ACADEMIC SENATE

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## *AGENDA*

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
*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 the public as outlined in Board Policy 2355.*

V.  Changes to Agenda Order

VI.  Consent Calendar
A.  Approve Minutes of the Regular Meeting of October 6, 2023

VII.  Reports
A.  Academic Senate President – *Safaralian*
B.  College Superintendent/President – *Cooke*
C.  Classified Senate – *Schneider*
D.  Associated Student Government – *Hutchinson*

VIII.  New Business
A.  Recommended Ranking for Full-Time Faculty Positions – *Hull* **[Time certain 9:40am]**
Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval. This is a first read.*

IX.  Old Business
A.  AP 6250 Budget Management – *Flood* **[Time certain 9:30am]**
Description: *Language was removed regarding the county filing requirement. The district is fiscally independent; therefore, this requirement no longer applies. This AP comes back for approval.*
B.  BP 6250 Budget Management – *Flood*
Description: *The reserve percentage was changed from 5% to 17% or two months of expenditures and reflects the new requirements and mirrors the AP language. This BP comes back for approval.*
C.  Office Derby Process Update - *Safaralian*
Description: *The Academic Senate office procedures document has not been updated since 2009. The AS leadership has reviewed the document and it comes back to AS for approval.*

D. AS Goal Setting – *Safaralian*

Description: *The AS has decided this year to have themes each month, helping all faculty to engage deeply with the 10+1 implications for key initiatives of the college based on lenses of classroom practice, program completion, and community-building. This comes back to AS for approval.*

X. Information / Discussion

A. CPC Update on AB1111 Draft Language – *Bolaños, Fallstrom* **[Time certain 9:20]**

Description: *The AB1111 (common course numbering) task force group has updated their draft language. This information, while not a finalized form, can be helpful for faculty to begin seeing what is coming for implementation of this law.*

B. Conversation with Counselors – *Askerneese, Hosley, Love, Owens, Ramirez* **[Time certain 10:00am]**

Description: *The AS is going to have thematic months throughout the year. For the month of October, we are focusing on collaboration with counselors, and we have invited some of our counselor colleagues to join us to have a conversation about counseling services for our students. They are coming back to continue dialogue and answer questions with AS.*

XI. Senator Reports

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

XI. Adjournment

# *UNOFFICIAL MINUTES*

### I. Call to Order
Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom and knowledge.
The meeting was called to order at **9:00am.**

### II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*

**Erica Duran and Hossein Ravanbaksh requested remote participation under the Just Cause provision of AB2449. Erica Duran and Hossein Ravanbaksh attended the meeting via Zoom under the Just Cause provision of AB2449 by unanimous consent.**

### III. Roll Call
**Members present:** Robin Allyn, Angela Beltran-Aguilar, Shawn Firouzian, Julie Graboi, Jim Julius, Don Love, curry mitchell (President-Elect), Candy Owens, Brian Page, Leila Safaralian (President), Nate Scharf, Alexis Tucker-Sade, Krista Warren
**Members present via Zoom under Just Cause:** Erica Duran, Hossein Ravanbaksh
**Members absent:** Sunny Cook (ex-officio)
**Others present:** Adrean Askerneese, Theresa Bolanos, Scott Fallstrom, Tim Flood, Mikalah Hutchinson, Oswaldo Ramirez, Lori Schneider,

### IV. Persons Wishing to Address the Senate
Alexis Tucker-Sade wanted to make everyone aware that this is Domestic Violence Prevention Awareness Month. Please share information you receive via email with your students.
Erica Duran announced that on October 13th, she will be hosting the First Annual Independent Life Skills Social at the CLC to bring together adult learners with disabilities and their families from 10am to 1pm.

### V. Changes to Agenda Order – None.

### VI. Consent Calendar
**A. Approve Minutes of the Regular Meeting of September 15, 2023**
The consent calendar was approved by unanimous consent.

### VII. Reports
**A. Academic Senate President**
Academic Senate President, Leila Safaralian, reminded everyone that it was decided that each full-time senator will attend the ASG meetings throughout the year.
September 15 through October 15 is Chicanx Latinx History and Heritage month. Thanks to all committees for putting all the events together.
Upcoming events include the virtual ASCCC Area D meeting on Friday, October 20th from 9am to 3pm, where they will talk about resolutions that will be passed along to the Plenary Session.
The Strengthening Student Success Committee has a workshop in San Francisco, October 11th and 12th.
The ASCCC Fall Plenary is November 16th – 18th. Reach out if interested in attending.
Reported on behalf of Adrean Askerneese and Thao Ha for Guided Pathways. As the two GP leads on campus, they are tasked with generating discussion and solutions to structural changes to support student success. They would like to address question number two of the AS goals, what are the hidden roadblocks preventing students from accessing, persisting, and completing programs. There are three areas where

faculty play a role in instructional barriers in student program completion.

1. Prerequisites: consider your discipline's course outline of record. The challenges that students face in regard to prerequisites.
2. Scheduling: Consider the way we schedule and the challenges that this creates for students in getting the courses they need when they need them.
3. Basic needs: Consider the complex societal challenges that students face and the classroom policies and practices that don't allow flexibility to meet students.

**B. College Superintendent/President**

Vice President of Instruction, Denée Pescarmona reported on behalf of Superintendent/President, Sunny Cooke. Reported that the college has received a received NSF grant. Of the 18 awarded, only two were community colleges. Sent a shoutout to our teams and STEM doing great work. This is a pipeline from K-12 into higher education and into our baccalaureate program.

Recognition to everyone who has done so much work around the Title 5 grant. We are one year in and have hired over 20 students. They are students in churches, community service organizations, and there to represent MCC. This is an opportunity to build pipelines with our community-based organizations. Also, we have awarded 20 internships for work-based learning opportunities with the grant. Huge praise for Isabelle Rocha Duarte who is the activity director.

The college has finished the accreditation review cycle. The team is in the process of finalizing their report and will send it to Dr. Cookie and our accreditation liaison office, Chris Harmon, for errors of facts. There will be no formal recommendations from the visiting team. They have made a number of complimentary comments including our strong commitment to the work of IDEA. They want to recognize the design and implementation of a number of effective academic and student services support programs for historically marginalized and disproportionately impacted students, and also potentially commend the strong stability of the MCC leadership and recognize the culture around collaboration and collegial governance.

Last Friday, 300 students and their families from our various communities came for barrio empowerment. We had a Guided Pathways Institute, i.e., CA 2.0 institute. It was about if we press pause right now, what are the structural barriers that still exist in terms of student success and access. What do we need to do better or differently? What have we bolted on versus what do we actually need to stop and redesign.

Mark your calendars for the Community Leaders Breakfast on 10/20 at the Westin Carlsbad Resort to welcome and interact with about 200 stakeholders from our community.

The TCI is having their community showcase today from 3pm to 7pm.

**C. Classified Senate** – *Lori Schneider*

Not present. No report.

**D. Associated Student Government** – *Hutchinson*

Associated Student Government, AS representative, Mikalah Hutchinson, indicated that ASG has been busy. They have been recently supporting National Voter Registration Day and are encouraging students to register to vote. They have tables at all three campuses with a QR code that takes them directly to the voter registration website. ASG has had a successful executive training meeting. ASG executives are looking forward to attending the Community Leaders Breakfast on the 20th. They are currently working on developing goals for the year with an emphasis on DEI. SAN is working on a resolution for a safe access bike lane on campus. The CLC workgroup is working on a reform language to make the Child Development Center accessible to all students including noncredit or part of a certificate or diploma program. DEI is working on goals to emphasize support and advocacy for historically marginalized students. Legislative Affairs had their first meeting and are working on resolutions to bring the General Assembly in the spring. ASG will be supporting the upcoming transforming event on October 19th.

**VIII. New Business**

**A. AP 6250 Budget Management** – *Tim Flood*

Description: *Language was removed regarding the county filing requirement. The district is fiscally independent, therefore, this requirement no longer applies.*

Flood discussed the changes made to AP6250 Budget Management and mentioned that legacy language was stricken that no longer applies. MCC no longer reports to the county office superintendent. We are fiscally independent and no longer have to report issues regarding payments and transfers.

Julie Graboi provided a handout (attached to these minutes) and shared that with respect to the first item

number one there is a list of codes that are referred to. She focused on the classification of expenditures by object which are academic- There are a list of codes that #1 refers to – wanted to focus on the classification of expenditures by objects which are academic, classified, non-academic salaries, employee benefits, supplies and materials, other operating expenses and services, capital outlay and other outgo. As a new member of AS, she was hoping someone with more knowledge could ask some clarifying questions. It was also asked why MCC was part of the SD County superintendent of schools and why we are no longer part of them. It was explained that once MCC became fiscally independent around 2018 so the district could take control of their fiscal finances, and we no longer reported to the county.

This will come back to the next meeting for a vote.

### B. BP 6250 Budget Management – *Tim Flood*

Description: *The reserve percentage was changed from 5% to 17% or two months of expenditures and reflects the new requirements and mirrors the AP language.*

It was explained that this is a language clean up especially a strikethrough the no less than 5% reserve and the insertion of the 17% reserve in coordination with the Chancellor's Office guidelines and recommendation. This language is already in BP6300 and AP6305 and the percentages have already been established. The recommendation was from the Community College League of CA who gives us updates for our board policies and administrative procedures when there are legislative changes or legal changes or requirements. This is also in alignment with what the Chancellor's Office has recommended regarding us keeping a minimum of two months' worth of reserves to be fiscally prudent. This was also a component of the agreement with the Chancellor's Office when we accepted the financial protections emergency conditions allowance dollars. This was COVID-19 protection, protection of our FTES, and protected the dollars associated with both. It was further asked if the changes in the AP and BP will have any affect concerning funding prioritization such as salaries. It was noted that nothing will change because it is already housed in board policy and the Board has already approved it.

This will come back to the next meeting for a vote.

### C. Office Derby Process Update – *Leila Safaralian*

Description: *The Academic Senate office procedures document has not been updated since 2009. The AS leadership has reviewed the document and brings it to AS for review and a first read.*

Some of the changes to the AS office procedures document were shared. The word council was removed throughout the document. In Part B of Assignment of offices, this is not our practice and language was updated and taken from the SL Handbook. Removed "squatter's rights" and will change to gender neutral terms from his or her to "their." On page 6, added #7 to include offices will be vacated by June 30th. Will also delete the last line in #5 which is now point #7.

### D. AS Goal Setting – *Leila Safaralian*

Description: *The AS has decided this year to have themes each month, helping all faculty to engage deeply with the 10+1 implications for key initiatives of the college based on lenses of classroom practice, program completion, and community-building. This is a first read.*

The table of monthly visits and the themes was reviewed. This will come back to the next meeting for approval.

## IX. Information / Discussion

### A. CPC and Legislative Liaison Updates – *Scott Fallstrom, Theresa Bolaños*

Description: *Updates from CPC will be presented related to AB1705, AB928, and AB1111, along with other important areas of focus for this year. The state finished up a legislative cycle and important bills are going to be signed into law (and others vetoed). An update will be provided on specific bills related to Community Colleges.*

Bolaños explained that the college was asked by the state to sign off on its annual curriculum approval certification form. This certifies that CPC is following all the rules that have given local control of our curriculum and all the rules for credit and noncredit courses that still have to go through the Chancellor's Office. The last bullet on the form talks about mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations in compliance with the law. They had a two-day training before this fall semester for new and returning committee members.

There is a lot of curriculum coming through and right now they have the six-year mandatory modifications for over 100 courses with a deadline of October 23rd. There is also a sunset list of 42 inactive courses.

Fallstrom outlined what CPC is dealing with related to state legislative updates.

AP1705 was passed. This semester we are required to make sure all advisories and prerequisites that still mention any pre-transfer math or letters courses had to be removed.

AB928 Cal-GETC which is a single pathway to the UCs. That implementation is coming July 2025.

AB1111 common course numbering system. This would require a change to every course and mandate

specific language. This is currently being negotiated with legislators to hopefully move the deadline a little further down the road. The deadline currently is next July, just nine months away, which would require every course be revised, modified, and into the catalogue by February. Hoping the deadline is moved to allow for flexibility to do this well and not rush through it.

CPC has a few pieces they are looking at as goals and have subcommittees working on some things involving honors making it a little easier for students to reduce some of the red tape. They have a taskforce working on how to integrate one of the acronyms DEIA, DEIAA or IDEA into future course outlines of record. It was noted that if a department misses the deadline of the six-year update, the course will be removed and not taught the following year. For a full list and summary of bills either on the Governor's desk or already signed into law, visit this comprehensive document from Fallstrom.

**B.  Conversation with Counselors** – *Don Love, Adrean Askerneese, Candy Owens, Oswaldo Ramirez*
Description: *The AS is going to have thematic months throughout the year. For the month of October, we are focusing on collaboration with counselors, and we have invited some of our counselor colleagues to join us to have a conversation about counseling services for our students.*

The counselors conducted a fishbowl activity with Don Love, Adrean Askerneese, Candy Owens, and Oswaldo Ramirez. They shared their thoughts and stories about their experiences with students. Senators were asked to listen, take notes about what they heard from this and bring back feedback to the next meeting and take this conversation to their constituents. Love noted that part of what got them focused on this format was our students and added that students are very stressed right now. He asked that we keep that in mind. There are students who are struggling, and their instructors may now know this. To view and listen to the full conversation, visit this link Counselors Collaborate at AS Meeting of 10-06-23.mp4.

Before sharing his stories, Ramirez noted that they are not just a student but a brother, sister, parent, etc. and they are in noncredit and coming back to school after a long time. There are concerns such as is transportation available and do students have the tools they need. Instructors may not understand all the struggles their student has gone through.

Owens noted that just like with noncredit, the same issue exists in credit where everything is waitlisted even classes that start on 10/16. Students are having a hard time; EOPS, life, and not academics. Many are having financial issues; losing jobs, their kids are sick. It is the hope that students will be able to continue to meet on Zoom. Students have a lot of personal issues. Counselors are booked solid.

Askerneese noted that, as an institution, students are meeting where we are at and not the other way around. He suggests going through the process to register for classes yourself if you want to know what a student goes through to get into your class. Students need an Ed Plan, yet we only know the classes being offered in the current semester and not what will be offered the next semester. Students then get delayed and can't finish their requirements on time. In his opinion, if you know the class is really needed, then make the class a requirement. The requirements for prerequisites are cumbersome; students go to A&R to declare a prerequisite, then if A&R does not clear it, the student has to challenge it and then go to the department, then back to A&R, but then the class is already filled. Why not have the department clear prerequisites to eliminate barriers for our students.

Love suggested you have to know the student. If we are just delivering the ed plan, we have at least two or three appointments to work with the student. It's a struggle for students trying to navigate so many things; their heads are swimming. How do we work through that process and where our students are mentally and academically. He asks students what excites them. We have a relationship with faculty members, and they are working with the counseling department. Ramirez added, that when meeting students, do you understand their story, what is the stress they have. Need to look at the cultural wealth model. A student may need to learn math, but do you understand all the other skills they have.

Senators were asked to share what they heard, what they observed, and their feelings. Many were conflicted and overall, it was noticed that the process is difficult for students, and we are not offering more classes when there are waitlists of up to 40 students. Perhaps some practices that no longer work need to be revised. At the next meeting, they will bring questions for the counselors. What can AS do for more support, specifically in the classroom. as we collaborate with the Counseling Office?

X.  **Senator Reports**
Sean Firouzian announced that the Data Scholars Club is collaborating with the Math Club and Computer Science and bringing another panel of data scientists and educators sometime in the spring. This will be held on the Oceanside campus.

XI.  **Adjournment –** The meeting adjourned at 11:06 am.

# Faculty Senate Meeting, October 6, 2023

## Administrative Procedure  6250: Budget Management

## Clarification of 1.

### CLASSIFICATION OF EXPENDITURES BY OBJECT

District expenditures are classified both by activity and by object. Classification of expenditures by activity is explained in the preceding section of this chapter. In this manual, the word "salaries" has the same meaning as the term "salaries and wages".

Expenditure classification by object is the accounting segregation of expenditures into seven major categories:

|      |                                                 |
|------|-------------------------------------------------|
| 1000. | Academic Salaries                              |
| 2000. | Classified Salaries and Other Nonacademic Salaries |
| 3000. | Employee Benefits                              |
| 4000. | Supplies and Materials                         |
| 5000. | Other Operating Expenses and Services          |
| 6000. | Capital Outlay                                 |
| 7000. | Other Outgo                                    |

**RECOMMENDED PRIORITIZATION OF FULL-TIME FACULTY REQUESTS**

Academic Affairs Hiring Taskforce

September 29, 2023

In this hiring cycle, 11 departments requested a total of 16 full-time faculty positions (3 categorically funded and 13 district funded). Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring subcommittee read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide provided to plan authors. On September 21, 2023, the taskforce met for the first time to share their request ranking order, engage in robust discussion of the justifications provided by the plan authors and the potential for each request to positively impact the campus community, and gather questions for plan authors. The taskforce met again on September 29, 2023 to continue discussions and complete the final ranking order. The taskforce's rationales for ranking are provided for each of the requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

The taskforce members (listed below) were unanimous in the following prioritization of the faculty hiring requests.

| | |
|---|---|
| Shafin Ali, Economics | Kris Peck, Student Accessibility Services |
| Daniel Ante-Contreras, Letters | Ticey Hosley, Counseling |
| Denée Pescarmona, VP Instruction | Giana Carey, Nursing |
| Julie Cord, Adult High School | Alketa Wojcik, VP Student Services |
| Stacey Hull, Biology | |

**Prioritization of categorically funded full-time faculty requests (non-district funding).**

1.  **Student Accessibility Services (SAS)**

This position is a replacement for the full-time SAS Counselor/Learning Disability Specialist. SAS is a categorically funded program, providing academic accommodations, academic and career advising, and other supports and services for students with disabilities (such as resolving complaints and grievances) in a timely manner, in accordance with district, state and federal requirements.
Key goals are to ensure equitable access, provide out-and-in-reach interventionist activities (with external partners–local feeder high schools, Department of Rehabilitation, and internal partners–

General Counseling, Career Services, EOPS, Health Services and Instruction), conduct "Welcome Meetings," "Disability Management Counseling," "Complaint and grievance resolution," and enhance student success. Leadership activities such as liaison agent (to credit and non-credit programs), professional development, lead-coordinator of SAS programs, are severely compounded by associate counselors who have responsibilities at other colleges, are subject to temporary assignments, require considerable training, and can only serve a fraction of students. Comparing SAS with EOPS (another categorically funded program), the former served more than twice the number (1224 versus 563) of unduplicated students during 2022—2023 with the same number of full-time faculty. The rate of growth for these students increased from 10.5% (2020-21 to 2021-22) to over 17% (2021-22 to 2022-23). The "high touch" quality support services of SAS have also helped students with disabilities as not being identified as a disproportionately impacted student group relative to the Student Equity Plan.

Timely and high-quality services is imperative to serve the number of students with special needs (6% of MiraCosta student population) who fall under 10 different disability categories, and even without the Title 5 mandate (Code of Regulations Sections 56000-56076), it is vital that the SAS department be provided with a full-time faculty to help ensure student success.

## 2. EOPS - Foster Youth Counselor

EOPS requests a full-time foster youth counselor position for the newly funded NextUp program within the EOPS department. This position will be funded 100% by categorical funds (NextUP and Student Equity). The planning process for this full-time faculty counseling position started in the spring of 2023 when MiraCosta College received NextUp funds from the chancellor's office to fully implement the program.

The full-time faculty hire request aligns with EOPS department's short and long-term goals to implement the NextUp program at MiraCosta College and to continue the support of all former foster youth under the current student equity's RAFFY program. The NextUp program is intended to provide over and above services to current or former foster youth in California whose dependency was established or continued by a court of competent jurisdiction, including a tribal court, on or after the youth's 13th birthday and is not older than 25 years of age at the commencement of the academic year. While NextUp is a newly funded program, the RAFFY program has provided services to all former foster youth at MiraCosta College for almost 18 years. RAFFY is an ASE program under student equity but continues to be housed in EOPS because the program originated out of EOPS.

Although RAFFY has been at MiraCosta College for almost 18 years and is currently an ASE program in student equity, there has not been full-time counseling or staff support assigned to the program. The request is to have a full-time foster youth counselor who will serve all NextUp and RAFFY students. There is a potential to serve a greater number of former foster youth students at MiraCosta College if we have full-time faculty counselor support. Currently, we are serving about 50% of the self-identified students in RAFFY and about 25% in NextUp. The goal is to increase the number of students served.

### 3. EOPS - CalWORKs Counselor

This full-time faculty hire request is a replacement for Larry Burns. This position will be funded 100% by categorical funds (EOPS and CalWORKs). There is a critical need to replace this full-time counseling position to provide academic support to not only EOPS, but also CalWORKs students and to meet program guidelines. This counselor serves as the main CalWORKs counselor for the CalWORKs students in the program and is the liaison between students and county case workers. In addition to CalWORKs counseling support, this counselor also provides counseling services to EOPS students.

The organizational structure and composition of EOPS/CalWORKs at MiraCosta is similar to the Student Accessibility Services (SAS) program in terms of the number of students served and the composition of full-time faculty. SAS serves 1,224 unduplicated students and has 3 full-time counselors and 1 faculty director/coordinator. In comparison, EOPS and CalWORKs served 655 unduplicated students in 2022-2023 with 3,204 counseling appointments. Currently, EOPS has two full-time counseling positions (EOPS and EOPS/CARE) and 1 faculty director/coordinator.

Given that EOPS and CalWORKs are both funded by the state, the department must meet state mandates to stay in compliance with the Chancellor's office. EOPS and CalWORKs students must meet at least two times with a counselor each semester in addition to participating in specialized programming such as workshops and other activities coordinated by the Counselor. Given the total number of students served and the required number of appointments by each student, we have a desperate need to fill this full-time position, especially now that the numbers of students served is starting to increase in all programs within the EOPS department.

**Prioritization of district funded full-time faculty requests.**

### 1. Psychology

Psychology is seeking to replace two full-time faculty that were lost in the 2022 – 2023 academic year and this summary represents one of those requests. The department lost 40% of their full-time faculty, three courses (PSYC101, PSYC104, and PSYC100) that are among the most highly enrolled college wide, loss of instructors who teach capstone courses (PSYC104 and PSYC205 that are critical courses to the program, degrees, and certificates), and enrollment increases this fall are all strong indicators of need. The department started the Fall 2023 semester with only three full-time faculty, with a full-time to part-time LHE of 46 to 160, respectively. The full-time and part-time faculty are now spread so thin across sections that the department has been forced to seek special permission for several associate faculty to exceed the maximum 10 LHE per semester.

Reflection on equity data showed that students identifying as Black/African American, or Hispanic/Latinx, first generation college students, and part time college students have been identified as having disproportionate impact in the Psychology Program. Replacement of a full-

time faculty member will allow the department to continue efforts to support these populations. A departmental goal is to bring in a new faculty with innovative and culturally competent instructional practices and who are interested in participating in governance, the college's initiatives and programs, and professional development.

## 2. Ethnic Studies

A new Ethnic Studies program was created at MiraCosta College in Fall 2022, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, only one full-time faculty in their second year of tenure review and one associate instructor are teaching courses in Ethnic Studies, and the new hires are being sought to directly support the only full-time faculty member to develop this new program, course offerings, and future certificate program.

With Ethnic Studies being a new program there is not yet any previous data to add to this request. In Fall 2023 there are sections of ETHN/SOC 207 being offered and these classes are all filled with waitlists of 10+ students. Additionally, in Fall 2023, 6 sections of ETHN 100 are being offered and one additional online section was added to meet student demand. With Chicano Studies and Black Studies courses moving under the Ethnic Studies umbrella, and the removal of cross listing of ETHN/207 in Fall 2024, the demand in Ethnic Studies is anticipated to be 20+ course offerings including Introduction to Pacific Islander and Oceania Studies and Introduction to Native American Indigenous Studies.

Given the unique situation that Ethnic Studies is a brand-new department the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community, build relationships with faculty and students, and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Ethnic Studies is currently required for both CSU Breadth and IGETC (general education) and in 2025-2026 all high school students will be required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one full-time Ethnic Studies faculty serving as the department chair and with the capacity to teach 4 courses, there is a significant unmet need in the department.

## 3. Physics

Due to the resignation of a full-time faculty member, the Physics program is requesting a replacement hire. Physics courses are required major prep for most STEM majors, and three full-time faculty members are essential to the functioning of the Physics program. The Physics program has had steady or increasing enrollments at the Oceanside campus and online, even while the college has seen decreasing enrollments. During this time, the Physics program has increased its scope (adding a course for Electrical Engineering majors and building partnerships with local engineering programs at CSUSM and SDSU) and has produced success rates above the

college average (83% vs college-wide 69%). It is extremely hard to hire associate faculty in Physics, and most of the time the associate applicant pool is empty. If this replacement hire is not funded, the Physics program will continue to be dependent on an associate faculty pool that is not sufficient in size to cover classes or to cover any departures of associate instructors. The remaining two full-time Physics instructors would struggle to fulfill duties that have been historically shared among three full-time instructors. This would be a detriment to key components of student success, such as coordination between Physics instructors and the STEMLC/ tutoring program, assessing CSLOs in a meaningful and robust way, and managing Physics offerings between two campuses and online modalities.

At first glance, it appears that the Physics program has seen a decrease in most metrics, but this decrease has roughly matched the decreases seen college wide. For example, comparing 2018-2019 through 2021-2022, the Physics program enrollment shrank by 24%, while the rest of the college enrollments shrank by 20%. FTEF in Physics shrank by 12% while FTEF in the college shrank by 10%. When we dig deeper into the numbers, however, we see that the main drive in the decrease in Physics numbers is a decrease at San Elijo. Quite importantly, if we disaggregate the data and exclude San Elijo from the data, then the Physics program has grown in enrollments over the past three years with a 20% increase from 2018-2019 through 2021-2022. Meanwhile, the total college enrollments, excluding San Elijo, decreased by 10%. So, it is clear that the demand for the Physics program remains strong. It is just that the Physics program was hit particularly hard by decreases at San Elijo. The Physics program is closely monitoring the situation at San Elijo and are discussing within the department and with the dean about how to increase enrollments at San Elijo, while also balancing offerings between campus and online. We expect demand for Physics to increase as CSUSM increases their new majors (Electrical Engineering, Computer Engineering and Software Engineering). These majors are impacted at the universities in San Diego, so having CSUSM add these majors will attract many students, all of whom will need to take Physics. The department will eventually write new courses to mirror the lower-level engineering courses at CSUSM and SDSU, further increasing the student demand for Physics classes.

## 4. Nursing and Allied Health - Medical Surgical Expertise for Part Time LVN Programming

The full-time faculty hire request for the Part Time Licensed Vocational Nurse (LVN) Program is essential for the growth, function and state licensure requirements of The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT). The BVNPT mandates the need for full-time theory content experts and the educator to student ratio in the clinical setting. This hire will meet the regulatory requirements and mandates. This position is a replacement for a 20-year veteran faculty member at NAAH who is retiring. Sue Simpson will be retiring at the end of the Fall 23 semester and has served in various roles, including theory and clinical instruction for the RN and LVN programs, department chair, assistant RN director, and LVN director. NAAH seeks a replacement faculty to support the part time LVN program to maintain continuity and ensure student success. The request emphasizes the need to address the disproportionate FT to PT faculty ratio (currently, PT FTE delivering 90% of the programming in two LVN programs) and

alleviate strain on the severely impacted LVN programs that are currently facing a waitlist through 2030.

Currently, LVN graduates from MiraCosta College continue to rank highest in the state pass rates which surpass the nation norms and full-time faculty leadership is necessary to maintain student pass rates. The requested full-time faculty position is seen as vital for supporting more student admissions and addressing the nursing employment needs we are facing in the county and state and will be facing in the years to come.

## 5. Adult High School

The Adult High School (AHS) is requesting a replacement full-time faculty position to teach Adult High School diploma-eligible math courses, mirrored Adult High School/non-credit math courses, and math courses within the GED program. In addition, because math and the sciences broadly fall under the same STEM umbrella, this position would act as a faculty lead for both the AHS math and AHS science courses and curriculum. A similar hiring request, but for a replacement math faculty position only, was made last year and not filled by the college. The Adult High School had been aware for three years, and has included in two previous program reviews, that the full-time math faculty member was planning to retire at the end of spring 2023 and therefore a replacement position was sought during the last year of employment. The present request more accurately represents the math needs of AHS students in the various STEM courses that include mathematical concepts and require leadership from a full-time faculty member. At present AHS math, GED, and science have no full-time faculty leadership, causing a lack of oversight in critical areas necessary for graduation. The present full-time faculty (two faculty in English and one in Social Science) cannot provide this leadership due to lack of discipline expertise. With this revised position/request, all areas of the high school will have oversight by full-time faculty, providing leadership across all disciplines.

Enrollments in math, science, and GED courses are trending towards an increase. This trend and data are consistent with AHS programs throughout the state and nation. In addition, because AHS math courses are mirrored with credit math courses, there is an observable increase in students taking primarily credit coursework with a non-credit math class as supplemental support. Given the pressures of AB705/1705, this trend is anticipated to continue to increase over time. This full-time hire would also support innovation in the form of new curriculum development and the restructuring and revision of current curriculum. In fall 2023, full-time faculty in AHS English are taking on the monumental task of revising all AHS English courses to be more responsive to student needs, more culturally relevant, and adaptable to both academic and career needs. Conversely, AHS math curriculum has not seen a major revision in several years and it is also in need of a similar re-envisioning. However, in the absence of full-time math faculty and leadership over math, GED and science, these courses cannot be meaningfully and comprehensively revised. Additionally, without an AHS liaison to the credit math department, it is difficult for the program to stay aware of the trends that are taking place more broadly as a result of AB 705/1705 and other legislative changes that will affect all incoming college students, both from area high schools and from our own.

## 6. Veterans Counselor

The counseling department requests a full-time faculty hire to support the Academic Career Pathway (ACP) counseling team. Veterans Services is currently served by one full-time counselor, a temporary full-time replacement counselor whose time in this capacity will end after the 22-23 academic year, and four associate counselors, of which three are employed full-time at another college, thus reducing the number of hours they can serve our students. There is also a temporary full-time counselor working in Student Accessibility Services (SAS) who also sees veteran and military affiliated students on a limited basis. A second full-time counselor focused on veterans has proven to tremendously support our students and their success.

This request aligns with MiraCosta College's goal to provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity. The dialogue around how best to serve our veteran students includes full-time counselors, associate counselors, associate counselors with veteran's experience, and the Interim Dean of Counseling and Student Development during departmental and all-counselor meetings.

Within the past five years, there have not been any requests for a full-time veteran's counselor, and this request is to replace a full-time Veteran, Military Affiliated, and Active-Duty counselor who retired in December 2022, leaving the department short one full-time counselor with veteran-specific training.

## 7. Nursing and Allied Health - Medical Surgical Expertise for RN Programming

This request from the Nursing Department is to hire a full-time faculty member to replace Yvette Duncan, who has recently been appointed to the Registered Nursing (RN) program director position (this director position is required by the Board of Registered Nursing). Currently, 80% of Yvette's full-time load is dedicated to the duties and responsibilities of the RN program director. Yvette's role change leaves the RN program short one full time faculty member. FT to PT faculty ratio is disproportionate with PT FTE delivering 79% of the programming in the RN & LVN (Licensed Vocational Nurse) to RN programs.

On a statewide level, community college nursing programs are being encouraged to establish 2+2 agreements with universities to enhance the transfer process. To accomplish these 2+2 agreements, RN faculty, including this requested position, need to implement programmatic and curriculum changes. Community demand for entry to the practice RNs is high as the global nursing shortage predicted pre- and post-pandemic becomes a reality. MiraCosta College nursing programs need experienced full-time instructors. By reviewing completion rates and national NCLEX pass rates for the RN program, which are well above the state average, the NAAH faculty believe that student support will be enhanced by full time faculty oversight and leadership.

8. **Psychology**

Psychology is seeking to replace two full-time faculty that were lost in the 2022 – 2023 academic year and this summary represents one of those requests. The department lost 40% of their full-time faculty, three courses (PSYC101, PSYC104, and PSYC100) that are among the most highly enrolled college wide, loss of instructors who teach capstone courses (PSYC104 and PSYC205 that are critical courses to the program, degrees, and certificates), and enrollment increases this fall are all strong indicators of need. The department started the Fall 2023 semester with only three full-time faculty, with a full-time to part-time LHE of 46 to 160, respectively.

Reflection on equity data showed that students identifying as Black/African American, or Hispanic/Latinx, first generation college students, and part time college students have been identified as having disproportionate impact in the Psychology Program. Replacement of a full-time faculty member will allow the department to continue efforts to support these students. A departmental goal is to bring in new faculty with innovative and culturally competent instructional practices and are interested in participating in governance, the college's initiatives and programs, and professional development.

9. **Career Studies and Services**

This full-time faculty hire request is for a career counseling faculty member to work with students served by the District's Redesigning the Student Experience: Guided Pathways' Academic and Career Pathways (ACPs). It aligns with the department's goal to meet the unmet needs and increasing demand of disproportionately impacted students and first time to college students who are Black/African American, Latinx, and over 25 being served by the District's Guided Pathways efforts. The Career Studies Department and Career Center are committed to serving DI students by participating on ACP Success Teams; department members have served as career liaisons on ACP Success Teams and continue to serve on mini-retreat planning, ACP Explore Day planning, and WelcomeFest planning sessions. They organize their Career & Major Fair and Job & Internship Fair by ACPs and manage Career Coach, a career resources that appears on the ACP page and every program page and that maps occupations to the MiraCosta programs that prepare students to enter those occupations.

Funds earmarked for an ACP career counselor allowed the department to hire a 23.5 hour per week career counselor in years 2 and 3 of ACP implementation. When the incumbent accepted a position at another college, department faculty invited several candidates to interview and found only one individual who possessed both the minimum and desirable qualifications. That candidate could work only 8 of the 23.5 hours, however, because she is employed full-time at another community college; the department did not hire the candidate for the ACP associate career counseling position. [Note: the ACP associate career counseling position will be eliminated if this full-time hire request is approved.]

This position will provide career assessment, exploration, and counseling to students who are disproportionately impacted and participating on ACP Success Teams and to collaborate with the Career Studies Department, Career Center, and ACP personnel, including general counselors and

Instructional Faculty Liaisons, to develop and deliver services critical to closing disproportionately impacted students' equity and achievement gaps. If the position is not funded, there will continue to be only one career counselor hired for the entire District. Still undergoing tenure review, it is critical that the current career counseling faculty member receive the support required to meet the increased demand created by ACP Success Teams and the post-Pandemic economy. It is critical that the department be adequately staffed to provide career assessment, exploration, and counseling to disproportionately impacted students to eliminate occupational segregation and help students attain educational, social, and economic mobility.

**10. Library**

The purpose of this plan is to replace the position of a full-time librarian who retired at the end of AY 2022-23 and hire a full-time librarian to fulfill duties in instruction, information literacy, outreach to disproportionately impacted and historically marginalized student populations, and Academic and Career Pathways (ACPs). Program review data for "Student Services: Library Overall" show that the use of library services and resources averaged 28,163 contacts from AY19-20 to AY 21-22, representing a 25.6% increase. One trend that was noticeable by the department was the increase in more complex reference transactions, especially through chat. Transactions used to average 10 minutes, but multiple transactions have surpassed 30 minutes. This position will help the Library Department strategically meet the needs of students and faculty through consistent and purposeful outreach; the re-envisioning and development of library success workshops that appeal to and meet the needs of students; and the design of quality and quantitative user needs and usability studies (surveys, interviews, focus groups, observations) to assess changing user experiences, preferences, and trends in effective reference transactions with the eventual implementation of these changes.

The librarian will develop, implement, and partake in programming which promotes diversity, equity, and inclusion, such as book clubs, film screenings, and cultural events. The librarian can also ensure that information literacy instruction is inclusive and equitable. One major component of this position request deals with the promotion of the library as an integral part of the campus through instruction, exhibition, marketing, and liaising with student groups such as Puente, Umoja, Mana, Raffy, Uprise, Transitions, LGBTQIIA+, and others. Ideally, according to the Academic Senate for California Community Colleges, the ratio of full-time to associate should be 75% to 25%. The ratio of full-time to associate librarian hours is currently 41.5% to 58.5% (includes release time for two faculty members). At the time of this writing, the department has lost a full-time librarian due to her retirement, which effectively is a loss of 15 hours at the reference desk, 5 hours of institutional service, and 20 hours of specialization and planning, further reducing the ratio.

**11. Art**

This full-time faculty hire request is to replace and sustain the Painting and Drawing area lead in the Art Department, following the 2021 retirement of Professor Leslie Nemour. The Painting and Drawing courses make up the largest subset of courses in the Art Department, consistently

making up more than 30% of course offerings. The Art Department has historically had 7 Full-Time positions in a department offering from a high of 128 courses (in 2018-19) to a low of 104 in 2022-23). Since the retirement of Professor Nemour in 2021, combined Painting and Drawing classes for the 2021-22 academic year numbered 32 total, and with only 2 full-time faculty teaching in these areas, 87.5% of courses were taught by associate faculty. In 2022-23, there were 32 Painting and Drawing classes with 78% taught by associate faculty. Since 2016, rates for overall success and course success rates rose steadily (in the 70th -75th percentile) until the 2020 Covid19 pandemic. However, the success rates for the Painting and Drawing courses maintained an above average overall success rate hovering between 70% and 71%. The Painting and Drawing courses offered in the last five years have served a wide and diverse population of students. The Art department has recently added digital drawing to course offerings to meet increased demand for digital drawing skills. These are increasingly important skills for the digital economies of the future workforce and are proving so in increased demand in recent years. Discipline specific expertise is required for the Art Department to update and modify curriculum as required by MiraCosta College. This full-time faculty request seeks to not only replace a discipline lead, but also a curricular lead; one who will create, modify, or sunset courses reflective of the pedagogical and career specific tools required by present and future generations of students.

## 12. Ethnic Studies

A new Ethnic Studies program was created at MiraCosta College in Fall 2022, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, only one full-time faculty in their second year of tenure review and one associate instructor are teaching courses in Ethnic Studies, and the new hires are being sought to directly support the only full-time faculty member to develop this new program, course offerings, and future certificate program.

With Ethnic Studies being a new program there is not yet any previous data to add to this request. In Fall 2023 there are sections of ETHN/SOC 207 being offered and these classes are all filled with waitlists of 10+ students. Additionally, in Fall 2023, 6 sections of ETHN 100 are being offered and one additional online section was added to meet student demand. With Chicano Studies and Black Studies courses moving under the Ethnic Studies umbrella, and the removal of cross listing of ETHN/207 in Fall 2024, the demand in Ethnic Studies is anticipated to be 20+ course offerings including Introduction to Pacific Islander and Oceania Studies and Introduction to Native American Indigenous Studies.

Given the unique situation that Ethnic Studies is a brand-new department the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community as well as build relationships with faculty and students and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Ethnic Studies is currently required for both CSU Breadth and IGETC (general education) and in 2025-2026 all high school students will be

required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one full-time Ethnic Studies faculty serving as the department chair and with the capacity to teach 4 courses, there is a significant unmet need in the department.

**13.  Nursing and Allied Health - Medical Surgical Expertise for Full Time LVN Program**

Nursing and Allied Health is seeking a full-time faculty hiring request whose expertise is in Medical Surgical Nursing to support the full-time Licensed Vocational Nurse (LVN) program. The reason for this request is related to the growth of the program which recently (SU23) added a full-time LVN program in addition to the established part-time LVN program. The part-time option is for working individuals and spans 24 months (includes summer), while the full-time program is designed to be completed in 14 months (includes summer). With maximum enrollment in the new full-time LVN program, the addition of a full-time faculty member is deemed vital for program representation, continuity, and maintaining the requisite rigor. This also aligns with broader nursing education demands, contributing to the fulfillment of admission needs across MiraCosta Nursing programs. The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) mandates the need of full-time theory content experts and the educator to student ratio in the clinical setting. This hire will meet the regulatory requirements and mandates.

In terms of departmental and institutional planning, the hiring request aims to extend full-time faculty support to the full-time LVN program. It will also address the disproportionate FT to PT faculty ratio, active participation in governance, curriculum review, and need for community liaisons. The severe impact on LVN programs, as evidenced by a waitlist stretching into 2030, underscores the urgency for this hiring request. The envisioned addition of a full-time faculty promises increased support for student admissions and addresses critical nursing employment needs in the county and state.

Budget management shall conform to the following standards:

1.      Total amounts budgeted as the proposed expenditure for each major classification of expenditures shall be the maximum expended for that classification for the fiscal year, except as specifically authorized by the board of trustees.

2.      The term "major classification" shall refer to the major object code classifications from the California Community Colleges Budget and Accounting Manual (1000, 2000, 3000….).

3.      Transfers may be made from the available reserves to any expenditure classification by written resolution of the board and must be approved by a two-thirds vote of the members of the board.

4.      Transfers may be made between expenditure classifications by written resolution of the board and may be approved by a majority of the members of the board. The board approval may be on a ratification basis.

5.      ~~The board may adopt an annual resolution to be filed with the San Diego County Superintendent of Schools permitting the county superintendent of schools to originate intra budget transfers necessary for closing the district's records.~~ Excess funds must be added to the general reserve of the district and are not available for appropriation except by resolution of the board setting forth the need according to major classification.

6.      Transfers of money within the same major classification of accounts may be made without prior board approval.

The district's budget development and management process exhibits the following budgetary principles:

1.      The board of trustees vests in the superintendent/president the authority and responsibility to implement the approved annual budget while exercising its appropriate oversight responsibilities.

The budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual (CCCBAM). Budget revisions shall be made only in accordance with these policies and as provided by law.

The district's unrestricted general reserves shall be no less than ~~five~~ seventeen percent of annual expenditures, consistent with the minimum seventeen percent ~~five percent~~ from the state chancellor's office guideline. Further information regarding the district's reserves is detailed in Administrative Procedures 6305.

Revenues in excess of amounts budgeted shall be added to the district's reserves, which are available for appropriation only upon a resolution of the board that sets forth the need according to major budget classifications in accordance with applicable law.

Approval by the board of trustees is required for changes between major expenditure classifications. Transfers from general reserves to any expenditure classification must be approved by a two-thirds vote of the members of the board. Transfers between expenditure classifications must be approved by a majority vote of the members of the board. Board approval of transfers between major expenditure classifications (Major Object Classifications 10, 20, 30, 40, 50, 60, 70, and 80) may be on a ratification basis. The board may adopt an annual resolution to be filed with the San Diego County Superintendent of Schools, permitting the county superintendent of schools to originate intra budget transfers necessary for closing the district's records by authority given under Education Code §70902.

See Administrative Procedure 6250.

**Office Assignment Procedures**

These procedures give general criteria to be followed in determining office location; however, office assignment is ultimately the responsibility of the Academic Senate President (AS) and exceptions may be necessary as determined by the President. Exceptions determined by the President may be appealed to the Academic Senate Council.

**Classification of Offices**

Each faculty member is assigned one office space by the Academic Senate President. No faculty member is entitled to more than one office space. Faculty members do not have the authority to offer or assign their offices to any other individuals, or trade offices with other faculty members. Any change in office assignment must be made through the Academic Senate president.

Faculty offices are classified as belonging to one of two categories:

**Category 1**: general-purpose offices
**Category 2**: offices designed for a specific discipline and/or function.

If an office designated as Category 2 is unoccupied for one year, it will revert to a Category 1 office unless the department requests and is granted an extension by the AS President.

Faculty offices are also classified as single-person or two-person.

The Academic Senate will maintain a list of faculty office spaces, including their classification by category and their status as one or two-person offices. Designation of offices as Category 2 must be approved by Academic Senate Council. To preserve flexibility in office assignment, designation of Category 2 offices should be made only where clearly justified.

**Single-person Offices**

1. Any office under 110 square feet should be declared a single-person office. Offices under 110 square feet which currently have two occupants will become single-person offices whenever one of the current occupants leaves the office. Measurement of offices will be made by the Director of Facilities. Any faculty member who disagrees with the measurement has the right to have their office re-measured in their presence.

2. Any office which is over 110 square feet is a two-person office, unless officially designated a one-person office. Designation of a one-person office may be made by agreement of the Vice-President of Instruction and Academic Senate President (in consultation with AS Council), if they agree that one or more of the following conditions holds true:
• the office is physically unable to accommodate the minimum required equipment of 1 desk, 1 office chair, 1 student chair, 38" depth of file storage space, and 10 linear feet of book storage per instructor.
• the Health and Safety Committee has recommended that the office be designated a single-person office.
• the ADA Compliance Coordinator has recommended that the office be designated a single-person office. If the recommendation is specific to an instructor, the office will revert to a two-person office when vacated by the instructor.

• the office needs to be single-person because of specific programmatic needs (e.g. the office of a program coordinator or director who must hold regular confidential meeting). Lead instructors of programs are not generally considered to be program directors or coordinators.

**Two-person offices**

Faculty in two-person offices should share space equitably. Neither faculty member should occupy more than half of the available space.

**Assignment of offices**

1. **(by March 15)** Academic Senate ~~Council~~ considers requests for reclassification of existing offices and classification of new office spaces.

2. **(by March 30)** The Senate President determines which office work stations will be vacant during the coming academic year and publishes the list. Office work stations are declared vacant with the following priorities:

a) Retiring faculty or newly converted office spaces

b) ~~Faculty on district approved leaves (these spaces will be given preferentially to sabbatical leave replacements and visiting faculty as they will only be 'vacant' for a semester or a year). Faculty going on district approved leave should clear out desk, shelf, and file space to accommodate replacements~~ Applicants retain office rights and access during their sabbatical leave. However, when office space is at a premium, applicants may be asked to share their office when they are away and to clear out sufficient work space (desktop and drawer, bookshelf space, and at least one file cabinet drawer) before embarking on their sabbatical leave.

c) ~~As a last resort if no other spaces are available, the offices of faculty teaching part-time in anticipation of retirement will be made available.~~ Not applicable.

3. **(by April 15)** Faculty members who wish to change offices fill out forms listing first and second choices for offices. Department chairs put in office requests for new faculty positions. All requests will be retained for the duration of the office request cycle, and will be considered in each round of requests according to the criteria specified below.

4. The Senate President develops a proposed list of office assignments based on the following criteria:

a) ~~**"Squatter's rights":** no~~No faculty member already in an office will be arbitrarily moved from it.
(A faculty member going on district approved leave does not lose ~~squatter's rights~~ their office). The only
exception to this criterion is in the case of a Category 2 office (see item 4c below).

b) **Category 1**: General-purpose offices. If two or more faculty members request the same vacant general purpose office space, the most senior member's request will be honored.
(Note: "Seniority" in this document means seniority for full-time faculty as defined by the district.)

c) **Category 2:** Offices designed for a specific discipline and/or function. This category includes offices which
are designed with line of sight to a classroom or lab, or are immediately adjacent to a lab, performance space, or other specialized facility. These offices are designated for faculty members in the specific program for which the office was designed. If such an office becomes vacant, the request of the most senior member in the program will be honored. If no one from the program requests the office and it is requested by a member or members outside the program, the most senior member's request will be honored. However, if at a later time there is a request from a faculty member within the program to occupy the space (and there is no other available space in the office), the faculty member currently occupying the office will be informed by the Academic Senate President and must request a new office assignment. This provision does not apply to faculty who were assigned such offices prior to January 1, 2005; they have "squatter's rights" and will not be moved from the office without their consent.

5. **(by April 30)** The Senate President publishes the working list to the Senate and initiates a second round of requests. Only offices which were not available during the first round of requests can be requested during the second round. If the second round of requests results in additional office vacancies, the Senate President will publish the vacancies and initiate additional rounds of requests as she or he deems appropriate to ensure the process is as transparent as possible. Each additional round of requests will be open for a minimum of 72 hours. Offices being vacated need to be done so no later than June 30.

6. **(by 2nd Senate ~~Council~~ meeting in May)** Final list is presented to Senate ~~Council~~ for approval. ~~In addition, the faculty sabbatical leave contract specifies that the faculty member understands that his/her office may be used in his/her absence, and agrees to clear out sufficient workspace (desk top and drawers, bookshelf space, and at least one file cabinet drawer) before leaving on sabbatical.~~
~~7. Retiring faculty members will vacate their offices no later than June 30.~~**(by June 30)** All faculty who have been approved to vacate their offices should do so before June 30th.

Approved by Senate ~~Council~~ on 4/8/2005
Revisions Approved by Senate ~~Council~~ on 5/22/09

# Academic Senate Goals for 2023-24

**Proposal: Themes and Lenses**
The Senate has shared interest in bringing more attention and focus to teaching and learning, specifically the areas of program completion, classroom practices, and community building.

In lieu of creating 2-3 task force groups to work on SMARTE goals, we propose setting one goal to engage with AS Sub-committees and faculty work groups who are leading in key focus areas. We propose setting themes to coordinate our monthly meetings, first to hear presentations from governance groups and next to engage in discussion. For each thematic topic, we will rely on specific lenses to craft questions to focus our inquiry.

Our goal then will be to understand how various groups are focused on teaching and learning, ask how AS can provide needed leadership, and then act.

**Some possible questions to consider for different lenses:**

**Lens1: Classroom Practice**

1. What are the relevant, equity-minded classroom practices, and who is innovating / sharing these?
2. What leadership is needed from AS to increase access to, collaboration around, and application of classroom practices?

**Lens 2: Program completion**

1. What are the hidden roadblocks preventing students from accessing, persisting, and completing programs?
2. What leadership is needed from AS to help students join, persist, and complete programs?

**Lens 3: Relevant communities**

1. Who is impacted and do they have resources? Who is leading and how do we support them?
2. Who is not involved who should be, and how do we connect them?
3. What leadership is needed from AS to help support and connect important communities?

| Month | Themes |
| --- | --- |
| September | Dual enrollment |
| October | Collaboration with All Counselors |
| November | Guided Pathways ~~& Culturally relevant teaching practices~~ |
| December (one meeting) | Dual enrollment |
| January (one meeting) | Student groups |
| February | Closing Equity Gaps |
| March | Grants: CRPP, HSI, MESA |
| April | C3 Teaching and Learning Center & Culturally relevant teaching practices |
| May | Noncredit |