

## MiraCosta College-Academic Affairs Subcommittee Regular Meeting

May 14, 2021 - 9:00 – 11:00 am, Online via Zoom

<https://miracosta-edu.zoom.us/j/97837476236>



- I. **Call to Order**
- II. **Public Comment**
- III. **Changes/Additions to the Agenda**
- IV. **Minutes of the April 9, 2021 Regular Meeting: Review and Approval (attachment)**
- V. **Reports/Discussion**
  - a. **Hiring** (Bonds-5 min)-Report on the dissemination of hiring ranking timeline and the hiring prioritization guide.
  - b. **Calendar** (Bonds- 5 min)-
  - c. **Textbook Affordability** (McFall-10 min)
  - d. **SURF Updates** (Willis-5 min)
  - e. **Updating Syllabus Checklist** ( -0 min)-
  - f. **Redesigning the Student Experience** ( -5 min)
- VI. **New Business**
  - a. **AP 4026 Philosophy and Criteria for International Education** (Bonds/Senigaglia-20 minutes)  
Description: We share this AP with Courses and Programs. We are reviewing the changes made by CPC. It can return in September for a second read before AAC votes to forward the updated AP document to the Academic Senate, or we can vote to forward it at this meeting. (Time Certain **9:20am**)
- VII. **Old Business**
  - a. **Academic Calendar 2022-23** (Bonds-30 minutes)  
Description: Continue discussion of the draft options of the proposed calendar for the 2022-23 term. Our goal is to forward an approved version of the academic calendar to the Academic Senate after this meeting.
  - b. **BP 4030 Academic Freedom** (Bonds/McFall/Ante-Contreras/Dudley-20 minutes)  
Description: The CCLC does not recommend any particular modifications to this AP. We're reviewing the changes the subcommittee made. AAC can vote to forward the updated BP document to the Academic Senate. (Time Certain **9:40am**)
  - c. **AP 4010 Academic Calendar** (Bonds-15 minutes)  
Description: The CCLC does not recommend any particular modifications to these. We're continuing our discussion to consider any possible modifications. We can vote to forward the updated document to the Academic Senate after this meeting.
- VIII. **Information**

**Next Meeting: September 10, 2021, 9:00 a.m.-11:00 a.m., Online via Zoom**

Due to State mandated guidelines during the coronavirus quarantine, all Academic Affairs Committee (AAC) meetings will be held via Zoom. If you wish to participate in the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Secretary at 760.795.6873 or 760.757.2121, extension 6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2922. In Compliance with Government Code section 54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academicsenate/index.html>. Such writings will also be available at the AAC meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Secretary to the Academic Senate President, at 760.795.6873, or by email at [dadler@miracosta.edu](mailto:dadler@miracosta.edu).

**MiraCosta College**  
**Academic Affairs Committee**  
**Meeting Minutes**

April 9, 2021  
9:00 a.m., ZOOM

**Members Present:** Shafin Ali, Daniel Ante-Contreras, David Bonds (Chair), Julie Cord, Yana Gardiner, Wendy Horton, Tricia Hoste, Stacey Hull, Joseph King, John Makevich, Dave Massey, Lauren McFall, Thong Nguyen, Allison Phinney, Beth Powell, Alexis Tucker Sade, Rosa Viramontes, Heidi Willis

**Members Absent:** Diane Dieckmeyer, Steve Torok

**Guests:** Cindy Dudley, Claudia Flores, Thao Ha, Alicia Lopez

**Call to Order:** 9:00 a.m.

I. **Public Comment:** None

II. **Changes in/Additions to the Agenda:** No change in the agenda, but Bonds took this time to report on the modification progression of the BP4300 – Field Trips. The California State Attorney General website address (link) was added to the BP so individuals considering travel can check that website for up-to-date information on states with a travel restrictions.

III. **Minutes:** [Hull/Cord] **MSP - Approval of March 12, 2021 minutes as presented.**

IV. **Reports/Discussion**

a. **Hiring** – The timeline was displayed, and no one made any changes to it. Bonds will send this out to colleagues. Bonds and Lara were in a meeting with Charlie Ng about considering a multi-year plan process. No firm plans yet. Bonds has been asked to look at a planning document which considers how AAC would perceive a multi-year/multi-tier (1,2,3, or even 5 yr) ranking request process.

b. **Calendar** – Bonds reported that the sub-committee came up with several different scenarios for the 2022-2023 calendar. "Sheet 1" and "Sheet 2" were the two scenarios that most AAC members are interested in supporting.

Sheet 1 is different in that we are using two of the 10 Flex days in November. Nov 21 & 22 would be considered Flex Days and no classes would be held. These days could be used as training days to help plan for the spring semester.

Sheet 2 is the more traditional calendar with Flex week in the traditional places.

Thao Ha was present in lieu of Luke Lara representing Academic Senate. AS is concerned about how scheduling will go. A second concern is the new, incoming V.P. of Instruction taking the lead – how will the changes in calendar be implemented? Working conditions was another concern for AS. Major impacts will have to be renegotiated. AS is hoping that Options I & II will be considered and a list of justifications for each one.

King explained that noncredit classes could be impacted and encounter issues if Thanksgiving week is a non-instructional week.

**[Ante-Contreras/Powell] Motion to forward sheet 1 of the calendar options to AS. Motion Failed.**

Makevich and Cord were in favor of waiting until non-credit faculty can more fully understand the implications and give feedback. The non-credit schedule is affected if option 1 passes.

Hull suggested developing a Google doc with the strengths and weaknesses of each choice. Create a more comprehensive packet to send forward to AS.

**[Hull/Cord] Motion: Creation of a Google Doc with calendar options 1 & 2 and the pros/cons of each option. The purpose is to send both options with pros/cons forward to AS in May. MSP**

c. **Textbook Affordability** – McFall reported that the subcommittee is working on goals and is

receiving input from Jim Julius. They met with CLC leadership about how it works at the CLC.

- d. **SURF Updates** – Willis reported that there was a major Peoplesoft upgrade. She is working with Stramaglia to duplicate the enrollment issues but can't duplicate. Willis will look into the waitlist issue brought forward by Hull.
- e. **Updating Syllabus Checklist** – No Report
- f. **Redesigning the Student Experience** – No Report

**V. New Business**

- a. **AP 5070 Attendance Accounting** – There are no CCLC changes.  
**[Powell/Ali] Motion to approve AP 5070 Attendance Accounting as presented. MSP**

**VI. Old Business**

- a. **Academic Calendar 2022-23** – No Discussion
- b. **BP 4030 Academic Freedom** – This BP was brought back to AAC from last month. The subcommittee met. The changes to this document are intended to modernize the language. Adding citations established credibility and putting like-ideas together to make it more cohesive. This will come back for more discussion and a vote in May.
- c. **AP/BP 4010 Academic Calendar** – The last time this BP was reviewed was in 2013. There are no required changes.  
**[McFall/Phinney] Motion to approve BP 4010 as presented. MSP**
- d. **AP/BP 4250 Probation, Disqualification, and Readmission** – There are no CCLC changes.  
**[Ali/Hull] Motion to approve AP 4250 as presented. MSP**  
**[Hull/Powell] Motion to approve BP 4250 as presented. MSP**

**VII. Information**

**VIII. Future Agenda Items**

**IX. Adjournment: 11:07 am**

## Academic Affairs Subcommittee Hiring Taskforce Fall 2021 Timeline for Full Time Faculty Hire Plan Prioritization

Ranking of all full-time faculty requests for both new and replacement faculty includes an analysis of quantitative and qualitative data as outlined in the AAC Hiring Prioritization Guide. Supporting evidence can be provided corresponding to five areas of consideration used in the scoring/ranking process:

- Area 1: Departmental and Institutional Planning
- Area 2: Student Success and Equity
- Area 3: Leadership
- Area 4: Campus Impact and External Factors
- Area 5: Program Quantitative Data

### Timeline:

**End of Week 3 of the Fall Semester (Sept 10, 2021):** Departments who are requesting a full-time position submit their full-time faculty hire request, providing supporting evidence of need under the five areas of consideration. During these first three weeks of the semester, deans will work with disciplines to determine which should submit requests for full-time faculty positions. Department Chairs/Plan Authors notify the Academic Affairs Subcommittee Chair via email that their program is submitting a plan form to request a faculty position. **Retiring faculty must submit their notification to HR by this deadline** in order for a replacement position to be considered and ranked as such, rather than as a new faculty request.

**Weeks 4-5 (September 13-24):** The AAC hiring taskforce members will individually review all requests and evaluate each according to the five areas of consideration outlined in the AAC Hiring Prioritization Guide. Members will rank the position requests in priority order, and will keep notes on rationales for each ranking.

**Week 6 (September 27-October 1):** The AAC hiring taskforce will meet to discuss each plan and determine a recommended priority ranking and write a rationale for each position's ranking.

**Week 7 (October 8):** The Academic Affairs Committee votes on the prioritization of the hiring requests.

**Week 8 (October 15):** The Academic Affairs Subcommittee chair forwards the recommended prioritization to the Academic Senate for their first read.

**Week 11 (November 5):** The Academic Senate votes on the prioritization of the hiring requests and forwards their recommendations to the Superintendent/President, who makes the final decision about the number of hires and their rankings. Human Resources and Deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.

## **Academic Affairs Subcommittee Hiring Taskforce**

### **Areas of Consideration for Evaluating and Prioritizing Full Time Faculty Hire Requests**

#### **Area 1: Departmental and Institutional Planning**

1. How does this full-time faculty hire request align with current short and long term departmental and institutional goals?
2. Is this hire request directly related to programs or initiatives that have been highlighted for support or strengthening for in the Comprehensive Master Plan, Strategic Plan, or other institutional plan?
3. Is this hiring request supporting innovation in the form of new programs, curricula, services, etc?
4. How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and institutional goals? Has this dialogue included all discipline or program faculty and dean?
5. How have college planning processes and data analysis been used to justify the hire request?
6. Is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc?
7. In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have the recent hires been implemented, and in what role(s) are they currently serving within the department?

#### **Area 2: Student Success and Equity**

1. What key trends have been noted in student success and equity data indicators such as:
  - a. Program completion (degree, certificate, transfer, workforce development, lifelong learning)
  - b. Successful course completion
  - c. Achievement of course and program learning outcomes and demonstration of institutional core competencies
  - d. Utilization of support services
2. What equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, sexual orientation, homeless status, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources)
3. In what ways is the department or program working to close equity gaps for students?
4. In what ways is the department or program working to support student success in general (at the course, service, departmental and/or institutional level)?
5. In what ways is the hiring of a full-time faculty member expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general?

#### **Area 3: Leadership**

1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?
2. What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement?
3. What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?
4. What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services?
5. Are availability of associate faculty or other alternatives to hiring full-time faculty limited?

#### **Area 4: Campus Impact and External Factors**

1. How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?
2. What external factors such as regulatory requirements or state mandates should be considered in prioritizing this faculty position?
3. What labor market, advisory committee, or other community data supports the need for this faculty position?

#### **Area 5: Program Quantitative Data**

1. Over the past three years, what trends have been observed in the following program efficiency and demand indicators?
  - a. Instructional faculty requests: enrollment, unduplicated headcount, WSCH, FTEF, FTES, WSCH/FTES, number of sections offered, fill rates, full-time to part-time faculty ratio
  - b. Additional metrics for non-instructional or hybrid program faculty requests: Faculty/student ratio, student contact hours, number of student visits, program hours of service
2. What additional demand indicators demonstrate a strong need to hire full-time faculty?

MiraCosta College supports international education so students may become productive citizens in a diverse and dynamic world. The college offers a variety of international education programs that are designed to develop and enrich multicultural awareness, intercultural competence, and understanding of global issues and trends through curricula that encompass world cultures and perspectives, and programs that encourage participation in international experiences.

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MiraCosta College will strive to accomplish the following:

- A. Develop courses of study in as many fields as possible to increase students' understanding of global issues and cultural differences.
- B. Offer courses in languages other than English to train students to communicate effectively in other cultures and to enhance their understanding of other nations' values.
- C. Provide opportunities for students to participate in study abroad programs and/or virtual international exchanges to enrich their academic training, perspectives, and personal development.
- D. Develop and provide opportunities for all MiraCosta College students and faculty to engage and interact with students abroad to share their views, perceptions, and experiences in life.
- E. Develop innovative public educational forums and venues to explore global issues and showcase world cultures.
- F. Encourage the presence of qualified students and scholars from other countries to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people.
- G. Facilitate faculty exchange and collaborative partnership programs with institutions in other countries.

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H. Initiate collaborative research undertakings to address issues of global significance.

I. Recruit and retain the world's best and brightest faculty to educate MiraCosta College students as globally competent citizens.

J. Accomplish all the above stated goals adopting equity-minded practices that work toward the MiraCosta College commitment of closing the equity gap.

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### Study Abroad Program Requirements

The vice president of instructional services and vice president of student services must approve international education programs, experiences, and initiatives such as the following:

- A. Any agreements with groups of community colleges to offer international education courses and/or programs through study abroad consortia.
- B. Any full-time faculty member's assignment to teach a semester abroad.
- C. Any travel across international borders for educational programs.
- D. International excursions must comply with Board Policy/Administrative Procedure 4300, Field Trips and Excursions.

Students participating in semester-length study abroad programs must have at least 12 credit hours of college coursework completed and must have earned a minimum cumulative GPA of 2.5 or higher (except in cases where a lower-GPA is part of an approved consortia agreement or partnership).

Travel and host country accommodations for study abroad programs will be provided through contracts with commercial vendors that meet standards of excellence and reputable service as determined by the college.

### International Education

Courses developed or adapted specifically for international education must be approved by the Courses and Programs Committee and must be as rigorous as any offered on campus. In particular, the curriculum should foster and enhance international perspectives, increase fluency in foreign languages (when relevant), and promote understanding of the host culture. These courses must be approved in accordance with Education Code and Title 5 regulations and be taught by faculty members meeting the minimum qualifications for providing instruction.

Department colleagues may work together to investigate international education opportunities they may wish to pursue. Faculty members should discuss their plans with their department chair and secure support from their dean prior to presenting their proposal to the vice president of instructional services for consideration.

Students participating in international education experiences must be enrolled at MiraCosta College or at a consortium-member or partner institution. Students enrolling in study abroad experiences must be over the age of 18 (unless they are emancipated minors). The college considers all international activities to be part of a learning

experience, and each participant to be an ambassador of MiraCosta College. Therefore, students, staff, and faculty participating in international education, including study abroad, educational excursions, or field study, must obey all civil and criminal laws of any country visited and must comply with the district's board policies and administrative procedures.

### **International Education Guidelines**

The Institute for International Perspectives (IIP) provides support for faculty and students interested in study abroad programs. The IIP [and International Education Advisory Committee](#) also maintains a list of procedures and guidelines that outlines how to design, promote, and operate a study abroad program approved by the district. Faculty members are encouraged to talk to the IIP coordinator [and/or the International Education Advisory Committee](#) about any questions concerning study abroad opportunities and requirements.



## 2022 - 2023 Academic Calendar

June 2022

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July 2022

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Begin both semesters on Saturday to get the 16 Saturdays for labs

August 2022

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Finals  
Graduation& Finals  
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Summer Intersession  
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All College Day  
Non-class days  
Mandated Holidays  
 Created 11/25/2020

January 2023

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2022 - 2023 Academic Calendar

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Summer school could begin on 6/6 so it ends on 7/29  
aid impact for high school students

Finals  
Graduation & Finals  
Spring Break  
Summer Intersession  
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December 2022

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

15+1 16+1 16+1 16+1 15+1 16+1

January 2023

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

February 2023

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

March 2023

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

April 2023

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

May 2023

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

15+1 16+1 16+1 16+1 15+1 15

Time Added Saturdays-No time blocks  
Saturday classes submitted as daily class attendance

June 2023

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

July 2023

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

August 2023

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

Saturday classes could start on the 21st

The 17th has options but this is the only 4-day weekend option

Time Added Saturdays-No time blocks  
Saturday classes submitted as daily class attendance

2022 - 2023 Academic Calendar

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

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

8-wk summer school could begin on 6/6 so it ends on 7/29  
financial aid impact for high school students

Finals  
Graduation& Finals  
Spring Break  
Summer Intersession  
Flex  
All College Day  
Non-class days  
Mandated Holidays  
Created 11/25/2020

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

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

S	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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

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

Time Added Fridays-No time blocks  
Friday classes submitted as daily class attendance

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

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

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

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

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

26th is half/half

Time Added Saturdays-No time blocks  
Saturday classes submitted as daily class attendance

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

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

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

Saturday classes could start on the 21st

The 17th has options but this is the only 4-day weekend option

## 2022 - 2023 Academic Calendar

June 2022

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

July 2022

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

hool could begin on 6/6 so it ends on 7/29

Begin both semesters on Saturday to get the 16 Saturdays for labs

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

15+1 16+1 16+1 16+1 15+1 16+1

January 2023

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

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February 2023

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

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March 2023

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

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April 2023

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

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May 2023

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

15

16

17

15+1 16+1 16+1 16+1 15+1 16

June 2023

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

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July 2023

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

4

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6

August 2023

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

8

Finals  
 Graduation& Finals  
 Spring Break  
 Summer Intersession  
 Flex  
 All College Day  
 Non-class days  
 Mandated Holidays  
 Created 11/25/2020

begin on Saturday

1  
2

2  
3

The 17th has options but this is the only 4-day weekend option

6

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2022 - 2023 Academic Calendar

June 2022

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

July 2022

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

hool could begin on 6/6 so it ends on 7/29

Begin both semesters on Saturday to get the 16 Saturdays for labs

August 2022

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

September 2022

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

October 2022

S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

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

December 2022

S	M	T	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15+1 16+1 16+1 16+1 15+1 16+1

January 2023

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

February 2023

S	M	T	W	Th	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

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

April 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
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23	24	25	26	27	28	29
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May 2023

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

15+1 16+1 16+1 16+1 15+1 16

June 2023

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

July 2023

S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

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

Finals  
Graduation & Finals  
Spring Break  
Summer Intersession  
Flex  
All College Day  
Non-class days  
Mandated Holidays  
Created 11/25/2020

## BOARD OF TRUSTEES POLICY

## 4030: Academic Freedom

The MiraCosta College Community College District recognizes the free pursuit of knowledge and the free exchange of ideas as core tenets of academic freedom.

As a fundamental concept, academic freedom ensures institutions of higher education function for the common good and are constructed on a foundation of genuine trust. It represents an understanding of mutual respect in valuing how faculty and students engage in conversations and learning. The district superintendent/president and Board of Trustees will actively and openly work toward fostering an environment characterized by openness, tolerance, and civility and an atmosphere in which intellectual freedom exists and is protected for all constituencies, including faculty and students.

Academic freedom must always be accompanied by academic responsibility. This responsibility emphasizes the obligation to examine, test, and interpret all knowledge appropriate to a discipline or major area of study, to avoid bias on controversial topics, and to present conclusions and interpretations supported by evidence with consideration for the impact on students and colleagues. Employees and students should at all times strive for accuracy and engage in respectful discourse, especially when opinions differ. All constituencies must be mindful of the district's policies on ethical conduct (BP 3050), diversity, equity, and inclusion (BP 3400), non-discrimination (BP 3410), and equal opportunity (BP 3420).

To promote and support the intellectual, socioeconomic, and socioemotional growth of students, all faculty require the assurances and protections academic freedom affords. Academic decisions should be based solely on intellectual standards that are relevant to the subject matter under consideration and consistent with the institution's mission and core values. Neither students nor faculty shall be disadvantaged or evaluated on the basis of their views and perspectives. The district will defend and support any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds their freedom of expression attacked or curtailed.

In the classroom context, both virtual and in person, faculty are expected to present data and information fairly and objectively, to ensure students have access to varying points of view, and to acknowledge and defend the free inquiry of students in the exchange of criticism and ideas. Academic freedom gives students the right to express and to defend their views, to question, and to differ with the views of their instructors or the district without penalty. Academic freedom gives faculty the right to distinguish between personal conviction and professionally accepted views in a discipline and to interpret their fields and communicate conclusions without interference or penalty.

Outside of the classroom setting, faculty have the right to research, present, and publish without interference or sanction, subject to the adequate performance of their other academic duties. Research for financial gain shall be based upon an understanding with the MiraCosta Community College District as outlined in Board Policy/Administrative Procedure 3715: Intellectual Property. When faculty speak or write as citizens, authorities of their discipline, and community representatives of MiraCosta College, they should be free from institutional censorship or discipline, but this freedom carries with it a responsibility to at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate they are not speaking on behalf of the institution.

**Commented [CD1]:** Sources: Accreditation Standard I.C.7 and 1940 Statement of Principles on Academic Freedom and Tenure. ("The professional standard of academic freedom is defined by the 1940 Statement of Principles on Academic Freedom and Tenure, developed by the American Association of University Professors (AAUP). It is the fundamental statement on academic freedom for faculty in higher education.")

**Commented [CD2]:** Source: 1940 Statement of Principles on Academic Freedom and Tenure

**Commented [CD3]:** Source: American Council on Education (ACE) Statement on Academic Rights and Responsibilities (2005). Endorsed by American Association of Community Colleges, American Council on Education, et al

**Commented [CD4]:** Source: Accreditation Standard I.C.7

**Commented [CD5]:** Source: Accreditation, Eligibility Requirement 13

**Commented [CD6]:** Source: American Council on Education (ACE) Statement on Academic Rights and Responsibilities.

**Commented [CD7]:** Source: MiraCosta College Code of Ethics

**Commented [CD8]:** Source: Fairness and Objectivity, Tenure Candidate Handbook, 2014, pp. 9-11; Tenured Faculty Professional Growth and Evaluation Handbook, 2014, pp. 2-3

**Commented [CD9]:** Source: Accreditation Standard I.C.9

**Commented [CD10]:** Source: 1940 Statement of Principles on Academic Freedom and Tenure.

CURRENT POLICY

## Definitions

Academic freedom in the classroom is the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty ~~because these conclusions may be at variance with those of constituted authorities, organized groups or individuals.~~

**Commented [CD11]:** See paragraph 5 above.

Outside the classroom, faculty members are entitled to full freedom in research and in the presentation and publication of the results, subject to the adequate performance of their other academic duties. Research for pecuniary return should be based upon an understanding with the MiraCosta Community College District, conforming to Board Policy/Administrative Procedure 3715, Intellectual Property Rights.

**Commented [CD12]:** See paragraph 6 above.

Academic freedom carries with it corresponding responsibility. Academic responsibility emphasizes the obligation to study facts, to present and interpret ideas ~~concerning human society and all fields of knowledge. Since human knowledge is limited and changeable,~~ faculty members will acknowledge the facts on which controversial views are based and show respect for opinions held by others. While striving to avoid bias, faculty members may nevertheless present the conclusions to which they believe the evidence points, both in the classroom and outside of it. ~~However, controversial matters that bear no relation to the subject matter should not be introduced into classes.~~

**Commented [CD13]:** See paragraph 3 above.

Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. ~~As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances.~~ Hence they should at all times strive for accuracy, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

**Commented [CD14]:** See paragraph 6 above.

The superintendent/president and the Board of Trustees of MiraCosta Community College District will demonstrate their support for the principles of academic freedom by actively and openly working toward a climate that will foster this freedom.

**Commented [CD15]:** See paragraph 2 above

Such participation will extend to the point of defending and supporting any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds their freedom of expression attacked or curtailed.

**Commented [CD16]:** See paragraph 4 above.

The academic freedom of students is the freedom to express and to defend their views, to question, and to differ with the views of their instructors or the district, without penalty.

**Commented [CD17]:** See paragraph 5 above.



American Association of University Professors (AAUP) 1940 Statement of  
Principles on Academic Freedom and Tenure  
American Council on Education (ACE) Statement on Academic Rights and  
Responsibilities (2005)

CCLC Update:  
Steering:

#25, 11/14  
AAC / AS

DRAFT

The MiraCosta College Academic Calendar is reviewed and developed annually by a ~~subcommittee~~ **taskforce** of the Academic Affairs Committee. This ~~subcommittee~~ **taskforce** shall be comprised of members of Academic Affairs plus additional resource members. These resource members should include the Professional Development Program (PDP) Coordinator, representatives of the Offices of Instruction and Student Services, and others as needed.

### Regulatory Variables

- A. Per California Code of Regulations (CCR) §55701, the academic year consists of a minimum of 175 days of instruction. Note that both assessment and “flex” days (as arranged through the Flexible Calendar Program per CCR §55720) are included within the 175 days.
- B. Primary terms of the academic year are fall and spring semesters. The academic year begins with the fall semester.
- C. There must be sufficient time to meet the minimum required instructional hours for each course, in accordance with the course outline of record.
- D. All state and federal holidays are scheduled on the specified days/dates (with the exception of Veterans Day and Lincoln Day, which generally have allowable options). Refer to Education Code §79020 for the list of official academic holidays and laws regulating the scheduling of Lincoln Day, Veterans Day, and holidays that fall on weekends. The Board of Trustees may declare other days to be holidays, but must maintain the minimum required 175 days of instruction.

### Operating Principles

- A. Veterans Day is observed on the federal holiday if all other regulatory constraints are met.
- B. Spring break is scheduled for one week following the eighth week of instruction during the spring semester.

#### MiraCosta Community College District

Revised (Academic Senate): 1/19/10, 4/5/13, 1/18/14

References: Education Code §79020

CCLC Update: #19, 8/11; #25, 11/14

Steering: AAC / AS

## **Timeline**

- A. In the spring semester, the Academic Affairs Committee develops an academic calendar for the year after the next academic year and proposes it to the Academic Senate Council.
- B. By mid-September, the Academic Senate Council approves the recommended academic calendar.
- C. The superintendent/president submits the Academic Senate's recommended academic calendar to the Board of Trustees for their approval; the board adopts the academic calendar by the end of October.