforce **[Time 10:05; 40 minutes]**

Description: *Discuss the next steps and priority for the faculty-led, A.I. taskforce; develop a charge with achievable goals for the taskforce based on prior work, current approaches across higher ed, and the merging needs of academic disciplines, student learners, and racially-just, equity practicing programs.*

IX. Reports (Written, Included Via Links Below)

A. Academic Senate President – *mitchell* (access report)

B. College Superintendent/President – *Cooke* (access report)

C. Classified Senate – *Banks* (access report)

D. Associate Student Government – *Tarman* (access report)

E. Senator Reports (access report)

To submit a Senator Report, contact the Academic Senate President and share your report in writing.

X. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. 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 Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@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 Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.

MiraCosta College | ACADEMIC SENATE

Regular Meeting – August 9, 2024
9:00am – 10:30am
Hyflex Meeting – Room SAN1131 and
Via Zoom in accordance with AB2449
3333 Manchester Avenue, Cardiff, CA 92007

UNOFFICIAL MINUTES

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 –** The meeting was called to order at 9:02am.

II. **Remote Member Attendance**
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
No members of the Academic Senate requested remote participation under the provisions of AB2449.

III. **Roll Call**
Members present: Robin Allyn, Daniel Ante-Contreras, Leigh Cotnoir, Sean Davis (Vice-president), Erica Duran, Julie Graboi, Sarah Gross, curry mitchell (President), Jeffrey Murico, Ghada Osman, Brian Page, Nate Scharf, Alexis Tucker Sade, Krista Warren, Afifa Zaman
Members absent: Sunny Cooke (Ex-officio), Jim Julius (Coordinating officer)
Others present: Carl Banks, Eric Bishop, Stacey Hull, Denée Pescarmona

IV. **Persons Wishing to Address the Senate –** None.

V. **Changes to Agenda Order –**
The meeting will begin with agenda item IX. Periodic Review to help new Senate members understand the rules of the meeting. It is a way to talk about how to do business.

VI. **Consent Calendar**
A. Approve Minutes of the Regular Meeting of May 17, 2024
B. Ratify Academic Senate Constituent List for AY 2024-2025
C. Equivalencies
Description: *Approve one equivalency for Drama / Theater Arts.*

Consent calendar item B. Ratify Academic Seante Constituent List for AY 2024-2025 was pulled from the agenda.

Consent calendar items A and C were approved by unanimous consent.

MSU (Warren / Graboi) to approve the ratification of the Academic Senate constituent list for AY 2024-2025 as presented and to come back to the list to discuss a more equitable distribution of the Associate Faculty distribution list of constituents.

Warren noted that associate faculty on the constituent list are arbitrarily divided amongst the associate faculty representatives. She suggested coming up with a more intentional way to have the list created. The AF Senate representatives have a different amount of faculty each semester and the way the list is divided currently, it is not evenly distributed.
Page suggested approving the list as it is and have a discussion amongst the AF about how to more equitably distribute the list moving forward.

VII. 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. Academic Calendar 2025-26 – *Stacey Hull*

Description: *AAC forwarded the proposed 2025-2026 Academic Calendar to Academic Senate for approval.*

MSU (Tucker Sade / Warren) to approve the proposed 2025-2026 Academic Calendar as presented.

Stacey Hull, chair of AAC, noted the calendar was discussed at the end of last year. Currently, 12/24 is not a holiday. No changes were made over the summer in the Classified Senate employee manual, which is unfortunate. It was further noted that the long President's weekend of Friday and Monday are holidays, but Saturday, February 14th is a working/class day.
Hull further noted that this calendar was developed by AAC with representatives from classified and AF. CS is also orienting classified members of AAC. The academic calendar is under the purview of the AS in accordance with the 10+1. Senate has to approve this first and then it can go to negotiations for meet and confer as a working conditions issue. Because there is a recommendation from the calendar taskforce, we will review and see if there are substantive changes such as the number of Flex days and review for the bargaining agreements.

B. AP4010 Academic Calendar – *Stacey Hull*

Description: *Updates to include a classified senate representative as a resource member of the taskforce and removal of operating principle of Veteran's Day being observed on the federal holiday as our current practice includes asking veteran students for feedback on which of the pre-approved days from the Chancellor's Office they would prefer to observe the holiday.*

MSU (Daniel / Tucker Sade) to approve AP4010 Academic Calendar as presented.

This update specifically included a Classified Senate representative and asks the veterans what day they want to approve for Veteran's Day.

VIII. Reports (Written, Included Via Links Below)

A. Academic Senate President – *curry mitchell* (access report)
See the Senate President's report attached above.

B. College Superintendent/President – *Sunny Cooke* (access report)
Instructional Services Vice President, Denée Pescarmona, reported on behalf of Superintendent/President, Sunny Cooke. Thanks to the Flex folks.
See the attached report from Dr. Cooke.

C. Classified Senate – *Carl Banks* (access report)
See the Classified Senate report at the above link.

D. Associate Student Government – *Representative TBD* (access report)
ASG representative not present. No report.

E. Senator Reports
Alexis Tucker Sade proudly announced that one of MiraCosta's students, Bryce Wettstein, is an Olympian at the 2024 Paris Olympics. She is a world class skateboarder. After competing in Paris, she came in 6th and is ranked 8th in the world. Here is a LINK to her webpage.
Ante-Contreras announced that from 1:30 to 3, there is going to be an event called Connections and Confections; a collaboration between Mi Gente, the Black Alliance, and the Rainbow Collective. There will be information about all of those groups in Aztlan on the Oceanside campus. Fliers will be sent to everyone.
Erica Duran wanted to give a shoutout to several faculty who went to NCORE in Hawaii at the end of last semester. Additionally, a former noncredit student who graduated from the Adult High School five years ago and went to the credit side of the college, also went as part of the panel at NCORE. He is now an instructional aide for a noncredit horticulture class.
Robin Allyn gave an invitation to a networking opportunity for students on Wednesday during Flex week. Thirteen local employers will be there to answer questions.

To submit a Senator Report, contact the Academic Senate President and share your report in writing.
Seemed appealing to do business items at the beginning of the meeting and moving the reports to the end of the meeting. It will also allow for compressing the meeting to allow for lengthier discussions for other agenda items.

IX. Periodic Review – Academic Senate Rules and Bylaws

A. Academic Senate Rules, Section A. Meetings, Quorum, and Voting of the Academic Senate

Description: *A welcome extended to new senators followed by a humanized, just-in-time review of voting rights and procedures, including a review of "motions to approve" and "abstention votes."*
Discussed section A of the Rules of Seante regarding meetings, quorum, and voting of the Academic Senate. Further discussed Section B, noting that voting strength is equal.
New members of Senate were thanked for being part of the Senate body.
It was noted that the job of Academic Senate is to vote as a decision and recommending body. It was also noted that a quorum is one more than the majority of senators present to vote. The superintendent/president is a non-voting member as ex-officio. The AS president only votes in the event of a tie. A member can also call the question to stop the discussion and move to vote. If someone abstains, only the yay and nay votes are counted, and the majority of those votes will determine if the motion passes or not.

X. Adjournment – The meeting adjourned at 10:19am.

MIRACOSTA COLLEGE | ACADEMIC SENATE

Retreat – August 9, 2024
11:00am – 2:00pm
Room SAN131
3333 Manchester Avenue, Cardiff, CA 92007

UNOFFICIAL MINUTES

I. Call to Order – The meeting was called to order at 11:01am.

II. Roll Call

Members present: Robin Allyn, Daniel Ange-Contreras, Leigh Cotnoir, Sean Davis (Vice-president), Erica Duran, Julie Graboi, Sarah Gross, curry mitchell (President), Jeffrey Murico, Ghada Osman, Brian Page, Nate Scharf, Alexis Tucker Sade, Krista Warren, Afifa Zaman
Members absent: Sunny Cooke (Ex-officio), Jim Julius (Coordinating officer)
Others present: Daniel Alvarez, Theresa Bolanos, Amena Coronado, Mary Cory, Leigh Cotnoir, Ashley Davis, Lauren Greenwald, Stacey Hull, Nadia Khan, Delores Loedel, Polo Mariscal, Jennifer Paris, Israel Pastrana, Cynthia Vasquez Gonzales, Katherine Vilchez, Janelle West

III. Information / Discussion

A. The Academic Senate Mission 2024-2025

Description: *Faculty leaders (with guests) will join Senators (new and seasoned) to build community, form agreements on roles & procedures, and set a shared mission for the academic year.*

AS President, curry mitchell, explained the purpose of the retreat to form agreements around the work being done together. In a brief description of how the meeting will progress, the main question to be discussed will be, where do we want to get a win? What does it mean to recognize that we have done something? What areas, specifically of the 10+1, do we want to identify and get a win? The groups will start by meeting each other and then move into some reflection by doing some writing and then move into defining into what area we want to get a win. In the group spaces there are blank cards and colored pencils to write down ideas. Finally, we will pull one or two of the wins and place them in the space where we want to work on it as a goal. We also may consider where we are already getting a win and decide if we want to focus on that.

Senators and guests were divided into groups based on the left icons on their name cards. After nine minutes, they divided into second groups based on the right icons on their name cards, and then a third time based on the colors on their name cards. They remained in the color groups for the remainder of the meeting.

Opening the name cards, attendees were given a charge and questions they were invited to reflect on and write down their thoughts. The charge of AS is to represent the interests of faculty constituents in 10+1 areas of academic and professional matters; act as a decision-making and recommending body, advising of working toward mutual agreement with the governing board or its designees; and support and collaborate with nine AS subcommittees.

First charge: What is an area with our 10+1 purview where you want to get a win?

- Reflecting on your role working with students and your role as Senator or as a AS subcommittee chair, which 10+1 area(s) feel most salient?
  - Your experiences/stories
  - Current issues
  - Your questions about 10+1
- How will we conduct our meetings and organize ourselves as faculty leaders, so we are fairer and more effective in our work? Consider the following:
  - The new agenda format
  - What subcommittees expect of the AS.
  - What the AS expects of subcommittees.
- How will we connect with our faculty constituents, so we collaborate with and represent our colleagues as we pursue “a win”?

Second charge: What does a win in this area look like?

Discussion and sharing ensued among the groups.

There are three things that drive the college: IDEA MCC Big Bet; Pathways, MCC Big Beat + ASCCC, and Futures MCC Big Beat.

Others include the Caring Campus MCC Initiative.

Some of the discussions was shared with everyone.
For us to get a win; if we see value in that area and the institution sees value in that area, we can achieve it.
What if a Senate member took on a liaison role such as academic programs or shared governance. What would be the connection between the governance committees?
Reports from the committees can make AS aware of what is being done during the semester.
It was suggested a Senator attend other subcommittee meeting(s) to be more informed. Can delegate the work with each other. Further suggested linking the minutes from the subcommittees in the reports section of the AS agenda.
What is the senator's role, AS role, during meetings, and before meetings? What is the purpose of first and second reads. The discussion should happen for the second read. In between, talk to constituents and each other.
Are there more intentional ways to divide up constituent groups such as perhaps similar department or campuses.
Good to have an understanding of the challenges of departments by dividing constituents by credit, noncredit, etc.
Constituents are relying on Senators to make decisions for them.
It was noted that proposed in the new agenda format, time certains are listed for all action and discussion items. It notes in the agenda, *A senate member may move to add 5 minutes for discussion, approved by a majority vote; other items will be reduced to allow the meeting to end on schedule.* It was suggested that by moving the reports to the end of the meetings, it prioritizes the work of Senate at the beginning of the meetings. Determining a pre-determined amount of time, i.e. 10 minutes, makes it more respectful of a presenter's time and to get the information presented in a more concise manner. It was asked if it would be helpful before a first read to present information prior to the meeting in the form of a written description or the minutes from the meeting.
The subcommittees are part of the AS body. If there is a capacity for members of the subcommittees to be a liaison, that would be a good place to be informed.
Currently, the fifth Friday in August is not programmed. Would Senate be interested in meeting with each other to continue the conversation? Is it possible for us to set a focus? Can we set a focus on 1 (maybe 2) areas, to get a win?
There are seven meetings in the fall and eight meetings in the spring. How will we use that time?
How will we think about continuing to do this work?
Last year, we learned about outside committees; this year we can turn it inward.
Leaders and guests were thanked for attending today's meeting.

IV. Adjournment – The meeting adjourned at 2:00pm.

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Budget and Planning Committee (BPC)	*Ends (number of years served by end of term)*	*2-year member terms, renewable twice for a max of six years, 3yrs for chair;* ***7 faculty total***
Budget and Planning Committee (BPC)	Sp25 (6yrs+)	Kent McCorkle (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Assigned by virtue of role	curry mitchell (AS President)
Budget and Planning Committee (BPC)	Assigned by virtue of role	Sean Davis (AS Vice President)
Budget and Planning Committee (BPC)	SP25 (2yrs)	Markus Berrien
Budget and Planning Committee (BPC)	SP25(2yrs)	Denise Villarrial Nealon (Associate Faculty*)
Budget and Planning Committee (BPC)	Sp24 (2yrs)	Taya Lazootin
Budget and Planning Committee (BPC)	Sp26 (6yrs)	Christy Coobatis
College Council		
College Council	Assigned by virtue of role	curry mitchell (AS President)
College Council	Assigned by virtue of role	Sean Davis (AS Vice President)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	*Ends (number of years served by end of term)*	*2-year member terms, renewable for a max of six years;* ***7 faculty total*** *Meeting:* 1st Fridays, 11:30-1:00
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp26(2yrs)	Jenna Magallanes
Institutional Program Review Committee (IPRC)	Sp26(2yrs)	Shawn Firouzian
Institutional Program Review Committee (IPRC)	Sp25 (2yrs)	Eduardo Mariscal
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp26(4yrs)	Robin Allyn (Associate Faculty) *

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Tenure Review and Evaluation Committee (TREC)	*two years without term limits*	*No number set; as needed*
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair) – FA appointed
Tenure Review and Evaluation Committee (TREC)		Nate Scharff
Tenure Review and Evaluation Committee (TREC)		Christopher Sleeper
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Ariana Solis+
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		JahB Prescott
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Jorge Guerrero+
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Annie Ngo
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan
Tenure Review and Evaluation Committee (TREC)		Angela Beltran-Aguilar
Tenure Review and Evaluation Committee (TREC)		Ghada Osman+

Tenure Review and Evaluation Committee (TREC)		Sean Davis
Tenure Review and Evaluation Committee (TREC)		Richard Dicker
Tenure Review and Evaluation Committee (TREC)		Jeff Murico
Tenure Review and Evaluation Committee (TREC)		Luke Lambert
Tenure Review and Evaluation Committee (TREC)		Christina Johnson
Tenure Review and Evaluation Committee (TREC)		Serena Mercado
Tenure Review and Evaluation Committee (TREC)		Himgauri Kulkarni
Outcomes Assessment Committee (OAC)	*Ends (number of years served by end of term)*	*2-year member terms; renewable twice for a max of six years;* ***9 faculty total + 2 resource faculty***
Outcomes Assessment Committee (OAC)	Sp26(6yrs+)	Janelle West (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs+)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)		Sean Fanning
Outcomes Assessment Committee (OAC)	Sp26(4yrs)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp26(4yrs)	Catherine Walker
Outcomes Assessment Committee (OAC)	Sp24(1yr)	Laura Gomez-Carlsson (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp26(2yrs)	Lisa Fast
Outcomes Assessment Committee (OAC)	SP25(2yrs)	Erica Duran
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Coordinator)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Academic Senate and Academic Senate Subcommittees
Brown Act Committees

Academic Senate	Elected Members	Year and semester term ends
Academic Senate	Curry mitchell, President	Sp26
Academic Senate	*Sean Davis, Vice President*	Sp25
Academic Senate	Jim Julius, *Coordinating Officer*	Sp25
Academic Senate	Daniel Ante-Contreras	SP 25
Academic Senate	Leigh Cotnoir	Sp26
Academic Senate	Erica Duran	Sp25
Academic Senate	Jeff Murico	Sp26
Academic Senate	Ghada Osman	Sp26
Academic Senate	Nate Scharf	Sp25
Academic Senate	Alexis Tucker-Sade	Sp25
Academic Senate	Afifa Zaman	Sp26
Academic Senate	Robin Allyn	Sp25
Academic Senate	Julie Graboi	Sp25
Academic Senate	Sarah Gross	Sp26
Academic Senate	Brian Page	Sp26
Academic Senate	Krista Warren	Sp25

Committee Name	**Term**	**2024-2025 Assignment**
Academic Affairs Committee (AAC)	*Ends*	*Chair 3-year term, non-renewable; 2-year member terms, renewable twice for a max of six years*
Academic Affairs Committee (AAC)	Sp26	Stacey Hull (Chair)
Academic Affairs Committee (AAC)	Sp25	Claudia Flores
Academic Affairs Committee (AAC)	Sp26	Kyle Arriola
Academic Affairs Committee (AAC)	SP25	Ticey Hosley
Academic Affairs Committee (AAC)	Sp26	Lauren McFall
Academic Affairs Committee (AAC)	Sp26	Christopher Sleeper
Academic Affairs Committee (AAC)	Sp25	Giana Carey
Academic Affairs Committee (AAC)	Sp25	Kris Peck

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Academic Affairs Committee (AAC)	Sp25	Lauren Greenwald
Academic Affairs Committee (AAC)	Sp25	Tracy Williams
Academic Affairs Committee (AAC)	Sp25	Darlene Burke (Associate Faculty)*
Academic Affairs Committee (AAC)	Sp25	Shafin Ali
Academic Affairs Committee (AAC)	Sp 25	Tyrone Nagai
Academic Affairs Committee (AAC)	SP25	Robert Kelley
Academic Affairs Committee (AAC)	Sp25	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp26	Julie Cord
Courses and Programs Committee (CPC)	*Ends*	*CPC chair 3 years limit; members 3-year with no limit*
Courses and Programs Committee (CPC) GE Area 1 – English Composition, Oral Communication, and Critical Thinking	Sp25	Zulema Diaz
Courses and Programs Committee (CPC) GE Area 2 – Math and Quantitative Reasoning	Sp27	Scott Fallstrom (Co-Chair)
Courses and Programs Committee (CPC) GE Area 3 – Arts and Humanities	Sp25	Dave Massey
Courses and Programs Committee (CPC) GE Area 4 – Social and Behavioral Sciences	Sp25	Robert Bond
Courses and Programs Committee (CPC) GE Area 5 - Natural Sciences	Sp26	Erika Peters
Courses and Programs Committee (CPC) GE Area 6 - Ethnic Studies	--	Open to a full-time faculty
Courses and Programs Committee (CPC) Non-Credit	Sp26	Kristi Reyes
Courses and Programs Committee (CPC) Counseling	Sp25	Ticey Hosley
Courses and Programs Committee (CPC) Career Education (1 of 2)	Sp26	Yana Gardiner
Courses and Programs Committee (CPC) Career Education (2 of 2)	SP26	Karl Cleveland

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Courses and Programs Committee (CPC) Coordinator, Honors Scholar Program	Sp26	Delores Loedel
Courses and Programs Committee (CPC)	Sp27	Theresa Bolanos (Co-Chair)
Courses and Programs Committee (CPC) Associate Faculty	Sp25	Joseph King*
Courses and Programs Committee (CPC) Faculty Coordinator, Online Education	Permanent	Jim Julius
Courses and Programs Committee (CPC) Articulation Officer	Permanent	Joanne Benschop
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	2-year member term, renewable	6-9 members **only**
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Xuchi Eggleton (Chair)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Emily Mercuri
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp2	Brian Weldele
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Alicia Lopez
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Kristine Arquero
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Suganya Sankaranarayanan
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Aaron Roberts (PDP Coord.)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Israel Pastrana
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp 26	Gin Tasulis (Associate Faculty)*
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Sonia Gutierrez (Associate Faculty)*

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Equivalency Subcommittee Meetings day/time: Tuesdays after 4:30 or Thursdays after 1:30	No term length	No number set
Equivalency Subcommittee	SP 27	Ashley Davis (Chair)
Equivalency Subcommittee		Elizabeth Clarke
Equivalency Subcommittee		Glorian Sipman
Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel
Equivalency Subcommittee		Emiko Kiyochi
Equivalency Subcommittee		Richard Ma (ad hoc member)
Faculty Awards Subcommittee	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp25	Jim Julius (Chair)
Faculty Awards Subcommittee		Janeen Apalatea
Faculty Awards Subcommittee		Eduardo Mariscal
Faculty Awards Subcommittee		Susan Pynes (Associate Faculty)*
Faculty Awards Subcommittee		Robin Allyn (Associate Faculty)*
MiraCosta Online Educators (MOE)	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp25	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp26	Adrean Askerneese
MiraCosta Online Educators (MOE)	Sp26	Lauren McFall
MiraCosta Online Educators (MOE)	Sp25	Roland Estrella
MiraCosta Online Educators (MOE)	Sp25	Lemee Nakamura
MiraCosta Online Educators (MOE)	SP26	JahB Prescott

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
MiraCosta Online Educators (MOE)	Sp26	Cristina Toharia
MiraCosta Online Educators (MOE)	SP 25	Mariana Silva
MiraCosta Online Educators (MOE)	Sp25	Leola Powers
MiraCosta Online Educators (MOE)	Sp25	Paulino Mendoza (Associate Faculty)*
Professional Development Program/Flex (PDP)	No term length	No number of members set
Professional Development Program/Flex (PDP)	Sp25	Aaron Roberts (Chair/PDP Coordinator)
Professional Development Program/Flex (PDP)		Jim Julius
Professional Development Program/Flex (PDP)		Rica French
Professional Development Program/Flex (PDP)		Ghada Osman
Professional Development Program/Flex (PDP)		Xuchi Eggleton
Professional Development Program/Flex (PDP)		Ansina Green
Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		Zika Perovic
Professional Development Program/Flex (PDP)		Jim Sullivan
Professional Development Program/Flex (PDP)		Andrea Petri
Professional Development Program/Flex (PDP)		Tricia Hoste
Professional Development Program/Flex (PDP)		Jade Hidle
Professional Development Program/Flex (PDP)		Bruce Hoskins
Professional Development Program/Flex (PDP)		Amena Coronado
Professional Development Program/Flex (PDP)		Carlos Velasco (Associate Faculty)*
Professional Development Program/Flex (PDP)		Brian Page (Associate Faculty)*
Sabbatical Leave Subcommittee (SLC)	No term length	No number set
Sabbatical Leave Subcommittee (SLC)	Sp26	Pilar Hernandez (Co-Chair)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Sabbatical Leave Subcommittee (SLC)	Sp26	Jennifer Paris (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Trisha Hanada-Rogers
Sabbatical Leave Subcommittee (SLC)		Gail Meinhold
Sabbatical Leave Subcommittee (SLC)		Jose Jara
Sabbatical Leave Subcommittee (SLC)		Luke Lambert
Sabbatical Leave Subcommittee (SLC)		Dean Ramos
Sabbatical Leave Subcommittee (SLC)		John Kirwan
Sabbatical Leave Subcommittee (SLC)		Shannon Myers
Salary Advancement Subcommittee (SAC)	No term length	
Salary Advancement Subcommittee (SAC)		Donny Munshower (chair)
Salary Advancement Subcommittee (SAC)		Lilia Vidal
Salary Advancement Subcommittee (SAC)		Wendy Horton
Salary Advancement Subcommittee (SAC)		Korey Goulette
Salary Advancement Subcommittee (SAC)		Janeen Apalatea
Salary Advancement Subcommittee (SAC)		Sam Arenivar
Salary Advancement Subcommittee (SAC)		Angela Senigaglia

Operational Subcommittee of the Senate:

Elections Subcommittee	
Elections Subcommittee	John Phillips (chair)
Elections Subcommittee	Pierre Goueth
Elections Subcommittee	Allison Perkins

Campus Advisory Committees

Committee Name	**2024-2025 Assignment**
Awards and Scholarships Advisory Committee	
Awards and Scholarships Advisory Committee	Laura Hayek

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Kelly Hagen
Awards and Scholarships Advisory Committee	Jeff Murico
Awards and Scholarships Advisory Committee	Steven Deineh
Awards and Scholarships Advisory Committee	Thong Nguyen
Awards and Scholarships Advisory Committee	Leila Safaralian
Awards and Scholarships Advisory Committee	Jo Moore & Cynthia Bazan (Associate Faculty)*
Basic Needs Workgroup	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Veronica Bloss
Basic Needs Workgroup	Rhonda Welch-Scalco
Campus/Facilities Advisory Committee	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Open to a full-time faculty
Campus/Facilities Advisory Committee	Steve Vail
Classified Senate Events Committee	
Classified Senate Events Committee	Phillip Boland
Classified Senate Events Committee	Aaron Roberts
Commencement Advisory Committee	
Commencement Advisory Committee	Open to a full-time faculty
Commencement Advisory Committee	Stephen Torok
Dual Enrollment Advisory Committee	
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Leila Safaralian
Dual Enrollment Advisory Committee	Oswaldo Ramirez

*Contingent on fall contract/assignment

Dual Enrollment Advisory Committee	Isabel Luengo
Emergency Preparedness Advisory Group (EPAG)	
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Krista Warren
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez
Emergency Preparedness Advisory Group (EPAG)	Himgauri Kulkarni
Emergency Preparedness Advisory Group (EPAG)	Eliza Rabinovich
EOPS/CARE Advisory Committee	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Yesenia Balcazar
EOPS/CARE Advisory Committee	Eric Bishop
EOPS/CARE Advisory Committee	Stacey Mathis
EOPS/CARE Advisory Committee	Michelle Farnam
EOPS/CARE Advisory Committee	Ashley Davis
EOPS/CARE Advisory Committee	Denise Villarrial Nealon (Associate Faculty)*
Equal Employment Opportunity Advisory Committee (EEOAC)	*2 members only*
Equal Employment Opportunity Advisory Committee (EEOAC)	Open to a full-time faculty
Equal Employment Opportunity Advisory Committee (EEOAC)	Edward Pohlert
Financial Aid Advisory Committee	
Financial Aid Advisory Committee	Yesenia Balcazar
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright
Financial Aid Advisory Committee	Magdalena Zepeda
Financial Aid Advisory Committee	Daniel Alvarez (Associate Faculty)*

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Honors Scholar Program Advisory Committee	6-9 FT, 2 Couns, 1-2 Associates
Honors Scholar Program Advisory Committee	(Chair) Delores Loedel
Honors Scholar Program Advisory Committee	Khang Nguyen
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Lynnie Trzoss
Honors Scholar Program Advisory Committee	Erika Peters
Honors Scholar Program Advisory Committee	Lise Flocken
Honors Scholar Program Advisory Committee	the
Honors Scholar Program Advisory Committee	John Turbeville
Honors Scholar Program Advisory Committee	Daniel Ante-Contreras
Honors Scholar Program Advisory Committee	Lisa Haavig (Associate Faculty)*
Honors Scholar Program Advisory Committee	Alexis Faust-Rolland (Associate Faculty)*
IDEA Advisory Committee	
IDEA Advisory Committee	Suganya Sankaranarayanan (DEqCC member)
IDEA Advisory Committee	Xuchi Eggleton (DEqCC chair)
International Education Advisory Committee	Meeting:1st Fridays, 11:00-1:00
International Education Advisory Committee	Anthony Ongyod (Co-Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico
International Education Advisory Committee	Delores Loedel
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	Donny Munshower
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert
International Education Advisory Committee	Andrea Petri
International Education Advisory Committee	David Detwiler

*Contingent on fall contract/assignment

International Education Advisory Committee	Rick White
International Education Advisory Committee	Ruben Gomez
International Education Advisory Committee	Stephen Torok
Math, Engineering, Science Achievement (MESA)	Members: Minimum 4 STEM faculty who serve for fall 2024 and spring 2025
Math, Engineering, Science Achievement (MESA)	Angela Beltran-Aguilar (MESA Faculty Sponsor) (Math)
Math, Engineering, Science Achievement (MESA)	Nery Chapeton-Lamas (CS)
Math, Engineering, Science Achievement (MESA)	Pedro Morgado (BIO)
Math, Engineering, Science Achievement (MESA)	Lynnie Trzoss (Chem)
Math, Engineering, Science Achievement (MESA)	Leila Safaralian (Math)
Math, Engineering, Science Achievement (MESA)	Lise Flocken (Transfer Center Coordinator
Perkins Plan Advisory Committee	
Perkins Plan Advisory Committee	Yvette Duncan
Perkins Plan Advisory Committee	Arnoldo Williams
Perkins Plan Advisory Committee	Donna Davis
Perkins Plan Advisory Committee	David Parker
Perkins Plan Advisory Committee	Mike Deschamps
Perkins Plan Advisory Committee	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores
San Elijo Advisory Group	(~10)
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson
San Elijo Advisory Group	Eric Snortum
San Elijo Advisory Group	Annie Ngo

*Contingent on fall contract/assignment

San Elijo Advisory Group	Robert Bond
San Elijo Advisory Group	Steven Deineh
San Elijo Advisory Group	Jed Schlueter
San Elijo Advisory Group	David Detwiler (fall 2024 only)
San Elijo Advisory Group	Dean Ramos
San Elijo Advisory Group	Donny Munshower
San Elijo Advisory Group	Matt Bertens (Associate Faculty)*
Student Accessibility Services (SAS)	
Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Mariana Silva
Student Accessibility Services (SAS)	Robert Kelley
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Himgauri Kulkarni
Student Accessibility Services (SAS)	yoshimi hayashi
Student Success, Equity, and Guided Pathways	
Student Success, Equity, and Guided Pathways	Arti Dua
Student Success, Equity, and Guided Pathways	Stacey Mathis
Student Success, Equity, and Guided Pathways	Ticey Hosley
Student Success, Equity, and Guided Pathways	Shawn Firouzian
Student Success, Equity, and Guided Pathways	Jim Julius
Student Success, Equity, and Guided Pathways	Eliza Rabinovich
Service Learning Advisory Committee	
Service Learning Advisory Committee	Min Choi

*Contingent on fall contract/assignment

Service Learning Advisory Committee	Thong Nguyen
Service Learning Advisory Committee	Jacob Strona
Service Learning Advisory Committee	Robin Allyn (Associate Faculty)*
Service Learning Advisory Committee	Laura Hayek
Student Conduct and Police Advisory Committee	
Student Conduct and Police Advisory Committee	Thao Ha
Student Conduct and Police Advisory Committee	Ruben Gomez
Student Conduct and Police Advisory Committee	Don Love
Student Conduct and Police Advisory Committee	Al Nyman (Associate Faculty)*
Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
Student Conduct and Police Advisory Committee	Ghada Osman
Student Conduct and Police Advisory Committee	Xuchi Eggleton (DEqCC member)
Strong Workforce Advisory Committee (SWAG)	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Paul Clarke
Strong Workforce Advisory Committee (SWAG)	Eric Carstensen
Strong Workforce Advisory Committee (SWAG)	Mike Deschamps
Strong Workforce Advisory Committee (SWAG)	Karina Duarte-Braunstein
Strong Workforce Advisory Committee (SWAG)	Erica Duran
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
Strong Workforce Advisory Committee (SWAG)	Min Choi
Strong Workforce Advisory Committee (SWAG)	Rick White
Student Services Council	Assigned by virtue of role
Student Services Council	Donna Davis
Student Services Council	Lise Flocken
Student Services Council	Don Love

*Contingent on fall contract/assignment

Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
Sustainability Advisory Committee	*meets monthly*
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Theresa Bolanos
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jeanine Sepulveda
Sustainability Advisory Committee	Eric Snortum
Technology Advisory Committee	
Technology Advisory Committee	Jim Julius
Technology Advisory Committee	Lauren McFall
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Rick White
Technology Advisory Committee	Adrean Askerneese
Technology Advisory Committee	Nadia Khan
Transfer Center Advisory Committee	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish
Transfer Center Advisory Committee	Freddy Ramirez
Transfer Center Advisory Committee	David Bonds
Transfer Center Advisory Committee	Arlie Langager

Additional Assignments

Committee on Exceptions Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month	
Committee on Exceptions	Wendy Horton

*Contingent on fall contract/assignment

Committee on Exceptions	Laney Collins
Committee on Exceptions	Lesley Doig
Committee on Exceptions	Michelle Farnam
Committee on Exceptions	Rhonda Welch-Scalco
Committee on Exceptions	Edward Pohlert
NCHEA Board	
NCHEA Board	Daniela McIntosh
NCHEA Board	Jayson Wiestling (Associate Faculty)*
NCHEA Board	Lise Flocken, Transfer Center Coordinator-Required by NCHEA Bylaws
NCHEA Board	Aaron Roberts, PDP Coordinator – Required by NCHEA Bylaws
Traffic and Parking Committee	3 faculty
Traffic and Parking Committee	Matt Falker
Traffic and Parking Committee	Korey Goulette
Traffic and Parking Committee	Veronica Bloss
SDICCCA Faculty Intern Program	
SDICCCA Faculty Intern Program	Markus Berrien
SDICCCA Faculty Intern Program	James Garcia (Associate Faculty)*
SDICCCA Faculty Intern Program	Veronica Bloss
SDICCCA Faculty Intern Program	Olivia Quintanilla

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

MCCAAF 2024-2025

Executive Committee (Elected members)	
Krista Warren Yagubyan	President
Daniel Alvarez	Vice President
Anastasia Zavodny	Secretary
Dawn Diskin	Treasurer

FA COUNCIL 2024-2025

Executive Committee (Elected members)		
Mary Gross	President	Credit ESL
dara	Vice President	Letters Transfer
Luke Lara	Ombudsperson	Counseling: General
Annie Ngo	Exec TREC Liason/Contract	Business
Billy Gunn	Exec Treasurer	Film Studies
Faculty Assembly Council (Appointed by the FA President)		
Abby Burd	Councilperson	Mental Health Counseling
Min Choi	Councilperson	Media Arts & Technologies
Paul Clarke	Councilperson	Drafting Design
Rich Dicker	Councilperson	Nursing
Michelle Farnam	Councilperson	SAS Counseling
Ruth Gay	Councilperson	Noncredit ESL
Lauren Greenwald	Councilperson	Art
Steve Isachsen	Councilperson	Computer Studies
Mark Laurel	Councilperson	Math
Sinar Lomeli	Councilperson	Puente/General Counseling
Richard Ma	Councilperson	Library
Kent McCorkle	Councilperson	Chemistry
Casey McFarland	Councilperson	Kinesiology Health Nutrition
Michelle Odom	Councilperson	Nursing
Jake Strona	Councilperson	Letters Pre-Transfer
Kristi Wish	Councilperson	Transfer Counseling

*Contingent on fall contract/assignment

MiraCosta College

2025-2026 Academic Calendar

Summer Session 2025
June 2025

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

IMPORTANT DATES

SUMMER

June 9	Start of Summer 8-week Intersession
June 9	Start of Summer 6-week Intersession
August 2	End of Summer Intersession

FALL

Aug 15	All-College Day
Aug 18	Classes Begin
Aug 29	Last Day to Add Classes
Aug 29	No “W” Deadline*
Sept 2	First Census
Nov 14	75% Withdrawal Deadline**
Dec 8-13	Final Exams
Dec 13	Pass/No Pass Deadline***
Dec 13	End of Semester
Dec 24-Jan 1	Campus Closed

SPRING

Jan 20	Classes Begin
Jan 30	Last Day to Add Classes
Jan 30	No “W” Deadline*
Feb 2	First Census
Mar 16-21	Spring Break
Apr 24	75% Withdrawal Deadline**
May 19-22	Final Exams
May 22	Pass/No Pass Deadline***
May 22	Commencement

*Last day to withdraw from classes without a “W”
**Last day for exercising option to withdraw without an evaluative grade (A, B, C, D, F, Pass, No Pass)
***Last day for exercising pass/no pass option

June 19	Juneteenth (Legal Holiday)
July 4	Independence Day (Legal Holiday)
Sept 1	Labor Day (Legal Holiday)
Nov 10	Veterans Day (Observance)
Nov 27	Thanksgiving Day (Legal Holiday)
Nov 28	Fall Break (Local Holiday)
Dec 24	Christmas Eve (Local Holiday)
Dec 25	Christmas (Observance)
Dec 24-31	Winter Closure
Jan 1	New Year’s Day (Observance)
Jan 19	Martin Luther King, Jr. Day (Legal Holiday)
Feb 13	Lincoln Day (Observance)
Feb 16	Washington Day (Legal Holiday)
Mar 20	Friday of Spring Break (Local Holiday)
May 25	Memorial Day (Legal Holiday)

Fall Semester 2025
August 2025

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15+1 15+1 16+1 15+1 15+1 15+1
82 Days of Instruction • 5 Days of Flex
1 All-College Day

Spring Semester 2026
January 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	~~22~~	23
24	25	26	27	28	29	30
31						

15 16+1 16+1 16+1 15+1 16
83 Days of Instruction • 5 Days of Flex

- Legal/Local Holidays
- Commencement
- Final Exams
- Summer Intersession
- Fall Semester
- Spring Semester
- Flex
- Spring Break
- Non-class days
- All-College Day

Adopted by the Board of Trustees XX/XX/XX.

MiraCosta College Academic Senate Bylaws **(Excerpts)**

…

ARTICLE 2 Purpose

It shall be the purpose of the Academic Senate to,

A. Represent the faculty of MiraCosta College and thereby ensure a formal and effective procedure for participating in the formation of policies and procedures on academic, and professional matters, as outlined in BP/AP 2510 on Collegial Governance and Participation in Local Decision Making.
B. Promote and preserve the integrity of the educational program.
C. Facilitate communication between the faculty and the Board of Trustees.
D. Develop equitable policies and procedures related to academic and professional matters, and promote their implementation.
E. Assist the members of the faculty of MiraCosta College in exercising their voice in academic and professional matters.
F. Develop, communicate, and encourage ethical and professional conduct.
G. Advise, and make recommendations to, the Administration and Board of Trustees on academic and professional matters.
H. Establish and maintain a productive, collegial relationship with the Faculty Assembly for full-time faculty and the MiraCosta College Academic Associate Faculty/CTA/NEA for associate faculty intended to produce consensus between the bodies when deliberating lines of authority in relation to matters that involve both working conditions, and areas of academic and professional matters as defined by AB 1725 and MiraCosta Community College District Board Policies and Administrative Procedures.
I. Represent the faculty of MiraCosta College to other faculties, to the local Academic Senates of other colleges and universities, and to the Academic Senate for California Community Colleges, the Faculty Association for California Community Colleges, and other appropriate state and national organizations, concerning academic and professional matters.

MiraCosta College Academic Senate Rules **(Excerpts)**

…

G. Duties of Academic Senate Members (Article 4, Bylaws) Each Academic Senate Member shall:

…

7. Represent Academic Senate as liaisons to groups or committees as authorized (e.g., department chair liaison, Classified Staff Committee liaison, Associated Student Government liaison)

Each Academic Senate Member with a constituent group shall:

1. Keep constituents informed of Academic Senate issues and decisions
2. Solicit input from constituents when the Academic Senate or President has instructed them to do so.
3. Accept input from constituents without regard to medium (e.g., voice mail, phone conversation, face-to-face discussion, email, letter), and act as a representative to constituents by relaying such input at Academic Senate meetings.
4. When requested, maintain the confidentiality of constituents providing input.
5. Inform a constituent immediately that an item will not be taken to the Academic Senate if a constituent's identity cannot be protected if confidentiality was requested, or if an item a constituent asks to be presented to the Academic Senate is inappropriate for Academic Senate review.

A.I. Topics in the “Teaching” Newsletter from *The Chronicle of Higher Education*

Teaching and Learning Topics

“AI + critical thinking”

JULY 5, 2024
https://www.chronicle.com/newsletter/teaching/2024-07-05
From: Beth McMurtrie
Subject: Teaching: Getting in sync with students about AI

One of the big debates in teaching is whether the use of generative AI tools will inhibit or enhance students’ critical-thinking skills. As with all debates, specifics are important: who you’re teaching, what you’re teaching, and what skills you want students to develop. But there is also plenty of nuance that can get overlooked. For example, many professors believe both things are true about AI. They think it’s possible to help students develop AI literacy without encouraging them to use AI as a crutch.

I want to share an approach by Ken McKay, a professor of management sciences at the University of Waterloo, in Canada. McKay had responded to my recent story, “Professors Ask: Are We Just Grading Robots?”

What stood out to me in his email is that McKay, who is also his department’s teaching and undergraduate-student liaison officer, has a clear guiding philosophy and a detailed and transparent teaching strategy. He also started adjusting his teaching in response to technological advances long before generative AI appeared on the scene. For one, all of his assignments and assessments are open book and open note, since he figured students were going to use tech no matter what.

“I started embracing how students were studying and doing their work with tech in 2015, recognizing the impact of the web. That is when I went ‘open everything’ and implemented methods for figuring out the students’ own thinking and knowledge, not what they could find from other sources. This is what instructors are now trying to deal with, with the impact of gen AI.”

“I often get comments from students: ‘My head hurts in your class,’” he continues. “Gen AI is going to force instructors to go into this zone. To separate what the students can do with the tech versus what they can do themselves, learn how to think for themselves and not just use the tech to do the thinking for them.”

Here's McKay's multistep process, which he has used in various courses, including one called "Management Engineering Concepts." Management engineering, he notes, focuses on problem solving, and this first-year course helps students build the skills needed to define a problem, know what questions to ask, and what to do next. In that sense, McKay says, his methods could be adapted to almost any discipline in which the main objective is to develop critical-thinking skills.

- He has students write during the first class so he has a baseline understanding of their writing and thinking styles.
- He talks to students about how generative AI tools work, including when they hallucinate, make other errors, and show bias. Then he has them create prompts and discuss the results in a think-pair-share format.
- His teaching assistant completes the weekly pre-class assessment with different generative AI tools. Not only do students know he's doing this, but McKay shares the TA's various prompts and responses. The TA then works with students to help design better prompts.
- He asks students to incorporate his lecture material and class discussions into their assessments. Often students are asked to include elements of their weekly reflections or prior submissions as well. McKay also uses case studies in his teaching, which he only presents in class so they do not become part of any AI-training set.
- He avoids multiple-choice, brief response, and fill-in-the-blank tests. Rather, students' answers are expected to be analytical and discussion-based. If students do use a lot of AI, they are asked to provide the prompts they use.

So far, McKay writes, this approach has been successful. But, he notes, it takes work. The instructor can't use questions and prompts supplied from a textbook or repeat the same questions year after year. Avoiding formulaic assessment methods is key, he says. "The assessments do not need to be big or take a lot of work. It is easy to craft a paragraph and simply ask the students 'So?' or 'Discuss' — without specific leading questions. If you give rubrics and leading questions in advance, you will get the robotic responses (with or without gen AI)."

He notes, too, that students have to spend time rewriting and restructuring prompts to get the best possible outcomes using AI. That's all part of the process of developing critical-thinking skills.

Finally, he argues that colleges need to provide "full courses" to instructors on AI, not just discussions and workshops. "I think until people (and institutions) invest in the instructors' skill sets, most instructors will come up with ideas like, 'avoid it,' 'outlaw it,' 'add AI detectors' — these are all symptoms; they are not the problem."

“Critical AI”

AUGUST 15, 2024
https://www.chronicle.com/newsletter/teaching/2024-08-15
From: Beth McMurtrie
Subject: Teaching: Using AI tools to develop critical-thinking skills

Are you among the many instructors who feel like a deer in the headlights when it comes to AI? You aren’t sure how to keep up with the technology, yet you know students are using it. And your college may expect you to address it in some way in your teaching.

As I wrote in my previous newsletter, faculty members across the country who were also uncertain about this transformational technology have nonetheless jumped in, and many of them are sharing their stories with me.

This week I’m focusing on Meghan McInnis-Domínguez, an associate professor of Spanish at the University of Delaware. What interests me about her story is that she viewed AI as a way to both mitigate cheating and bolster declining enrollments in language courses.

That might sound counterintuitive, she said in an interview. How can you fight cheating by working with AI? But she has found that being explicit with students about her awareness and use of these tools, and carefully incorporating them in her teaching, made students less likely to cheat. That’s partly because they knew they couldn’t fool her, she says, and partly because they found the tools intriguing enough to challenge themselves in new ways.

McInnis-Domínguez’s work with generative AI has been evolving since the spring of 2023, when she began introducing it into her courses. She encouraged students to try different AI tools to generate summaries of works they studied and then critique them. She used it to create discussion questions and debate topics. She asked students to produce essays and bibliographies with AI and compare them to their own work. She also had them use AI to generate poems in the style of certain authors and critique them. And she has encouraged students to use AI to brainstorm paper topics.

Working with AI helped students think at a higher level, she says. For example, in one assignment she asks students to analyze an author’s work. Before she introduced AI, students would sometimes drift toward writing a biography of the author, which is not what she asked for. But by plugging her directions into AI and then working with its suggested topics, students were better able to stay on target and were often inspired by the responses they got to think more creatively.

McInnis-Domínguez never felt that they turned in papers simply generated by AI, she says. “Going through the process of working with AI they see that their own critical voice is better than some of the ideas the bots come up with. … They learn to be critical of AI and also to see how it can potentially help them.”

She surveyed her students on the usefulness of large language models and found a mostly upward trend as she refined her approach over the semesters. Their confidence in the originality of their written work improved, she says, as did their engagement. They were less inclined to say that it encouraged plagiarism (she got some initial pushback from students — in the spring of 2023 some thought of it as a cheating machine). They also gave AI relatively high marks for helping to improve their critical thinking and — increasingly — providing accurate information.

McInnis-Domínguez hopes to see her course enrollments grow because students are interested in understanding and working with AI. That hasn't happened yet, but she attributes that to a lack of awareness of how she has adapted her courses. In the spring of 2025 she's teaching a course specifically about AI literacy and its use in the study of literature.

She's also expanding her outreach. In the fall McInnis-Domínguez will be working with 10 students who, for course credit, will investigate potential uses of generative AI in the humanities and create videos from that. Her department has also applied for a grant to create a four-course certificate called AI for humans. And she has produced a series of videos to help other instructors get up to speed on AI tools and how they work, which you can find on her YouTube channel.

Teaching with AI

AUGUST 1, 2024
https://www.chronicle.com/newsletter/teaching/2024-08-01
From: Beth McMurtrie
Subject: Teaching: When AI is everywhere, what should instructors do next?

Last week I attended "Teaching and Learning With AI," organized by the University of Central Florida and held in Orlando, Fla. I was curious to hear how academics are talking and thinking about those tools, especially given the threat many professors feel that generative AI poses to teaching and learning. Would they be enthusiastic? Skeptical? Realistic?

Short answer: all of the above. This is the second year UCF has held the conference, and it has grown significantly. More than 800 people from nearly all 50 states showed up for more than 200 presentations. I was struck by the pragmatic tone many faculty members took. AI is here to stay, they said. Employers expect new hires to have an understanding of the technology. Students are both intimidated by and curious about AI. As a result, attendees said they believed they had a professional responsibility to learn how the technology works and, where appropriate, use it in their teaching.

In the coming weeks I'll explore in detail what your colleagues at other institutions are doing with AI, and share resources to help you figure out what your approach to the technology will be. For now, I'll share some takeaways from the conference.

You can't neutralize AI — so lean in. The ubiquity of generative AI is growing. It's in our search engines. It's in digital textbooks. It's in learning-management systems. TikTok, meanwhile, is flooded with videos on how to use ChatGPT to do your homework.

In the opening session, Kevin Yee, director of UCF's Faculty Center for Teaching and Learning, called this a Promethean moment. The future is going to be some sort of combination of human intelligence plus AI. Academe has a responsibility to understand the tools, explore the ethical dimensions of their use, grasp how to apply AI, and help students and society navigate a way forward.

AI is going to alter both the process and the products of learning. Because ChatGPT, Claude, and a host of other tools can easily mimic human writing, professors must get creative with their approaches to assignments and assessments. A big challenge will be how to evaluate students' learning when it's done with the assistance of AI. One presenter described how students used a log book to record the iterative process of working with AI, which helped show how their thinking had evolved. Others focused on how to create alternatives to the traditional research paper, such as podcasts, debates, digital storytelling, and games.

AI can help students refine their ideas. Several presentations focused on how AI can be a great tool to help students get out of the gate. One presenter, who had designed a project in which students use AI to develop research papers, said using AI to brainstorm research topics helped cut down on "screwing around" time. After all, how do students typically come up with ideas for papers and research projects? Often it starts with random Googling. In other sessions, professors said students had found AI valuable in helping them organize and edit their original work.

Students are as skeptical as anyone about AI. Several presenters said that working with AI tools had led students to see the tools' limitations. In one session, which focused on using AI to turn research papers into podcast scripts, a professor described how students had found AI-generated scripts that were based on the students' work to be flat and overly general on the first pass. Some preferred to write the script on their own; others spent a lot of time refining the script with support from AI.

Effective use of AI requires critical thinking, information literacy, and solid writing skills. That may have been the most significant point presenters made throughout the conference. In order to use generative tools well, students still need to employ higher-order skills. That includes knowledge of the subject, an awareness of what they're looking for, and an ability to evaluate the AI's output. This can't happen without students' having done a significant amount of work on their own.

Entirely AI-generated output is the new "C." That was another common discussion point. Yes, some students will try to outsource everything to AI. The result will be mediocre, especially when their classmates are putting in effort. Anything that AI can do on its own should therefore become the new C (or D). And while C's may be passing grades, several presenters pointed out that students only risk making themselves irrelevant if they have nothing to contribute but what anyone could generate with AI.

Two big questions stood out:

- How will AI affect the teaching of foundational skills? If AI can do a lot of elementary work, such as summarizing, outlining, defining, and classifying, does that mean students can skip to the next steps? Or do they still need to learn those skills? And if so, how should AI be treated in gateway courses?
- Who is going to train professors to teach with or about AI? I met several people whose institutions had little to no budget for such work. And given how quickly the landscape is changing, it seems as if one-time workshops might not be enough. Add to that the lack of time and energy many instructors have to devote to professional development, and we're facing a problematic fall semester.

If you have thoughts on how you plan to respond to AI in your teaching, write to me at beth.mcmurtrie@chronicle.com, and your story may appear in a future newsletter. And if you have found helpful resources to get you up to speed on AI, please share them with me, and I can pass them along to newsletter readers.

Resources on AI

Here are some resources cited at the conference and elsewhere:
"AI Hacks for Educators: Practical Tips to Save Time by Using GenAI," an open-source, downloadable guide written by Kevin Yee, Laurie Uttich, Eric Main, and Elizabeth Giltner of UCF.
Teaching With AI: A Practical Guide to a New Era of Human Learning, by José Antonio Bowen and C. Edward Watson. You can also find AI prompts and further detail on AI tools on Bowen's website.
"Teaching Repository for AI-Infused Learning." This UCF project is just getting off the ground. If you'd like to submit a project, see the website for details.
"Generative AI Product Tracker," by Ithaka S+R, can help you stay on top of the tools.
"Syllabi Policies for AI-Generative Tools." This crowdsourced document was created by Lance Eaton at College Unbound.

Academic and Professional Matters

Teaching trends

AUGUST 8, 2024
https://www.chronicle.com/newsletter/teaching/2024-08-08
From: Beckie Supiano
Subject: Teaching: Three big shifts in the past decade of college teaching

This summer, Bonni Stachowiak is celebrating 10 years of the Teaching in Higher Ed *podcast, which she produces and hosts. I invited Stachowiak to share three big changes in college teaching she's witnessed during the past decade. She writes:*

1. Responding to a Mental-Health Crisis

There is greater recognition today within higher education that we need to create learning environments conducive to helping students not just survive but thrive. Sarah Rose Cavanagh stresses the need for what she calls compassionate challenge. She reminds us that "compassion comes first," yet we all need to stretch beyond what we think we are capable of, for our learning experiences to be transformative.

There is still work to be done to reduce the stigma surrounding help-seeking behaviors for students and faculty members alike. Rashida Crutchfield describes how "it is that fear and stress response, which has short- and long-term impacts on our physiology, that manifests in many different ways." The challenges can be exacerbated when those affected come from underrepresented groups. Amira Barger shares, "Many people who are at the margins often know from lived experience that the playing field is not level and that there are biases that leaders and individuals across any and every institution have to mitigate."

It isn't just students who need a response to this crisis. Mays Imad offers a vital reminder that "we can't give what we don't have." Many faculty members want to be active participants in shaping the environments where teaching and learning occur, yet face challenges with their own trauma, burnout, and mental-health concerns. Roxanne Donovan asks, "How do you walk the line between giving up your power but not ignoring the systemic and institutional forces that can make it hard for us to live the way that we want to?" Recognizing our limits and being willing to be vulnerable are essential to our well-being. Laura Horne explains, "Asking for help is a sign of strength, and it is necessary." While there is still a long way to go, I am thankful that the conversation has opened up to the extent that it has, and that there are many institutions working to support mental health on their campuses.

2. Rethinking Pedagogy Amid a Pandemic and AI Advances

It is no wonder that burnout and exhaustion are such pressing issues for those in higher education. "People are in a state of despair," Laura Czerniewicz laments. It doesn't surprise me that the most downloaded episode of all time was about teaching effectively with Zoom, as vast numbers of faculty members worldwide in 2020 grappled with how to respond to the relentless outbreaks of Covid and exhaustion from the constant context shifting. In November 2022, ChatGPT was released, extending the calls for faculty members to add even more to their workloads. James Lang depicts how "GenAI exploded into our lives so quickly that it occupied our attention and stoked all of our worst anxieties."

Between a global pandemic and the seemingly endless AI-adoption expansion, it can feel as if we have nothing left in our familiar teaching approaches that will be effective in today's contexts. I am thankful for people like James Lang, who makes a case for slow-walking in deciding how we might respond to AI. Adaira Landry and Resa Lewiss advocate for MicroSkills, reminding us that small actions can have a significant impact. "Higher ed will take as much as you give it," Rebecca Pope-Ruark warns. Taking time to reflect on our values, talk about them with others, and seek to take small steps toward more effective pedagogical approaches have become more essential than ever in the past 10 years.

3. Reflecting Critically Toward Hope and Action

This last change is certainly not new. Yet I have observed an opening-up of how it is possible to engage with others in envisioning other ways to embody deeply held values and work toward a common good. Small actions, performed in solidarity with others, can have a transformative effect. Laura Czerniewicz describes the sufficiency of those steps. She reveals how these "little moments of glimmers of innovation, not in the business sense of the word, but in the imaginative sense of the word, are good enough."

Hope alone is insufficient. It must be combined with action to make any sort of difference. "Because I have hope, I cannot abide by the status quo because I know what could be, not just what should be," Kevin Gannon asserts. He states it even more simply by telling us that "hope is embodied in practice."

Ten years is a long time to do anything. That I have been able to spend more than a decade producing a podcast episode each week surprises even me. These conversations have been joyously infectious and transformative. I look forward to our forthcoming Teaching in Higher Ed Story Caravan, where we invite people to share their stories about teaching and learning, and to help us celebrate this milestone. In the meantime, another episode is in the queue for next week. I invite you to listen and find ways to amplify your hope through action.

Bonni Stachowiak is the producer and host of the Teaching in Higher Ed podcast and the dean of teaching and learning at Vanguard University of Southern California.

Balance and boundaries

Recently I shared one professor's approach to leading a more balanced life, and asked for yours. Liz Norell, associate director of instructional support at the University of Mississippi's Center for Excellence in Teaching and Learning, wrote in to share how her system has evolved since taking her current position last July.

"I moved into this role in our teaching center after more than a decade of adjuncting and six years on the tenure track at a community college — all of which saw me working WAY more than I was contractually obligated to do," Norell wrote. "Especially at the community college, there was no end to the ways I could be of service to students and the institution, and I delighted in the work. When I was denied tenure, I was told, among other things, that I 'cared too much' about students … basically, that I was over involved in trying to help them be successful. That made no sense to me, but then nothing of the tenure-denial situation made much sense to me.

"Losing that job left me absolutely bereft. It is not an exaggeration to say that I had become so identified with my job that I didn't quite know who I was without it. During my work-out year, while I was job-hunting, I used up about 270 hours of sick leave I had accumulated — basically by taking two days a week off to try to restore some sense of self during that entire last year. And when I started at UM, I committed (with encouragement by my boss, Josh Eyler) to keeping track of my time in a spreadsheet and ensuring that I worked only 40 hours a week. I will

occasionally work more, but I keep track of how much more, and flex my hours in the weeks following to adjust.

“I never liked keeping track of my time before, because it felt forced and somewhat arbitrary. Doing it for myself now feels liberating. Work stays at work in a way it hadn’t for me in two decades or more. I now recommend my burning-out/burned-out academic friends all do this, even if it’s just to see how much they’re actually working and reflecting on it. I know it has really opened my eyes to how poorly I established and held boundaries on my time previously, and has given me a way to tangibly see how I’m doing now.”

Protecting professors

AUGUST 29, 2024
https://www.chronicle.com/newsletter/teaching/2024-08-29
From: Beth McMurtrie
Subject: Teaching: When disruption is perpetual, it’s time to think differently about work

As a new academic year starts, let’s take a moment to consider some of the ways in which instructors can do more than just survive another challenging semester. Teaching, as we’ve been reporting since the pandemic hit, has become exhausting and demoralizing for many instructors, even as they look for ways it can be a source of challenge and inspiration.

Given that workloads remain high and budgets remain tight, what can professors and their supporters do? I’ve been reading through some recent essays to gather ideas, a few of which I’ve highlighted here. I’d also like to hear from readers about what’s worked for you. Credit to Sarah Rose Cavanagh, Emily Pitts Donahoe, Kevin Gannon, Isis Artze-Vega, and others for these suggestions. (You can click on their names to read their pieces.)

Let’s start out with a couple of steps that faculty members can take on their own.

Set your boundaries. In a recent Chronicle advice piece, Gannon writes about how faculty members must create an environment in which they can thrive, not just survive. To that end, he posits a straightforward but hard-to-master idea: setting boundaries. Gannon suggests faculty look to Karen Costa’s scope-of-practice strategies to get started.

“Drawn from the work of therapists, counselors, and other mental-health professionals, the scope-of-practice framework asks you to list the types of work you are qualified to do and the tasks you are responsible for, and then focus on the things that sit at the intersection of both categories,” writes Gannon, a history professor at Queens University of Charlotte and director of its Center for the Advancement of Faculty Excellence. “Those duties — and only those — fall within your scope of practice.”

Professors have already started to move in this direction.

“I hear from many faculty and their leaders that people have placed limits on what they are and are not willing to do for and at work,” wrote Rebecca Pope-Ruark, director of the office of faculty

professional development at the Georgia Institute of Technology, when I reached out to get her take on support for faculty well-being.

Pope-Ruark, author of Unraveling Faculty Burnout: Pathways to Reckoning and Renewal, said that since 2020 she has noticed that more academics are willing to protect their mental and physical health. “Faculty are much more likely now to say, ‘You know what, my entire life doesn’t actually revolve around this place, and I like that it doesn’t. I like having a life. Hobbies. More time with my family.’ And that’s an active choice they are now making in ways they might not have in the past. They still do their teaching and their research, but for many they aren’t giving it every last drop in their bucket, and that’s OK.”

Find community. Professors often don’t like to share their teaching struggles. But you don’t have to go it alone. When classes went online in 2020, for example, many faculty members found strength in their shared struggles to learn new technical skills and pedagogical strategies. The same could also be true of figuring out generative AI. Does your department or college have a learning community that you could join? Gannon lists other options, too, such as writing groups and communities of practice.

Beyond that, there are several ways administrators and teaching centers can support instructors. Here are a few approaches.

Support teacher-centered teaching. This idea comes from Lindsay Masland, interim executive director of the Center for Excellence in Teaching and Learning for Student Success at Appalachian State University. Teaching-centered teaching represents the overlap between student-centered teaching practices and a faculty member’s “pedagogical values and personal context,” such as class size and job status, Cavanagh writes in a Chronicle advice piece on how to address backlash to the demands of student-centered teaching.

In her essay, Cavanagh, the senior associate director for teaching and learning at Simmons University, encourages teaching reformers to avoid criticizing routine forms of teaching. Multiple-choice exams and lectures are not inherently harmful or dangerous to students, she writes, and in a particular context they may work best. No good, in short, comes from shaming professors for choosing the pedagogical strategies they think are appropriate for their classrooms.

Focus workshops and events on well-being. Teaching centers have seen a dropoff in workshop attendance post-pandemic (with the exception, perhaps, of those focused on AI). This suggests that professors have reached their limit with trying new classroom strategies. So why not create sessions focused instead on faculty well-being? The University of Mississippi’s Center for Excellence in Teaching and Learning is doing just that, writes Donahoe, its associate director of instructional support. One session this fall, for example, will talk about how instructors can reclaim joy and purpose in their classrooms. And a faculty reading group will focus on addressing burnout.

Make faculty wellness a priority. In a recent LinkedIn post, Artze-Vega, college provost and vice president for academic affairs at Valencia College, described how and why her division decided

to make faculty well-being its sole priority this academic year. This means, Artze-Vega writes, that any new work proposed must be evaluated in light of people's "need for autonomy, competence, and relatedness at work," and that the college is committed to better understanding burnout, as well as digging into the ways in which faculty work is both "elusive and evolving."

Pope-Ruark doesn't see many institutions focusing on faculty burnout. To do that, she wrote, "they'd have to figure out how to reduce the chronic stress and expectation escalation academics experience due to things like the constant need to fund research and students with external grants, being beholden to student evaluations as the only measure of teaching effectiveness at many places, and being constrained by the political environment and whims of local, state, and federal politicians."

But where she does see movement is in the area of well-being, like what Valencia College is doing. "Some places, like my institution, are adding a culture of well-being to its strategic plan. Others are hiring chief well-being officers to focus on the culture broadly. Others are looking internally for ideas and actions."

And while it's true that heavy faculty workloads seem almost a given, she notes, "It's often a values misalignment that hurts the most — institutions espousing values that faculty don't see them enacting, at least not toward them and their health and well-being. Being constantly asked to do more with less and less, to give more and more of themselves to students and students' well-being, to pick up more of the administrative load as admin positions are cut. They simply can't do everything they are being asked to do and stay well."

We would like to hear from readers on the topic of faculty well-being. What are you planning to do differently this semester? Are you pulling back on service? Are you setting boundaries with students? Are you joining learning communities? Are you organizing workshops or other events that focus on faculty well-being? Write to me at beth.mcmurtrie@chronicle.com and your story may appear in a future newsletter.

ICYMI

- A new student guide to AI has been jointly published by Elon University and the American Association of Colleges & Universities. More than 100 students provided questions and ideas, with answers by the guide's authors and editors. You can download the guide, titled AI-U/v1.0, for free.
- Another new book on AI in teaching is now available: Teaching Effectively with ChatGPT: A practical guide to creating better learning experiences for your students in less time, by Dan Levy and Angela Perez.
- Ithaka S+R released its latest survey, digging into more than 5,000 instructors' views on topics such as open educational resources and instructional supports.