ACADEMIC SENATE

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AGENDA

I. Call to Order

II. Roll Call

III. Teleconferencing for Meetings
    A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Lara*
    Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 12/15/21.*

IV. Persons Wishing to Address the Senate
    Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.

V. Changes to Agenda Order

VI. Consent Calendar
    A. Approve Minutes of the Regular Meeting of December 3, 2021
    B. Approve Minutes of the Special Meeting of December 15, 2021
    C. Approve One Equivalency for Drama/Theater Arts
    D. Approve Four Comparable Degree Title Requests for Credit ESL
        1. Alliant University "TESOL" Certificate
        2. SDSU "TESL/TEFL Advanced" Certificate
        3. SDSU "TESL/TEFL Basic" Certificate
        4. UCSD Extension "TESOL" Certificate

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

VIII.   New Business
        A.   Election Information Summary Document – *Lara*
        Description: *In response to constituent requests to further clarify and make the AS elections process as transparent as possible, the AS Officers reviewed the AS Rules and consulted the elections workgroup to produce a one-page document. Given that this document is only a reflection of the current AS Rules, we are asking for the body to suspend the rules and approve this document to be displayed on our elections information webpage immediately.*

IX.   Old Business
        A.   AP 7120.5 Recruitment and Hiring Associate Faculty – *Lara*
        Description: *Academic Senate Goal 1a taskforce in 2020-2021 conducted a survey of department chairs to assess the challenges to achieving faculty diversification among associate faculty. The taskforce reviewed AP 7120.5, which had not been reviewed since 2011, and suggested updates based on the survey results and additional research. The body adopted the recommendation from 2020-2021 taskforce to further discuss the proposed changes to AP 7120.5 with Human Resources, given that hiring policies and procedures is an area of mutual agreement between the district and the senate. The resultant AP is presented here with a focus on emphasizing EEO regulations and bringing greater clarity to the associate faculty recruitment and hiring process.*

X.   Information/Discussion
        A.   Work-Based Learning Update – *Allyn, Herrera, Gamboa* [**Time certain: 10:00am**]
        Description: *The Work-Based Learning (WBL) team will present on current efforts to promote and support WBL across campus. WBL includes a range of activities from simple classroom integrations to service learning and internships that help students build their social and cultural capital, get exposure to career options, and strengthen connects with the community.*

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

XII.   Adjournment

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

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

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

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

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

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

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

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

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

ACADEMIC SENATE

UNOFFICIAL MINUTES

I. **Call to Order**
Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Ipai and Kumeyaay people. In addition, we want to pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:02am.**

II. **Roll Call**
Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Sunny Cooke (ex-officio), Karla Cordero, Jim Julius, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren
Members absent: Zulema Diaz, Himgauri Kulkarni
Others present: Tim Flood, Thao Ha, Denée Pescarmona, Ingrid Phillips, Joe Salamon, John Siebelink, Kat Soto-Gomez

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

MSP (Warren / Ramirez) [Robin Allyn not present for vote] to approve recertifying resolution (R. 2-21) authorizing teleconferencing for meetings pursuant to AB 361.

IV. **Persons Wishing to Address the Senate**
Krista Warren, comes before Senate as President of the Associate Faculty Union to share an update on their working conditions. Given the uncertainty as enrollment continues to decline, there will be associates who do not have assignments but who are currently scheduled to work. Leadership is being asked to treat colleagues with the respect they are due as their assignments are cancelled and she asks leadership to use sympathy, care, and empathy for colleagues as they are having to deal with the harsh realities of uncertainty.

V. **Changes to Agenda Order**
None.

VI. **Consent Calendar**
A. **Approve Minutes of the Regular Meeting of November 19, 2021**
B. **Approve one Equivalency Request for Counseling**
C. **Approve one Equivalency Request for Sociology**

The consent calendar was approved by consent [Robin Allyn was not present].

VII. **Reports**
A. **Academic Senate President**
Academic Senate President, Luke Lara, acknowledged that this has been a stressful journey and thanked everyone for striving to do the best regardless of the circumstances. He wished all a good end to the semester and a joyous holiday season. PDP, DEqCC, the Joyful Teacher, and the Online Learning Director recently met with Dr. Mary Spilde, President Emeritus of Lane Community College and Achieving the Dream Network coach. She has been working to try and help navigate professional learning at MCC. She interviewed 27 people, including faculty, and provided us with a report which came too late to include in today's agenda but will be agendized at a future meeting. PDP, DEqCC, and MOE will be discussing

this at their meetings, as well. Looking for one or two volunteers to review the AS Bylaws and Rules. They will report back after meeting with this taskforce. Let Lara know if you are interested. Krista Warren volunteered. Will also be convening a taskforce with the elections group next week and looking to provide a one-page document clarifying rules and expectations of the elections process, especially for campaigning. Lara purchased his ticket yesterday for the year end celebration on December 10th. Today is the last day to purchase a ticket for the event. He encourages all to consider attending this in-person celebration.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, noted this is a busy time and hopes for a smooth end of the semester and appreciates everyone's efforts to help register students. All the SDICCCA colleges are planning in the same way for similar proportions of classes with some on ground component. MCC is scheduled to have around 45% of its classes with some on ground component. Students are registering for extremes, either all on ground or all online. We will continue to monitor student preferences and are closely monitoring Covid. It is the college's first goal to meet student needs and keep students' and employees' safety as a priority making adjustments if needed. The college will continue to communicate and there will be an all-district webinar on December 14th at 10am where we will share understanding of the situation and be available to answer questions. Enrollment is down across the nation. We are all reaching out to serve our communities and have tremendous financial support for our students. Refer students to the CARE department to help students remain engaged. We are currently interviewing for the Chief Information Officer position for the district and looking to finalize some already approved faculty hires. All College Day will be fully online the last day of Flex week, Friday the 21st, with a traditional gathering. We will also have Dr. Estela Mara Bensimon, one of the authors of the district book read, "From Equity Talk to Equity Walk". The book will be distributed at the CLC and OC this Wednesday and again, in January. Dr. Bensimon's schedule is tight so please be flexible with your time on All College Day. The college is really engaged in the Futures work and doing training with some 50 people in depth. In the spring more will be invited to join with a three-hour crash course so concepts will be more familiar and look for ways to embed tools, skills, and thinking. There will be multiple dates for folks to choose from and hope to meet in person. Everyone is invited to participate. There will be flex week opportunities, as well.

C. Classified Senate

Vice President of CS, Ingrid Phillips, reminding everyone to purchase tickets for the year-end celebration.

D. Associated Student Government

Luke Lara reported on behalf of ASG Executive Vice President, John Siebelink, who was not present. ASG is finishing up their committee work for the semester. They voted to support the memorial service for our recently-departed student. Their final meeting will take place next Friday.

E. Redesigning the Student Experience

Lead, Thao Ha, noted the three items on her attached report with agenda. The leadership team will share their action plan when complete. The three areas they will focus on will be 1. Academic maps; 2. Noncredit pathways; and 3. The notion of faculty advising to become mentors for our students in a formal role. They are putting this together for a design team and it will be included in the flex schedule.

It was highlighted that MCC is one of 25 colleges that have been selected for the REACH collaborative. Ha shared a video highlighting two sociology faculty who addressed our ACP students in a more relational way. Robin Allyn and Kat Soto-Gomez inspire students to succeed in their first year at MCC. In a survey, it was called a critical time to provide the direction for students. The leadership team is thinking about how they can expand these best practices to provide more opportunities for students in and outside the classroom. They are also in conversations with folks at the CLC to help guide them as to what that pathway will look like for noncredit students. Further, there is nothing formal for the TCI with the exception of a tour of the facility. Loedel noted that Santa Anna College has done a good job of noncredit to credit transfer. Warren noted she was sent a video of the Adult Ed Summit this fall and the Chancellor's office has started working on noncredit to credit pathways. It was noted there is a lot of flexibility as to how we apply things locally. Bairstow suggested reaching out to the noncredit students as to what they are looking for.

F. Accreditation

AS President, Luke Lara, noted that at the last meeting he asked for feedback between then and now. Senate members can continue adding to this document. This gives a foundation of the work as a tri-chair

for this standard to begin assessing where there might be a gap in terms of evidence. Reading #7 concerning leadership roles and the institution's governance and decision-making policies, he noted there hasn't been a recent action around this. The Board of Trustees is regularly evaluated; however, the last time the governance structure was evaluated was in 2017. Senate does need to review APs and BPs and those should be reviewed within a seven-year period. Senate was asked to continue to provide feedback on this document.

VIII. New Business

A. AP 7120.5 Recruitment and Hiring Associate Faculty

Academic Senate Goal 1a taskforce in 2020-2021 conducted a survey of department chairs to assess the challenges to achieving faculty diversification among associate faculty. The taskforce reviewed AP 7120.5, which had not been reviewed since 2011, and suggested updates based on the survey results and additional research. The body adopted the recommendation from 2020-2021 taskforce to further discuss the proposed changes to AP 7120.5 with Human Resources, given that hiring policies and procedures is an area of mutual agreement between the district and the senate. The resultant AP is presented here with a focus on emphasizing EEO regulations and bringing greater clarity to the associate faculty recruitment and hiring process. When the college hires an associate faculty member, they are hired on the requirements based on the discipline and not the class assignment. None of the additions to the document change the process or add steps and does not change the flexibility. Department chairs wanted flexibility but wanted more instruction as to how to diversify their faculty. Will continue to work with HR and the EEO committee regarding providing more clarity on websites and more guidance in the Department Chairs Handbook and offer more training. Discussion ensued around AF orientation processes. This is a first read. Senators were asked to reach out to their constituents for feedback. This will come back on January 14th.

IX. Information/Discussion

A. Review of Basic Presentation Etiquette in Higher Education

No matter who the presentation is for, whether it be students, faculty, classified professionals, administrators, board members, community members, or a mixed audience, there are some general guidelines and presentation etiquette to be aware of to assure the presentation is professional and conveys the desired message in the best way possible. Tim Flood, VP of Administrative Services and Joe Salamon provided a review and feedback on Basic Presentation Etiquette in Higher Education as provided in the document attached to the agenda. This document was crafted after an unfortunate incident where a vendor used some triggering language at a presentation to BPC. The goal was to share it both internally and externally to provide basic information about MCC including college mission and values, how to prepare for a presentation, and how to connect with your audience by providing presenters with language and not to use crude language and offer further resources. They are seeking input from all constituent groups as to how to take the document and then institutionalize it. Asking that this be taken back to constituents and make it clear that the document is for those outside the college and not specifically for faculty and staff. It could be useful as a document for guidance. Discussion ensued around concerns of regulating language, the perception of encroachment of free speech, and technical terms that could be problematic in another context. Senators are asked to provide more feedback to Flood and Salamon. There is a not a true deadline. Dr. Cooke further noted that this was not an edict from anyone, appreciates the work that's happened and appreciates the feedback. She leaves it to this body as to how broadly to make this. This could become a tool or resource to raise awareness.

B. Update on Data Coaching Goal

Taskforce lead, Leila Safaralian, updated on the progress of the AS taskforce developing a faculty data coaching proposal. One of the goals for Academic Senate is to provide Data Coaching for faculty and create mentor faculty who can lead data coaching at MiraCosta. She reviewed the results of research on Data Coaching and a report from Crafting Hills College as outlined in her written report attached to the agenda. She has also met with PDP Coordinator, Denise Stephenson, who is happy to help any way possible. It was suggested this could perhaps, be part of the onboarding process. The next step is for the taskforce to write a proposal and bring it to AS in early spring. Senators were asked to share this with their constituents for feedback.

X. **Senator Reports**

Delores Loedel announced that PTK and Honors is having a live game night event on campus tonight. She attended the latest CTE liaison coffee hour on November 16th and spoke about the noncredit to credit process along with Santa Ana College. One way Santa Ana has been closing the gaps and help students make the transition is that they have opened up a lot of new math courses in their noncredit specific for the program they are working on such as math for auto or math for nursing. Students then make the transition to the credit side and are more successful their credit math courses. Along with Donny Munshower and Ben Gamboa, Loedel attended the CAEL Conference (Council on Adult and Experiential Learning). They specifically attended to look at how other colleges have successfully implemented and expanded on their CPL. More will be shared in the future. Yessenia Balcazar announced that EOPS is accepting applications for the spring semester. Students can access the application from their SURF account. Thanks to the generous support of faculty and staff, we were able to provide 150 gifts to needed families for the holidays. Jim Julius wanted to note that in response to a statement made earlier in the meeting, OE has tried to encourage department chairs to ensure that faculty who are having a change in course assignment be made aware that they could lose the work that is in Canvas. However, there are a number of ways for folks to not lose work and we should make sure people are aware of that. One way is to create a sandbox to save work that can be accessible anytime and anywhere. Luke Lara was asked to announce an event, Drinks for DACA, a fundraiser for undocumented students being held this evening at Culver Beer Company in Carlsbad from 5-9pm. This will benefit funds for both documented and undocumented students.

XI. **Adjournment**

The meeting adjourned at 10:49am.

Special Meeting — December 15, 2021
4:00 m to 4:15pm
Meeting held via Zoom

UNOFFICIAL MINUTES

I.   **Call to Order**
     Academic Senate President, Luke Lara, respectfully acknowledge that MiraCosta College is on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Kumeyaay and Ipai peoples. In addition, we want to pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at 4:00pm.

II. **Roll Call**
     Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Gilbert Neri, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President-elect)
     Members absent: Sunny Cooke (ex-officio), Karla Cordero, Tyrone Nagai, Oswaldo Ramirez, Krista Warren
     Others present: Rachel Hastings, Eric Robertson

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

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

IV. **Public Comment**
     None.

V.   **Changes to Agenda Order**
     None.

VI. **Consent Calendar**
     A. Approve one Equivalency Request for Communication Studies
     B. Approve two comparable degree title requests for Credit ESL

     The consent calendar was approved by unanimous consent.

VII. **Adjournment**
     The meeting adjourned at 4:06pm.

Accreditation Report on 01/14/22 – Luke Lara

In preparation for the fall 2023 Accreditation visit and Institutional Self-evaluation Report (ISER), which is due in spring 2023, we will have a standing report on Accreditation. In today's report, I will continue to discuss Standard IV.B (CEO) and Standard IV.C (Governing Board).

Standard IV: Leadership and Governance

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

B. Chief Executive Officer
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

    POSSIBLE SOURCES OF EVIDENCE:
    − Policy that outlines CEO responsibilities;
    − CEO job description; Job announcements for CEO;
    − And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    • The CEO regularly communicates institutional values, goals, institution-set standards, and other relevant information, to internal and external stakeholders.
    • The CEO communicates the importance of a culture of evidence and a focus on student learning.
    • The institution has mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes, which has been driven by the CEO.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

    POSSIBLE SOURCES OF EVIDENCE:
    − Policy that outlines CEO responsibilities;
    − Organizational charts;
    − Policies and procedures that provide for the delegation of authority from the CEO to administrators and others;
    − And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    • The institution has policies and procedures which provide for the delegation of authority from the CEO to administrators, and others, consistent with their roles and responsibilities.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
    - establishing a collegial process that sets values, goals, and priorities;
    - ensuring the college sets institutional performance standards for student achievement;
    - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
    - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
    - ensuring that the allocation of resources supports and improves learning and achievement; and
    - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

    POSSIBLE SOURCES OF EVIDENCE:
    - Policies and procedures that provide for the delegation of authority from the CEO to administrators and others for the topics listed in this Standard;
    - Minutes of meetings with CEO present when any of the above are decided or acted upon;
    - And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - (listed within the Standard)

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

    POSSIBLE SOURCES OF EVIDENCE:
    - Policy and/or procedure that describes CEO role in accreditation;
    - Rosters of accreditation leadership teams;
    - Examples of CEO communications or presentations related to accreditation;
    - And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - The CEO takes a lead role in accreditation processes and in creating a culture of commitment to continuous quality improvement.
    - The CEO ensures others on campus also understand accreditation.
    - The CEO collaborates with the institution's accreditation liaison officer to guide all accreditation efforts.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

    POSSIBLE SOURCES OF EVIDENCE:
    - Policy and/or procedure that describes CEO role in the matters described in this Standard;
    - Copies of communications from the CEO regarding statutes, regulations and policies, and budgets;
    - Reports and other documents related to the matters described in this Standard and signed by the CEO;
    - And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - The CEO regularly communicates statutory and compliance expectations to the governing board to provide for informed decision-making.

- The CEO ensures that all governance decisions are linked to the institutional mission.

6. The CEO works and communicates effectively with the communities served by the institution.

    POSSIBLE SOURCES OF EVIDENCE:
    − Copies of communications from the CEO to the communities served by the college;
    − Press releases from the CEO;
    − Itinerary of CEO's in-person contacts with community groups;
    − And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - The CEO ensures that communities served by the college are regularly informed about the institution.

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

    POSSIBLE SOURCES OF EVIDENCE:
    − Policies that describe the authority and responsibilities of the board;
    − And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - The institution has a policy manual or other compilation of policy documents that delineates the governing board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and institution's financial stability. These policies are reviewed on a regular basis.
    - The institution's board policies address quality improvement and adherence to the institution's mission and vision.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

    POSSIBLE SOURCES OF EVIDENCE:
    − Policy or bylaws that describe the ways in which the board may make decisions or act;
    − And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - Board members, individually, demonstrate their support for board policies and decisions.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

    POSSIBLE SOURCES OF EVIDENCE:
    − Policy and/or procedures for selecting and evaluating the CEO;
    − Timeline of CEO selection process and/or CEO evaluation process;
    − Documents from the most recent selection process for a new CEO;
    − Completed CEO evaluations;
    − And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The board has an established process for conducting a search and the selection of the chief administrator.
- The board has an established process for its evaluation of the chief administrator's performance.
- The board sets clear expectations for regular reports on institutional performance from the chief administrator.

4. The governing board is an independent, policy-making body that reflects the public interest in the instituion's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

   POSSIBLE SOURCES OF EVIDENCE:
   - Board policy or bylaws that address the elements contained in this Standard;
   - And/or other documents that demonstrate the institution is aligned with this Standard.

   REVIEW CRITERIA:
   - The governing board is appropriately representative of the public interest and lacks conflict of interest.
   - The composition of the governing board reflects public interest in the institution.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

   POSSIBLE SOURCES OF EVIDENCE:
   - Board policy or bylaw that describes the board's responsibility for matters described in this Standard;
   - Minutes from board meetings when policies are discussed and approved;
   - Minutes from board meetings when educational quality, legal matters, or financial integrity and stability are discussed;
   - And/or other documents that demonstrate the institution is aligned with this Standard.

   REVIEW CRITERIA:
   - The Board has approved policies, institutional goals or other formal statements that describe governing board expectations for quality, integrity and improvement of student learning programs and services.
   - The governing board is aware of the institution-set standards and analysis of results that have led to the improvement of student achievement and learning.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

   POSSIBLE SOURCES OF EVIDENCE:
   - Board policy or bylaws that define the elements contained in this Standard;
   - Location where policies and bylaws are made available to the public;
   - And/or other documents that demonstrate the institution is aligned with this Standard.

   REVIEW CRITERIA:
   - Board bylaws and policies regarding the governing board's specifications are readily available in print and/or online.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

    POSSIBLE SOURCES OF EVIDENCE:
    – Policy or procedure for review of board policies;
    – Timeline for regular review of board policies. This may be a multi-year timeline;
    – And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - Governing board records (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws.
    - The governing board has a system for evaluating and revising its policies on a regular basis.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

    POSSIBLE SOURCES OF EVIDENCE:
    – Reports to the board on student performance data or on institutional plans;
    – Minutes of board meetings when student performance data or institutional plans are discussed;
    – And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - The governing board regularly reviews data on student performance.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

    POSSIBLE SOURCES OF EVIDENCE:
    – Policy or procedure for staggered terms of office;
    – Agenda and/or presentations from new board member orientations;
    – Schedule of ongoing training opportunities or topics for board members; Documentation of board member participation in offsite board development workshops or conferences;
    – And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:
    - The governing board has a program for development and orientation.
    - The governing board has a formal, written method of providing for leadership continuity and staggered terms of office.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

    POSSIBLE SOURCES OF EVIDENCE:
    – Bylaws, policy, and/or procedures for conducting board evaluations;
    – Completed board evaluations;

- Locations where the results of board evaluations are made public;
- Agenda/minutes that note discussions on the board evaluation;
- Subsequent evaluations that record improvements made as a result of prior evaluations; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The governing board has a self-evaluation process, as defined in its policies.
- The governing board uses the results from its self-evaluation to make improvements regarding its role, functioning, and effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

POSSIBLE SOURCES OF EVIDENCE:
- Policy or procedure on board code of ethics and conflict of interest, with consequences for violations;
- Affidavits or conflict of interest agreements signed by individual board members;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- When a conflict of interest is reported, the board demonstrates that it follows its conflict of interest policy.
- The governing board has a stated process for dealing with board behavior that is unethical.
- Less than half of the board members are owners of the institution. A majority of governing board members are non-owners of the institution.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

POSSIBLE SOURCES OF EVIDENCE:
- Policy on board delegation of authority to the CEO;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Board delegation of administrative authority to the chief administrator is defined in policy or other board approved documents.
- Board delegation of administrative authority is clear to all parties.
- The governing board sets clear expectations for regular reports on institutional performance from the chief administrator.
- The board sets clear expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

POSSIBLE SOURCES OF EVIDENCE:
- Reports to the board regarding accreditation;
- Minutes from board meetings when accreditation is discussed;
- Agenda or presentations from board trainings on accreditation;
- Documentation of board participation in institutional self-evaluation for accreditation, if any, such as rosters or minutes from committees;
- Board evaluations that include discussion of the board's role in accreditation; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The governing board receives training about the accreditation process and Accreditation Standards, Eligibility Requirements, and Commission policies.
- The governing board participates appropriately in institutional self-evaluation and planning efforts.
- Governing board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes.
- The governing board is informed of institutional reports due to the Commission, and of Commission recommendations to the institution.

Do you want to influence policy around academic and professional matters?
Are you motivated by improving student success and striving for excellence in your faculty role?

Join us in Academic Senate: the Faculty Voice on Academic and Professional Matters

Elections occur every spring for a variety of positions for a following June 1ˢᵗ start date:

Position*	Term	Eligibility
President-Elect / President	1-year (first year) 2-years (2ⁿᵈ year)	Tenured faculty member^
Vice President	1-year (when there is no President-Elect)	Tenured faculty member^
Coordinating Officer	2-years (rotates between Associate and Full-time faculty)	Tenured faculty member^ Associate faculty member**
Full-time Faculty Senator	2-years	Tenured faculty member^
Associate Faculty Senator	2-years	Associate faculty member**

*Position duties, terms of service, eligibility, and the election process are outlined in the AS Bylaws and Rules
^Full-time faculty must be tenured already or have tenure status starting the following fall semester
Associate faculty must have had teaching/library/counseling assignments for five consecutive semesters, not including summers. In addition, the member must continue to have a teaching/library/counseling assignment while serving on Academic Senate

The Nomination Process Begins in January or February! – Nominate yourself or one of your peers

The Elections Committee will send out an email with specific information about the process. There are two weeks where you can self-nominate or nominate one of your peers. Be sure to check whether you are eligible or not based on the criteria above. If you are not sure, contact HR before you accept.

What to Expect in the Election Process! – Tips for Success

- **Be excited!** It is an honor to serve on the Academic Senate because you will be elected by your peers. Accept the nomination with pride. We are looking for candidates who have an eagerness to learn, the ability to think critically, and a commitment to upholding MiraCosta's mission, vision, and values.
- **Verify eligibility before you accept a nomination or nominate someone else.** As a courtesy, before you nominate someone, check in with them about their interests, goals, and eligibility. The elections committee does not verify eligibility until after the nomination and acceptance period is complete.
- **Candidate Statements.** Focus on the issues that you see are most important to the work of the Academic Senate. Showcase your experience, depth of knowledge, and curiosity. Do some research on the Academic Senate. View the prompts on the election information webpage.
- **Here are some tips on campaigning.**
  - Academic Senate is a legislative body and the political use section of AP 3720 applies. Refrain from using MiraCosta email listservs or other MiraCosta mass media tools for campaigning. **It is okay to reach out to individuals using personal email accounts.**
  - Debates can be requested by any voter or candidate and held prior to the voting period, subject to candidate and venue availability. Candidates can also be contacted directly by voters.
  - All candidates should respond to the candidate statement prompts. All candidate statements will be posted on the elections information website and distributed to all faculty prior to the election. Be sure to submit on time.
  - Campaigning should be about issues and not personalities. Refrain from making personal statements about other candidates.
- **Lastly, VOTE!**

Academic Senate: https://www.miracosta.edu/governance/academic-senate/index.html

It is the intent of the Board of Trustees that policies and procedures ensure the hiring of college faculty who are expert in their subject areas, skilled in teaching, and serving the needs of a varied student population, willing to foster overall college effectiveness, and sensitive to and representative of the racial and cultural diversity of the campus community.

The board, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Academic Senate, has an inherent professional responsibility for developing and implementing policies/procedures to ensure the quality of its faculty peers. The faculty's responsibility may include identifying assignments for associate faculty; formulating and reviewing job announcements; identifying additional advertising and recruiting opportunities; screening applications for interview; making finalist recommendations; and being prepared to justify recommendations to the appropriate administrator.

Faculty members and administrators participate in all appropriate phases of the hiring process. All faculty hiring procedures shall be characterized by strict confidentiality.

These hiring procedures are subject to review and revision at the request of the Academic Senate, the administration, or the Board of Trustees. Such revised procedures shall be developed and approved before replacing the previous hiring procedures.

Equal Employment Opportunity

All participants in the hiring process shall receive training in the equal employment opportunity procedures. Human Resources serves as a resource regarding district and state guidelines while monitoring the district's equal employment opportunity procedures. All participants in the hiring process shall follow the district's equal employment opportunity policy.

Recruitment

Departments/disciplines/programs shall identify areas that need associate faculty members. The Human Resources Department will maintain an open pool of applicants for all disciplines for a term of one year. The chair/lead instructor shall notify the Human Resources Department if recruiting advertisements are needed. ~~If desired, advertisements for positions will be placed throughout southern California.~~ Advertisements will be placed in a variety of locations and formats in order to generate

a broad and diverse applicant pool, which may include social media, professional organizations, online and print publications, or other media specifically targeting Black/African American, Native American, Asian American, Chicanx\Latinx, or other marginalized populations, professional organizations, and communities. Advertisements will contain information about the department, information about the college, student demographics, and employee benefits, as appropriate to associate faculty hires. Advertisements will also contain the minimum qualifications and may contain desirable qualifications and supplemental questions or materials requested from potential candidates. The advertisements shall ~~and~~ state the part-time, non-tenured nature of the assignment. Departments are encouraged to engage in active and passive recruitment strategies to generate the most qualified and diverse applicant pool.

Applications

Human Resources staff will screen applications to check for minimum qualifications or refer for possible equivalency. ~~Human Resources staff shall record the diversity information before forwarding the applications to the department/program.~~ Human Resources collects diversity information (i.e., gender and racial/ethnic demographic information) as applications are submitted into the pool. The Human Resources Department retains the applications for one year. ~~Only applicants with complete applications processed by Human Resources are eligible to be interviewed.~~ The Human Resources Department shall make a report available on the gender and racial/ethnic diversity of applicant pools and aggregate hire data upon request of the department chair, appropriate administrators, and/or Academic Senate, so long as the information protects the privacy of the applicants and employees in accordance with the district's Equal Employment Opportunity (EEO) Plan.

Selection

The department chair/lead instructor or designee and at least one other faculty member (the second interviewer may also be a dean or classified employee, as determined appropriate by the department chair/lead instructor), will review the applications, select those to be interviewed, and conduct interviews. Interviews may include, but are not limited to, a review of requested materials, question and answer session, written prompts, and/or demonstrations. The interviewers will develop questions for the interview following equal employment opportunity guidelines (available from Human Resources). As much as possible, questions will be asked consistently of all applicants. After interviews are conducted, the interviewers will make discipline hiring ~~an assignment~~ recommendation(s) to the department chair and dean. The dean approves the discipline hire ~~assignment~~. The chair/lead instructor or designee completes the new-instructor notice and sends it to the dean.

All associate faculty hires must meet job requirements and discipline minimum requirements as set forth by and in accordance with Title 5 sections 53022 and 53410. Faculty chairs and deans are encouraged to use the hiring and equivalency process

when appropriate, as associate faculty hired for the discipline can be assigned to teach any course, regardless of specialization, within the discipline.