ACADEMIC SENATE

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AGENDA

I.   Call to Order

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

III. Roll Call

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

V.   Changes to Agenda Order

VI.   Consent Calendar
A.   Approve Minutes of the Regular Meeting of March 3, 2023
B.   Approve One Equivalency Request for International Languages/Spanish

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

VIII. New Business
A.   HyFlex Recommendations – *Julius, Safaralian*
Description: *This is the first read of a document designed to guide the next steps in our pilot implementation of HyFlex classes at MiraCosta. A faculty taskforce composed of Sean Davis, Jim Julius, Luke Lara, curry mitchell, and Leila Safaralian developed this document following the Senate's discussion of the results of the HyFlex faculty survey jointly conducted by AS and FA.*
B.   AP 4232 Pass/No Pass
Description: *Language was updated to indicate that the last day for a student to elect a pass/no pass petition is the last day of instruction and not at the time of enrollment or before 30% of the class has elapsed.*
C.   Sabbatical Leave Reports – *Hanada-Rogers* **[Time certain 10:30am]**
Description: *Six (6) sabbatical leave reports come to Academic Senate for a first rad for returning faculty members Sam Arenivar, Erica Duran, Matt Falker, Pierre Goueth, Jade Hidle, and Rosa Viramontes. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports are forwarded to the President/Superintendent for approval.*

IX.   Old Business
      A. Recommended Changes to Academic Senate Rules and Bylaws – *Safaralian*

Description: *In accordance with Article #.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 that impact both documents. Linked is a document with a summary of changes. These two documents come back for a second read and approval.*

      B. Academic Senate Subcommittee Chairs Length of Service Update – *Safaralian*

Description: *The Academic Senate will review the length of service for the Academic Senate Subcommittee Chairs and propose new changes to create a more equitable approach.*

      C. Possibility Statements and Professional Learning Report – *Roberts*

Description: *The PDP committee approved the possibility statements at their meeting of February 10th. PDP Coordinator, Aaron Roberts, will report on the discussions that took place at that meeting. The statements now come to Academic Senate for a second read and approval.*

X.   Information / Discussion
      A. Legislative Updates – *Fallstrom* **[Time certain 9:45am]**

Description: *Scott Fallstrom, the legislative liaison, will provide an update from the FACCC Legislative update on March 8th regarding any of the legislation in the current pipeline that may have impacts on Community Colleges.*

      B. Submitting an Annual Report for the Academic Senate and its Subcommittees – *Safaralian*

Description: *The Academic Senate will submit an end-of-the-year report at the end of each spring to College Council.*

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

XII.   Adjournment

UNOFFICIAL MINUTES

I. **Call to Order**
Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom and knowledge. The meeting was called to order at **9:02am.**

II. **Remote Member Attendance**
No one requested remote participation under the provisions of AB2449.

III. **Roll Call**
Members present: Robin Allyn (Coordinating Officer), Angela Beltran-Aguilar, Krista Byrd, Sunny Cooke (ex-officio), Karla Cordero, Shawn Firouzian, Genevieve Griffin, Jim Julius, Delores Loedel, curry mitchell (Vice President), Tyrone Nagai, Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President),
Members absent: Don Love, Krista Warren
Others present: Carl Banks, Natalia Cruz, Denée Pescarmona, Aaron Roberts, Chris Tarman

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 February 3, 2023**
   B. **Ratify Changes to the 2022-23 Committee Assignments List**
   Description: *Khang Nguyen has been assigned to the Honors Committee for the spring 2023 semester.*
   C. **Approve One Equivalency Request for Nutrition/Dietetics**
   D. **Materials Fees List -** *Senigalia*
   Description: *The materials fee list is updated every year to reflect any changes to materials fees in the fall when curriculum is approved. The list is also sent out in early spring to department chairs for review and any updates or requested changes to their course materials fee. Art increased the fees on their courses due to inflation. Math removed their materials fee altogether. Nursing had a correction on their list, as a fee was missing that was on course's COR. Deletions are noted in red and corrections are noted in blue font.*
   E. **Curriculum Packet #3 -** *Senigaglia*
   Description: *Every year the Courses and Programs Committee (CPC) reviews curriculum and submits it to Academic Senate for approval. Each year they submit the curriculum approval in multiple parts. Part III is a small packet and contains 40 modified credit courses and one credit course deletion. Noncredit has two course modifications and one course deletion. This is the third of three curriculum packets for this year.*

   The consent calendar was approved by unanimous consent with a revision to the minutes.

VII. **Reports**
   A. **Academic Senate President** – *Safaralian*
   Academic Senate President, Leila Safaralian, congratulated colleagues who were granted tenure by the Board of Trustees at their last meeting including Veronica Bloss, Richard Dicker, Robert Falero, Kaitlin Fisher, Kris Peck, JahB Prescott, Aaron Roberts, Krystle Taylor, and Lynnie Trzoss.
   It was announced that at the last AS meeting of the semester on Friday, May 19th, there will be a Faculty Recognition Celebration from 11am – 12pm to celebrate all faculty. A flier with a link to RSVP will be emailed soon. Recognition will include outgoing and incoming senators, AS subcommittee chairs, and Sean Davis as the Joyful Teacher. Angela Senigaglia is stepping down as chair of CPC. Her position is open and comes with 50% reassigned time. The deadline to apply is April 7th. Two emails were sent this week including one for faculty office assignments and the second for the great committee call for all

faculty with a deadline of April 7th. Two new committees were added to the list including MESA and Student Success, Equity, and Guided Pathways. MESA is looking for four STEM faculty to join the committee. Yesterday, Dean, Mike Fino, announced that the faculty sponsor for the MESA program will be Angela Beltran-Aguilar. Senators were reminded to share this information with their constituents after each meeting. On behalf of Adrean Askerneese and Thao Ha, it was reported that Zhenya Lindstrom is currently revising IFL job duties and responsibilities. These are some of the considerations for the new MOU: Next year will be a focus on IFLs working on Academic Maps with Zhenya's Lead; IFL collaborations with Work Based Learning Liaisons for ACP co-hosted events; IFL attendance at GP Institutes (1 during fall, 1 during spring); IFLs continue to hold monthly IFL meetings; IFLs give presentations to Academic Senate (topic and frequency to be determined); IFL participation in Extended Orientation opportunities for students (used to be called New Student Seminar); with the college's new structure under the IDEA office, the placement of ACP success teams is being determined. IDEA office will provide an organizational structure when task is complete. MCC team will attend the GP Institute March 22-24 in San Diego. ACP Spring retreat will be held on March 30, 11:30am-4:30pm at the CLC.

B. College Superintendent/President – *Cooke*

Superintendent/President, Sunny Cooke, reported that the last few days has been spent doing EOP (emergency operations procedures) training. There has always been an emergency operations group that has focused on planning for and dealing with and practicing for emergencies that might arise on campus. They are working on updating and modernizing their documentation and it is happening at each site. Asked everyone to save-the-date, April 21st, for the Spring Celebration of Excellence from 3-4:30pm to celebrate our own employees in the Oceanside cafeteria. This will be the first-time part-time faculty members will be recognized for their long-term service.

The new permanent state chancellor has been named. Dr. Sonya Christian will begin her role as of June 1st. She is the first permanent woman to be selected for this position and she is of Indian heritage. There has not been an appreciation for local governance and local control. It has not been a participatory governance at the state level, and they have a desire to make a system like the CSU system. With 116 diverse community colleges, this may not be a winning strategy for CA. One sign of the dysfunction is that no college presidents sit on the board of governors. At the state budget level, the deficit for revenue is much greater than the Governor had anticipated and are $3 billion dollars shorter than projected. There is some desire to move one-time funds into next year to solve the problem. We are in for some hard times that will continue through 2025 with projected diminishing revenues.

C. Classified Senate

Carl Banks presented in the absence of Ingrid Phillips. The focus of CS in March will be to do the charge and composition review. CS has a leadership program that is training classified professionals to serve on CS and governance. There is a group project they need to produce. It was noted that some of the first people students see is a classified professional when they come to campus. This group was given documentation from the Chancellor's office. During the human connections conference, the idea of starting Caring Campus 2.0 with a focus on classified professionals came to mind. After classified professionals get things right, they can then parlay that into serving students. This leadership cohort was given the charge of creating a plan focusing on Caring Campus for classified professionals; practicing self-care as a body so they can be best for students. They will be presenting this at the April 14th CS meeting. It was also noted that CS elections are taking place over the March/April timeframe. Banks is serving in his last term as CS President.

D. Associated Student Government

ASG, Vice President at the CLC, Natalia Cruz, reported on behalf of Michael Potterf noting the first successful event with board games, video games, ping pong, live music, and more. It served as a great opportunity for students to connect with each other and learn about clubs and organizations on campus. The second event will take place on Friday, March 3rd with a film screening of Hidden Figures.

Dr. Cooke wanted to recognize ASG Public Relations representative, Michael Potterf, who shared his powerful story at the ground-breaking ceremony for the new Media Arts building. He further shared the power of art along with the support he received from faculty and his peers.

VIII. New Business

A. Recommended Changes to Academic Senate Rules and Bylaws – *Safaralian*

Description: *In accordance with Article #.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 that impact both documents. Linked is a document with a summary of changes. This is a first read of these two documents.*

Safaralian reviewed the changes to the bylaws and rules in the attached document noting this is a first read and to share it with constituents for feedback.

B. Academic Senate Subcommittee Chairs Length of Service Update – *Safaralian*

Description: *The Academic Senate will review the length of service for the Academic Senate Subcommittee Chairs and propose new changes to create a more equitable approach.*

The AS President will appoint faculty to subcommittees and noted that some subcommittee chairs are stepping down. There is no official or formal document showing term lengths for committee chairs. The one exception is that the MOE chair is elected by its members every year. As well, the Awards Committee is led by the AS Coordinating Officer.

In May 2015 when Mike Fino was AS President, a document came to AS with a proposal that was never approved. Leila Safaralian shared a proposal to have three-year term length with an option of a one-time renewable term limit. This is a starting point, but if committees feel terms should only be two years then that is also okay. As well, if more time is needed to approve this document, then more time can be taken to do so. Discussion ensured and it was noted that some colleagues would like to serve as a chair, but if they haven't served on a committee, they are unsure and so perhaps they can start as a chair–elect to shadow the chair during that chair's third year and learn the job. The phrasing incoming chair rather than chair-elect is preferred. It was further noted that if there is a three-year term, year three would be designated for a new chair but it would then be a four-year commitment for the new chair. Is that too long? It was further asked, what if there is no chair-elect when a current chair may have to step down? It was also suggested that it is good to have something in place or formally written down for a new person taking over with a need for consistency between positions. It is agreed there is a need for a term limit and a way to bring new faculty into these positions.

The FA has written into their bylaws that the past president must sit on the committee to mentor the next president as the immediate past-president and serves on the executive committee. It's critical for, at least the presidency, that they would have to have served on council. Another way to support a new chair could be a group of past chairs, like a support group, that could be accessed by new chairs throughout their term.

C. Possibility Statements and Professional Learning Report – *Roberts*

Description: *The PDP committee approved the possibility statements at their meeting of February 10th. PDP Coordinator, Aaron Roberts, will report on the discussions that took place at that meeting. The statements now come to Academic Senate for a first read.*

In Fall 2022 Charlie Ng brought these statements to AS and it was determined that PDP should review them. They put together a taskforce and made changes and approved them in February. The looked at what is valuable and guiding ideas, but they do not have to do all of these things. They made some small changes to wording, got rid of duplications, and synthesized and connected things. It better captures our value and autonomy for professional learning and collaboration, as well as equity and community. Took something not made by faculty and added their layer and this document reflects more of the campus than the original. The 10+1 is built into the system and structure. For the real core value, added a focus on trust and extrapolates humility, as well. What will be in what we make is a foundation of equity.

Pointed out the statement of third bullet, the Lodestar philosophy and welcoming various cultures. Roberts asked that the ideas, values, and people who will be doing the work will be supported.

When asked where these statements will go, it was noted that these statements is what the steering committees will be using working together and working on their own individual charges. These documents will be posted and used for work the groups will do.

IX.   Information / Discussion

A. Committee Evaluation Tools - *Safaralian*

Description: *Governance body committees will be required to conduct evaluations this spring. Each committee will need to spend time in a regularly scheduled meeting to review and discuss (1) the charge and membership, (2) the effectiveness of the meetings, (3) committee participation, and (4) how subcommittees are working. The Academic Senate will take time to conduct evaluations and dialogue during this meeting.*

Chris Tarman joined the meeting to help with guiding the process. It was noted that this process was added to the governance handbook that every three years, governance committees will conduct this evaluation publicly. The deadline to submit the evaluation is April 14th submitted to College Council.

Safaralian presented a slideshow noting there are four categories to be evaluated including committee effectiveness, committee meetings, committee participation, and subcommittee outcomes. It was also noted that AS subcommittees will evaluate themselves and report back.

Each category will be rated as either very effective, somewhat effective, somewhat ineffective, very ineffective, or don't' know – N/A. It was agreed that the word "somewhat" be removed.

CHARGE AND MEMBERSHIP
Overall how would you rate the effectiveness of the committee in meeting its charge?
Academic Senate is a faculty body representing all full-time and associate faculty in academic and professional matters know as 10+1.

The AS retreat and learning about 10+1 in terms of having it before the semester started also gave the notion of how AS was going to operate and what responsibilities would be for senators. This was very effective. Feedback from a subcommittee chair noted that they thought there would be training for them as a new chair, but the retreat was mostly for senators. A way to improve could be to add some kind of onboarding and training for new subcommittee chairs.

In preparation about the next year maybe subcommittee chairs can have their own breakout session while AS senators do theirs. It was further noted that AS associate faculty have had a very difficult time reaching out to their constituents due to the technical issue of not having an email list that goes to their direct constituents. Hopefully this will be remedied as it is being worked on currently. For full-time faculty, there are specific constituents. Dr. Cooke noted that the list changes from semester to semester but will look at if HR can do something to get a global list that will need to be updated every semester.

It was again noted that the retreat was really helpful and suggested it might also be helpful to have a mock meeting as part of the retreat. That could help in terms of the procedures. Effectiveness is a two-way street; not only what is provided but what a person is willing to put into their role as a senator. Taking good notes and emailing highlights to constituents can surprise them. Some have never received anything from their Senate representative before. We are being very effective, but it takes everyone to be very effective.

It is helpful and insightful when student voices are included in the meetings and get the ASG representative perspective including events they are having or even concerns about accessibility of space and resources. With that kind of dialogue, we are effective to very effective.

There is a concern regarding talking about AS goals. There is barely enough time for that. Presentations are usually long, so we give folks 10 minutes to presenters. One of the goals is teaching and learning and there is a desire to have time to talk about that as well as, enrollment and onboarding. Senator reports are also important and need more time as well. There is not a desire to extend the length of the meeting, but these are two important things that need more time during the meetings.

It feels like the goals should be for two years because this feels the same during the first year of service on Senate. One year does is not enough time to reach the goals. If a goal is not met in the first year, it could continue into the next year. Another way would be to meet after the meeting.

mitchell summarized the internal survey for discussion. The summary of the survey can be found at this LINK. Categories on the survey included how do you feel about preparing for meetings, participating in meetings, representing your constituents, and your role in governance. There was also space for general feedback. For each category there were a lot of things called out. This summary included the top three areas of concern for each category.

There are three recommendations:
1. Create a Senator's handbook or "cheat sheet" that demystify, stabilize, and serve different areas of the work faculty do on senate, including how we prepare for, participate in, and take action following Senate meetings.
2. Create, resource, and sustain opportunities for Senators to connect to their own constituent groups. This can occur through goal-setting activities and/or facilitated discussion perhaps during Flex week or at the Cultivating Human Connections or meet and greets. This is something that will be sustained; not just Flex week, but perhaps mid-semester, as well, to keep these connections developing.
3. Devote time (during AS meetings or during the AS fall retreat) to an onboarding process specifically for Senator Reports or open conversations about our procedures.

For example, at the retreat, we could devote some time to Senator reports. Perhaps an activity where each person talks about a thing that they are in charge of such as Honors, for example. That could be put on a sticky note on a whiteboard and adding stickies to the whiteboard. At the end, everyone can grab a sticky and that becomes the Senator report. Another possibility is to devote 15 minutes towards the end of a meeting regularly to bring up a topic such as how is it going talking with constituents. It is a way to be transparent and a way to share some effective practices and feel a little more encourages.

These are tentative recommendations. If anyone can think of more, let the taskforce know.

When asked about the report for the evaluation, Tarman noted he is not requiring anything other than the committees have these conversations what have been a really effective use of time. – just want the conversations to happen.

Dr. Cooke noted that the college used to do an evaluation of the Governance Manual but it said to do an evaluation of our governance system every year. We were not following that because it takes time and so they streamlined this to do a committee assessment every three years giving time to make recommendations, assess, and implement. This will be a baseline for this streamlined process.

It was agreed that the answer for this category is, effective.

MEETINGS

Meeting Schedule: First and third Fridays 9-11am. It was noted that there are other meetings that may conflict with this time such as ASG. IPRC meets the same time on alternate Fridays; however, when there are holidays, that can also be a conflict.

Making the meetings hybrid has been helpful to allow others to attend.

We use the time we have available effectively, sometimes there are more items to cover than what we might want to fit in the two hours. Given the block of time, we make good use of it. Is it even possible to make the meetings longer with other scheduling conflicts?

Some comments that came from the survey noted some of the more interesting moments is when others come and share what they are working on. Senate reports are also interesting for some.

It was noted that the Board struggles with the same thing. Governance work takes time. They have study sessions that allows them to go more in depth into a topic. You could, for example, use one meeting each month for only consent and discussion for the next.

PARTICIPATION

Please provide feedback and suggestions regarding AS Senators participation.

Last spring, AS had, what for us, was a contentious debate on a particular issue with three nays which was considered a contentious vote. This body usually has a unanimous vote. It is appreciated from a collegiality standpoint but wonders for those who might have an opposing view, does the norm of unanimity hinder the presentation. Further wonders if one strongly disagrees is it okay and can we move forward? Everyone individually can answer that for themselves. It can also be intimidating for a new Senator. We follow Roberts Rules of Order, but there is another philosophy that says the majority vote should be supported whether right or wrong. However, further down the road if we noticed it was the wrong decision we can always go back and fix it. If everybody, including those who oppose something support it, then we will know if it was a good idea or not.

One thing about a meeting like this is that privilege is a certain kind of discourse and comfort. One at a time, people wait their turn that leads us in certain directions. We should imagine other ways of having interaction. MOE, for example, has moments of quiet where folks think about something before talking. They may have a Google document where everyone can spend ten minutes putting their own comments and thoughts simultaneously.

SUBCOMMITTEES

Subcommittees will do their own evaluation and report to the AS President. Safaralian suggested an internal survey each year to learn where the improvement is needed.

Tarman finalized the discussion noting it is good to carve out this time to think about how we interact as a body and how we want to get work done. We can think of different ways to interact and make sure we have an inclusive meeting practice. Doing this from time to time, how we're working, looking at terms, is a good practice.

B. Associate Faculty Recognition Awards – *Allyn*

Description: *AS Coordinating Officer and Chair of the AS Awards Subcommittee, Robin Allyn, will discuss the work of the committee along with the support of the Academic Senate President, Administration, and Human Resources leadership, to create a way to recognize associate faculty for their longevity in service to the college.*

Allyn gave thanks to the Academic Senate Presidents from last year and this year, Dr. Cooke, HR, administration, the office of instruction for creating this award to recognize associate faculty for their time and service. They will be mirroring the pins and so they will be distributing ten-semester pins.

There were some data limitations. Prior to the implementation of SURF, prior to spring 2002, those classroom and non-classroom faculty will receive a one-time Diamond Certificate for their long years of service and dedication to the college. AF will be recognized on April 21st from 3-4:30pm in Cafeteria at the Spring Celebration. Please RSVP.

X.   **Senator Reports**
Cordero reiterated about the two recent events including the first open mic night event where over 160 students and faculty attended. They also served over 80 students virtually for a writing workshop. There will be another open night mic event on March 30th.

Firouzian announced the Data Science Educators Panel that will occur on April 21st at SAN. If content is relevant to your class, faculty may consider extra credit for students to attend. It is open to faculty, students, and community members.

Julius announced that next week is open education week and is a global event. If interested, you can tune in to over 200 workshops being held around the world about OER and they are flex eligible. In March MCC will receive $100K to help develop zero textbook costs for Sociology. Reach out to Julius or Lauren McFall for more information.

Ravanbaksh noted that the CLC celebrated the annual reading festival and gave a should out to Angela Senigaglia for her work on this. Students attended virtually and in-person. Sessions were recorded and will be available soon.

Beltran is excited about her new role for MESA starting in fall 2023. Her role will be to resurrect or start a new student club. She will be recruiting students for the club, in particular, students who are in STEM. A specific sized space is needed to study. If you have any students this semester, summer, or next semester who are interested, refer them to her. She is also a newly rehired online mentor. If anyone needs help, reach out to her or other mentors for online learning.

Loedel mentioned she attended the Vista HS Futures Fair noting it was interesting to talk to high school students and get their perspective. She also attended the last ASG meeting and was very impressed. Pescarmona gave a shout out to Loedel for her leadership with PTK.

Owens noted that EOPS gives a $350 book voucher to students; but, if the vouchers are not used, the money goes back into the EOPS account, and every dollar goes back to the EOPS students. If instructors have books to donate, they can send them to EOPS in the 3500 building in breezeway and drop off the books to the loan program. The textbook loan program is open to all students. EOPS was just awarded funding to have a NextUp program for current and former foster youth. She will share the eligibility criteria for the next AS Newsletter. They also have a Rafi program in place now.

Cruz mentioned ASG that at the movie nights she met so many new faces. There is a need for students to access their SURF and Canvas accounts. She is organizing workshops to be held at the CLC to help with navigating Surf and give tech support. Terms are every 8 weeks at the CLC and so they will hold this off until the next 8 weeks of classes.

Allyn announced that applications for the Leon Baradat Award are due March 12th. Nominate an AF and FT who shows excellence in the classroom and governance. Also, save-the-date for the next Health and Wellness Expo on April 11th from 11am – 1pm.

XI.   **Adjournment –** The meeting adjourned at 11:31am.

MiraCosta College Academic Senate HyFlex Recommendations

HyFlex ("Hybrid" + "Flexible") instruction originated at San Francisco State University nearly 20 years ago. In its original form, HyFlex classes allowed for student choice of attendance across three modalities: in-person, synchronous online, or asynchronous online. When MiraCosta began piloting HyFlex classes in 2021, we limited HyFlex to two options for student attendance: in-person or synchronous online. For more detailed background on the HyFlex modality, please see an 8 minute video and accompanying one-page document created by Jim Julius in fall 2022, as well as the summary of results of the joint AS/FA faculty survey on HyFlex conducted in late fall 2022.

This document provides the Academic Senate's recommendations on the next steps for supporting faculty and student success with HyFlex instruction at MiraCosta College.

The college should maintain the current definition of HyFlex as 2-in-1, synchronous online + in-person attendance as we deepen our pilot exploration of HyFlex instruction. The Academic Senate will consider other multi-modality course offering options in the future.

To effectively strengthen the current pilot of HyFlex instruction, the Academic Senate strongly recommends:
- A consistent note in SURF be used for all HyFlex classes, regardless of department. Recommendation: "HyFlex classes are ones in which students will have the choice to attend their class on Zoom or in person during scheduled class times."
- The college provides options for students to have access to computers in HyFlex classrooms when needed for full participation in class activities.
- HyFlex classes are offered only in fully HyFlex-equipped classrooms and when scheduled as such in SURF.
- As HyFlex classrooms are being designed, faculty and departments are collaborators with ITS in decisions about hardware, software, and room configuration.
- Faculty who wish to have technological assistance and/or instructional support when teaching a HyFlex class are able to work with their department and dean to find a solution to this in advance of scheduling them to teach a HyFlex class.
- Faculty have a clear process for receiving support and providing feedback about HyFlex technology through the Employee HelpDesk in order for them to use it effectively and for the classroom technology to be regularly improved.
- The college supports Program Review of HyFlex modality classes by including HyFlex as a distinct modality for selection on data dashboards.

For departments which choose to offer a HyFlex course, the Academic Senate establishes the following parameters and guidelines:
- A HyFlex course section should be scheduled only when the department and faculty member agree that it is appropriate to offer the section in that modality, and that the faculty member is prepared to teach a HyFlex class.
- Departments should include reflection upon and continual improvement of HyFlex class offerings in ongoing informal and formal ways through data analysis, including Program

Approved by the MiraCosta College Academic Senate xx/xx/23

Review. This should include consideration of the needs, benefits, and challenges associated with offering HyFlex classes.
- If a department decides to offer a HyFlex program/pathway, it should be confident that there are sufficient faculty prepared and interested in teaching the necessary courses as HyFlex.

For faculty who choose to teach a HyFlex course, the Academic Senate establishes the following parameters and guidelines:
- Given HyFlex classes are Distance Education classes, faculty teaching HyFlex classes must have completed the institutional DE compliance training and must teach HyFlex classes in compliance with AP 4105.
- Given the 2-in-1 definition of the current HyFlex pilot program, students need to be present in-person or in the live Zoom session to be considered as attending. Certain patterns of onsite or online attendance should not be privileged over the other and asynchronous "attendance" is not an option.
- A course section that is scheduled as HyFlex should remain available as HyFlex for the entire term of the course section, regardless of instructor or student preferences, honoring AS resolution R.2-20, Distance Education and the Course Schedule.
- From faculty purview and for purposes of training/professional development, there should be support for multiple HyFlex instructional approaches and motivations for offering a HyFlex class.
- Instructors should share their approach to recording HyFlex classes via Zoom with students, in accordance with the MiraCosta College Commitment to Equitable use of Cameras in Online Instruction and Assessment and Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy.

The Academic Senate and its subcommittees will support HyFlex instruction in the following ways:
- The C3 Teaching and Learning Center, MOE/Online Education, and PDP/AS, in partnership with ITS, should ensure that HyFlex technology training and HyFlex course design/teaching workshops and resources are offered on a regular basis.
- MOE should determine if updates to institutional DE documents are needed to account for HyFlex modality instruction, and if so, MOE should draft its recommendations and provide the updates to the appropriate governance group.
- CPC should make any updates to curriculum documents it sees as necessary to account for HyFlex modality instruction.

Approved by the MiraCosta College Academic Senate xx/xx/23

Courses may be offered in either or both of the following categories:

A.   Courses in which all students are evaluated on a "pass-no pass" (P/NP) basis.

B.   Courses in which each student may elect until the last day of instruction at the time of enrollment, or before thirty percent (30%) of the class has elapsed, to take the course on a "pass-no pass" (P/NP) basis by submitting a Petition for Pass/No Pass form to the Admissions and Records Office.

A student electing to be evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of P and NP are omitted.

A passing (P) grade is granted for performance that is equivalent to the letter grade of "C" or better. A student who does not fails to perform satisfactorily will be assigned an no pass (NP) (no pass) grade.

The student is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

In the progress probation and dismissal procedures, NP grades are punitive (see Board Policy/Administrative Procedure 4250, Probation, Disqualification, and Readmission, and Administrative Procedure 4255, Disqualification and Dismissal).

AS Bylaws and Rules Summary of Review

On January 20, 2023 Academic Senate meeting, the AS President announced the formation of a taskforce to conduct the annual review of the AS Rules and Bylaws in accordance with Article 3.H of the AS Bylaws. The taskforce was composed of Leila Safaralian, curry mitchell, Robin Allyn, and Jim Julius. Below is a table of the specific sections of each document that were amended.

==Recommendations for changes in Bylaws==

#	Current Statement	Recommendation
#1	Article 5, Section III 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."	- A sentence was added at the beginning to address the scenario when a member running for the position is unopposed. - The second sentence started by "If an election is required ,…" - Same language modification applies to article 5, section IV and V (for the section related to the Vice President and Coordinating Officer.) ==A candidate running unopposed shall be declared the winner, and an election need not be held.== =="If an election is required, 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." |

Recommendations for changes in Rules

#	Current Statement	Recommendation
#1	C- 4 (President Duties) "Provide annual report to the Academic Senate on the Academic Senate fund and propose new spending initiatives."	• Delete "annual" • Replace "and" by "when" • Replace "propose" by "proposing" "Provide report to the Academic Senate on the Academic Senate fund when proposing new spending initiatives."
#2	C- 9 (President Duties) "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."	• Reworded for clarification. "Meet with new full-time faculty members in the fall and in the spring, if applicable, for the first year to discuss any problems and to further familiarize them with collegial governance.
#3	C- 18 (President Duties) "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)."	• Add "subcommittee chair liaison" "Designate Academic Senate Members as official liaisons of the Academic Senate to groups or committees (e.g., department chair liaison, subcommittee chair liaison, Classified Staff Committee liaison, Associated Student Government liaison)."

#4	C- 24 (President Duties)	
		• Remove" Further".
	"Further, the Academic Senate President shall engage in the Academic Senate correspondence."	The Academic Senate President shall engage in Academic Senate correspondence.
#5	C- 31 (President Duties)	• Add a new duty as C-32:
	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).	Recruit and appoint as appropriate faculty for statewide service through ASCCC committees and initiatives. C-32
#6	E- 3 (Coordinating Officer Duties)	• Add "Assist the Academic Senate President in maintaining …"
	Maintain faculty governance, Academic Senate subcommittee, and advisory committee rosters and terms of service.	Assist the Academic Senate President in maintaining faculty governance, Academic Senate subcommittee, and advisory committee rosters and terms of service.

| #7 | | • Add a new duty.

Communicate with all faculty several times per academic year in order to raise faculty awareness and engagement with the work of the Academic Senate and its subcommittees (e.g. Newsletter, short video, or an infographic.)" |
|---|---|---|
| #8 | H- 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 | • Rewording the sentence to eliminate 8a & b. The 8a &b were not in alignment with the article 5 section III.

8. After the deadline for submission of ballots according to the timeline established by the Elections Subcommittee, the Elections Subcommittee shall count the ballots according to Bylaw Article 5, Sections III.B., IV.B and V.B. Ballot counting may be done through automated means using appropriate technology. |

	<mark>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.</mark>	
#9	I- 4 Each associate faculty member shall have a full (<mark>as opposed to proportionate</mark>) vote in electing associate faculty Academic Senate members. By the beginning of the <mark>ninth week</mark> 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.	• Remove "as opposed to proportionate" • Change" ninth weeks" to" sixth weeks" Each associate faculty member shall have a full vote in electing associate faculty Academic Senate members. By the beginning of the <mark>sixth week</mark> 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.

#10	J -1	• The second sentence is updated.
	Academic Senate is a legislative body, and the political use section of Administrative Procedure 3720 (Computer and Network Use) applies. <mark>Individual candidates may not use MiraCosta College District email distribution lists or other MiraCosta College District mass media tools for campaigning.</mark>	Academic Senate is a legislative body, and the political use section of Administrative Procedure 3720 (Computer and Network Use) applies. <mark>Individual candidates may not use MiraCosta College District email, MiraCosta College District distribution lists, or other MiraCosta College District mass media tools for campaigning.</mark>

#11	L-1	• Remove the "the Chair of the Elections Subcommittee" and change the sentence.
	In order to resign their position, an Academic Senate member or officer must send a message of resignation <mark>to the Chair of the Elections Subcommittee</mark> 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.	In order to resign their position, an Academic Senate member or officer must send a message of resignation to the President of Academic Senate that also specifies their last date of service. If the officer resigning is the Academic Senate President, the message shall be sent to the President Elect or Vice President. This message must be sent via MiraCosta College email.

#12	M-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.	Th word "Senators" was removed to be concise. Associate Faculty Constituent Groups: Constituent groups for associate faculty 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.

#13	N-1 Each member of the Academic Senate, with the exception of the <mark>President</mark>, President Elect, Vice President, <mark>Coordinating Officer</mark>, Superintendent/ President or their delegate, shall serve two years with approximately half of the members being elected each year.	- President and Coordinating Officer were removed since they do serve for 2 years. Each member of the Academic Senate, with the exception of the President Elect, Vice President, Superintendent/ President or their delegate, shall serve two years with approximately half of the members being elected each year.

#14	O-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.	• The "backup information" was replaced by "documentation". 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 ==documentation==. If appropriate, ==documentation== 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] [JJ1]==documentation== is not submitted in a timely manner, the Academic Senate President may delay the agenda item until information is provided.

#15	P-3 The Academic Senate ==Coordinating Officer== shall maintain an accurate and current membership list of both subcommittees and taskforces of the Academic Senate.	• Replace "coordinating office" with "Academic Senate President" The ==Academic Senate President== shall maintain an accurate and current membership list of both subcommittees and taskforces of the Academic Senate.

#16	P-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.	• Reworded the sentence for more clarification. Taskforces may be created by the Academic Senate President with the concurrence of the Academic Senate. The Academic Senate President shall disband the taskforce during the first two weeks of May or direct the taskforce to continue as a subcommittee[JJ2][LS3].

#17	I-1 **Bylaws ARTICLE 4** Membership and Constituent Groups **Section I:** Membership of the Academic Senate **B.** Associate faculty members currently employed by MiraCosta College, who have served at least five 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 semesters**. RULES: 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 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. <u>**Summer is an intersession and does not count for the purpose of five consecutive semesters.**</u>	• the underlined language below in the AS Rules about Associate eligibility needs to be updated so it matches the language in the Bylaws above it. RULES: 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 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 **counting five semesters**.

Faculty Leadership Opportunities Proposal

(Leila Safaralian, March 3, 2023)

Background Information:

As the process of committee assignments for all faculty members begins this March, I would like us, the Academic Senate, to clarify and formalize a more equitable approach to Committees Leadership term length and term limit. Right now, the term length and term limits are unclear for many committees. I do not think this is fair, right, nor inviting for faculty members who are or want to someday be a chair of a committee. It is good to have a length of service clarified so a new chair can meet the significant learning curve that comes with committee leadership. It is also good to have the length of service in mind for a better future planning. I believe there should be a term length and a term limit for these positions so current chairs have time to settle in and lead with confidence and so faculty who have not yet had a chance to chair can consider leading too.

Within the Academic Senate office, no formal documentation can be found of the term lengths and term limit for current Chairs. Here is the current situation:

Faculty Leadership Positions as they currently exist:

I. Governance Committee Chairs (appointed by the Academic Senate)

Committee	Term Length	Term Limit	Reassigned Time
Budget and Planning (BPC)	3 years	renewable	.30
Institutional Program Review (IPRC)	None	None	.40
Outcomes & Assessments (OAC); Co-chair, SLO Coordinator, Core Competency Coordinator	None	None	.333, .267, .20

II. Academic Senate Sub-Committee Chairs/Coordinators (appointed by the Academic Senate)

Committee	Term Length	Term Limit	Reassigned Time
Academic Affairs (AAC)	3 years	Non-renewable	.30
Courses and Programs (CPC)	None	None	.50
Diversity, Equity, and Cultural Competency (DEqCC)	2 years	None	.30
MiraCosta Online Educators (MOE)	1 year-elected by members	None	None
Professional Development (PDP)	3 years	None	.40
Faculty Awards	None	None	Assigned by virtue of role (AS coordinating Officer)
Equivalency	None	None	None

Sabbatical Leave (SLC)	None	None	None
Salary Advancement (SAC)	None	None	None
Joyful Teacher in Residence	1 year	None	.60
Honors Coordinator	3 years	None	.60

III. Coordinators appointed by the Academic Senate President

Committee	**Term** Length	**Term Limit**	**Reassigned Time**
Joyful Teacher in Residence	1 year	None	.60
Honors Coordinator	3 years	None	.60

Recommendations for the Academic Senate:

My recommendation is to have 3-year term length with the option of one-time renewable term limit for all Academic Senate Subcommittee Chairs (except the MOE and Faculty Awards Committee) and all Governance Committee leadership positions as well as Coordinator positions for the following reasons:

- This proposed time limit will give the faculty leaders an opportunity to learn about the committee charges and responsibilities, and to set possible goals and enough time to implement them.
- It provides consistency and transparency to faculty regarding availability of Chair and Coordinator positions.
- It provides an opportunity for a better future planning for the current and future chair.
- It will help to develop succession plans to capitalize on institutional knowledge while we have these valuable human resources still with us and to promote chair succession through ranks of committee membership.

Respectfully,

Leila Safaralian, Ed.D.
President, Academic Senate

[**Original Achieving the Dream Documents**](#)

[**Achieving the Dream Organization Website**](#)

MiraCosta Professional Learning Dream Phase: Possibility Statements PDP Edits

What do we want to create?

- A commitment to professional learning that leads to career, campus, and community growth and the student success.
- Our professional learning creates a more equitable and socially just community.
- An empowered community that feels secure and supported to take risks, try new things, be creative, and productively struggle in their journey.
- A coherent model for professional learning that promotes continual and consistent improvement.
- Cultivating a culture of participation, care, and collaboration in professional learning
- A strategic professional learning and development plan that provides an overarching vision, aligns with the college mission and commitments, supports the professional interests and choices of individual faculty and staff members, and allows for personalized learning. The plan will include district-wide professional learning opportunities while maintaining the individual freedom/autonomy of faculty and staff to design their own professional learning plans that fit their unique goals.
- User friendly central space (virtual and physical) which provides opportunities, resources, and support for all employees
- A program of Professional Learning with clear outcomes, priorities, and measures – both quantitative and qualitative.
- Opportunities for ongoing learning opportunities that offer long-term partnerships and collaborations.
- Universal Design principles
- A high level of autonomy and confidence for classified professionals and associate faculty to pursue Professional Learning. Supported by stipends or hourly remuneration.
- A blend of systematic, sequential learning opportunities as well as impromptu offerings to respond to the moment or foster connections.
- A culture of professional learning that informs, reflects and exemplifies the equity practice-informed learning environments we seek to provide to our students
- Make it easy to access, desirable, relevant and interesting for associate faculty to participate in creating programming or participating in professional learning
- A program that promotes a broad, personal understanding of professional development for individual faculty members' professional interests, whether those involve on-campus,

group activities or individual activities such as research, and reading, and/or artistic creation.
- For Us, By Us–A community-driven ethos for professional development that prioritizes what we can grow and offer from within our talented community of faculty and staff
- A program that focuses on students and student success by way of faculty and staff professional development
- Clear communication and coordination between faculty, staff, and administration in regards to professional development plans, initiatives, and opportunities (Human Connection Event as example of collaboration)
- Mentorship opportunities available to all employees that build from the newly-revised Lodestar program philosophy:
    - "**Lodestar** is designed to provide candidates with unique support during their first year of tenure review. One of the primary goals of the program is to cultivate a sense of belonging through ongoing dialogue between mentors and mentees. By supporting, inspiring, and empowering candidates through a cohort model that fosters relationships, the Lodestar program aims to help candidates become the best versions of themselves so they can serve students, thrive in various settings, and enjoy a sustainable career."
- Welcoming the various cultures, contributions and experiences, and resources of our employees. When the culture an employee brings is seen as an asset and welcomed into the community, we empower them to show up as their authentic selves and the college benefits

How do we want to create it?

- Authentic, meaningful human interaction at the center
- Identify and engage champions of Professional Learning to advocate for and lead college efforts
- Supported by leadership, embedded in scheduled working hours, without monetary or time barriers
- A one stop Professional Learning office with dedicated leadership (PDP Coordinator, Joyful Teacher, Online Education Faculty Director, Classified Professional Development and Learning Committee) and supported staff who would coordinate institutional level Professional Learning, communicate with campus Professional Learning leaders, collect and curate resources, be flexible and serve faculty/staff professional learning needs. This office will include an information hub, with a calendar of events, support for individual activities, clear reporting procedures, and easy-to-use data analysis for reporting to other levels.
- Collaboratively developed Professional Learning that works across boundaries and decreases siloed efforts

- Interest themed cohort model that includes attending conferences together allowing for continuous conversations across all employee groups
- Includes experimental and experiential learning with practical takeaways and applications
- Multiple avenues to connect with one another
- Captures interests of all employees who want to learn
- Cohort, retreat-style leadership training–train the trainer
- Blend of institutional and individual learning opportunities uniquely crafted by the employee
- People should know how to and be able to plan out their own professional development plan that fits their own needs
- Meeting the needs of employees, with consideration for where they are in their career
- Creating a culture of transparent feedback to help employees develop confidence and competence, seeking feedback from others with the intention to help develop skills and talents, not criticize their performance
- Assess what is working for each employee group
- Prioritize associate faculty professional development opportunities that include stipends, hourly compensation, and learning group certificates.
- Specific Professional learning offerings/cohorts for associate faculty (equity training, leadership training, institutional knowledge training). Similar to SDICCCA.
- Take what we have already and synthesize, build, rework, and enhance rather than start from scratch