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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 01/14/22.*
- 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 January 14, 2022
 - B. 2022-2023 Curriculum Packet, Part II – *Senigaglia*
Description: *Every year the Courses and Programs Committee (CPC) reviews curriculum and submits it to Academic Senate for approval. The curriculum approval is submitted in multiple parts. Part II is a smaller packet and contains mostly courses and programs that have been modified with four program deletions (all certificates of proficiency) and six credit course deletions. This is the second of three curriculum packets for this year.*
- VII. Reports
 - A. Academic Senate President – *Lara*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Phillips*
 - D. Associated Student Government – *Siebelink*
 - E. Redesigning the Student Experience – *Ha*
 - F. Accreditation - *Lara*

VIII. New Business

A. AS Goal #3 Taskforce Recommendations – *Lara*

Description: *The Academic Senate taskforce for Goal #3 will provide a progress report and recommendations for the Academic Senate to improve communication strategies. The taskforce is requesting the body to suspend the rules to allow for a vote on this item on one read.*

B. Recommended Changes to AS Bylaws and AS Rules – *Lara*

Description: *In accordance with Article 3.H of the AS Bylaws, a taskforce was formed to conduct the annual review of the AS Bylaws and AS Rules. There are several recommended changes impact both documents. Linked is a document with a summary of changes.*

C. Faculty Awards Committee Recommendation for the ASCCC Regina Stanback-Stroud Diversity Award – *Allyn*

Description: *The Academic Senate for California Community Colleges annually presents an award to honor committed faculty who consistently rise to meet the challenges our students face. The Faculty Awards committee is recommending associate faculty member Christian Vela Che to compete for this award at the state level. The committee recommends the body suspend the rules for this item due to the timeline for this award.*

D. Chancellor's Office Guided Pathways Scale of Adoption Assessment Report – *Lindstrom* **(Time Certain: 10:15am)**

Description: *MCC is required to submit a yearly "Scale of Adoption Assessment" (SOAA) report to the Chancellor's Office concerning the status of its Guided Pathways restructuring effort. The report must be approved by both the Academic Senate and College president. The deadline is March 30, 2022. The assessment is present to the Academic Senate for a first read and initial feedback. The final version will be presented in March for approval.*

IX. Information/Discussion

A. Progress Update on AS Ethnic Studies Resolution (R. 1-21) – *Lopez Robles* **(Time Certain: 10:00am)**

Description: *The Academic Senate approved the Resolution on the Creation of an Ethnic Studies Department (R. 1-21) on 2/19/21. Lopez Robles will provide a report to the Academic Senate on the progress the Ethnic Studies workgroup has made towards the goals set forth within the last two resolves.*

B. Update on AS Goal #2 Data Coaching Goal – *Safaralian*

Description: *This item is a follow up discussion from 12/3/21 where Academic Senators were asked to collect constituent feedback on the linked data coaching progress report.*

X. Senator Reports

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

XI. Adjournment

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the coronavirus (COVID-19). Further, the passage of AB 361 allows for the continuance of conducting meetings remotely. Therefore, meetings will continue to be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to the agenda.

Therefore, Academic Senate (AS) meetings will be held via Zoom. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2929 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 <http://www.miracosta.edu/governance/academic senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

Audio recordings of AS meetings are available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or dadler@miracosta.edu.

**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.



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 Kumeyaay and Ipai peoples. In addition, we want to pay respect to elders, both present and past, the respected keepers of history, wisdom, culture, and knowledge. The meeting was called to order at **9:02am**.

II. Roll Call

Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Karla Cordero, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren

Members absent: Sunny Cooke (ex-officio)

Others present: Ben Gamboa, Thao Ha, Lizzette Herrera, Denée Pescarmona, Ingrid Phillips, John Siebelink

III. Teleconferencing for Meetings

A. Recertify the Resolution (R. 2-21) Authoring 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 / Allyn) to approve recertifying resolution (R. 2-21) authorizing teleconferencing for meetings pursuant to AB 361.

Further discussion ensued regarding Governor Newsom's new Executive Order N-122 extending AB 361 past January 31, 2022. This Order will expire at 11:59pm on April 1, 2022.

<https://www.gov.ca.gov/2022/01/05/governor-newsom-signs-executive-order-in-response-to-covid-19-pandemic/>

IV. Persons Wishing to Address the Senate

None.

V. Changes to Agenda Order

None.

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 EST

1. Alliant University "TESOL" Certificate

2. SDSU "TESL/TEFT Advanced" Certificate

3. SDSU "TESL/TEFT Basic" Certificate

4. UCSD Extension "TESOL" Certificate

The Consent Calendar was passed by unanimous consent.

VII. Reports

A. Academic Senate President

Academic Senate President, Luke Lara, welcomed everyone to the spring semester. After a meeting with several campus leaders yesterday, the result was that most courses would be moving online for the first four weeks of the semester due to the effects of the Omicron variant of the virus. It was a wise but difficult

decision. It was asked to keep students at the center of your motivation. Denise Stephenson has been sending upbeat emails as Flex week starts today. Thanks to all the faculty and other community members putting on 75 presentations during Flex week. All were urged to attend today's Keynote presentation workshop, "Becoming Equity Champions through Innovation and Reinvention," at noon framing dialogue around equity and presented by Fabiola Torres. Next Tuesday, Lara, Robin Allyn, and Leila Safaralian will present "Getting Involved: Local to Statewide Service Opportunities for Faculty" centering on statewide committees and promote learning about different opportunities. Friday's All College Day will highlight Dr. Estela Bensimon, co-author of From Equity Talk to Equity Walk, to tie up Flex week. A group of 50+ MCC's have spent time learning and engaging about Future's thinking and will begin to apply this to the planning process this spring. There will be several opportunities for MiraCostan's to get involved. The first opportunity will be Thursday 1/20 at 3pm. Additionally, there will be two sessions this spring to participate in a crash course for Future's training in February and March. More details will be provided during ACD and all are welcomed. All leaders on campus should be learning about this.

B. College Superintendent/President

Vice President of Instruction, Denée Pescarmona, reported on behalf of Superintendent/President, Sunny Cooke. Echoing Lara's sentiments, she appreciated Stephenson's email to get everyone excited about the beginning of the semester. However, it is a little disheartening while Covid finds new ways to challenge us. Appreciates the collegiality, comradery, and spirit to be in this for students. Everyone's interest is to keep folks safe and keep things going as best we can. After 22 months, it is trauma for all of us and we have all been touched by someone who has been touched by the disease. MCC will start the first several weeks of the semester remotely through President's Day weekend. Other schools have also started making announcements as well. The face-to-face footprint, will be starting remote. Faculty are asked to connect with their students. More information will be coming. Alketa Wojcik and Pescarmona will be working on student vaccination status. Deans are working on a separate communication. There will still be face-to-face for hard to convert classes such as nursing students and activity courses starting January 24th. Pescarmona is always available from clarification to a pep talk. Enrollment management is as much an art as it is a science. Every decision made has a human impact to staff, faculty, and our students.

Questions asked and answered included:

Is clearance status a part of decision making for students a factor?

Proof of vaccination was required by 1/10 to clear students to be on campus. At that time there were 1100 who had not yet had clearance. The deadline is today to clear them and the outreach office is calling all of them. Students will be dropped if they are not cleared. They can re-enroll once they are cleared. Working with PIO to craft messaging in English and Spanish, how to re-register, who to contact, how to get clearance. Students do not need to re-submit their vaccinations only to resubmit their exemptions. As of today, SS will complete all clearances. Will get a status update and be included in a message.

What support will be there who signed up for online who may not have internet or equipment they need?

Six pallets of new laptops were received and are currently being reimaged. Meetings with library and tutoring services are happening to see how we can ensure students have those services. The sciences have assembled over 800 kits to students this week.

Should faculty reach out to their students or wait for administration messaging?

Started working on messaging to students. It is also important for faculty to reach out to their students as well.

Students not cleared will be dropped. For non-credit ESL, if we do not meet minimum #, then classes will be dropped.

Non-credit is a different thing. For non-credit ESL specifically, there is a lot of uncertainty. A lot of decisions are based on childcare. A spike is anticipated after K-12 is back in session. Childcare is impacted including lack of teachers and lack of staffing. They are working with Dean of CLC, John Makevich, for non-credit and will be watching those numbers closely and differently. The intention is to cancel low enrolled classes this week and allow the rest of the classes to go as is.

Access to the Internet – pointed out that this is different than full remote the first time. The library remains open. Make it clear to students that those spaces are available but there is concern if a large number of students show up. All campus locations will be open. Pescarmona will be there to help students with

questions.

C. Classified Senate

Vice President of CS, Ingrid Phillips, announced the first CS meeting this fall will occur on Tuesday the 18th. They are working to ratify a telework Memorandum of Understanding.

D. Associated Student Government

ASG Executive Vice President, John Siebelink, reported on the disappointment in the delay of starting classes in person; however, supports the college's efforts. There are multiple positions ASG will be interviewing for.

E. Redesigning the Student Experience

Lead, Thao Ha, thanked Luke for highlighting the Flex workshops and noted that the Keynote workshop will end with breakouts into ACP groups. As a leadership team, they want to put forth the types of PD you are all asking for. Asked Ingrid Phillips to share student mentoring and the new model with classified staff. Further, would like folks to be members of a design team to design a student mentoring model. Students are being mentored, but what does that look like, how can you help us design something to put forward for our students? There is the Guided Pathways Institute in April and an update will come later along with continuing to update on plans this semester.

F. Accreditation

AS President, Luke Lara, shared his report attached to the agenda. At the last two meetings he requested feedback for Section A. Governance. He is now presenting Standard IV: Leadership and Governance, standards B and C. He wants Senators to be aware and understand what will be brought forward to AS this spring. He asked Senators to share with the constituents to get feedback. The timeline to have the institutional self-evaluation report to the Board and finalized is by the end of November 2022.

VIII. New Business

A. Election Information Summary Document

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 attached to the agenda. Given that this document is only a reflection of the current AS Rules, the body is being asked to suspend the rules and approve this document to be displayed on the AS Elections Information webpage immediately. Background about this document was shared. There are the AS Rules and Bylaws but there is not a lot of information concerning things that continue to come forward such as if one can campaign, what is the nomination process, eligibility requirements and more. It is the hope that this document can present the opportunity to shed some light and provide clarity of the process for those who might be interested in getting involved. This is not controlled by the Elections Committee but comes under the purview of AS. If AS wants to change the process, the Bylaws and Rules will need to be changed.

MSU (Nagai / Safaralian) to suspend the rules in order to approve this Election Information Summary Document.

MSU (Kulkarni / Warren) to approve the Election Information Summary Document as presented.

IX. Old 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. It was noted that all the underlined text in the AP is new. The taskforce and HR were thanked for putting more emphasis on the EEO and accountability structure. Flexibility is needed in associate hiring but does not preclude EEO guidelines in planning for needs and to understand all opportunities and responsibilities therein. This document provides more clarity.

MSU (Ravanbaksh / Bairstow) to approve AP 7120.5 Recruitment and Hiring Associate Faculty as presented.

X. Information/Discussion

A. Work-Based Learning Update

The Work-Based Learning (WBL) team presented 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 connections with the community. Ben Gamboa introduced WBL, noting that it is an asset based applied learning strategy that leverages student experiences, their knowledge, their skills, and their interests to improve and apply their academic learning in the classroom. It is very common practice in career education but it is often found in non-career education disciplines. MCC is the #1 college in CA with over 9,000 students who participated in at least one WBL classes during the 2020-2021 year. Robin Allyn shared PD opportunities including today's Flex workshop at 1:30pm: How to Empower Your Students through Work-Based Learning. Including components of WBL into curriculum cannot only improve student retention and engagement but can also empower students with the soft skills they will need to have successful futures. Join work-based learning liaisons, Lizzette Herrera and Robin Allyn, in a friendly, interactive session where they will explore WBL opportunities that may be easily incorporated into classes. They are about to begin the third cohort of 20 faculty and have a Canvas shell where they discuss initiative practices related to assessment. They connect faculty to resources on campus such as the Career Center and the Service Learning Department. The main goal is to connect and educate faculty about how WBL is an equitable practice. Lizzette Herrera Castellanos shared her work in the community and noted it is not enough for students to just learn things in classrooms, but we need to make sure to provide them with the skills they will need that will lead them to a job. Over the past year, she has reached out to the community. There are certain gaps that need to be filled for an easy transition. A teaching newsletter will be sent out each month. Want to make sure all faculty know about opportunities and resources to help them be better teachers. There are also internships available for students. Mike Green and Nina Lovejoy are the contacts for those opportunities.

XI. Senator Reports

Robin Allyn shared that there was an outdoor student seminar on the Oceanside campus yesterday. Seeing students conversing with each other and learning about all the resources available to them was wonderful. Zulema Diaz offered positive comments noting we are resilient and adapting. This semester she will be joining Edwina Williams for the Black Authors Virtual Book Club. Find the positive within the chaos because that is how we thrive. Jim Julius talked about faculty who are going to be teaching online who have not done so before. There is a team of online mentors. Encourage faculty to reach out for assistance. Another resource is Nadia Khan, Instructional Designer: nkhan@miracosta.edu. Ingrid Bairstow noted AF are increasingly vulnerable especially with dropped classes.

XII. Adjournment

The meeting adjourned at 11:41am.

2022-2023 Curriculum Approvals

Effective: August 2022

Part II

I. Credit Course Level						
B. Modified Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
ADM	ADM	260	O	Organized Crime, Gangs, and Terrorism	3	11/11/2021
ART	ART	270	O	History and Theory of Museum and Gallery Exhibition	3	11/11/2021
BIO	BIO	102	O/GE	Introductory Biology: Ecology and Environmental Biology	4	11/11/2021
CSIT	CSIT	120	O/GE	Fundamentals of Computer Information Systems	3	11/11/2021
CSIT	CSIT	181	O	Fundamentals of Computer Networking	3	11/11/2021
DNCE	DNCE	134	O	Pacific Island Dance I	1	11/11/2021
DNCE	DNCE	135	O	Pacific Island Dance II	1	11/11/2021
DNCE	DNCE	150	H	Pilates Mat & Reformer I	1.5	11/11/2021
DNCE	DNCE	166	O	Jazz Dance I	1.5	11/11/2021
DNCE	DNCE	168	O	Jazz Dance II	1.5	11/11/2021
DNCE	DNCE	176	O	Modern Dance I	1.5	11/11/2021
DNCE	DNCE	178	O	Modern Dance II	1.5	11/11/2021
PHSN	GEOL	101	O/GE	Physical Geology	3	11/11/2021
PHSN	GEOL	101H	O/GE	Physical Geology (Honors)	3	11/11/2021
PHSN	GEOL	101L	O/GE	Physical Geology Laboratory	1	11/11/2021
HIST	HIST	145	O/GE	African American History to 1877	3	11/11/2021
HIST	HIST	145H	O/GE	African American History to 1877 (Honors)	3	11/11/2021
ILNG	JAPN	121	O/GE	Introduction to Japanese Culture	3	11/11/2021
LTRST	LING	110	O	English Language Structure and Function	3	11/11/2021
COUN	COUN	100	O/GE	College and Career Success	3	12/9/2021
CSIT	CSIT	160	O/GE	Technology, the Individual, and Society	3	12/9/2021
THEATR	FILM	101	O/GE	Introduction to Film	3	12/9/2021
THEATR	FILM	101H	O/GE	Introduction to Film (Honors)	3	12/9/2021
HIST	HIST	141	O/GE	Mexican American History Through 1877	3	12/9/2021
HIST	HIST	141H	O/GE	Mexican American History Through 1877 (Honors)	3	12/9/2021
HIST	HIST	142	O/GE	Mexican American History Since 1877	3	12/9/2021
HIST	HIST	142H	O/GE	Mexican American History Since 1877 (Honors)	3	12/9/2021
HIST	HIST	146	O/GE	African American History Since 1877	3	12/9/2021
HIST	HIST	146H	O/GE	African American History Since 1877 (Honors)	3	12/9/2021
MATH	MATH	115	O/GE	Calculus with Applications	5	12/9/2021
PSYC	PSYC	101	O/GE	General Psychology	3	1/27/2022
PSYC	PSYC	101H	O/GE	General Psychology (Honors)	3	1/27/2022
PSYC	PSYC	104	O/GE	Statistics for Behavioral Science	4	1/27/2022
PSYC	PSYC	104H	O/GE	Statistics for Behavioral Science (Honors)	4	1/27/2022
PSYC	PSYC	115	O/GE	Human Sexuality	3	1/27/2022
PSYC	PSYC	125	O/GE	Psychology of Women	3	1/27/2022
PSYC	PSYC	205	O	Research Methods in Psychology	3	1/27/2022
PSYC	PSYC	260	O/GE	Physiological Psychology	3	1/27/2022
Total Credit Course Modifications: 38						

2022-2023 Curriculum Approvals

Effective: August 2022

Part II

I. Credit Course Level					
C. Deleted Courses					
Department	Subject	Course #	Course Title & Catalog Description	Units	Date Approved
BUS	HOSP	120	Hospitality Human Resources Management	3	11/11/2021
BUS	HOSP	128	Hospitality Marketing	3	11/11/2021
MATH	MATH	115S	Calculus with Applications with Integrated Support	5	12/9/2021
ILNG	SPAN	160	Spanish for Healthcare Workers I	3	1/27/2022
ILNG	SPAN	161	Spanish for Healthcare Workers II	3	1/27/2022
HORT	HORT	110	Introduction to Sustainable Horticulture	3	1/27/2022
Total Credit Course Deletions: 6					

2022-2023 Curriculum Approvals
Effective: August 2022

Part II

II. Certificate and Degree Level						
B. Modified Degrees and Certificates						
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
DNCE	DNCE	COA		Dance Instructor	20.5	11/11/2021
BUS	HOSP	COP		Food, Beverage, and Restaurant	12	11/11/2021
BUS	HOSP	COP		Guest Services and Concierge	12	11/11/2021
BUS	HOSP	COA	AA	Hospitality Management	24	11/11/2021
BUS	HOSP	COP		Meeting, Convention, and Event Management	15	11/11/2021
BUS	HOSP	COA	AA	Restaurant Management	21	11/11/2021
BUS	ACCT	COA		Professional Accounting: Preparing for the CPA Exam	26	12/9/2021
HORT	HORT	COA	AS	Pest Control Advisor	26-29	1/27/2022
HORT	HORT	COA	AS	Landscape Architecture	44	1/27/2022
ILNG	SPAN	COA		Spanish	16	1/27/2022
Total Modified Degrees and Certificates: 10						

2022-2023 Curriculum Approvals

Effective: August 2022

Part II

II. Certificate and Degree Level

C. Deleted Degrees and Certificates

[illegible]

2022-2023 Curriculum Approvals

Effective: August 2022

Part II

I. Noncredit Course Level					
A. Modified Courses					
Department	Subject	Course #	Additional Approvals	Course Title	Date Approved
NCGEN	NCBOT	10	O	Keyboarding Skills	11/11/2021
NCGEN	NCBOT	30	O	Office Skills and Procedures	11/11/2021
NCSTV	NCHORT	10	O	Introduction to Sustainable Horticulture	1/27/2022
Total Credit Course Modifications: 3					

Accreditation Report on 02/04/22 – 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.

During the spring semester, the tri-chair teams for each of the four standards will be drafting responses to each standard within their designated sections. Sunny, Carl, and I have begun drafting language for the Leadership and Governance standards within IV.A, IV.B., and IV.C. We plan to bring a draft of the standard IV to Academic Senate and other governance committees for review during the spring semester.

As has been mentioned previously, the approach to the ISER this time around is different than in the previous cycle. Less writing is required. The philosophy of the accrediting agency ACCJC is to assume we meet the standard.

Here is an example of MiraCosta's last ISER in 2016: [2016 MCCD Institutional Self Evaluation Report \(miracosta.edu\)](https://www.miracosta.edu/assessment/2016-MCCD-Institutional-Self-Evaluation-Report)

Here is an example of a more recent ISER under the new process (Citrus College – 2021): [Citrus College Institutional Self-Evaluation Report January 2021](https://www.citruscollege.edu/assessment/citrus-college-institutional-self-evaluation-report-january-2021)

You will be able to notice the differences in length and focus. Keep this in mind as you begin to review the upcoming draft of our ISER.

Recommendations from Goal #3 Taskforce

Goal #3: A taskforce will be formed to develop an Academic Senate communication plan, in consultation with AS Subcommittees, that details Who communicates How, What, and When, with the aim to streamline communication, increase feedback opportunities, and provide this plan to the Academic Senate by February 2022.

The taskforce completed the following from September 2021 through January 2022:

- Held five taskforce meetings.
- Conducted a AS Subcommittee Chair Survey to understand communication needs, strategies, and opportunities. The greatest takeaway is that AS Subcommittee Chairs would be willing to provide salient updates for a monthly newsletter to help provide the global picture of governance issues.
- Researched newsletter software and costs.
- Reviewed AS Coordinating Officer responsibilities.

Recommendations:

- *Assign the AS Coordinating Officer (CO) to develop a monthly newsletter.* The CO is responsible for communicating with and receiving communication from AS Subcommittee Chairs. Therefore, the development and dissemination of a monthly newsletter is in alignment with the CO's responsibilities.
- *Purchase a Basic Educator license on SMORE (<https://www.smores.com/>) for \$79/year, for one year (February 2022 - February 2023), from the AS general funds.*
- *Create and deploy the first newsletter by the end of February 2022.*

Executive Summary of Recommended Changes to AS Bylaws and AS Rules – 2/4/22

At the December 3, 2021, Academic Senate meeting, the AS President announced the formation of a taskforce to conduct the annual review the AS Bylaws and AS Rules in accordance with Article 3.H of the AS Bylaws. The taskforce was composed of Luke Lara, Leila Safaralian, Robin Allyn, and Krista Warren. Given the discussion around the recently developed and approved Election information flier on 1/14/22, the taskforce reviewed the AS Bylaws and AS Rules to address associate faculty eligibility and election campaigning. In addition, the taskforce discussed changes to AS Subcommittees to align what is happening in practice.

Below is a table of the specific sections of each document that were amended. Changes were indicated on each document with an underline for additions and a strikethrough for deletions. There were a few minor typographical updates throughout the documents.

AS Bylaws	AS Rules
Article 4.B – changes in associate faculty eligibility	Section I.1 – corresponding change
Article 6.B. – recommend no change	
Article 10.B and 10.C – changes to reflect reality of some AS Subcommittees where administrators and other representative members may have a vote	Section P.7 and P.8 – corresponding changes and clarification
	Section D.4 and E.4 – add parity
	Section H.1 and H.2 – add clarity
	Section J – new section on campaigning Adjust sections J - P

The main change in Associate Faculty member eligibility for Academic Senate is to reflect the current pandemic reality of the past several years and what may continue to impact us going forward. In particular, the current *five consecutive* semesters of employment requirement will make eligibility even more difficult for associate faculty who have had their assignment cancelled due to low enrollment. The suggested change of eliminating the *consecutive* requirement and instead provide a range of years, allows for associate faculty who have stepped away for one or two semesters for whatever reason, to still be eligible.

MiraCosta College Academic Senate

Bylaws

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ARTICLE 1 Name

The name of this organization shall be the ACADEMIC SENATE OF MIRACOSTA COLLEGE.

ARTICLE 2 Purpose

It shall be the purpose of the Academic Senate to,

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

ARTICLE 3 Functions

- A. The Academic Senate shall provide a forum for discussion of matters of interest to members of the faculty.
- B. The Academic Senate, shall jointly develop with the Board of Trustees and the Superintendent/President, policies and procedures relating to academic and professional matters.
- C. Pursuant to the California Education Code and Academic Senate Bylaws, the Academic Senate President and/or Vice President/President Elect shall represent faculty in collegial consultations with the Superintendent/President on personnel matters that are not under the jurisdiction of the Faculty Assembly for full-time faculty or the MiraCosta College Academic Associate Faculty/CTA/NEA for associate faculty.

- D. The Academic Senate shall review all proposals routed through the governance process. In academic and professional matters, the Academic Senate shall make final recommendations to the Superintendent/President and/or the Board of Trustees, as appropriate.
- E. Under all conditions provided for in Title 5, California Code of Regulations, the Academic Senate may carry its recommendation(s) directly to the Board of Trustees.
- F. The Superintendent/President is requested to inform the Academic Senate regarding budgetary matters, and the Academic Senate shall make recommendations concerning them.
- G. The Academic Senate shall consider, in a timely matter, resolutions proposed by individual faculty members. Any action by the Academic Senate on recommendations and/or resolutions submitted by members of the faculty shall be recorded in the meeting minutes in which the action took place.
- H. Academic Senate shall conduct an annual review of the Academic Senate Bylaws and Academic Senate Rules. Whenever the Academic Senate Bylaws and/or the Academic Senate Rules are changed, both should be reviewed to ensure consistency.

ARTICLE 4 Membership and Constituent Groups

Section I: Membership of the Academic Senate

- A. Full-time faculty members who have been granted tenure by the MiraCosta College Board of Trustees are eligible to be officers of the Academic Senate.
- B. Associate faculty members currently employed by MiraCosta College, who have served at least five consecutive semesters in the past four years, are eligible to be members and the Coordinating Officer of the Academic Senate. Summer is an intersession and does not count for the purpose of counting five ~~consecutive~~ semesters.
- C. The Academic Senate shall consist of 17 members 16 of whom are voting members.
- D. The Academic Senate shall consist of three officers and fourteen members. The officers shall be: President, President Elect or Vice President, and the Coordinating Officer. The thirteen members shall consist of eight full-time faculty senate members elected at large by full-time faculty members, five associate faculty senate members elected at large by associate faculty members, and the Superintendent/President or their delegate (non-voting). The President, President Elect, and Vice President shall be full-time faculty members. All faculty members, both full-time and associate, are eligible for the office of Coordinating Officer.
- E. Nomination and election of the full-time faculty members to the Academic Senate shall be carried out according to Senate Rules. (See Senate Rule H.)
- F. Nomination and election of the associate faculty members to the Academic Senate shall be carried out according to the Academic Senate Rules. (See Senate Rule I.)
- G. The duties of the Academic Senate officers and members are enumerated in the Academic Senate Rules. (See Senate Rules C – F for officers, and Rule G for members.)
- H. The Superintendent/President or their delegate shall serve as an *ex officio*, non-voting member of the Academic Senate. All other Academic Senate members shall have one full vote. The Academic Senate President votes only to break a tie.
- I. All faculty officers and members of the Academic Senate are subject to recall (See Senate Rule ~~J~~K).

Section II: Constituent Groups of Academic Senate Members

- A. Academic Senate members, except the Academic Senate President, the President Elect, the Vice President, the Coordinating Officer, and the Superintendent/President, represent faculty constituency groups, assigned according to the Academic Senate Rules. Full-time faculty Academic Senate members represent full-time faculty constituent groups and associate faculty Academic Senate members represent associate faculty constituent groups. (See Senate Rule ~~L~~M.)

ARTICLE 5 Officers

Section I: List of Officers

- A. The Officers of the Academic Senate shall include the President, President Elect or Vice President (in alternating years), and Coordinating Officer.
- B. No individual may hold more than one officer position simultaneously.

Section II: President

- A. The Academic Senate President Elect will take the office of President at the end of the current President's term, or when the Academic Senate President resigns or is recalled. The duties of the Academic Senate President are enumerated in the Senate Rules. (See Senate Rules C and G.) The Academic Senate President shall take office on June 1.
- B. The Academic Senate President shall be the spokesperson for the Academic Senate.
- C. Term of Office: The Academic Senate President shall serve a single two-year term, including two summers, effective June 1 through May 31 of the second year.

Section III: President Elect

- A. Full-time faculty and Associate faculty shall elect the President Elect from the ranks of full-time faculty in the spring of alternating years. Each faculty member shall have a full vote.
- B. Full-time faculty votes shall be counted separately from Associate faculty votes. If a majority of votes of each faculty group favors the same candidate, then that candidate will be elected. If the majority of one faculty group favors a candidate other than that favored by a majority of the other faculty group, then the Academic Senate shall choose the President Elect from the list of all those receiving votes, provided that the number of votes cast by Associate Faculty is at least equal to the number of votes cast by full-time faculty. Otherwise, if the number of votes cast by Associate Faculty is less than those cast by full-time faculty, then all votes of both groups will be tallied together to determine the winner.
- C. The duties of the President Elect are enumerated in the Senate Rules. (See Senate Rules D and G.)
- D. Term of Office: The Academic Senate President Elect shall serve a one-year term beginning on June 1. The President Elect will succeed to the office of President when that officer's term ends, and will serve a two-year term as President.

Section IV: Vice President

- A. Full-time faculty and Associate faculty shall elect the Vice President from the ranks of full-time faculty in the spring of alternating years (those years when the President Elect is currently serving). Each faculty member shall have a full vote.
- B. Full-time faculty votes shall be counted separately from Associate faculty votes. If a majority of votes of each faculty group favors the same candidate, then that candidate will be elected. If the majority of one faculty group favors a candidate other than that favored by a majority of the other faculty group, then the Academic Senate shall choose the Vice President from the list of all those receiving votes, provided that the number of votes cast by Associate Faculty is at least equal to the number of votes cast by full-time faculty. Otherwise, if the number of votes cast by Associate Faculty is less than those cast by full-time faculty, then all votes of both groups will be tallied together to determine the winner.
- C. The duties of the Vice President are enumerated in the Senate Rules. (See Senate Rules E and G.)
- D. Term of Office: The Vice President shall serve a single, one-year term beginning on June 1.

Section V: Coordinating Officer

- A. Full-time faculty and Associate faculty shall elect the Coordinating Officer from the ranks of full-time faculty or associate faculty on a rotating two-year cycle. Each faculty member shall have a full vote. The inaugural cycle will elect a full-time faculty member. The subsequent cycle will elect an associate faculty member.
- B. Full-time faculty votes shall be counted separately from Associate faculty votes. If a majority of votes of each faculty group favors the same candidate, then that candidate will be elected. If the majority of one faculty group favors a candidate other than that favored by a majority of the other faculty group, then the Academic Senate shall choose the Coordinating Officer from the list of all those receiving votes, provided that the number of votes cast by Associate Faculty is at least equal to the number of votes cast by full-time faculty. Otherwise, if the number of votes cast by Associate Faculty is less than those cast by full-time faculty, then all votes of both groups will be tallied together to determine the winner.
- C. The duties of the Coordinating Officer are enumerated in the Senate Rules (See Senate Rules F and G.)
- D. Term of Office: The Coordinating Officer shall serve a two-year term beginning on June 1.

ARTICLE 6 Meetings, Quorum, and Voting

Section I: Meetings

- A. The Academic Senate shall meet regularly.
- B. The Academic Senate President shall call a meeting of the Academic Senate at their discretion, upon the request of the Academic Senate, or upon the written request of 21 full time faculty or 21 associate faculty members. This number will be reviewed annually and adjusted if needed.
- C. Academic Senate must conduct business in public in accordance with the Ralph M. Brown Act, other state and local laws and regulations, and the Academic Senate Meeting Guidelines.

- D. The President of the Academic Senate shall give public notice, and post meeting agendas, at least 72 hours in advance of regular meetings, or 24 hours in advance of special meetings (in accordance with the Academic Senate Meeting Guidelines and applicable laws and regulations).
- E. All faculty may submit items to be included on the Academic Senate Agenda as specified in the Senate Rules. (See Senate Rule MO.)
- F. Robert's Rules of Order, Revised shall provide procedures for governing meetings of this organization unless otherwise provided for in the Academic Senate Bylaws or Academic Senate Rules.

Section II: Quorum and Voting

- A. A majority of the members of the Academic Senate shall constitute a quorum at any meeting of the Academic Senate.
- B. Individual full-time and associate faculty members of the Academic Senate shall have equal voting strength.
- C. No Academic Senate member shall have more than one vote.
- D. Academic Senate members shall not vote by proxy, or assign their votes to other Academic Senate members.
- E. Votes are recorded in accordance with the Ralph M. Brown Act and the Academic Senate Meeting Guidelines.

ARTICLE 7 Election and Terms of Office of Academic Senate Officers and Members

- A. Academic Senate members shall be elected according to the Academic Senate Rules, with the exception of the Academic Senate President and the Superintendent/President or their delegate. (See Senate Rules H and I)
- B. The terms of the Academic Senate officers shall be as follows: President—Two years; President Elect—One Year; Vice President—One year (only in years when there is no President Elect); Coordinating Officer—Two years.
- C. Full-time faculty members and associate faculty members of the Academic Senate shall serve for two- year staggered terms as specified by the Academic Senate Rules.
- D. A vacancy in office shall be filled in accordance with the Academic Senate Rules. (See Senate Rules H and I.)
- E. New Academic Senate officers and members shall take office on June 1.

ARTICLE 8 Amendments to Academic Senate Bylaws

- A. The Bylaws of the Academic Senate may be amended by a simple majority vote of the Academic Senate members present at a meeting of the Academic Senate. A copy of the proposed amendment must be sent two (2) weeks in advance to all faculty.

ARTICLE 9 Academic Senate Rules

- A. The purpose of the Academic Senate Rules is to codify rules and procedures that are not of sufficient importance to be included in the Academic Senate Bylaws.

- B. Academic Senate Rules may be amended by a simple majority vote of the Academic Senate members present at a meeting of the Academic Senate. A copy of any proposed change to Senate Rules must be sent out one (1) week in advance to all faculty.

ARTICLE 10 Subcommittees

- A. Subcommittees of the Academic Senate shall be created or disbanded by the Academic Senate President, with the approval of the Academic Senate. Committee status, description, mission, functions, terms of service, and membership are defined in the Senate Rules. (See Senate Rule OP.)
- B. The authority of faculty members on Academic Senate subcommittees is subject to the restrictions of Senate members' authority put forth in the Senate Bylaws.
- C. Each faculty member of an Academic Senate subcommittee shall have one vote. Each subcommittee may determine voting status of other members, including Ex-officio, and resource members, and other representative members do not have a vote. Voting rights of other members shall be presented to the Academic Senate for approval. The chair votes only to break a tie.

MiraCosta College Academic Senate
Senate Rules

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PREAMBLE, Academic Senate Rules

The purpose of the Academic Senate Rules is to codify rules and procedures that are not of sufficient importance to be included in the Academic Senate Bylaws. The Rules, which are easier to amend than the Bylaws, cannot stand if they contradict the Bylaws. The Rules take precedence over Robert's Rules of Order, Revised.

A. Meetings, Quorum, and Voting of the Academic Senate (Article 6, Bylaws)

1. A 72-hour notice and agenda shall be posted and sent to all faculty members, full-time and associate, prior to a regular Academic Senate meeting. A 24-hour notice and agenda shall be posted and sent to all faculty members, full-time and associate, prior to a special Academic Senate meeting. Agendas shall be posted in accordance with the Meeting Guidelines established by the Academic Senate, and in accordance with applicable laws and regulations.
2. Meetings may be held at multiple locations via teleconference, in accordance with the Meeting Guidelines, and in accordance with applicable laws and regulations.
3. A majority of the members must be present at a meeting before a vote can be taken at the meeting.

B. Associate Faculty Academic Senate Member Voting (Article 6, Bylaws)

1. Individual associate faculty members of the Academic Senate shall have a voting strength equal to that of individual full-time faculty members of the Academic Senate. Voting privileges of associate faculty members of the Academic Senate are subject to the restrictions put forth in the Academic Senate Bylaws.

C. Duties of the Academic Senate President (Article 5, Sec II, Bylaws)

The President shall, subject to the restrictions put forth in the Preamble, Senate Bylaws:

1. Preside over Academic Senate meetings.
2. Facilitate communication among the faculty, administration, classified professionals, students and governing board.
3. Jointly develop, with representatives of the governing board, recommendations relating to academic and professional matters, and present those recommendations to the administration and governing board.
4. Assure adequate resources, including the Academic Senate auxiliary fund, for the Senate and manage them in consultation with other AS officers and AS administrative assistant. Serve as an authorized signatory on all accounts. Provide annual report to the Academic Senate on the Academic Senate fund and propose new spending initiatives.
5. Appoint full-time and associate faculty members of districtwide committees, taskforces, and workgroups, and full-time and associate faculty members of subcommittees of the Academic Senate by conferring with committee/subcommittee chairs and Academic Senate Officers (e. g., Vice-President, President Elect, Coordinating Officer) to inform the committee appointment process and ensure appropriate committee composition.
6. Serve as the official spokesperson and advocate for the Academic Senate and the faculty in academic and professional concerns.
7. Engage in ongoing discussions with faculty on the issues of the day and facilitate development and airing of faculty perspectives.

8. Attempt to resolve concerns of individual faculty members.
9. Meet with new full-time faculty members once a semester for the first year to discuss any problems and to further familiarize them with collegial governance.
10. Register Academic Senate endorsement of certain important documents sent to relevant authorities (e.g., 50% Law, Student Equity and Achievement Program, accreditation self-studies and reports).
11. Identify and address regulatory issues (e.g., Education Code, Title 5) as they relate to academic and professional matters, and organizes a faculty response in a collegial and timely manner.
12. Initiate identification and pursuit of important institutional issues.
13. Participate in the joint development of institutional policy (e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review and faculty service areas, faculty evaluation procedures).
14. Participate in the search and selection of candidates to fill the positions of Superintendent/President and Vice Presidents.
15. Convene, develop agendas for, and conduct meetings of the Academic Senate.
16. Attend and participate in meetings and retreats of the MiraCosta Community College District Board of Trustees.
17. Provide leadership to Academic Senate subcommittees to ensure productive and efficient completion of tasks.
18. Designate Academic Senate Members as official liaisons of the Academic Senate to groups or committees (e.g., department chair liaison, Classified Staff Committee liaison, Associated Student Government liaison).
19. Meet with the Superintendent/President, the Vice Presidents, and with other administrative staff as needed.
20. Sit as a member of College Council, the Budget and Planning Committee, and the Administrators Committee.
21. Participate in the evaluation of administrative staff.
22. Allocate the secretarial support of the Academic Senate.
23. Ensure that minutes of Academic Senate meetings are published in a timely manner, and that they accurately reflect the actions taken at the meetings.
24. Further, the Academic Senate President shall engage in the Academic Senate correspondence.
25. Conduct orientations to explain the functions of the Academic Senate.
26. Assign faculty office space.
27. Assist in the orderly transfer of authority to the Academic Senate President Elect.
28. Attend, participate in, and serve as the MiraCosta College delegate for the fall and spring plenary sessions and Area D meetings of the Academic Senate for California Community Colleges (ASCCC).
29. Interact with the ASCCC and academic senates of other California Community Colleges.
30. Attend conferences and seminars of statewide organizations that relate to California community colleges (e.g., ASCCC Leadership Institute, Faculty Association of California Community Colleges (FACCC) Conference, Community College League of California (CCLC)).

31. Keep abreast, and inform all faculty, as appropriate, of communications and deliberations of organizations that impact on California community colleges (e.g., ASCCC, CCLC, Chancellor's Office, Board of Governors, California Community College Trustees, FACCC, legislative committees).
32. Allocate, in consultation with the Academic Senate, Academic Senate reassigned time that is not specifically allocated by position.

D. Duties of the Academic Senate President Elect (Article 5, Sec. III, Bylaws)

The President Elect shall:

1. Act as President in the absence of that officer.
2. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.
3. Serve as a member of the College Council, and of the Budget and Planning Committee.
4. Serve as the Academic Senate's formal liaison to the Faculty Assembly Council and MiraCosta College Academic Associate Faculty CCA/CTA/NEA Executive Board.
5. Take the office of Academic Senate President after the term ends, or when the President resigns.

E. Duties of the Academic Senate Vice-President (Article 5, Sec. IV, Bylaws)

The Vice President shall:

1. Act as President in the absence of that officer.
2. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.
3. Serve as a member of the College Council, and of the Budget and Planning Committee.
4. Serve as the Academic Senate's formal liaison to the Faculty Assembly Council and MiraCosta College Academic Associate Faculty CCA/CTA/NEA Executive Board.

F. Duties of the Academic Senate Coordinating Officer (Article 5, Sec. V, Bylaws) The Coordinating Officer shall:

1. Serve to coordinate and advance the annual goals of the Academic Senate.
2. Chair the faculty awards subcommittee.
3. Maintain faculty governance, Academic Senate subcommittee, and advisory committee rosters and terms of service.
4. Monitor student and associate faculty membership sought for Academic Senate committees and recruit as necessary.
5. Assist the Academic Senate President in communicating regularly with committee chairs to ensure a proper flow of issues and materials to the President and Senate.
6. Arrange the Academic Senate Subcommittee Chair Retreat and build agenda with President.
7. Collaborate with the President and Vice President/President Elect to identify and pursue important institutional issues related to academic and professional matters (10+1).

G. Duties of Academic Senate Members (Article 4, Bylaws)

Each Academic Senate Member shall:

1. Attend Academic Senate meetings regularly.
2. Review thoroughly all Academic Senate materials sent to them before the meeting in

which the materials will be discussed.

3. Read everything received if it is in regard to their job as a senator.
4. Ensure that in both open and closed sessions, only documented facts are raised and discussed. Personality conflicts, feelings, impressions, and hearsay about others are irrelevant, and shall not be raised or discussed during Academic Senate meetings.
5. Read and follow all Academic Senate-approved documents containing policies and procedures in which the Academic Senate has a role.
6. Help identify, prioritize, and accomplish the Academic Senate's annual goals.
7. Represent Academic Senate as liaisons to groups or committees as authorized (e.g., department chair liaison, Classified Staff Committee liaison, Associated Student Government liaison)

Each Academic Senate Member with a constituent group shall:

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

H. Nomination and Election of the Officers and Full-Time Faculty Members to the Academic Senate (Articles 4 and 7, Bylaws)

1. Full-time faculty members who have been granted tenure or will be granted tenure by the start of the following academic year by the MiraCosta College Board of Trustees are eligible to be officers or members of the Academic Senate.
2. Full-time faculty members who have been granted tenure or will be granted tenure by the start of the following academic year by the MiraCosta College Board of Trustees are not eligible to run when there is a foreseeable disruption in service during the service term. Examples of foreseeable disruption in service include sabbaticals or un-banking of a full load during a semester.
3. By the beginning of the fourth week of classes of the spring semester, the Elections Subcommittee shall establish an election timeline consistent with the procedure described below.
4. By the beginning of the sixth week of classes of the spring semester, the Elections Subcommittee shall put out a call for nominations for the office of either President Elect or Vice President (in alternate years) to all full-time faculty members, and to all faculty members, both full-time and associate, for the office of Coordinating Officer. The nomination period lasts approximately two weeks (not including spring break should it be during the nomination period) while classes are in session. Only those faculty members nominated within the nominations period, and who meet the eligibility requirements (Article 4, Bylaws) shall be considered for the ballot.

5. The Elections Subcommittee shall verify the eligibility of each nominee and notify each eligible nominee via email. Any member of the Elections Subcommittee who accepts a nomination shall resign from the subcommittee, and be replaced by appointment by the Academic Senate President if necessary. Nominees will have at least one week from the close of nominations to accept the nomination, and to submit a candidate statement (and possibly other requested materials) via email to the designated person on the Elections Subcommittee. If at one week from the close of nominations there are no more bona fide candidates than the number of seats for a particular position on the Academic Senate to be filled, the candidate(s) shall be declared winner(s) by the Elections Subcommittee and no election for such position(s) shall be held. Any process noted here may be done through automated or electronic means.
6. If an election is to be held, within two working days after the deadline to submit candidate statements, the Elections Subcommittee shall make an Election Brochure available online via the Academic Senate website. It may also be distributed electronically or in print. The Elections Subcommittee shall notify all faculty members how and when to access the brochure.
7. Ballots shall be distributed within three working days after the election brochure is available. Once the ballots are distributed, faculty members shall have at least three working days (weekdays when classes are in session) in which to submit their votes and at least five working days from the date the brochure was made available. In the race for full-time faculty members of the Academic Senate, a single paper or electronic ballot shall list all candidates and voters shall be instructed to vote for candidates equaling the number of vacant seats on the Academic Senate. All ballots shall be returned either in person, via campus mail, or electronically to the chair of the Elections Subcommittee or designee according to the election timeline. Votes for candidates who are not listed on the official ballot shall not be counted or considered.
8. After the deadline for submission of ballots according to the timeline established by the Elections Subcommittee, the Elections Subcommittee shall count the ballots. Ballot counting may be done through automated means using appropriate technology.
 - a) The candidate for Academic Senate President Elect who receives a majority of the vote shall be declared the winner. If there is no majority in the initial balloting, within a week, a runoff election shall be held between the two candidates who received the highest number of votes. The person who receives the majority in the runoff shall be declared the winner.
 - b) The candidates for Academic Senate Vice President and Coordinating Officer who receive a majority of the vote shall each be declared the winner for those offices. If there is no majority in the initial balloting for either position, within a week, a runoff election shall be held between the two candidates who received the highest number of votes. The person who receives the majority in the runoff shall be declared the winner.
 - c) Full-time faculty Academic Senate member seats shall be filled by those candidates who win the highest number of votes in the initial election. In case of a tie for the last position, within a week, a runoff election shall be held.
 - d) As winning candidates are determined, the Elections Subcommittee shall notify all faculty members of the results for each position (President Elect, Vice President, Coordinating Officer, Academic Senate member).

9. Any candidate may request a recount of the votes. In the case of this request, each candidate in that race may be present during the recount and may inspect the Elections Subcommittee security for the paper or electronic ballots. In the case of a mistake in counting the votes or a breach of security, the Elections Subcommittee may amend the results of the election to declare the candidate who received the majority of the votes cast to be elected or may conduct a new paper or electronic ballot if a security breach compromised the results of the election.
10. Vacancies shall be filled in one of two ways:
 - a) Those vacancies that occur for Vice President, Coordinating Officer, or Academic Senate members while half or less of the term is unserved shall be filled by appointment by the Academic Senate President and confirmation of the Academic Senate.
 - b) Those vacancies that occur while more than half of the term is unserved, or a vacancy in the office of Academic Senate President Elect, shall be filled by special election using the same process as for the general election in points H.1-H.7 above, but with an adjusted timeline as determined by the Elections Subcommittee. Once the ballots are tabulated and the winner with the most votes declared, the winner shall take office immediately.

I. Nomination and Election of the Associate Faculty Members to the Academic Senate (Articles 4 and 7, Bylaws)

1. Any person currently employed as an associate faculty member who has served for at least five consecutive semesters in the last four years at MiraCosta College is eligible for election as an associate faculty member or Coordinating Officer of the Academic Senate. Summer is an intersession and does not count for the purpose of five consecutive semesters.
2. If an associate faculty member of the Academic Senate ceases employment in the district during the academic year, the Academic Senate seat is immediately forfeit.
3. The associate faculty members of the Academic Senate are elected to two-year terms by those associate faculty currently employed. The terms for associate faculty Academic Senate members shall begin on the first day of June following completion of the election and end two years later on May 31st.
4. Each associate faculty member shall have a full (as opposed to proportionate) vote in electing associate faculty Academic Senate members. By the beginning of the ninth week of classes of the spring semester, the Elections Subcommittee shall put out a call for nominations to all associate faculty members. The nomination period lasts approximately two weeks while classes are in session. Only those faculty members nominated within the nominations period shall be considered for the ballot.
5. The Elections Subcommittee shall verify the eligibility of each nominee and notify each eligible nominee via email. Nominees will have at least one week from the close of nominations to accept the nomination, and to submit a candidate statement (and possibly other requested materials) via email to the designated person on the Elections Subcommittee. If at one week from the close of nominations there are no more bona fide candidates than the number of seats for a particular position on the Academic Senate to be filled, the candidate(s) shall be declared winner(s) by the Elections Subcommittee and no election for such position(s) shall be held. Any process noted here may be done through

automated or electronic means.

6. If an election is to be held, within two working days after the deadline to submit candidate statements, the Elections Subcommittee shall make an Election Brochure available online via the Academic Senate website. It may also be distributed electronically or in print. The Elections Subcommittee shall notify associate faculty members how and when to access the brochure.
7. Ballots shall be distributed within three working days after the election brochure is available. Once the ballots are distributed, associate faculty members shall have at least three working days (weekdays when classes are in session) in which to submit their votes and at least five working days from the date the brochure was made available. In the race for positions on the Academic Senate, a single paper or electronic ballot shall list all candidates and voters shall be instructed to vote for candidates equaling the number of vacant associate faculty member seats on the Academic Senate. All ballots shall be returned either in person, via campus mail, or electronically to the chair of the Elections Subcommittee or designee according to the election timeline. Votes for candidates who are not listed on the official ballot shall not be counted or considered.
8. After the deadline for submission of ballots according to the timeline established by the Elections Subcommittee, the Elections Subcommittee shall count the ballots. Ballot counting may be done through automated means using appropriate technology.
 - a) Associate faculty Academic Senate member seats shall be filled by those candidates who win the highest number of votes in the initial election. In case of a tie for the last position, within a week, a runoff election shall be held.
 - b) As winning candidates are determined, the Elections Subcommittee shall notify all faculty members of the results for each position (President Elect, Vice President, Coordinating Officer, Academic Senate member).
9. Vacancies shall be filled in one of two ways:
 - a) Those vacancies that occur while half or less of the term is unserved shall be filled by appointment by the Academic Senate President and confirmation of the Academic Senate.
 - b) Those vacancies that occur while more than half of the term is unserved, shall be filled by special election using the same process as for the general election in points I.1-I.8 above, but with an adjusted timeline as determined by the Elections Subcommittee. Once the ballots are tabulated and the winner with the most votes declared, the winner shall take office immediately.

J. Campaigning

1. Academic Senate is a legislative body, and the political use section of Administrative Procedure 3720 (Computer and Network Use) applies. Individual candidates may not use MiraCosta College District email distribution lists or other MiraCosta College District mass media tools for campaigning.
2. Candidate debates/forums 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.
3. All candidates shall have the opportunity to submit official candidate statements that will be published in the election brochure, online and distributed electronically to all faculty.
4. Campaigning must be free of elements that interfere with the education process,

endanger/slander persons, or damage property; candidate behavior must comply with Board Policy and Administrative Procedure 3050-Institutional Code of Ethics.

I

K. Recall of Academic Senate Officers and Members

1. To initiate a recall of any Academic Senate officer (President, President Elect, Vice President, or Coordinating Officer) a written petition bearing the signatures of at least 20 percent of the full-time faculty members and an equal number of associate faculty members must be presented to the Elections Subcommittee. A separate petition is required for each officer being recalled. A recall may not be held if three months or less remain in the officer's or full-time faculty member's term.
2. To initiate a recall of a full-time faculty Academic Senate member, a written petition bearing the signatures of at least 20 percent of full-time faculty members must be presented to the Elections Subcommittee. A recall may not be held if three months or less remain in the associate faculty Academic Senate member's term.
3. To initiate a recall of an associate faculty Academic Senate member, a written petition bearing the signatures of at least the number of associate faculty members, as calculated by 20 percent of full-time faculty members, must be presented to the Elections Subcommittee. A recall may not be held if three months or less remain in the associate faculty Academic Senate member's term.
4. If a valid petition is received, the Elections Subcommittee shall establish a nominations period of no less than two weeks and issue a call for nominees. If no one accepts a recall nomination, then no recall shall be held.
5. If at least one full-time faculty member accepts a recall nomination, then the Elections Subcommittee shall distribute paper or electronic ballots to the appropriate group of faculty members (full-time faculty or associate faculty). The ballot shall contain two questions per position subject to recall: (1) "Shall [name of officer or member] be recalled?" and (2) "If [name of officer or member] is successfully recalled, which of the following candidates should replace them?"
6. All ballots shall be returned either in person, via campus mail, or electronically to the chair of the Elections Subcommittee or designee within five class days.
7. If the first question is successful, the candidate receiving the majority of the votes shall be declared the winner. If there is no majority in the initial balloting, within a week, a runoff election shall be held between the two candidates who received the highest number of votes. The person who receives the majority in the runoff shall be declared the winner.
8. The winning candidate shall serve for the remainder of the recalled officer's term, effective immediately on declaration of a winner by the Elections Subcommittee.

K

L. Resignation of Academic Senate Members and Officers

1. In order to resign their position, an Academic Senate member or officer must send a message of resignation to the Chair of the Elections Subcommittee that also specifies their last date of service. A simultaneous copy will be sent to the Academic Senate President (or President Elect or Vice President, if the officer resigning is the Academic Senate President). This message must be sent via MiraCosta College email.
2. The resignation and its effective date shall be official once the Chair of the Elections

Subcommittee has verified the message and replied to the Academic Senate member or officer via MiraCosta College email. A simultaneous copy of the reply will be sent to the Academic Senate President (or President Elect or Vice President, if the officer resigning is the Academic Senate President).

3. Once a resignation message has been verified, it is not possible to rescind this resignation.

L

M. Constituent Groups of the Academic Senate (Article 4, Sec. II, Bylaws)

1. All Academic Senate members shall represent specific groups of faculty constituents. Academic Senate officers shall not represent specific groups of constituents, but will instead represent the entire faculty.
2. Full-time Faculty Constituent Groups: Constituent groups of approximately equal size shall be created and shall consist of full-time faculty members.
 - a) Full-time faculty members may elect to join one of the constituent groups by informing the Academic Senate President. The Academic Senate President may assign new full-time faculty members to the constituent groups and may also reassign full-time faculty members to constituent groups in order to keep the several groups approximately equal in size.
 - b) Following the election of the Academic Senate, the Academic Senate President, in consultation with the Academic Senate, shall assign each full Academic Senate member to represent one of the constituent groups. Such assignment shall automatically make the Academic Senate member a member of the constituent group they represent.
3. Associate Faculty Constituent Groups: Constituent groups for associate faculty Senators will receive information in a format determined by the collective of associate faculty Senators. Information will be distributed to all associate faculty from the collective. Associate faculty constituents will be divided into groups by the first letter of their last name. Associate faculty Senators will be assigned a constituent group to receive feedback. Associate faculty may contact the Senator of their constituent group or any other associate faculty Senator to provide input on matters of the Academic Senate.

M

N. Terms of Office for Academic Senate Members (Article 7, Bylaws)

1. Each member of the Academic Senate, with the exception of the President, President Elect, Vice President, Coordinating Officer, Superintendent/ President or their delegate, shall serve two years with approximately half of the members being elected each year.

N

O. Placing of Items on the Agenda of the Academic Senate (Article 6, Sec. I.E, Bylaws)

1. Faculty members may submit items to be included on the Academic Senate agenda. An item may be placed on the agenda by contacting the Academic Senate Administrative Assistant for an "Agenda Item" form (also available on the Academic Senate website). This form is to be filled out and returned to the Academic Senate Administrative Assistant by 4:00 p.m. six working days prior to an Academic Senate meeting. Each agenda item may have backup information. If appropriate, backup information must be submitted to the Academic Senate Administrative Assistant by 4:00 p.m. six working days prior to an

Academic Senate meeting. If appropriate backup material is not submitted in a timely manner, the Academic Senate President may delay the agenda item until information is provided.

Θ

P. Subcommittees of the Academic Senate (Article 10, Bylaws)

1. All full-time and associate faculty members are eligible to serve on subcommittees of the Academic Senate.
2. Subcommittees or taskforces may be established as required to perform necessary Academic Senate functions. The purview of such committees shall be internal to the Academic Senate and shall not duplicate the functions or assignments of college committees.
3. The Academic Senate Coordinating Officer shall maintain an accurate and current membership list of both subcommittees and taskforces of the Academic Senate.
4. Taskforces (ad hoc groups) may be created by the Academic Senate President with the concurrence of the Academic Senate. Taskforces serve at the pleasure of the Academic Senate President and Academic Senate. During the first two weeks of May for each taskforce, the Academic Senate President shall disband the taskforce or recommend the committee's conversion to a subcommittee (see ΘP.5.).
5. Subcommittees may be created by the Academic Senate President with the concurrence of the Academic Senate when the proposed subcommittee has existed as a taskforce and requires continued work beyond one year. During the first two weeks of May, for each subcommittee, the Academic Senate President shall disband the committee or direct the committee to continue as a subcommittee.
6. The Academic Senate President shall assign faculty members to the subcommittees of the Academic Senate, including the chairs. Those assignments shall be subject to approval by the Academic Senate.
7. Each subcommittee shall draft its mission, ~~and functions, and membership~~ (i.e., number of faculty, ex-officio, resource members, and other representative members) to be approved by the Academic Senate within one month of the subcommittee's creation. The committee chair or designee shall present the proposed mission and functions to the Academic Senate. The mission, ~~and functions, and membership~~ of each standing subcommittee shall be posted on the Academic Senate website within two weeks of receiving Academic Senate approval. Any revisions to a subcommittee's mission, ~~and/or functions, and/or membership~~ (e.g., composition or voting rights) shall be brought to the Academic Senate for approval in April (see ΘP.8.).
8. In April of each year, the Academic Senate President or designee shall request and gather from the chair of every subcommittee and taskforce a report of the group's accomplishments and work over the past academic year, along with the group's projected agenda items for the next academic year. At this time subcommittee chairs are encouraged to submit any proposed revisions to committee status, mission, membership, terms of service, or functions.
9. All Academic Senate Subcommittees must conduct business in public in accordance with the Ralph M. Brown Act, other state and local laws and regulations, and the Academic Senate Meeting Guidelines.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Stanback-Stroud Diversity Award – Rubric (21-22)

	0	1	2	3	4
a. Creating an inclusive and supportive campus climate	Not present	Listed contributions of creating an inclusive and supporting campus climate but lacks supporting detail	Minimal quantitative OR qualitative evidence of creating an inclusive and supporting campus climate	Some quantitative AND qualitative evidence of creating an inclusive and supporting campus climate	Significant quantitative AND qualitative evidence of a broad and sustained effort to create an inclusive and supportive campus climate
b. Implementing effective teaching and learning strategies	Not present	Listed implementing effective teaching and learning strategies but lacks supporting detail	Minimal quantitative OR qualitative evidence of implementing effective teaching and learning strategies	Some quantitative AND qualitative evidence of implementing effective teaching and learning strategies	Significant quantitative AND qualitative evidence a broad and sustained effort to implement effective teaching and learning strategies
c. Facilitating student access, retention, and success	Not present	Listed activities leading to increased student access, retention, and success but lacks supporting detail	Minimal quantitative OR qualitative evidence of activities leading to increased student access, retention, and success	Some quantitative AND qualitative evidence of activities leading to increased student access, retention, and success	Significant quantitative AND qualitative evidence of a broad pattern of activities leading to increased student access, retention, and success
d. Fostering student engagement in campus life	Not present	Listed contributions to student engagement but lacks supporting detail	Minimal quantitative OR qualitative evidence of the contribution to student engagement	Some quantitative AND qualitative evidence of the contribution to student engagement	Significant quantitative AND qualitative evidence of widespread student engagement in a sustained manner
e. Nomination documents	Not present	A brief statement from the nominee's application and statement of the nominator but without sufficient detail	Nominee's application from the nominee and Statement from the nominator provide justification for nomination	Nominee's application and statement from the nominator provide justification for nomination AND letters of support	Nominee's application from the nominee and statement from the nominator that provide comprehensive, clear and detailed justification for nomination AND letters of support.

The Stanback-Stroud Diversity Award Application

Each response is limited to 200 words per prompt (including supplemental support or evidence)

<p>Describe your efforts to create an inclusive and supportive campus climate.</p>	<p>The Noncredit English as a Second Language Department created an annual event to celebrate the diverse student population it serves.</p> <p>Diversity Day was born out of the need to have a safe and nurturing space for students who are non-native speakers of English to share aspects of their cultures, including dancing, music, folk stories, recipes, and other artistic cultural expressions. Sharing and learning from one another bring opportunities to hone language skills, create a welcoming environment, and promote a diverse and more inclusive culture.</p> <p>My role as the Diversity Day Committee leader is to plan how this event should unfold successfully. I work directly with Noncredit ESL faculty and a range of students with different English language abilities. This practice has continuously provided a space for students to independently engage in conversations about their personal stories and experiences while using language and tech skills.</p>
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p> <p>From 2019 to 2021, there were 87 ESL participants and 826 attendees including 21 faculty members, 25 staff members, student services booths such as UPRISE, the Library, the Writing Center, and M.E.Ch.A. Here is a video of Diversity Day 2019. Students' video submissions: ESL Level 7 student and ESL Level 1 student.</p>	
<p>What effective teaching and learning strategies have you implemented?</p>	<p>Being an Adult ESL Level 1 instructor for over 5 years has brought many challenges. Providing different modalities of communication and access to content has been one strategy that has proved to work with the literacy level of beginning English language learners. I have taken this approach to engage students in classwork, tech-based projects, Canvas assignments, Diversity Day participation, and anything that requires student active involvement.</p> <p>Making my own videos with captions, using lots of visual aids such as photos and infographics, and meeting one-on-one with students are some of the most effective teaching and learning strategies I often rely on. I have created over 100 YouTube videos for faculty and students. I have also created visual content with hyperlinks for students to independently engage with minimal support. Here is a sample of a Canvas for Computer Google Slides. The purpose of this type of material is to create a sense of agency and independence with my beginner students.</p>
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p> <p>My Fall 2021 classes had 117% and 157% fill rates, which is higher than the program average.</p>	

<p>Describe activities that have facilitated student access, retention, and success.</p>	<p>Early onboarding students. A few weeks before classes begin, I email students resources to get them prepared.</p> <p>Humanizing the online environment. My Canvas page has my pictures and short videos demonstrating how to interact with digital content. I also use the Announcement tool in Canvas to attach a summary of what has been studied in class each week and how to catch up if students miss class.</p> <p>Accessibility. All videos shared with students have correct captions and were made with clear and simple language. My Canvas page also has all the requirements needed to be accessible to students. Subtitles in 12 languages are provided in a video on how to access Canvas.</p> <p>Class recordings. Students who miss class can watch the class recording in Canvas. I also email the week's class recordings to all students.</p> <p>Office Hours. I meet with students who need extra support in a variety of issues that include Canvas assignments, ZOOM, transportation, laptop requests, Canvas App download, etc.</p>
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p> <p>My disproportionately impacted students have higher retention and success rates in comparison with my college averages. For example, my first-generation college students have a success rate of 81.6% in comparison with the college average of 78.7%.</p>	
<p>Describe activities that have fostered student engagement in campus life.</p>	<p>My students have participated in the Reading Festival, Diversity Day, Expressions Magazine Festival, I Love a Clean San Diego, UPRISE: Public Charge and Know your Rights, the National Latino conference, and the Latino Book and Family Festival that takes place at the main campus. Planning lessons and allocating time to participate on some events are important to get my students interested, engaged, and involved. In 2020, 82-year-old Venezuelan native Leandra Lopez participated in the College Speaker Series: Student Panel. Mrs. Lopez answered 5 questions regarding her online learning experience as a senior. In 2019, my students got prepared for weeks to attend the 2019 Reading Festival: Fred Korematsu Speaks Up conference. Students also brought questions about the author and practiced their oral and reading skills during the event.</p>
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p> <p>From 2019 to 2021, there were 87 ESL participants and 826 attendees including 21 faculty members, 25 staff members, student services booths such as UPRISE, the Library, the Writing Center, and M.E.Ch.A. . Here is a video of Diversity Day 2019. Students' video submissions: ESL Level 7 student and ESL Level 1 student.</p>	

Nomination documents	
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January 13, 2022

To: ASCCC Committee

Our California community colleges are a magnet for people who love to teach and appreciate the power an education can bring to students' lives. One faculty member in particular, of the Noncredit ESL Department, exemplifies the best characteristics of an educator dedicated to equity and diversity. She is a model for our students: She comes from a linguistic and cultural background that is like that of many of the students in our evening ESL classes. She grew up in a southern state of Mexico and was the first person in her small Mayan village to go to college. Because of her dedication and excellence as a student, she received a scholarship to study in the United States. Her story is an inspiration to her students and colleagues.

She teaches students in the lowest level of the program who have little to no English, oftentimes have little to no previous formal education. Her students sometimes have limited literacy in their first languages, have varying levels of digital literacy, and come from a very wide range of cultural and socioeconomic backgrounds. Yet she creates an inclusive classroom environment where her students feel part of a supportive community, thrive, and develop all their skills. They gain a voice and confidence in using it. In this period of uncertainty due to the pandemic, many ESL programs across the country have lost enrollment of students in their beginning levels because students struggling with English literacy could not manage learning digital literacy necessary for remote instruction at the same time. However, her Fall 2021 classes had 117% and 157% fill rates. The department's in-house calculations of student persistence (defined in adult education as completion of a course) taken from her class advancement report averaged 92% from Summer 2020 to Summer 2021, which is higher than the program average.

Her influence extends beyond her classroom to other projects. When our college made a sudden and necessary shift to remote instruction in March 2020, many ESL teachers and students had great trepidation about how classes would be conducted in a 100% online format in a subject that has traditionally been sensitive to classroom context. Many teachers worried how we would be able to reach some members of our student population who, besides lacking English language skills, are not sophisticated users of technology. During this critical juncture, she shared many examples of how she has her class participate with online tools. She also made a series of online video tutorials that are perfect for the audience of low-literacy ESL students that explain in clear English with contextualized images how to log in to Canvas and how to access Zoom. These were translated into the first languages of students in our program, and she shared all the videos with the department for all teachers to use with their classes. Her generosity and support of colleagues helped our department transition at a challenging time, and her fill rates and persistence rates are a testament to the value of the tremendous work she has done with onboarding. I believe that the training, the video presentations, and the concise documents and engaging lessons that she has shared with colleagues have helped to raise the level of our ESL program overall. Furthermore, she has also presented statewide with colleagues the department's onboarding processes for the California Adult Education Program (CAEP) Summit, the California Teachers of English as a Second Language (CATESOL) annual conference, and the OTAN Tech and Distance Learning Symposium, and was recently invited to present for the Los Angeles Regional Adult Education Consortium. Her methods for onboarding beginning ESL students were very well received in the presentations; thus, she has contributed her expertise to the field to benefit ESL teachers and students beyond our college so that similar programs can be as inclusive of their beginning level students.

Finally, a popular project that she leads highlights student achievement and celebrates the range of cultural backgrounds of students at the Community Learning Center. This project is the annual Diversity Day. She has spearheaded this event for the past four years, and for the past two years has arranged it as a virtual event for students to attend via Zoom both morning and evening. The event features live and recorded presentations of students sharing aspects of their cultures, including dancing, music, folk stories, recipes, and other artistic expressions of culture. Her Level 1 ESL students are always presenters in the event, proudly using the English and tech skills they have learned in her class.

She started teaching in 2016 with a clear goal to build equitable educational opportunities for students and a natural ability to create an inclusive and supportive learning environment. She has taken initiative to demonstrate her skills and develop her leadership abilities through her oversight of campus-wide projects such as Diversity Day, and with the technology training of her colleagues in Noncredit ESL. Her contributions both internally to the department and statewide to her discipline have garnered her enthusiastic support and encouragement from students and colleagues alike. Accordingly, I wish to nominate my colleague for the Regina Stanback-Stroud Award, which "honors faculty whose work demonstrates a commitment to diversity, equity and social justice." Her work on behalf of students for a more diverse and inclusive learning environment exceeds all criteria for consideration, and if chosen, she will bring great distinction to our California community college system.

Respectfully submitted,

Associate Instructor NCESL



MIRACOSTA COMMUNITY COLLEGE DISTRICT

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Jan. 31, 2022

Dear Awards Committee members,

I am writing this letter in support of the nomination of my colleague Chris Vela Che for the Regina-Stanback Stroud Diversity Award. She truly deserves for her tireless work in serving some of the most vulnerable students who attend MiraCosta College, our beginning level immigrant students in the Noncredit ESL program. She fulfills the criteria of the award:

1. Creates an inclusive and supportive campus climate
2. Implements effective teaching and learning strategies
3. Facilitates student access, retention, and success,
4. Fosters student engagement in campus life.

I first met Chris in 2016 as department chair when she was employed as an adult ESL instructor for the San Dieguito Union High School District. Per AB 86, San Dieguito UHSD's adult program became part of the Coastal North County Adult Education Consortium, and Chris had to go through MiraCosta's hiring process. In her first semester, I observed her evening class in a cramped trailer classroom at San Dieguito Academy High School. There were close to 40 excited, smiling beginning learners of English in the classroom, whom Chris treated warmly and respectfully, teaching a civics lesson on U.S. geography and history with very limited resources beyond an old-fashioned projector. Chris demonstrated cultural competency already. That's not something easy to teach or learn. She just needed more support to grow, and it was evident that she had huge potential to grow in her skills.

Pre-pandemic, on our commutes to conferences, I learned about Chris's own background, what a humble woman she is, and what an outstanding model she is for our students. Chris herself is an immigrant, having grown up in a Mayan village in Yucatan, Mexico. She was the daughter of a single mother who passed away at a young age from cancer. She was the first person from her town to attend college, and later got a scholarship to attend a university in the United States. She is the mother of a pre-adolescent autistic son, so her advocacy reaches beyond diversity in terms of culture and language and into the realm of ability. There is much more to her story that is so inspiring.

Over the past six years, I have had the pleasure to see Chris's teaching and leadership abilities blossom. After moving her to the Community Learning Center, beginning level students – who often would leave at the break time on days when the class was assigned to the computer lab under the tutelage of previous faculty – experienced leaps and bounds in their digital literacy. Not only does Chris spend countless weekend hours creating multimedia for her classes – indispensable for students who lack literacy in English and even at times have low levels of literacy in their first languages – she creates projects that involve students in building their English language skills and computer skills. The results were very successful, giving students pride in what they could accomplish.

Together with colleagues, Chris began presenting her work and sharing her students' success at local and state conferences, building up her confidence in herself. Most recently she presented alone for a California Teachers

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of English to Speakers of Other Languages workshop organized by the Online Teaching Interest Group. In professional development organizations I consult on in California and nationwide, I have heard only negative comments about beginning English language learners' abilities to study via remote instruction. This has never been the case with Chris. Her classes are full and stay that way until the end. As an assessor for our EL Civics / speaking SLOs, I evaluated her students last summer in Zoom, and I was amazed by their abilities to not only express themselves in English but to navigate the Zoom platform to join me in break-out rooms and then re-enter the main room to re-join their classmates. They were so proud and confident, and that is exactly our goal in adult education – to empower adult learners. Clearly, Chris goes above and beyond to accommodate the many languages and abilities of her students.

For dedication to student success and fostering not only students' abilities but also students' beliefs in themselves, Chris is a deserving recipient of this award.

Thank you for considering the nomination.

Sincerely,

Kristi Reyes

Kristi Reyes

Noncredit ESL faculty

**A Resolution of the MiraCosta College Academic Senate
Creation of an Ethnic Studies Department (R. 1-21)**

WHEREAS, California adopted AB 1460 in August 2020 (codified in California Education Code Section 89032), which created an Ethnic Studies general education graduation requirement for the California State University (CSU) that will commence in the 2021–22 academic year and which will require campuses to provide lower division courses meeting Ethnic Studies core competencies¹ that either have an Ethnic Studies prefix or are cross-listed with an Ethnic Studies course starting in Fall 2021; and

WHEREAS, the Academic Senate for California Community Colleges called "for developing Ethnic Studies as an AA degree discipline/program and/or a component of the General Education Curriculum" as far back as 1988 with Resolution Number 5.04 and as recently as the fall 2020 plenary adopted Resolutions Numbered 9.03 and 9.04², which respectively recommended "the California Code of Regulations Title 5 §55063 be amended to include an ethnic studies graduation requirement for California community college associate degrees" and establishment of "an ethnic studies general education requirement for California Community colleges by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies"; and

WHEREAS, Ethnic Studies is an interdisciplinary academic discipline clearly defined by the California Community Colleges Chancellor's Office³ focused on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including Ethnic studies, Chicana and Chicano studies, Latina and Latino studies, African-American studies, Black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, Indigenous studies, Filipino studies, La Raza studies, and Central American studies; and

WHEREAS, establishing distinct epistemological and pedagogical practices aimed at transforming oppressive systems while improving student achievement outcomes is central to the historic mission and contemporary scope of Ethnic Studies⁴, granting it greater "influence on course offerings," the "power to define itself intellectually and academically," and the ability "to build a sound, coherent, and intellectually challenging program" rather than a "haphazard sampling of whatever courses may be available through a number of different departments"; and

WHEREAS, MiraCosta College does not offer Ethnic Studies designated courses due to the limited number of Ethnic Studies discipline faculty among tenured and associate faculty who successfully meet the minimum qualifications; and

WHEREAS, creating an Ethnic Studies Department, especially with at least one full-time faculty expert to help lead the department, empowers faculty to work on curricular and programmatic innovations with Ethnic Studies pedagogy and paradigms, which would not be possible if Ethnic Studies was entirely reliant on existing subject areas/departments/disciplines and programs;

¹ <https://calstate.policystat.com/policy/8919100/latest/>

² https://asccc.org/sites/default/files/Fall%202020%20Adopted%20Resolutions%2011.9.2020%20FINAL_0.pdf

³ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Educational-Programs-and-Professional-Development/Minimum-Qualifications>

⁴ See "The History, Development, and Future of Ethnic Studies" by Evelyn Hu-DeHart, "The Co-opting of Ethnic Studies in the American University: A Critical View" by Jesse M. Vazquez, and "What is and is NOT Ethnic Studies" Letter to the State Assemblymembers Medina and Weber by Kenneth Montiero.

WHEREAS, Ethnic Studies coursework and programming is in keeping with the MiraCosta College's Mission, Vision, and Values statements and commitment to becoming a racially just campus.

NOW THEREFORE, BE IT RESOLVED, that the MiraCosta College Academic Senate in accordance with the recent Academic Senate Resolution of the Declaration that Black Lives Matter and a Call to Action (R. 1-20), support the creation and expansion of Ethnic Studies courses with respect and acknowledgement of the academic field of study, historically rooted in distinct epistemological and pedagogical practices; and

BE IT FURTHER RESOLVED, that this resolution serve as the basis to establish high priority for one full-time Ethnic Studies faculty position in the upcoming faculty request ranking process; and

BE IT FURTHER RESOLVED, that the MiraCosta Academic Senate, in collaboration with relevant college governance committees and administration, support an independent Ethnic Studies workgroup led by a tenured faculty member who possesses the appropriate minimum qualifications in Ethnic Studies, to plan for meeting the needs of students and to grow and nurture Ethnic Studies course offerings in a sustainable way leading to the establishment of an Ethnic Studies Department at MiraCosta College.

Academic Senate Report 12/03/21

Data Coaching Report – Goal #2

One of our goal at the Academic Senate is to provide Data Coaching for faculty and create mentor faculty who can lead data coaching in our institution. Here are results of my research on “Data Coaching” and my colleagues Hossein Ravanbaksh and Tyrone Nagai helped me in this process.

MiraCosta College

- I met with Dean of Strong Work Force (SWF), Ben Gamboa, and he shared that the SWF has offered Faculty Institute 1.0 funded by their region which was mostly focused on data coaching. The goal of this institute was for faculty to learn how to analyze and interpret data and become a faculty role model. In this institute, 25 participant faculty received a workbook that had to be completed section by section on a monthly basis. The faculty participants met each month and the discussions were led by Zhenya Lindstrom. The faculty also had meetings with the RPIE Researcher Kim Coutts as they went over the sections for that month. Later faculty completed their workbook and implemented their action plan in their classroom. This institute started in March and ended in September. Faculty received \$1500 stipend for attending the institute. The Faculty Institute 2.0 will start in March 2022 and will be open to all faculty but the CTE faculty will have priority.
- Hossein, Tyrone, and I met with the Cultural Curriculum Collective facilitators, JahB Prescott and Nate Scharff, and learned about their initiative and achievements in data coaching. Now in its second year, the CCC has led two cohorts through data coaching. This year's CCC has 18 faculty in their cohort, including many associate faculty who will go through this journey together for one academic year (two semesters.) Facilitators JahB (letters), Nate (Business) and Kris (Adult High School) meet with the cohort monthly for 90 minutes on Zoom. Each zoom session opens with a focus on a specific minoritized community, utilizing campus and student leaders from those communities. Cohort discussion specific to the featured community follows these openers. Faculty are then assigned Canvas work tied to equity practices that improve equity for (all) marginalized communities.

Additional CCC facilitator Kris Coats developed the Canvas shell for the cohort, using the year 1 course as a template. The CCC Canvas course contains many equity resources, including data coaching. Participants use this Canvas course just like our students do – they do their assignments on Canvas and the coaches provide feedback to them, announcement and communications are done via Canvas as well. Facilitators used the data dashboard to provide data coaching videos for the cohort. This data coaching focused on three areas: success rate, retention rate, and enrollment.

The initial material for this initiative was created by Angela Senigaglia and Sean Davis. They created a data template for this initiative with the goal of helping faculty to look at the data in a specific classroom with equity gap and develop a plan for equity improvements. This project was initiated in collaboration with Academic Senate, TLC and the Office of Instruction. It is funded by the Office of Instruction and each participant will receive \$1500 stipend for a year. In the future they would like to follow up with the faculty who completed the program and learn how their data has improved. Going forward, the CCC would also like to put in formalized funding to compensate student speakers who contribute to cohort sessions. Currently student contributors are being paid out of pocket. The CCC feels student compensation for their time is essential to supporting equity for our students. Students should be compensated for training faculty.

Chris Tarman also joined our meeting as the RPIE office assisted with providing data and analyzing them. Chris Tarman shared with me that one of RPIE goals is to put together a Data Coaching program at MiraCosta and they are very happy that the Academic Senate is interested in pursuing such a program.

Crafton Hills College

I learned that Crafton Hills College is a pioneer in Faculty Data Coaching in California under leadership of Dr. Giovanni Sosa, Dean of Office of Institutional Effectiveness, Research, & Planning. Hossein, Tyrone, and I met with Dr. Sosa and he shared with us that at Crafton Hills the Program Review Committee has led the data coaching initiative (this committee is very similar to our IPRC at MiraCosta College.) The 10 members of the Program Review Committee work as mentors with 2 or 3 departments with the goal to look at data, interpret it with the equity lens, and respond to it. They meet two times a month for 1-2 hours each time as a group and also on a one-on-one basis to provide mentoring. The mentors did not go through a formal training, however they are very familiar with the process of program review and data dashboard. Each faculty has access to their own disaggregated data for each class and can discuss them with the mentors assigned to them on a one-on-one meeting. Each faculty will receive \$500 stipend per semester to be part of this initiative. In the future they would like to follow up with the faculty who completed the program and learned how their data has improved.

Here are the data and materials that Dr. Sosa shared with us:

<https://drive.google.com/drive/folders/1PEbmrSxRBMC-jlZyDX4AHNx Cz pDOzz8e>

https://public.tableau.com/views/DemographicsDashboard_6/Demographics?:showVizHome=no&:embed=true

Miramar College

I met with Laura Gonzalez and Xi from Miramar College. They shared with me that they learned about data coaching through Strong Work Force Faculty Institute and then they started their own data coaching in 2019-2020 called Data and Equity Community Coaching (DECC). Laura is the PDP Coordinator and Xi is the only person who work as the Data Analyst at Miramar College and together the lead this initiative. Laura will set up PDP sessions, promote it and bring it to the faculty and Xi provides the data. They edited the handbook from the Faculty Institute to customize it for Miramar College and the need of their faculty and students. So far they have served about 80 faculty in the data coaching initiatives. This is funded through Strong Work Force and each participant faculty will receive about \$500 and the mentors will get \$1000 for 5 weeks that they participate in this program. The first mentors were recruited from the faculty who participated in Faculty Institute and the second cohort of mentors were faculty who attended and completed the DECC program. Each mentor has about 4-5 mentees and Laura meets with mentors each week (mentors have two meetings per month, one with mentees and one with Laura.)

Xi provides two data tools to the participants: course level information for attendees and supplement tools which acts like a calculator that shows the impact of each assessment, assignments, etc. in the final success data. They also survey the attendees at the end and have learned a lot from this feedback and hoping to improve the program. In the future they would like to follow up with the faculty who completed the program and learned how their data has improved. Here are the data and materials that Laura shared with me:

DECC Handbook

https://docs.google.com/document/d/1hUo_K6A0b_gUYNXZ1RgzOYMBavRMVeKZUfsiqDtjDPo/edit?usp=sharing

DECC Workbook

<https://sdmiramar.edu/sites/default/files/documents/2020-10/DECC-Workbook-fall2020-form.pdf>