



## ACADEMIC SENATE

Regular Meeting — April 7, 2023

9:00am to 11:00am

Hyflex Meeting – Room OCT200 and  
via ZOOM in accordance with AB2449: Information below  
MiraCosta College, 1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/717046932>

Meeting ID: 717 046 932

Find your local one tap mobile number: <https://miracosta-edu.zoom.us/u/ad9liYSZ6Y>

Join by Skype for Business: <https://miracosta-edu.zoom.us/skype/717046932>

## 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 17, 2023
- 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. MOE Charter – *Julius*  
Description: *In spring 2022, MOE identified a need for changes to its charter and practice and has spent a good deal of time since then updating its charter, including statements of annual practices and meeting practices to guide the committee toward more equitable operation. MOE chair, Jim Julius, is bringing the new charter to AS for approval. The charter can be found at this [LINK](#). This is a first read.*
  - B. Applications for Advancement on the Salary Schedule – *Munshower* [Time certain 9:45am]  
Description: *Nine (8) faculty members, both full-time and associate, have submitted nine (9) applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for a first read. The applications can be found at this [LINK](#).*
  - C. Submitting an Annual Report for the Academic Senate and its Subcommittees – *Safaralian*  
Description: *The Academic Senate is proposing to submit an end-of-the-year report at the end of each spring to College Council instead of writing a program review. This is a first read.*

IX. Old Business

A. HyFlex Recommendations – *Julius, Safaralian*

Description: *This is the second 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 - *Hull*

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

Description: *The Academic Senate continues to review the length of service of the Academic Senate Subcommittee chairs and propose new changes to create a more equitable approach. This item was tabled at the last meeting.*

D. Sabbatical Leave Reports – *Meinhold*

Description: *Six (6) sabbatical leave reports come to Academic Senate for a first read 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. They can be found at this [LINK](#).*

X. Information / Discussion

A. ASCCC Area D Meeting and Resolutions Packet – *Safaralian*

Description: *The ASCCC Area D meeting was held on Saturday, March 25, 2003. Additional updates to the resolution packet are provided and will be discussed in preparation for spring plenary this month.*

B. Office Assignment Procedures – *Safaralian*

Description: *The Office Assignment Procedures document was last revised by the Academic Senate in May 2009 and needs to be reviewed and revised.*

C. AS Goal Taskforce Groups Breakout Session Discussion – *Safaralian*

Description: *The taskforces for each Academic Senate goal: Goal #1 Teaching and Learning, Goal #2 Onboarding, and Goal #3 Enrollment and Course Offerings, will convene to review and plan. If time allows, they will reconvene and share their discussions and progress.*

XI. Senator Reports

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

XII. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. 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 800-735-2929 or 800-735-2922 for English or 800-855-3000 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/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](mailto: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 email Debby Adler, Administrative Assistant to the Academic Senate at [dadler@miracosta.edu](mailto:dadler@miracosta.edu).



## UNOFFICIAL MINUTES

### I. Call to Order

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

### II. Remote Member Attendance

Krista Byrd and Krista Warren requested remote participation under the Just Cause provisions of AB2449. They were approved to attend remotely under the Just Cause provisions of AB2449, by unanimous consent.

### III. Roll Call

**Members present:** Robin Allyn (Coordinating Officer), Angela Beltran-Aguilar, Sunny Cooke (ex-officio), Karla Cordero, Shawn Firouzian, Genevieve Griffin, Jim Julius, Delores Loedel, curry mitchell (Vice President), Tyrone Nagai, Candy Owens, Brian Page, Leila Safaralian (President),

**Members via Zoom (Just Cause):** Krista Byrd, Krista Warren

**Members absent:** Hossein Ravanbaksh

**Others present:** Scott Fallstrom, Trisha Hanada-Rogers, Stacey Hull, Ingrid Phillips, Michael Potterf, Aaron Roberts, Mariana Silva, Sonia Gutierrez

### IV. Persons Wishing to Address the Senate

Mariana Silva made a statement on behalf of DEqCC. Their committee has a desire to have a two-year term with an option to renew for a second term for their chair position. They support identifying a chair-elect or incoming chair at least one semester in advance to facilitate a transition, they think a three-year term will aid in that process. They are concerned that extending the term to three years will deter colleagues from stepping into the role. Due to DEqCC's past and current mission and work, they believe a two-year term for chair would work best for their group. They also believe each committee should decide for itself chair term length and limits. Additionally, Silva read a statement on behalf of Sonia Gutierrez who agreed with Silva's statement.

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

### VI. Consent Calendar

**A. Approve Minutes of the Regular Meeting of March 3, 2023**

**B. Approve One Equivalency Request for International Languages/Spanish**

The consent calendar was approved by unanimous consent.

### VII. Reports

#### A. Academic Senate President

Academic Senate President, Leila Safaralian, congratulated incoming officers for the 2023-24 academic year. curry mitchell, President-Elect and Jim Julius, Coordinating Officer. Congratulations to new Senators, Erica Duran, Rachel Hastings, Nate Scharf, and Alexis Tucker-Sade. New Associate Faculty serving next year are Robin Allyn, Julie Graboi, Hossein Ravanbaksh, and Krista Warren. Thanks was extended to Genevieve Griffin for being here for the spring semester.

The Area D meeting will take place on March 25<sup>th</sup> over zoom from 9am-2pm. Anyone can vote during that meeting. Further, mark calendars for the AS meeting of May 19<sup>th</sup> where there will be a faculty recognition celebration. All faculty are invited from 11am-12pm just after the last regular AS meeting of the semester. The AS retreat will take place on Friday, August 11<sup>th</sup> from 9am – 2pm including lunch in OCT200.

Two emails were sent; one for the great committee call for all faculty and another for office assignments

for full-time faculty only, both with a deadline to respond by April 7<sup>th</sup>. Safaralian noted she is always available at 8:30am before each AS meeting.

Reported on behalf of Thao Ha for Guided Pathways. The team met with the ATD coach to discuss the future of the ACP structure as is related to the new forthcoming student center spaces. The idea is to make is a student-central space and create a large-scaled learning community. Colleges with successful models that were discussed were Alamo College in Ohio, Jackson College in Mississippi, and Riverside City College. A discussion of what this looks like at CLC and SEC will be in collaboration with leadership and faculty at those sites. For the ACP success teams, they are working to communicate more clarity of what success teams are and how the work is directly tied to our disproportionately impacted students to institutionalize ACPs as a central future of the student experience. In hiring success coaches, the district is moving forward with a new job description to make sure there is consistency in service for each ACP.

#### **B. College Superintendent/President**

Superintendent/President, Sunny Cooke, wished everyone a happy spring break and advised they take some time to rejuvenate and rest. Coming back will be a crescendo all the way up through graduation. Monday, Tuesday, and Wednesday of spring break we will be celebrating classified professionals with breakfast on Monday and Tuesday and workshops all three days both on Zoom and in person.

MiraCosta has three scholars in the semi-final round for the prestigious Jack Kent Cooke scholarship.

We are in the process of our comprehensive accreditation. The ACCJC visiting team has done a preliminary review and are looking at our self-evaluation, website, systems on Canvas, program reviews, how we track that people are doing program review, and that they are actually engaging in that work and the same with outcomes. They have given us a list of additional evidence they want us to provide. This is an important phase as the last opportunity to nail down that we meet the accreditation standard.

The team will meet in a hotel near L.A.X. on March 30<sup>th</sup> to review everything and triangulate all their information. If they are not clear, they will come visit MCC in September and bring a focus team to look at those areas that are in question for meeting the standard. Cooke, Chris Tarman and the leadership of that team will meet on April 3<sup>rd</sup> and get more information then.

Mark calendars for April 21<sup>st</sup> at 3pm for the Celebration of Excellence to honor our employees. Thanks to Robin Allyn and the Awards Committee to help recognize our associate faculty

#### **C. Classified Senate**

CS Vice President, Ingrid Phillips reported that Classified Professional Days will be Monday 3/21, Tuesday 3/22, and Wednesday 3/24, during spring break. All classified professionals are encouraged to attend. The CS committee evaluation will be held during their meeting on 3/21. The Professional Development Steering Committee is preparing for a meeting with classified professionals, 4/26-27. CS elections are in progress. Nominations are open until 3/31. Elections will occur 4/10-14 and the results will be announced during their General Meeting in April. During the Spring Celebration of Excellence, the Outstanding Employee of the Semester and the Spotlight Awards: for an Individual and Team, will be awarded. Classified committee appointments are upcoming. Classified professionals are encouraged to apply to serve on a committee. Applications for the Classified Senate Employee Scholarship is now open. The scholarship offers classified professionals or their dependents, an opportunity to apply for a scholarship to help fund educational pursuits. The deadline to apply is 3/31 at this [LINK](#). Let Carl Banks know who is retiring and he will stop by the AS celebration to present a gift from Classified Senate.

#### **D. Associated Student Government**

ASG Public Relations representative, Michael Potterf, reported that in the past week they went over their appointment recommendations. They also approved the recommended budget for next year. ASG's Director of Legislative Affairs, Kenneth Pilco, presented recommendations for the SSCCC general assembly and voted on resolutions.

### **VIII. New Business**

#### **A. HyFlex Recommendations – Julius, Safaralian**

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. The training team is planning to have a series of trainings this semester, summer, and fall. Julius worked with folks to look at questions that had to be addressed including the 10+1 issues around Hyflex. The taskforce did a good job in how Hyflex is being defined. It is necessary to be clear with students and each other and support one another through the

trainings. Will move out of the exploratory phase and into the more structural phase. This is not a symbolic statement but should direct actions over the next couple of years as to Hyflex. This is a pilot at this point in time. The document presented describes the current pilot and is not a resolution. Will we also have a Hyflex hybrid. The Surf taskforce will make what is in the schedule clearer for students. Hull noted that the Surf taskforce has been meeting with students for the past couple of months. It was asked what the next steps for this document will be. This also concerns workload issues and how it will guide discussions with FA. There are specific directions for departments and MOE and CPC. It lays out clearly who this will need to go to. Faculty will be able to request support. It was suggested that counselors need to be trained as well. Posting something in the counselors' offices would be good to help students choose their classes. On the homepage of Surf, there is a link to a cheat sheet of five modalities describing each. They are also looking ahead with more student input, including what information students need. The presented document makes it clear that the departments need to make that determination. It was also noted to not share Julius's video with students.

**B. AP 4232 Pass/No Pass – Stacey Hull**

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. This is the first read. This AP was reviewed by a workgroup and changes are straightforward as change in Title 5 language. Since the pandemic, it has now become permanent to extend the deadline to the last day of instruction. It was noted that a P/NP does not impact the students' GPA. P/NP can also affect the student's financial aid and they should communicate with financial aid. Additionally, if a student petitions for P/NP, they can request to reverse it back to a letter grade. Universities do not accept P/NP grades. Students can go back and forth from letter grade to P/NP throughout the semester and can also go to the committee on exceptions to change this after the semester is over.

**C. Sabbatical Leave Reports – Trisha Hanada-Rogers**

Six (6) sabbatical leave reports come to Academic Senate for a first read 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. This is a first read.

**IX. Old Business**

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

In accordance with Article #.H. of the AS Bylaws, a taskforce consisting of curry mitchell, Robin Allyn, Jim Julius, Debby Adler, and Leila Safaralian, 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. One additional change was made to the document under #17. The addition notes that summer is an intersession and does not count for the purpose of five consecutive semesters.

**MSU (Loedel / Page)** to approve the recommended changes to the Academic Senate Rules and Bylaws as presented.

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

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 recommendation is to have a three-year term length with the option of a one-time renewable term limit for all AS subcommittee chairs with the exception of MOE, the Faculty Awards Committee, and DEqCC. The recommendation is amended to include DEqCC for a two-year term in this proposal.

It was noted there is no rush to approve this after two reads because some committees are still evaluating this. This agenda item is tabled to April 7<sup>th</sup> to give more subcommittees a chance to discuss it further.

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

The PDP committee approved the possibility statements at their meeting of February 10<sup>th</sup>. 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.

**MSU (Beltran / Owens)** to approve the possibility statements and professional learning report as presented.

## **X. Information / Discussion**

### **A. Legislative Updates – Scott Fallstrom**

Scott Fallstrom, the legislative liaison, provided an update from the FACCC Legislative update on March 8<sup>th</sup> regarding any of the legislation in the current pipeline that may have impacts on Community Colleges. We are now in the next bill introduction cycle of February through May when the bills go through the State and people introduce new bills. From May to August, it switches to the House and from the Representatives to the Senate. In September there is a concurrence committee that puts them all together. Finally, October is when things get signed by the Governor or vetoed. Assembly members are limited to introducing 50 bills per legislative session. Senators are limited to introducing 40 bills. That means in a two-year cycle there is a possible 5,600 bills that could come forward, but they do not necessarily become law. For 2023, 2,640 new bills were introduced. Over 200 bills have impact on CCCs based on Chancellor's Office tracking. The amount successful bills put into law has been increasing steadily from 20 in 2020 to 90 and now at the 100 mark of successful bills related to CCCs.

The following are bills that have not yet been approved:

SB 444 codifies MESA programs. The MCC board approved a MESA program and this bill would codify that if it is passed.

AB 811 related to course repetitions. The State had limited the number of times students could repeat a course to three times. This bill would raise it from 3 to 5 times.

AB 1190 would provide compensation for AF office hours in an amount of one paid office hour for every two classes taught. The goal is to balance associate faculty pay closer to that of FT faculty.

SR 45 (senate resolution) related to codifying what academic freedom means in California.

There are a number of bills supporting student governance with minor changes. ASG and students who serve on governing boards are impacted by some of these bills. One is to provide a scholarship to students who are serving on the board of governors.

There are some campaigns to begin conversations about the 50% law.

Spot bills are those that can show up, but the language can change very rapidly. There are a number of them holding in place or holding the spot and the language can be completely different.

AB 1111 came from a spot bill and the original language had nothing to do with a common course numbering system yet, by the time it came through, it was a common course numbering system.

It was also noted that AB 91 would allow people within 50 miles of the border to receive in-state tuition and was amended to include MCC and Palomar. Previously the two colleges were not included.

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

The Academic Senate will submit an end-of-the-year report at the end of each spring to College Council. The last program review was written by Luke Lara. A conversation took place between Mitchell, Safaralian, and Cooke. It was felt that it was odd to write a program review for AS which is not a program. Instead, there should be a comprehensive report each year. Program review talks about the previous year; however, AS works on all goals currently and so it does not make sense to talk about the previous year. On March 3<sup>rd</sup> AS did a self-evaluation and subcommittees will also do self-evaluations. In addition to that, there was an internal survey. All subcommittees of AS will submit an end-of-year annual report which can be included and sent to College Council. This report is more meaningful and transparent than program review that no one gets to see. Senate agreed this is a great idea. You are welcome to ask constituents. If this is approved, it will go into the Bylaws. This will come back for approval at the next meeting.

## **XI. Senator Reports**

Love thanked Loedel for reaching out to programs to have our students recognized for their hard work. On April 25<sup>th</sup> from 11:30am to 1pm in Aztlan in person, folks who were in Ghana in the fall will be reporting. Success week coming up in April. Attend what you can.

Cordero mentioned the launch of the pilot program Roots of Justice for writing student-centered stories from previously incarcerated students.

Allyn mentioned the upcoming work-based learning events including the first annual health and wellness expo on April 11<sup>th</sup> from 11a-1pm.

Loedel mentioned the PTK induction ceremony with 100 inductees and guests. Lynne Miller did keynote. Thanked Don Love and EOPS for their help with PTK to provide membership scholarships to join.



Firouzian announced the April 21<sup>st</sup> Data Science Educators event from 5:30 to 7:30pm. See the attached flyer for more information.

With the passing of AB 288 for first generation college students, Zhenya Lindstrom, Dean of Instructional Services, got the advisory board involved. This has to come to AS for involvement and Lindstrom will attend the May 5<sup>th</sup> meeting to share her report. Cooke noted emphasis from the Chancellor's Office is to build dual enrollment.

Julius mentioned he sent out the MOE newsletter and will have a second round of faculty @One courses including introduction to asynchronous online teaching and learning and creating accessible course content and humanizing online teaching and learning. All classes led by MCC faculty to begin in April. The Online Teaching Conference which is across the CCC system, is in Long Beach from June 21<sup>st</sup> to the 23<sup>rd</sup>. If interested in attending, reach out to Julius for some possible funding.

Nagai announced that Thao Ha is now the program coordinator for the transition scholars and Ashley Gerto is still the program specialist.

Krysta Byrd announced that April is sexual assault awareness month. Share events with students.

Krista Warren highlighted the Spring Celebration of Excellence and recognition of Associate Faculty noting that AS talks about it here, but there has not been intentional messaging to AF about this. It is hard to figure out the best way to message our constituents, especially for the ones who are getting recognized for longevity. Cooke noted that the data for associate faculty recognition pins was pulled and verified. There is a project list. Invitations should be going out today or right after spring break or to those individuals. Specific invitations will go to those who will be recognized with a request to RSVP with a firm deadline. Certificates/pins will be mailed to those who cannot attend.

Warren noted that only 67 of the 527 associate faculty voted for the elections.

**XII. Adjournment** – The meeting adjourned at 11:11am.

MCC DATA SCHOLARS +  
CS FOR THE COMMON GOOD

# PREDICTING THE FUTURE WITH DATA SCIENCE

📅 **FRIDAY APRIL 21ST** ⌚ **5:30PM**  
📍 **SAN ELIJO 1131 CONFERENCE ROOM**

Join us and our panel of Data Scientists and Educators to learn how Data Science is embedded in our lives & how it is used and has revolutionized every field and industry.



SCAN ME

SCAN TO RSVP.  
REFRESHMENTS PROVIDED.

TRANSPORTATION TO SAN  
FROM OC CAMPUS  
AVAILABLE VIA RSVP

<https://bit.ly/CompSci4Good>

## GUEST SPEAKERS

DATA SCIENTIST AT  
CEREBRAS



**JASON  
WOLFE**

UCSD DATA SCIENCE  
FACULTY



**GIAL (GAL)  
MISHNE**

UCSD DATA SCIENCE  
FACULTY



**SURAJ  
RAMPURE**

BIOINFORMATICS  
SCIENTIST



**SORENA  
RAHMANIAN**

MATH &  
SCIENCES

SOCIAL &  
BEHAVIORAL  
SCIENCES

BUSINESS &  
TECHNOLOGY

CREATIVE  
& APPLIED  
ARTS

HEALTH  
SCIENCES

LANGUAGES  
COMMUNICATION  
& HUMANITIES





# 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

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.

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 a 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).

## 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)

The term length and term limit for the Governance Committees are written in the Governance Manual.

Committee	Term Length	Term Limit	Reassigned Time
Budget and Planning (BPC)	3 years	nonrenewable	.30
Institutional Program Review (IPRC)	3 years	nonrenewable	.40
Outcomes & Assessments (OAC); Co-chair, SLO Coordinator, Core Competency Coordinator	3 years	nonrenewable	.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

### 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

### Faculty Leadership Positions Recommendation from the Academic Senate:

The leadership of the Governance Committees and the Academic Senate Subcommittees had the opportunity to discuss the Term Length and the Term Limit within their committee and forwarded their recommendations. I captured them in the tables below.

### IV. Governance Committee Chairs (appointed by the Academic Senate)

Committee	Term Length	Term Limit	Reassigned Time
Budget and Planning (BPC)	3 years	Non-renewable	.30
Institutional Program Review (IPRC)	3 years	one-time renewable	.40
Outcomes & Assessments (OAC); Co-chair, SLO Coordinator, Core Competency Coordinator	3 years	one-time renewable	.333, .267, .20

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

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

Equivalency	3 years	one-time renewable	None
Sabbatical Leave (SLC)	1-2 years	None	None
Salary Advancement (SAC)	3 years	one-time renewable	None

## **VI. Coordinators appointed by the Academic Senate**

<b>Committee</b>	<b>Term Length</b>	<b>Term Limit</b>	<b>Reassigned Time</b>
Joyful Teacher in Residence	3 years	one-time renewable	.60
Honors Coordinator	3 years	one-time renewable	.60

**Note:** when the committee and/or the AS President actively recruit for any of these leadership positions and no faculty is interested, then the previous chair, co-chairs, or coordinator of the committee may be recruited to serve in the position.

The Note for OAC: Chair is ideally chosen from a past or present member of OAC.

Respectfully,

**Leila Safaralian, Ed.D.**

President, Academic Senate



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

## 2023 Spring Plenary Session Resolutions

For Discussion at AREA MEETINGS  
March 24/25, 2023

### Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair  
Juan Arzola, ASCCC Resolutions Second Chair  
Kim Dozier, College of the Desert, Area D  
Peter Fulks, Cerro Coso College, Area A  
Mark Edward Osea, Mendocino College, Area B  
Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on April 22, 2023, in Anaheim, CA.

## PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))



## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

\*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Goals

\*1.03 S23 Flexible Area Meetings

\*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

\*7.01 S23 Destigmatize Academic Probation Language and Processes

\*7.02 S23 Replace TOP Code with CIP Code

\*10.01 S23 Disciplines List–Ethnic Studies

\*12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)

\*13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

\*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

\*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper

\*13.04 S23 Define Academic Freedom in Title 5

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## 1.0 Academic Senate

### 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions<sup>1</sup> and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05<sup>2</sup> called for the Academic Senate for California Community Colleges to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several bylaws changes to make it possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"<sup>3</sup>;

Whereas, Since the 1998 paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not assure that there will be a part-time faculty voice on the ASCCC Executive Committee and there are still significant barriers to part-time faculty running for election including the qualification requirements; and

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty (labeled as "academic, temporary" in Dashboard) made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community College system,<sup>4</sup> and part-time faculty are important voices that are currently not represented on the Academic Senate for California Community Colleges Executive Committee;

Resolved, That the Academic Senate for California Community Colleges revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run and that these changes be brought back to the body by 2024 Spring Plenary;

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<sup>1</sup> Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

<sup>2</sup> Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

<sup>3</sup> "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" (1998) found at <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-Community>.

<sup>4</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. Faculty & Staff Demographics Report. Retrieved March 10, 2023, from [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx).

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Reedley College, Part-time Faculty Committee

### **\*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Goals**

Whereas, Strategic planning is a critical component of successful organizations, which provides clear direction and stability and ensures that the organization’s leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan<sup>5</sup> of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;<sup>6</sup>

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered ASCCC’s mission and vision, resolutions, recommendations from the periodic reviews, as well as current issues impacting academic and professional matters to guide the planning; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Goals<sup>7</sup> for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Goals.

Contact: Ginni May, Executive Committee

### **\*1.03 S23 Flexible Area Meetings**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday, which is often outside of the traditional work week;

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<sup>5</sup> 2018—2023 Strategic Plan can be found at

[https://www.asccc.org/sites/default/files/ASCCC\\_Strategic\\_Plan\\_2018-2023\\_final.pdf](https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf).

<sup>6</sup> “Reimagining with Purpose: ASCCC Strategic Planning Session December 2022 to February 2023.” (Power Point) may be found at <https://asccc.org/sites/default/files/2023-02/ASCCC%20Strategic%20Planning%20Process%202023-2026.pdf>.

<sup>7</sup> 2023—2026 ASCCC Strategic Goals can be found at <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.



Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College, Standards and Practices Committee

## **6.0 State and Legislative Issues**

### **\*6.01 S23 Support AB 607 (Kalra, 2023), If Amended**

Whereas, AB 607 (Kalra, as of February 17, 2023)<sup>8</sup> proposes to modify California Education Code §66406.9<sup>9</sup> by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. ‘Course materials’ as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9<sup>10</sup> currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”<sup>11</sup>; and

Whereas, California Code of Regulations, title 5 §59402<sup>12</sup> states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

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<sup>8</sup> AB 607 (Kalra): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB607](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607).

<sup>9</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>10</sup> Ibid.

<sup>11</sup> Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

<sup>12</sup> California Code of Regulations, title 5, §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended: amend “course materials” to “instructional materials” to ensure that definitions within California Education Code §66406.9<sup>13</sup> are consistent to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

## **7.0 Consultation with the Chancellor’s Office**

### **\*7.01 S23 Destigmatize Academic Probation Language and Processes**

Whereas, Current California Code of Regulations, title 5, §55031 Standards for Probation<sup>14</sup> requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term “probation” is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;<sup>15</sup>

Whereas, Studies such as the Research and Planning Group's *The African American Transfer Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”<sup>16</sup>; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionately impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;<sup>17</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to overhaul the title 5 language on probation including a name change and updating the language and processes to be asset-minded, not punitive; and

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<sup>13</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>14</sup> California Code of Regulations, title 5, §55031 Standards for Probation: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation#:~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023>.

<sup>15</sup> *The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students Brief 1 of 3* may be found at [https://rpgroup.org/Portals/0/Documents/Projects/African\\_American\\_Transfer\\_Tipping\\_Point-\(AATTP\)-Study/AATTP\\_Brief1\\_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf).

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic and/or progress probation while title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

#### **\*7.02 S23 Replace TOP Code with CIP Code**

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes<sup>18</sup>;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook* (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs code while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

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<sup>18</sup> Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02: Examining Conversion from TOP to CIP asked for the work to begin and to "provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated": <https://asccc.org/resolutions/examining-conversion-top-cip>.

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action<sup>19</sup> by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs code and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

## **10.0 Disciplines List**

### **\*10.01 S23 Disciplines List–Ethnic Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Ethnic Studies discipline:

Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master's in Ethnic Studies

OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Ethnic Studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

## **12.0 Faculty Development**

### **\*12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators to increase student engagement and success through the effective use of digital tools and platforms;

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<sup>19</sup> The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018 can be found at [https://docs.google.com/document/d/15mjk89tej0tnz-bmr6dhaBgK8pF02uFqNcT\\_sYWrGVw/edit?usp=sharing](https://docs.google.com/document/d/15mjk89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing).



Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and that @ONE's focus on equitable and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators' training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process and these trainings were, and continue to be, pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor's Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community College Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California Community Colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity.

Contact: Amber Gillis, Executive Committee, Online Education Committee

### **13.0 General Concerns**

#### **\*13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder**

Whereas, Resolution F22 17.05, "Adopt Student Senate for California Community Colleges Low-Cost Recommendation" encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges since various definitions of low-cost at different institutions can be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange's online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized;

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC's online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

**\*13.02 S23 Adopt "Enrollment Management Revisited Again: Post Pandemic" Paper**

Whereas, In Fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,<sup>20</sup> which recognized the significant environmental changes that California community colleges find themselves operating in; and

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as they relate to enrollment management that subsequently resulted in the crafting of a paper titled the "Role of Academic Senates in Enrollment Management"<sup>21</sup> and a paper titled "Enrollment Management Revisited"<sup>22</sup>

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "Enrollment Management Revisited Again: Post Pandemic"<sup>23</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

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<sup>20</sup> Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

<sup>21</sup> "Role of Academic Senates in Enrollment Management" (1999) found at <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

<sup>22</sup> "Enrollment Management Revisited" (2009) found at <https://www.asccc.org/papers/enrollment-management-revisited>.

<sup>23</sup> "Enrollment Management Revisited Again: Post Pandemic" can be found at <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%2017.23.pdf>

### **\*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper**

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,<sup>24</sup> which recognized the need to update the existing ASCCC position paper entitled, “Ensuring Effective Online Programs: A Faculty Perspective” to include current and clarifying information regarding accessibility in online learning environments related to Sections 504<sup>25</sup> and 508<sup>26</sup> of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "Effective and Equitable Online Education: A Faculty Perspective"<sup>27</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

### **\*13.04 S23 Define Academic Freedom in Title 5**

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)<sup>28</sup> “recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California’s community colleges”<sup>29</sup>; and

Whereas, California Code of Regulations, title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”<sup>30</sup> yet there remains no statutory or regulatory language that defines academic freedom, which has left California community colleges operating with “inconsistent” and “insufficient” policies related to academic freedom<sup>31</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023

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<sup>24</sup> Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

<sup>25</sup> “Protecting Students With Disabilities.” (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

<sup>26</sup> “Section 508 Compliance” (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

<sup>27</sup> “Effective and Equitable Online Education: A Faculty Perspective” can be found at <https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education%20Final%2003%2016%202023.pdf>.

<sup>28</sup> SR 45 (Min, 2021): [https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220SR45](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45)

<sup>29</sup> Senate Resolution 45 (Min). March 16, 2022: [https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>30</sup> California Code of Regulations, title 5, §51023: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.

<sup>31</sup> Senate Resolution 45 (Min). March 16, 2022: [https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.<sup>32</sup>

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

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<sup>32</sup> Ibid.

## ***Office Assignment Procedures***

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

### **Classification of Offices**

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

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

- Category 1: general-purpose offices
- Category 2: offices designed for a specific function.

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

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

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

### **Single-person Offices**

1. Any office under 110 square feet should be declared a single-person office. Offices under 110 square feet which currently have two occupants will become single-person offices whenever one of the current occupants leaves the office. Measurement of offices will be made by the Director of Facilities. Any faculty member who disagrees with the measurement has the right to have their office re-measured in their presence.
2. Any office which is over 110 square feet is a two-person office, unless officially designated a one-person office. Designation of a one-person office may be made by agreement of the Vice-President of Instruction and Academic Senate President (in consultation with AS Council), if they agree that one or more of the following conditions holds true:
  - the office is physically unable to accommodate the minimum required equipment of 1 desk, 1 office chair, 1 student chair, 38" depth of file storage space, and 10 linear feet of book storage per instructor.
  - the Health and Safety Committee has recommended that the office be designated a single-person office.
  - the ADA Compliance Coordinator has recommended that the office be designated a single-person office. If the recommendation is specific to an instructor, the office will revert to a two-person office when vacated by the instructor.
  - the office needs to be single-person because of specific programmatic needs (e.g. the office of a program coordinator or director who must hold regular confidential meeting). Lead instructors of programs are not generally considered to be program directors or coordinators.

### **Two-person offices**

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

## Assignment of offices

1. **(by March 15)** Academic Senate Council considers requests for reclassification of existing offices and classification of new office spaces.
2. **(by March 30)** The Senate President determines which office work stations will be vacant during the coming academic year and publishes the list. Office work stations are declared vacant with the following priorities:
  - a) Retiring faculty or newly converted office spaces
  - b) Faculty on district approved leaves (these spaces will be given preferentially to sabbatical leave replacements and visiting faculty as they will only be 'vacant' for a semester or a year). Faculty going on district approved leave should clear out desk, shelf, and file space to accommodate replacements
  - c) As a last resort if no other spaces are available, the offices of faculty teaching part-time in anticipation of retirement will be made available.
3. **(by April 15)** Faculty members who wish to change offices fill out forms listing first and second choices for offices. Department chairs put in office requests for new faculty positions. All requests will be retained for the duration of the office request cycle, and will be considered in each round of requests according to the criteria specified below.
4. The Senate President develops a proposed list of office assignments based on the following criteria:
  - a) "Squatter's rights": no faculty member already in an office will be arbitrarily moved from it. (A faculty member going on district approved leave does not lose squatter's rights). The only exception to this criterion is in the case of a Category 2 office (see item 4c below).
  - b) Category 1: General-purpose offices. If two or more faculty members request the same vacant general purpose office space, the most senior member's request will be honored. (Note: "Seniority" in this document means seniority for full-time faculty as defined by the district.)
  - c) Category 2: Offices designed for a specific function. This category includes offices which are designed with line of sight to a classroom or lab, or are immediately adjacent to a lab, performance space, or other specialized facility. These offices are designated for faculty members in the specific program for which the office was designed. If such an office becomes vacant, the request of the most senior member in the program will be honored. If no one from the program requests the office and it is requested by a member or members outside the program, the most senior member's request will be honored. However, if at a later time there is a request from a faculty member within the program to occupy the space (and there is no other available space in the office), the faculty member currently occupying the office will be informed by the Academic Senate President and must request a new office assignment. This provision does not apply to faculty who were assigned such offices prior to January 1, 2005; they have "squatter's rights" and will not be moved from the office without their consent.
5. **(by April 30)** The Senate President publishes the working list to the Senate and initiates a second round of requests. Only offices which were *not* available during the first round of requests can be requested during the second round. If the second round of requests results in additional office vacancies, the Senate President will publish the vacancies and initiate additional rounds of requests as she or he deems appropriate to ensure the process is as transparent as possible. Each additional round of requests will be open for a minimum of 72 hours. Offices being vacated need to be done so no later than June 30.
6. **(by 2nd Senate Council meeting in May)** Final list is presented to Senate Council for approval.

In addition, the faculty sabbatical leave contract specifies that the faculty member understands that his/her office may be used in his/her absence, and agrees to clear out sufficient workspace (desk top and drawers, bookshelf space, and at least one file cabinet drawer) before leaving on sabbatical. Retiring faculty members will vacate their offices no later than June 30.



## **ACADEMIC SENATE**

### **Academic Senate Goals for 2022-2023**

#### **Theme: Teaching and Learning**

Goal #1) Given that many MiraCosta faculty have received training on identifying equity gaps, guidance is needed on clear and concrete ways to address those gaps. This year, this taskforce will create a local guide for Faculty on Culturally Responsive Teaching Practices using the DEI in Curriculum: Model Principles and Practices as a model. The taskforce will collaborate with the C3 Joyful Teacher in Residence, PDP, CPC, and MOE, on development of the guide and ways to incorporate the guide into faculty professional learning opportunities.

#### **Theme: Onboarding**

Goal #2) Develop focused and discrete training materials that may be delivered to Senate members in a “just-in-time” manner, so all members—but especially new members, associate faculty, and student senators—may participate in deliberative processes with full confidence and certainty. In this, we aim to create a recursive, sustaining onboarding process that also becomes a model that other Academic Senate subcommittees might adopt and emulate

#### **Theme: Enrollment and Course Offerings**

Goal #3) A taskforce of the Academic Senate will collaborate with the new MiraCosta Enrollment Management team to research and learn about existing and innovative enrollment management practices to improve enrollment and to support equity, access, and student success. This taskforce will provide updates during Academic Senate meetings throughout the year.