ACADEMIC SENATE

AGENDA

I. Call to Order

II. Roll Call

III. Teleconferencing for Meetings
A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Lara*
Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 11/05/21.*

IV. 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 allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.

V. Changes to Agenda Order

VI. Consent Calendar
A. Approve Minutes of the Regular Meeting of November 5, 2021

VII. Reports
A. Academic Senate President – *Lara*
B. College Superintendent/President – *Cooke*
C. Classified Senate – *Phillips*
D. Associated Student Government – *Siebelink*
E. Redesigning the Student Experience – *Ha*
F. Accreditation - *Lara*

VIII. New Business
A. Leon Baradat Award – Proposal for Perpetual Name Plate Plaque – *Allyn*
Description: *The Awards Committee approved by unanimous vote that a perpetual name plate plaque be created to honor the full-time and associate faculty recipients of the Leon Baradat Award. This was delayed from last spring and, as well, there are currently production delays at vendors. Therefore, Academic Senate is being asked to suspend the rules to vote today and approve the estimated one-time cost of $300 for the perpetual name plate plaque and $20 annually for the inscriptions from Academic Senate checking account.*

IX. Old Business
   A. Sabbatical Leave Reports – *Hanada-Rogers, Meinhold* **(Time certain –10:15am)**
   Description: *Three (3) sabbatical leave reports come to Academic Senate for a second read and vote for returning faculty members Nery Chapeton-Lamas, Rebecca Morgan, and Arnoldo Williams. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports will be forwarded to the President/Superintendent for approval.*
   B. Sabbatical Leave Applications – *Hanada-Rogers, Meinhold* **(Time certain – 10:20am)**
   Description: *Based on the Faculty Assembly contract, the number of sabbaticals is 8% of the full-time faculty in an academic year. Eleven (11) sabbatical leave applications were submitted to the Sabbatical leave Committee for the 2022-2023 academic year and come to Academic Senate for a second read and vote for Sam Arenivar, Elizabeth Clarke, Erica Duran, Matt Falker, Claudia Flores, Pierre Goueth, Jade Hidle, Arlie Langager, Kristi Reyes, Alexis Tucker and Rosa Viramontes. Sabbatical Leave Applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.*
   C. Salary Advancement Applications – *Munshower* **(Time certain – 9:50am)**
   Description: *Seven (7) faculty members, both full-time and associate, have submitted applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for a second read and vote.*

X.   Information/Discussion
   A. Technology Master Plan Update – *Conrad* **(Time Certain – 10:00am)**
   Description: *Scott Conrad, Dean AIS, will present a brief status update on the Technology Master Plan development, process, and timeline. The plan will come to the Academic Senate in the spring for review, commentary, and ratification.*
   B. C3 Teaching and Learning Center Update – *Davis*
   Description: *The Joyful Teacher in Residence visits Academic Senate to provide an update on all things C3 Teaching and Learning at MiraCosta – what has been done, what is happening now, and what to look out for in Spring 2022 and beyond!*
   C. Academic Senate for California Community Colleges Fall 2021 Plenary Discussion – *Lara*
   Description: *The fall 2021 plenary was held as a hybrid event. A limited number of attendees from each college were allowed to attend in person and others attended virtually. MiraCosta College attendees included: Luke Lara, Leila Safaralian, Robin Allyn, Jim Julius, and Maria Figueroa. Attendees will share their takeaways with Academic Senate.*

XI. Senator Reports
   Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

XII. Adjournment

A Resolution of the MiraCosta College Academic Senate:
Authorizing Teleconferencing for Meetings Pursuant to AB 361 (R. 2-21)

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:
(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:
(e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
(A) The legislative body has reconsidered the circumstances of the state of emergency.
(B) Any of the following circumstances exist:
(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW THEREFORE, BE IT RESOLVED that the MiraCosta College Academic Senate finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the MiraCosta College Academic Senate finds that due to the state of emergency, meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised faculty, staff, students, and the public.

ACADEMIC SENATE

UNOFFICIAL MINUTES

I. **Call to Order**
Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Ipai and Kumeyaay people. In addition, we want to pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:03am.**

II. **Roll Call**
Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Sunny Cooke (ex-officio), Karla Cordero, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren
Members absent: Yessenia Balcazar
Others present: Adrean Askerneese, Joanne Benschop, David Bonds, Sean Davis, Erica Duran, Maria Figueroa, Tim Flood, Jacqueline Gomez, Alicia Lopez, Gail Meinhold, Donny Munshower, Denée Pescarmona, Joe Salamon, Angela Senigaglia, John Siebelink, Chris Tarman

III. **Teleconferencing for Meetings**
A. **Recertify the Resolution (R. 2-21) Authorizing Teleconferencing for Meetings Pursuant to AB 361**
The Academic Senate considered the circumstances of the state of emergency and determined if the emergency continues to directly impact the ability of members to meet safely in person pursuant to AB 361.

MSU (Allyn / Safaralian) to approved recertifying resolution (R. 2-21) authorizing teleconferencing for meetings pursuant to AB 361.

IV. **Persons Wishing to Address the Senate**
Himgauri Kulkarni read a letter from a constituent expressing concerns and opposition to offering dual enrollment to Cathedral Catholic High School in light of the recent troublesome actions by the school. Maria Figueroa expressed similar concerns and suggested the need to question developing dual enrollment relationships with the school. Angela Senigaglia wanted to recognize the event during National America Heritage month with speaker, Dr. Proudfit. The presentation is recorded and can be found on the Continuing Education webpage. Senigaglia also wanted to mention that the Adult HS at the CLC goes through a separate accreditation process and wanted to publicly state and thank all the people who work on the report. It will come to Academic Senate at a later date.

V. **Changes to Agenda Order**
New Business item B. Sabbatical Leave Applications will have a time certain of 9:35am.

VI. **Consent Calendar**
A. **Approve Minutes of the Regular Meeting of October 15, 2021**
B. **Ratify Updates to Faculty Appointments to Statewide Committees and Liaison Roles for 21-22 AY**
C. **Ratify Updates to Fall 2020 and Spring 2021 – FTE/LHE Reassigned Time for AS Leadership Responsibilities**
D. **Ratify Updates to Faculty Committee Assignments for 21-22 AY**
E. **Ratify 2022-2023 Curriculum Packet, Part I –** *Senigaglia*
Each year CPC reviews curriculum and then submits to AS for approval. Each year the curriculum approval is submitted in multiple parts. Part I contains all new course additions in order to obtain early Board of Trustee approval and submit to the Chancellor's Office in time for next year's catalog. This is to ensure all deadlines are met. AS can expect to see, at least two more curriculum packets for the 2022-2023 catalog in early spring 2022.

The consent calendar was approved by unanimous consent.

VII. **Reports**
   A. **Academic Senate President**
   Academic Senate President, Luke Lara, is reporting from Long Beach at the ASCCC Fall 2021 Plenary Session in person and joined by Robin Allyn. Leila Safaralian and Jim Julius are attending virtually. If senators have any feedback concerning equivalency, provide it to Lara and/or Jeff Ihara. He further thanked Angela Senigaglia and the CLC for hosting Dr. Proudfit.

   B. **College Superintendent/President**
   On behalf of Superintendent/President, Sunny Cooke, Denée Pescarmona, VPI, reported that MCC has been selected as one of the top 150 community colleges nationally to compete for the $1 Million Aspen Prize for Community College excellence. MiraCosta is one of the top 15% of community colleges recognized and the only one in San Diego County to receive the nomination this year. She further noted that the spring 2022 schedule is posted and ready for students. The San Elijo Campus will have a grand opening on Monday in person. All are invited to participate in the festivities.

   C. **Classified Senate**
   Vice President of CS, Ingrid Phillips was not present. No report.

   D. **Associated Student Government**
   ASG Executive Vice President, John Siebelink, is thrilled to welcome Derek Shaw as the new director of Student Life and Leadership and as co-advisor for ASG. ASG is updating its constitution and bylaws. The ASG finance committee has created a spending rubric they will share with other student organizations at MCC. They had representatives from mental health services and counseling give workshops on ethical decision making and reaching out and getting involved with other student organizations throughout MCC to be present and engage with the community. Lara acknowledged that John Siebelink was the only student in attendance at a virtual event hosted by CC Leadership (CCLEAD) Program at San Diego State on November 3rd. Senator Jack Scott and Dr. Bill Piland were highlighted as founders of EDD programs at CSUs and SDSU.

   E. **Redesigning the Student Experience**
   Faculty Lead, Thao Ha, not present but provided an update in a document attached to the meeting agenda.

   F. **Accreditation**
   AS President, Luke Lara, provided an update in a document attached to the agenda for this meeting. He further highlighted the structure and timeline and provided opportunity for senators to ask questions. He is tri-chair with Dr. Cooke and CS President, Carl Banks. He noted that Standard IV.A concerns governance and will be brought to discussion at the next meeting. Evidence is currently being collected.

VIII. **New Business**
   A. **Sabbatical Leave Reports**
   Gail Meinhold, co-chair of the SLC noted that three (3) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Nery Chapeton-Lamas, Rebecca Morgan, and Arnoldo Williams. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports are forwarded to the President/Superintendent for approval.

   B. **Sabbatical Leave Applications**
   Gail Meinhold, co-chair of the SLC, advised that based on the Faculty Assembly contract, the number of sabbaticals is 8% of the full-time faculty in an academic year. Eleven (11) sabbatical leave applications were submitted to the Sabbatical Leave Committee for the 2022-2023 academic year and come to Academic Senate for a first read for Sam Arenivar, Elizabeth Clarke, Erica Duran, Matt Falker, Claudia Flores, Pierre Goueth, Jade Hidle, Arlie Langager, Kristi Reyes, Alexis Tucker and Rosa Viramontes. Sabbatical Leave Applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval. She noted that the committee discussed ways in which to promote sabbatical leaves so more faculty will apply in the future.

   C. **Salary Advancement Applications**
   Salary Advancement Committee (SAC) chair, Donny Munshower, presented seven (7) applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule for both full-time and

associate faculty. Their applications are based on their continued professional development. SAC has reviewed the applications and brings them to Academic Senate for a first read. He noted that the committee added a fall approval deadline in addition to the spring deadline to help faculty get verification and approval of coursework before enrolling and taking classes in the spring. The committee will also continue to increase awareness of the salary advancement process.

IX. Old Business
A. Updated Draft of the Educational Master Plan (EMP)
Chris Tarman presented the most recent and updated Educational Master Plan (EMP) which had expired in 2020. This document contains updated data as well as strategies that align with the college's current Long-Term Planning framework. This is a second read.

MSU (Loedel / Page) [Kulkarni not present for the vote] to approve the updated draft of the Educational Master Plan (EMP) as presented.

Tarman noted some of the changes to the document since the last iteration. Some new strategies were received and incorporated. As well, they added an item from the PDP committee and PIO had strategy on futures. A little more data was also added including labor market data from STEM operations. They are continuing to work out a timeline from College Council. At the very least, they will conduct a major review every two years and an annual review to make updates. They will also look to review strategies and synergy in addition to evaluation of data and progress. Once CC or a subcommittee of CC approves the EMP, it will come back to AS with that review to further the conversation, perhaps in spring or summer.

B. Recommended Ranking for Full-Time Faculty Positions
AAC Chair, David Bonds, presented the recommended rankings for full-time faculty positions for Academic Senate review and approval. This is a second read.

MSU (Neri / Safaralian) to approve the recommended ranking for full-time faculty positions, as presented.

X. Information/Discussion
A. Revised Resource Allocation Process
Tim Flood and Joe Salamon provided a presentation on the changes to the Budget and Planning Committee (BPC) resource allocation process. BPC has been analyzing the resource allocation process at the college and created a reimagining of the process last year to figure out what is being done and what can be improved. The flowchart provided in the agenda indicates the actual changes for the current allocation cycle. Some checks and balances have been included and developed an off ramp to look at some of the things that should not be in this process so folks would not have to wait a full year. Currently, plans have been submitted and BPC leads are sorting through the plans based on funding sources and will be moving through the ranking processes. At each stage the Portal website will be updated. The timeline has been extended from February to March. By end of April it will be sent to the President's office for feedback. The State budget is not set until July and so some adjustments may need to be made. They are currently using the rubric from last year and will test drive the new rubric presented today and use it as a draft. There are guiding principles for discussion including non-scored items and scored items which indicate the need, community benefit, program functioning and total cost of ownership, and the fiscal/resource impact. Looking forward to feedback from Academic Senate. It was also noted that the processes for institutional planning and budget development is faculty purview (10+1).

B. Curriculum and Legislative Updates
Angela Senigaglia and Joanne Benschop presented a brief overview of AB 927, AB 928, and AB 1111. This is recently signed legislation which will have significant impacts to curriculum design and articulation. As CPC chair, Senigaglia noted that the committee is making regular updates at their meetings with regard to any assembly bills and/or statewide actions that might impact curriculum. Since these three assembly bills have wide reaching impact for all at MCC, it was important to bring this information to Academic Senate today. Benschop explained the three assembly bills.
- AB 927 extends the operation of the baccalaureate degree pilot program indefinitely. It further now allows for up to 30 new college districts per year as opposed to the pilot of 15 along with a standard submission cycle. Colleges are required to have the same program as an associate degree.

- AB 928 establishes the AA degree for transfer intersegmental implementation committee to serve as a primary entity charged with oversight of the associate degree for transfer. The committee is made up of 16 members from the Academic Senates of the CSU, CCCs, and the UC system. They have to make recommendations to legislature by December 2023. It requires community colleges to automatically place students on an ADT pathway when students indicate a goal for transfer. On their required educational plan, it also requires a singular lower division general education pathway that meets transfer admission requirements. They want to merge the two pathways into one which will be challenging for the community colleges. UC will sit on the intersegmental committee but they are not compelled by the legislation as the community colleges and CSU systems are. Secondly, if students must be placed on an ADT, this could affect our local degrees and transfer majors. There are many issues to be worked out in merging to a one singular general education pattern that can work for both UC and CSU systems.
- AB 1111 requires that community colleges adopt a common course numbering system across all community college catalogs and it will start with the courses included in the C-ID numbering system and expand to general education requirements and transfer pathway courses. There will be a $10 million onetime funding provided and an implementation workgroup which is part of the new law. This is to be in place by July 2024. The challenge will be when courses are not C-ID applicable, where those courses will fit in the numbering system.

XI. Senator Reports

Krista Warren attended and acknowledged the great event on Tuesday for Día de Los Muertos. Also noted that last week was the CA Adult Education Summit with speaker, Marty Alvarado from the Chancellor's office. It was the first time Warren has heard the Chancellor's office talk about pathways for noncredit students. Leila Safaralian noted that this past summer the Center for Urban Education offered special training for racial equity in mathematics. Beltran and Mercado attended and received their certificates in the Racial Equity in Mathematics Leadership Institute. She also noted that the focus for the ASCCC Plenary this year is threefold; 1. culturally responsive curriculum, student services, and student support, 2. equity-driven systems, and 3. Transfer. Delores Loedel, CTE faculty liaison for the ASCCC. She attended the first CTE coffee hour on 10/20 to talk about AB 928 with a focus on CTE. Some challenges discussed were student applications, registration, enrollment steps, and building of skills and scaffolding of certificates towards degree completion, and how can CTE faculty and counselors work better together towards helping students in the process. Also discussed the hiring of CTE discipline faculty, successes, and areas of growth. As well, relationship with industry employers in the area. Tyrone Nagai received feedback from constituents concerning eminence. One issue was regarding international languages when native speakers of languages have claimed eminence which has been tricky to factor in when it comes to hiring. The second is performance arts for dance, when someone's eminence as a dancer or a choreographer is an important factor in hiring. The feedback was that eminence could be paired with more objective criteria and that eminence is still very important. Zulema Diaz shared that she had a wonderful time in Beatriz Palmer's virtual book discussion on becoming a Hispanic Serving Institution (HSI). Every time they discussed what MCC is doing as an HSI, the only thing they we could talk about was Puente. They also discussed that there needs to be more effort from administration, faculty, and staff with recruitment for the Puente program. Why is Puente the only visible effort in serving LatinX students? This book will be a campus-wide book to read.

XII. Adjournment

The meeting adjourned at 10:40am.

Accreditation Report on 11/19/21 – Luke Lara

In preparation for the fall 2023 Accreditation visit and Institutional Self-evaluation Report (ISER), which is due in spring 2023, we will have a standing report on Accreditation. In today's report, I will introduce Standard IV.A.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

   Evidence:
   - *Example:* Name Item (embed link, and list page number)
   - Governance Manual (diagram on page 4)
   -

   POSSIBLE SOURCES OF EVIDENCE:
   - Diagrams of governance and decision-making lines of communication;
   - Examples of innovations or improvement ideas that have been brought forward by an individual or group, advanced through the governance/decision-making process, and implemented;
   - Minutes of meetings, or progress reports, that can track the development of innovations or improvements from inception to planning to implementation;
   - And/or other documents that demonstrate the institution is aligned with this Standard.

   REVIEW CRITERIA:
   - The institution has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement.
   - The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

   Evidence:
   -

POSSIBLE SOURCES OF EVIDENCE:
- Policy and/or procedure that establishes governance structure and explains constituents' roles in decision making;
- Policy or procedure that delineates constituents' areas of responsibility in bringing ideas forward, planning, and decision-making;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Institutional policies and procedures describing the roles for each group in decision-making processes.
- These policies and procedures encourage student participation in matters which concern them, and take into consideration the student perspective when making decisions.
- The institution has policies and procedures that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

==Evidence:==
-

POSSIBLE SOURCES OF EVIDENCE:
- Policy and/or procedure that defines the roles of administrators and faculty in governance;
- Minutes or other reports that demonstrate administrators and faculty carrying out their roles as defined;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Institutional policies and procedures describe the roles for each group in governance, including planning and budget development.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

==Evidence:==
-

POSSIBLE SOURCES OF EVIDENCE:
- Policy and/or procedure that describe the roles of administrators and faculty in decision-making related to curriculum and student learning programs and services;
- Minutes or other reports that demonstrate administrators and faculty carrying out their roles as described;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Institutional policies and procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.
- The institution regularly evaluates these policies and procedures to ensure they are being followed and practices are functioning effectively.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

<mark>Evidence:</mark>
-

POSSIBLE SOURCES OF EVIDENCE:
– Policy and/or procedure that establishes governance structure and explains constituents' roles in institutional decision making;
– Governance committee(s) charters and rosters;
– Governance handbook or other document that describes institutional governance system;
– Sample minutes from decision-making groups and other types of reports that demonstrate when decisions are made and/or when resulting actions are completed;
– And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Written policies on governance procedures specify appropriate roles for all staff and students. These policies specify the academic roles of faculty in areas of student educational programs and services planning.
- Staff and students are well informed of their respective roles. The various groups collaborate on behalf of institutional improvements. The result of this effort results in documented institutional improvement.
- The college has developed structures of communication that demonstrate that it values diverse perspectives.
- The college demonstrates that consideration of diverse perspectives leads to setting institutional priorities and timely action.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

<mark>Evidence:</mark>
-

POSSIBLE SOURCES OF EVIDENCE:
– Procedures that establish processes for decision-making;
– Sample minutes from decision-making groups and other types of reports that demonstrate when decisions are made and/or when resulting actions are completed;
– Sample communications to the institution regarding decisions made and the resulting actions;
– And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The college has processes to document and communicate decisions across the institution.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence:
-

POSSIBLE SOURCES OF EVIDENCE:
- Evaluation instruments and resulting reports that assess effectiveness of governance structures and processes, including plans for improvement;
- Evaluation instruments and resulting reports that assess effectiveness of committees, including plans for improvement;
- Minutes from a governance body when effectiveness of governance structures and processes were discussed;
- Documentation of a regular cycle of evaluation for governance;
- Subsequent governance evaluation reports that document improvements to governance;
- Examples of communications to the college on results of the evaluations or discussions;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The institution regularly evaluates its governance and decision-making structures. The results of these evaluations are communicated within the campus community.
- The institution uses the results of these evaluations to identify weaknesses and to make needed improvements.

Technology Master Plan Update
Academic Senate
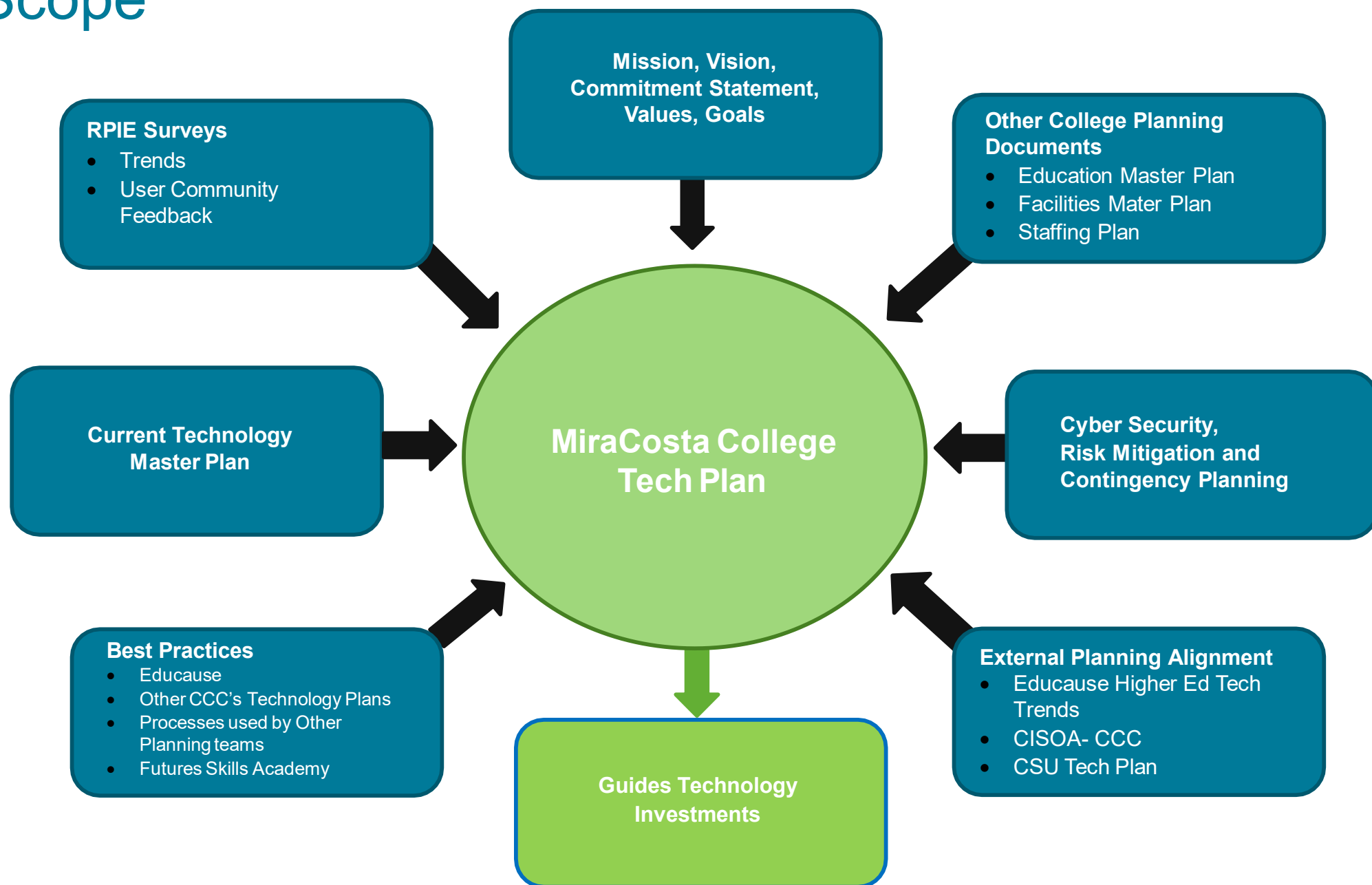
November 19, 2021

Presentation Agenda

- Technology Advisory Committee (TAC) Membership
- Anticipated Scope of the Technology Plan
- Process for Developing the Technology Plan
- Survey Data & Trends
- Timing and Review Process
- Next Steps

Technology Advisory Committee (TAC) Membership

- **Charlie Ng**, Vice President - Human Resources
- **Chris Tarman**, Dean - Research, Planning and Institutional Effectiveness
- **Freddy Ramirez**, Dean – Admissions & Student Support
- **Kristen Huyck**, Directors – Public & Governmental Affairs
- **Nick Mortaloni**, Dean – Student Affairs
- **Scott Conrad**, Interim Dean – Academic Information Systems
- **Aaron Holmes**, Access Specialist
- **David Santos**, Police Officer
- **Lori Schneider**, Administrative Assistant – Dean AIS
- **Mark Stramaglia**, Senior Enterprise Applications Developer
- **Trevor Presley**, Gardner/Groundskeeper
- **Jeff Higginbotham**, Faculty Director – Student Accessibility Services
- **Katie White**, Director – Fiscal Services

- **Linda Kurokawa**, Director – Community Education & Workforce Development
- **Mina Hernandez**, Director – Purchasing & Material Management
- **Adrean Askerneese**, Faculty – Counselor
- **Daniel Siegel**, Faculty – Music
- **Jim Julius**, Faculty – Online Education Director
- **Lauren McFall**, Faculty – We Services & Emerging Technologies Librarian
- **Steve Eso**, Faculty – Psychology
- **Abdy Afzali**, Manager-Technology Support Services
- **Steve Schultz**, Manager – Infrastructure Systems and Application Development
- **Brittany Shelton**, Student
- **Michael Pettric**, Student
- **Pimiada (Pim) Tantiwttipong**, Student
- **Prince Maduekwe**, Student
- **Robin Gralton**, Student

MiraCosta College

Scope

Mission, Vision, Commitment Statement, Values, Goals

RPIE Surveys
- Trends
- User Community Feedback

Other College Planning Documents
- Education Master Plan
- Facilities Mater Plan
- Staffing Plan

Current Technology Master Plan

MiraCosta College Tech Plan

Cyber Security, Risk Mitigation and Contingency Planning

Best Practices
- Educause
- Other CCC's Technology Plans
- Processes used by Other Planning teams
- Futures Skills Academy

External Planning Alignment
- Educause Higher Ed Tech Trends
- CISOA- CCC
- CSU Tech Plan

Guides Technology Investments

4

Addressing District Goals

Goal 1: Equitable Access, Student Success, and Close Equity Gaps

Goal 2: Meet External Community Needs

Goal 3: Foster Academic Excellence

Goal 4: Responsible Stewardship and Sustainability

Technology Strategy to Support District Goal

FOR EXAMPLE:
Technology Strategic Goal for Goal 1:
- Student Success
1. *Technology support for Guided Pathways/ Academic and Career Pathways………..e.g., CRM, 2-way texting, chatbots

*very preliminary strategy

MiraCosta Survey Data

- Current students are a bit older and more diverse
- Enrollment declining and/or flat
- There has been an increase in Online/Hy-Flex Learning
- More add-ons to LMS ecosystem?
- More technology in higher ed
- Digital divide presents equity challenges
- Student Crisis Support will continue to escalate and use technology
- DEI Initiatives including ACP will leverage more technology
- Attracting and retaining technology workers is challenging and more costly
- Cyber-Security- costs, security and privacy vs ease of access

Emerging Trends

- Need to Improve Student Success, Diversity, Equity, Inclusion
- Increasing Complexity of Security Threats, Enterprise Risk Management, Privacy
- Need for Data Informed Decisions
- Institution Wide Data Management and Integrations
- More Online Remote- anywhere/anytime teaching, studying, working
- More Demand for Technology
  - Software/Hardware in all disciplines
  - More Data Integration- tutoring, library resources, online texts/videos
  - More bandwidth and data storage/backup demand

Plan Development Process

PLAN

- Review and align with other Master Plans
- Incorporate New Mandates
- Include New Technology
- Assess Emerging Trends and Risks

DO

- Define goals and objectives
- Prioritization process
- Write it
- Appendices for back-up

CHECK

- Review by Shared Governance stakeholders
- Annual Feedback Surveys, Scan Environment
- Projects completed

ACT

- Buy the Equipment and Software
- Integrate into the college processes and curriculum

MiraCosta College

Timing

September 2021- May 2022

- Technology Advisory Committee (TAC) meets to draft and revise Technology Master Plan (TMP).

November 2021

- Board of Trustees (BOT) update presentation

February 2022

- Draft TMP presented to governance groups for review and feedback

March - April 2022

- Edit document based on initial feedback
- Final Draft of TMP presented to governance groups for ratification.

April 2022

- TAC completes final edits and presents TMP to Budget & Planning Committee and College Council for approval.

May 2022

- TMP presented to BOT for information

Technology Planning Committee Work

⬇

⬆

Stakeholders Review and Edits

⬇

Finalize Plan

MiraCosta College

Questions?

C3 Teaching and Learning Center

Fall 2021 Report & Updates

1. Cultural Curriculum Collective ver. 2.0
2. MOE - Course Quality Guidelines and Joyful Canvas Shell
3. Faculty Show & Tell Series
4. C3-2-1 Newsletter
5. S.A.F.E. Topics - Season 3
6. Preparing for the interim Joyful Teacher in Residence

C³ TEACHING AND LEARNING CENTER
CELEBRATE. CULTIVATE. CONNECT.

C³ TEACHING AND LEARNING CENTER
CELEBRATE. CULTIVATE. CONNECT.

Cultural Curriculum Collective

Academic Year 21-22

1

Round 2 - Bigger and Better

Year 2 of the Cultural Curriculum Collective will engage the second cohort of both full-time and associate faculty in collaborative reflection into the processes of their courses. The focus this year will be on further developing culturally responsive, inclusive, and relevant materials to guide and implement effective instructional materials that are inclusive of all of our diverse learners.

Faculty participants are invited to choose one course that they wish to enhance or re-design and will participate in a series of workshops over the course of the 2021-22 school year that will culminate in a showcase of the process and outcomes.

Faculty members are eligible for a $1500 stipend upon completion of their showcase presentation in May.

JahB Prescott Faculty, Letters jprescott@miracosta.edu		
Nate Scharff (He, Him, His) Faculty, Business Administration Linktree ↗ nscharff@miracosta.edu		
Kris Coats (She, Her, Hers) Associate Faculty, Social Sciences kcoats@miracosta.edu		

Joyful Teaching Canvas Shell

Based on MOE Course Quality Guidelines

2

![C3 Teaching and Learning Center logo]

MOE Online Class Quality Guidelines

The following guidelines were developed by the MiraCosta Online Educators committee to help faculty develop and redesign online classes and foster conversation in departments about effective and equity-minded teaching practices in online education. The document has three sections:

- **PART I: REQUIREMENTS**
  Required elements for Distance Education classes at MiraCosta College as per AP4105.
- **PART II: PRACTICES**
  Effective and equity-minded teaching practices and examples.
- **PART III: PRINCIPLES**
  Evidence-based guiding principles, key equity practices, and quality indicators in online education.

- C3 Teaching and Learning Center
- Guest Instructional Designer
- Office of Online Education

A4 - Course Navigation

Tips for creating ease of navigation and content flow

Step 1

Think about your course from a student's perspective (someone who may know nothing about Canvas or about your subject matter)

- How will they know where to begin?
- How will they know the order in which to move through content?
- How will they know how to find help?
- What might confuse them about moving around the course and finding content?

Step 2

Have a clearly marked starting point.
See a Home Page example

Step 3

Use a clear and consistent naming convention for modules and items within modules.

Example 1: Add Artificial Start & End with an "Overview" and "Recap" Pages

Topics -

- How do you build community?
- What's an Equity Practice you have put into action?
- What technology are you using to make your classes better? Or, which ones are you interested in exploring more?
- What hacks do you use to stay productive or sane?
- What non-teaching activity gets you excited about teaching?

Lauren McFall - Emerging Technologies - Library
Jim Julius - Online Education
Sean Davis - C3 Teaching and Learning Center

C³ TEACHING AND LEARNING CENTER
CELEBRATE. CULTIVATE. CONNECT.

tuesdays @ 2pm
FACULTY SHOW AND TELL

share. learn. connect.

C3-2-1 Newsletter

Teaching and learning in your inbox!

4

A newsletter sent out to all faculty sharing both MiraCosta and outside info.

C3-2-1 Newsletter
RESOURCES, TIPS & TRICKS, AND REFLECTION

3 Resources for teaching and learning

2 Online tips and tricks w/ Nadia!

1 Question for reflection

S.A.F.E. Topics Podcast

Season 2!

5

Listen Here!

Season 3!

The Team!

Kelly Barnett - Audio Engineer
James Garcia - Research and Social Media
curry mitchell - Co-Host
Sean Davis - Co-host
Mana Tadayon - Student Co-Host

The Interim Joyful Teacher?

6

Who is it going to be?
How are we going to prepare them?
Realistic expectations

THANKS!

Any questions?

loggin' off

Academic Senate for California Community Colleges (ASCCC)
Fall 2021 Plenary Discussion

The fall 2021 plenary was held as a hybrid event. A limited number of attendees from each college were allowed to attend in person and others attended virtually. MiraCosta College attendees included: Luke Lara, Leila Safaralian, Robin Allyn, Jim Julius, and Maria Figueroa. Both Luke Lara and Maria Figueroa were co-presenters during the event. Adopted resolutions can be found on the [ASCCC plenary webpage](#), under the Resolutions tab.

Below are some key takeaways listed as provided by MiraCosta College attendees:

1. The ASCCC for the next year will be focused on:
   a. Culturally responsive curriculum, student services and student support
   b. Equity driven systems
   c. Transfer
2. Campus reopening: it's decided locally for each college. The Chancellor's office will not be mandating vaccination or Mask requirements.
3. AB705: more updated language regarding AB705 will be released in January 2022.
4. We can expect more legislation to update AB705. Outside groups are putting pressure to eliminate pre-transfer courses entirely.
5. AS and Unions should always consult with student groups (ASG) in big decisions and include them in their important conversations.
6. OER: cultural competency needs to be included in the OER material created by faculty (names, photos, scenarios, … need to be culturally responsive and ALL students should be able to relate to it.)
7. Most colleges have provided online teaching training for their faculty (some have been compensated and some have not.)
8. The Plenary this year was a bit fragmented and lacked coherence. The theme while important was not fully fleshed out throughout the plenary sessions. I wonder how we went from a fiercely committed anti-racist awareness and stance, to a lesser focus on anti-racist themes. I was disappointed.
9. The General Session focusing on the current legislation was super important. The intersegmental conversation is critical particularly in the way that the implementation of the legislation impacts the CC.
10. Several exciting and important resolutions were supported by the body. Specifically, Resolutions 3.01, 3.02, 7.02, 9.01, 19.01. I'm excited for all but especially for 9.01: *Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record Requirement in Title 5*
11. There is a growing interest for statewide leadership among Faculty of Color.
12. Funding details for the new $115 million state support for Zero-Textbook-Cost (ZTC) program development were shared. Within the next month we will have an opportunity to apply for a $20,000 planning grant that each college is eligible to receive. Following that, there will be opportunities for small support grants ($20,000) as well as large program implementation grants ($200,000) over the following three years.
13. The ASCCC OER Initiative has developed a new Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework to help faculty with reviewing and improving course materials.
    See https://tinyurl.com/OERI-IDEA . They seek feedback on this initial release of the framework.
14. All program materials will eventually be available on the [ASCCC website](#), under the Presentation Materials tab.