



ACADEMIC SENATE

Regular Meeting — October 7, 2022

9:00am to 11:00am

Hyflex Meeting – Room OCT200

MiraCosta College, 1 Barnard Drive, Oceanside, CA 92056

and via ZOOM: Information below

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AGENDA

- I. Call to Order
- II. Roll Call
- III. Teleconferencing for Meetings
 - A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Safaralian*
Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 09/16/22.*
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of September 16, 2022
 - B. Ratify the updated Committee Assignments list for 2022-2023
 - C. Approve One Equivalency Request for Music
 - D. Approve Two Comparable Degree Title Requests for Psychology
- VII. Reports
 - A. Academic Senate President – *Safaralian*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Phillips*
 - D. Associated Student Government – *Potter*
 - E. Redesigning the Student Experience – *Askerneese, Ha*
 - F. Accreditation – *Tarman*

- VIII. Old Business
- A. AS Local Goal Setting – *Safaralian*
 Description: *Senate members will present the draft of their SMARTE goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism for Onboarding, Teaching and Learning, and Enrollment and Course Offerings.*
- IX. New Business
- A. Technology Plan – *Maciel, Julius, Ludsford of Cambridge West* **[Time certain 9:30am]**
 Description: *The last Technology Plan draft will be distributed to all governance groups for review and feedback opportunity. All feedback will be collected and the Technology Plan will be finalized. This presentation is a first read of the Final Plan.*
- B. Institutional Self-Evaluation Report (ISER)– *Tarman* **[Time certain 9:45am]**
 Description: *The ISER is going to be presented to campus constituent groups for a first read in October and for final approval in November. The report is due to the ACCJC in December with a formative review in spring 2023 (March 20) and a summative review in fall 2023 (September 18th-22nd).*
- X. Information / Discussion
- A. ASCCC Legislative Updates – *Fallstrom* **[Time certain 10:00am]**
 Description: *Scott Fallstrom will provide a legislative process and update on any state legislative news from ASCCC. Further, he will give an overview of the timeline for the legislative cycle and also provide a brief review of the past bills that may have the biggest impact on faculty and students such as AB928, AB1111, and AB1705.*
- B. International Education: Study Abroad and Virtual International Exchanges – *Petri* **[Time certain 10:15am]**
 Description: *Andrea Petri will present the work that the International Education Committee has been doing over the past seven to eight years to create opportunities for students and faculty to engage in international activities both in person and virtually.*
- XI. Senator Reports
 Description: *Academic Senators will have the opportunity to make brief announcements and updates.*
- XII. Adjournment

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

Therefore, Academic Senate (AS) meetings will be held via Zoom. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2929 or 1-800-735-2922.

In compliance with Government Code section 54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <http://www.miracosta.edu/governance/academicsenate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

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

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

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

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

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

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

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

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

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

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

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

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



UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, 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 **9:01am**.

II. Roll Call

Members present in person: Angela Beltran-Aguilar, Karla Cordero, curry mitchell (Vice President), Shawn Firouzian, Delores Loedel, Tyrone Nagai, Gilbert Neri, Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Krista Warren

Members absent: Robin Allyn (Coordinating officer), Ingrid Bairstow, Sunny Cooke (ex-officio), Jim Julius, Don Love

Others present: Stacey Hull, Denée Pescarmona, Michael Potter, Violeta Sanchez, Chris Tarman, Alketa Wojcik

III. Teleconferencing for Meetings

A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361

The Academic Senate considered the circumstances of the state of emergency and determined if the emergency continues to directly impact the ability of members to meet safely in person pursuant to AB 361.

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

The President's office is checking with the Governor's office. There is a bill on the Governor's desk that is scheduled to be signed by September 30th. Changes will occur regarding meetings and the Brown Act. In the meantime, governance committees who fall under the Brown Act can continue to have meetings remotely this fall semester as a transition period. However, they will need to meet in person in the spring.

IV. Persons Wishing to Address the Senate

Violeta Sanchez, professor of Letters and co-coordinator and instructor for the Puente program and committee chair for the Diversity, Equity, and Cultural Competency Committee wanted to share that Gina Ann Garcia will be coming to MCC virtually on 10/5 from 12:30 to 3:30pm to talk about her book, *Becoming Hispanic Institutions*. Garcia has also started a podcast called *Que Pasa HSI* at the following link: <https://www.ginaanngarcia.com/101>. A second podcast was also recommended, called *Undistracted* with Brittany Pacnett Cunningham about the hidden Latinx stories we don't hear and can be found at this link: <https://wearethemetor.com/work/undistracted/>.

V. Changes to Agenda Order – None.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of September 2, 2022

B. Ratify the updated Committee Assignments list for 2022-2023

C. Ratify the updated Academic Senate Constituent list for 2022-2023

The consent calendar was approved by unanimous consent.

Minutes of 9/2 the word EChALE was misspelled and will be corrected.

As we see that the Committee Assignments list keeps coming back for ratification, we are going to work on streamlining this process and will bring it to Senate for information. Please share any ideas you may have about the process.

VII. Reports

A. Academic Senate President

Academic Senate President, Leila Safaralian, noted that Candy Owens and Delores Loedel are the AS liaisons for ASG; however, the only two days they cannot attend the ASG meetings are 10/28 and 11/18 both at 10am. We are looking for any of our Senators to attend either of those days. Firouzian volunteered to attend on 10/28 but we have an AS meeting on 11/18 and cannot attend their meeting. The fifth Friday even has been put aside for Teaching and Learning. Associate Faculty can get paid to attend based on their non-instructional salary schedule. It is also flex-eligible for full-time faculty. We are still looking for an ACP to fill for Letters and Humanities. This position comes with a 20% reassigned time. Please share this with constituents.

She is sharing articles with faculty and has received many encouraging words. More articles are coming. Upcoming conferences to look out for are the Student Success Conferences from 10/5-6 at the Hyatt Regency in Orange County in Garden Grove, if interested. The Area D meeting for AS is highly recommended for AS senators. It will take place on Saturday 10/15 from 10a-3p and is online only. They will talk about the resolutions at this meeting and it is free to attend.

The ASCCC Fall Plenary Session is from 11/3-5. We are ready to submit a spend authorization next week. The event is hybrid either in person or online. Krista Warren will attend in person, and Firouzian, mitchell, and Safaralian will attend on Zoom.

B. College Superintendent/President

Vice President of Instruction, Denée Pescarmona, reported on Superintendent President, Sunny Cooke's behalf in her absence. Dr. Cooke, Dr. Stewart, Don Love, and four UMOJA students are in Ghana until 9/25 for cultural exchange. Everyone is invited to join the October 5th event with guest author, Gina Garcia to discuss her book, *Becoming Hispanic-Serving Institutions*. Further noted the 5th Friday event at the Carlsbad Westin hotel where there will be sustained dialogue at how to look at your data and to make improvement. The focus will be on using the information for programmatic and student improvement.

C. Classified Senate

CS Vice President, Ingrid Phillips, was unable to attend. However, Safaralian advised everyone to look at an email from Carl Banks about their Leadership Program. The deadline to apply is September 19th.

D. Associated Student Government

ASG representative, Michael Potter, is the Director of Public Relations for ASG to promote activities and resources associated with ASG and subsidiary groups within ASG. They also want to see how they can collaborate on their goals with AS. ASG concentrated on the Brown Act during their first regular meeting.

E. Redesigning the Student Experience

Faculty lead, Adrean Askerneese and Thao Ha are attending a conference and were unable to be here. Next week is the next Institute for the Guided Pathways work. Devon Boone will be there to share.

F. Accreditation

Chris Tarman will present a standing report for accreditation. He noted that a lot of work has been done on the Institutional Self-Evaluation Report (ISER) this past year. They are including quality focus essays at end of the report, SLOs and GP work, and tying them into enrollment management. They are working with faculty colleagues on OAC to develop the essay. The government's review is due at the end of October. It is a large document, so it will be broken down into chunks and assigned to faculty committees to review those sections of the report and identify the possibility of better evidence. They will help Denée Pescarmona put together the document outlining who will review which standard. The basic timelines are that the governance committees will review throughout October, it will go to the Board for final read on November 17th. The team will sit down together and go through the report on March 30th. During the week of September 18th, 2023 there will be a focused visit on those things they have concerns about.

VIII. Old Business

A. Academic Calendar 2022-2023

AAC Chair, Stacey Hull, reported that in Spring 2022, AAC and then AS approved the attached First Draft of the 2023-24 academic calendar. This calendar followed the required Chancellor's Office mandated holiday schedule. According to the Chancellor's office, there was going to be a need to have Washington and Lincoln's Holidays on two Mondays as opposed to previous years where there was an option of having the days be on a Friday and Monday. Later, the Chancellor's Office sent another memo allowing the flexibility for 23-24 to have the holiday on either a Friday or a Monday. As such, the AAC is now

bringing back the revised Final Academic Calendar for approval with the Washington and Lincoln Holidays on Friday and Monday.

MSP (Nagai / Firouzian) [Warren abstained] to approve the Academic Calendar 2022-2023 with the following revisions: the pass/no pass deadline is on 12/16 in the fall and 5/24 in the spring; the No “W” for the fall is correct and the No “W” for spring is 2/2, and the day after Thanksgiving is Friday, 11/24.

B. AS Local Goal Setting – Leila Safaralian

Senate members broke into groups along with breakout rooms in Zoom to continue discussing the creation of SMARTE goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism. They recapped the emerging themes, topics, issues, ideas, and goals from the last AS meeting.

Senate members chose one of the following breakout rooms for discussion of their goals:

Breakout room #1: Onboarding facilitated by Curry Mitchell

Breakout room #2: Teaching and Learning facilitated by Shawn Firouzian

Breakout room #3: Enrollment and Course Offerings facilitated by Leila Safaralian

Taskforces will present their goals to Senate on 10/7th.

IX. Information / Discussion

A. What our current SLO Data Shows

Dean of Research, Planning and Institutional Effectiveness, Chris Tarman, reported that RPIE is currently working on a new dashboard to allow faculty to see which courses and course student learning outcomes have been assessed by academic year. Based on the information uploaded to Anthology (Campus Labs), his presentation briefly discussed the current numbers as well as some of the challenges around reporting the data. Tarman shared the development of the CSLO Assessment Report included active courses based on the current academic year and courses with defined SLOs. Not included are honors courses, 296 and 298 courses, and assessments entered during semesters where the course was not offered. Data refresh is the manual process to download data from Anthology and then upload to Tableau. This semester the data refresh will occur every Friday and in the future, one to two times per semester. Further, the college-wide percentage of courses assessed was shared and discussed. The next steps is to continue the development of the Courses Assessed Dashboard which is still being ironed out including the design, filters, and layout which will be reviewed by OAC. There will be a demonstration of the Dashboard at the 5th Friday event on 9/30. The next Dashboard to be developed will be the Assessment Results Dashboard.

Some questions asked were related to honors courses and/or honors contracts. It was noted that for honors contracts, they build a section for an honors course outline for those contracts. There needs to be a conversation with RPIE about this since there would be dozens of courses which would represent those honors contracts. It was also asked if there is a way to determine successful outcomes in following classes. It was noted that this is in development and is possible. Further a question related to technology housing the outcomes was asked; how much of the change in percentage was because of changes in the system and how does accreditation, when they take a look at this, be looked at and where does this put us as we are preparing for the accreditation visit? Where accreditation is concerned, we have to be comfortable with what is on this report. We will never see 100% because curriculum changes and may be new and not yet assessed. Accreditors look to see if we have good processes but will not get hung up on us being at 88%. If we were at only assessing 50% of our courses, there would be more questions. It was also asked how many courses were assessed for SLO and noted that we are building a list of courses that were offered and there will be the ability to select years vs. five-year data and be able to click on a single course within that list.

B. Student Success, Equity, and Guided Pathways Advisory Committee

VP of Instruction, Denée Pescarmona and VP of Student Services, Alketa Wojcik shared a draft proposal of the Student Success, Equity, and Guided Pathways Committee, which would focus on responsibilities that don't already fall in specific places at the institution, and it would replace the Student Success committee that has been on hiatus for a number of years. The intention is to make the committee a place of collaboration for a variety of college-wide plans and frameworks (such as Student Equity and Guided Pathways), which will allow us as an institution to better assess the integration and effectiveness of our student success efforts.

The Student Success, Equity and Guided Pathways Committee is responsible for assessing and evaluating the effectiveness of student success initiatives across the District through redesigning the student experience, particularly as it relates to Institutional Goal I: *MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.* This solution-oriented committee will serve as a platform for collaboration and communication across the college to ensure integration of student success and equity throughout campus-wide initiatives. The committee is also responsible for the review of institutional policies and procedures to assess disproportionate impact utilizing antiracist and equity-minded strategies. As an Advisory Committee, The Student Equity and Guided Pathways Committee is coming to Academic Senate as information. The committee is being formed to address work being done at the college to support our students in a collaborative effort. It does not replace the Student Success Committee, as it does not work with governance matters, but will work to address conversations on students redesigning experience and student equity. The committee will include faculty from areas such as ACPs, EOPS, ASE, and other special programs with folks that are already doing some of this work but maybe is being done in silos. Wojcik will forward the proposal of faculty membership to AS but as it is an advisory committee, it is flexible in its membership.

X. Senator Reports

Brian Page mentioned the upcoming vaccine clinics in October both at the OC and CLC. When he asked if there was any news about new space for the AFO annex, Pescarmona noted that they have been doing classroom inventory across all sites. They do have one tentative space and a potential solution. Gilbert Neri heard back from one constituent regarding fraudulent enrollment and asked if there are any updates on this issue. Wojcik responded they are trying to keep on top of it and there are a group of folks regularly monitoring the data and trying to create barriers. They continue to drop students in batches; however, sometimes they drop actual students who then have to re-enroll. The goal is to keep looking at patterns and prevent them. Some fraudulent students are using stolen data but we have caught those before they received any financial aid.

Curry Mitchell reported about conversations he has heard about Hyflex. The FA is interested in talking about Hyflex and MOE will also look at it. There is an urgency to assign faculty to specific modalities. AS should be aware and think about what AS might do as leaders on Hyflex. Statewide AS published two resolutions that defined Hyflex. Another resolution decision around Hyflex should remain in local governance.

Shawn Firouzian reported that the Career & Major Fair will take place on 10/13 from 11am-2pm. If faculty would like to volunteer and represent their discipline and talk with students, they can fill out the online volunteer sign-up form at this [LINK](#). He further suggested that more training in Workday would be helpful.

XI. Adjournment – The meeting adjourned at 11:26am

Student Success, Equity, and Guided Pathways

Purpose:

The Student Success, Equity and Guided Pathways Committee is responsible for assessing and evaluating the effectiveness of student success initiatives across the district through redesigning the student experience, particularly as it relates to Institutional Goal I: *MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.* This solution-oriented committee will serve as a platform for collaboration and communication across the college to ensure integration of student success and equity throughout campus-wide initiatives. The committee is also responsible for the review of institutional policies and procedures to assess disproportionate impact utilizing antiracist and equity-minded strategies.

Responsibilities:

- Assess the institutions progress in redesigning the student experience towards meeting Institutional Goal I
- Identify specific antiracist and equity-minded strategies to review institutional policies and procedures
- Champion the work of shared and integrated vision for the college's Guided Pathways, student success and equity efforts
- Regularly review data related to student success and equity to ensure campus efforts are appropriately leveraged to close equity gaps
- Facilitate the alignment of college initiatives that promote student success and reduce equity gaps for disproportionately impacted communities.
- Advise in the development and collaboration of the various college plans, grants, and initiatives that address student access, success, and equity efforts.
- In alignment with Research, Planning, and Institutional Effectiveness data, make recommendations to the College Council to support the continuous improvement of programs and services to address student success and equity needs.
- Provide a venue to dialog and integrate student access, success, and equity efforts college-wide.
- Collaborate with other established groups, committees, task forces and programs to share information and minimize duplication of efforts.

Proposed Composition - Needs more work

- Co-leads (Faculty + Dean) -
- Faculty x 4 - Special programs or ASE faculty; IFL; English/Math; Noncredit

- Students x 2-3 - ACP CAs and ASE Student Success Liaisons who are active students
- Equity Focused Program Representatives (SJEC, ASE, EOPS, ____) x3 -
- Deans x2 (Student Services and Instruction) -
- RPIE researcher x1 -
- Classified professionals X3
- Classified administrators X2
- Vice President x1 (Dennee or Alketa)
- Other - resource folks as needed- Cindy

First meeting: Tentatively planned for early October

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

<u>Committee Name</u>	<u>Term</u>	<u>2022-2023 Assignment</u>
Budget and Planning Committee (BPC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable twice for a max of six years, 3yrs for chair; 7 faculty total</i>
Budget and Planning Committee (BPC)	Sp25 (6yrs+)	Maria Figueroa (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Leila Safaralian (AS Pres)
Budget and Planning Committee (BPC)	Sp23 (1yrs)	curry mitchell (AS VP)
Budget and Planning Committee (BPC)	Sp23 (6yrs)	Joe Salamon (un-banking fall 22)
Budget and Planning Committee (BPC)	Sp23 (3yrs)	Edwina Williams (Associate Faculty)*
Budget and Planning Committee (BPC)	Sp24 (2yrs)	Taya Lazootin
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Christy Coobatis
College Council		
College Council	Assigned by virtue of role	Leila Safaralian (AS Pres)
College Council	Assigned by virtue of role	curry mitchell (AS VP)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable for a max of six years; 7 faculty total</i>
Institutional Program Review Committee (IPRC)	Sp24(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp23(4yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp23(2yrs)	John Kirwan
Institutional Program Review Committee (IPRC)	Sp23(2yrs)	Megan Allison
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Lisa Fast
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp22(2yrs)	Robin Allyn (Associate Faculty) *
Tenure Review and Evaluation Committee (. TREC)	<i>No term length</i>	<i>No number set; as needed</i>
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair) – FA appointed

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

<u>Committee Name</u>	<u>Term</u>	<u>2022-2023 Assignment</u>
Tenure Review and Evaluation Committee (TREC)		Jose Jara
Tenure Review and Evaluation Committee (TREC)		Nate Scharff
Tenure Review and Evaluation Committee (TREC)		Krista Byrd
Tenure Review and Evaluation Committee (TREC)		Jade Hidle (Sabbatical Fall 22)
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes (Sabbatical SP 23)
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		Suzie Bailey
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Mark Laurel
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Annie Ngo
Tenure Review and Evaluation Committee (TREC)		Karina Duarte-Braunstein
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan
Tenure Review and Evaluation Committee (TREC)		Ghada Osman ⁺
Tenure Review and Evaluation Committee (TREC)		Jed Schlueter

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

<u>Committee Name</u>	<u>Term</u>	<u>2022-2023 Assignment</u>
Tenure Review and Evaluation Committee (TREC)		Richard Dicker ⁺
Tenure Review and Evaluation Committee (TREC)		Christina Johnson
Tenure Review and Evaluation Committee (TREC)		Serena Mercado
Tenure Review and Evaluation Committee (TREC)		Himgauri Kulkarni
Outcomes Assessment Committee (OAC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms; renewable twice for a max of six years; 9 faculty total + 2 resource faculty</i>
Outcomes Assessment Committee (OAC)	Sp23(3yrs)	Shannon Myers (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp22(6yrs)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp24(6yrs)	Janelle West
Outcomes Assessment Committee (OAC)	Sp23(4yrs)	Krista Byrd
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Catherine Walker (un-banking fall 22)
Outcomes Assessment Committee (OAC)	Sp23(1yrs)	Maria Laura Carlsson (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp23(2yr)	Elise Fanney (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp24(4yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)	Sp23(2yrs)	Ashley Davis
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Director)

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Academic Senate and Academic Senate Subcommittees

Academic Senate	Elected Members	Year and semester term ends
Academic Senate	Safaralian, Leila, <i>President</i>	Sp24
Academic Senate	mittchell, curry, <i>Vice President</i>	Sp23
Academic Senate	Allyn, Robin, <i>Coordinating Officer</i>	Sp23
Academic Senate	Beltran Aguilar, Angela	Sp24
Academic Senate	Bairstow, Ingrid	Sp24
Academic Senate	Cordero, Karla	Sp23
Academic Senate	Firouzian, Shawn	Sp24
Academic Senate	Julius, Jim	Sp23
Academic Senate	Loedel, Delores	Sp23
Academic Senate	Love, Don	Sp24
Academic Senate	Nagai, Tyrone	Sp23
Academic Senate	Neri, Gilbert	Sp23
Academic Senate	Owens, Candy	Sp24
Academic Senate	Page, Brian	Sp24
Academic Senate	Ravanbaksh, Hossein	Sp23
Academic Senate	Warren, Krista	Sp23

<u>Committee Name</u>	<u>Term</u>	<u>2022-2023 Assignment</u>
Academic Affairs Committee (AAC)	<i>Ends</i>	<i>Chair 3-year term, non-renewable; 2-year member terms, renewable twice for a max of six years</i>
Academic Affairs Committee (AAC)	Sp25	Stacey Hull (Chair)
Academic Affairs Committee (AAC)	Sp23	Claudia Flores (sabbatical Sp 23)
Academic Affairs Committee (AAC)	Sp24	Beth Powell
Academic Affairs Committee (AAC)	Sp24	Alexis Tucker Sade (Sabbatical Sp 23)
Academic Affairs Committee (AAC)	Sp24	Daniel Ante-Contreras
Academic Affairs Committee (AAC)	Sp24	Theresa Bolanos
Academic Affairs Committee (AAC)	Sp23	Kris Peck
Academic Affairs Committee (AAC)	Sp22	Joseph King (Associate Faculty)*
Academic Affairs Committee (AAC)	Sp22	Tracy Williams
Academic Affairs Committee (AAC)	Sp24	Thong Nguyen

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Academic Affairs Committee (AAC)	Sp23	Shafin Ali
Academic Affairs Committee (AAC)	Sp23	Rick White
Academic Affairs Committee (AAC)	Sp23	Ghada Osman
Academic Affairs Committee (AAC)	Sp23	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp23	David McField
Academic Affairs Committee (AAC)	Sp24	Julie Cord
Courses and Programs Committee (CPC)	<i>Ends</i>	<i>CPC chair no term limit; members 3-year with no limit</i>
Courses and Programs Committee (CPC)	Sp25	Angela Senigaglia (Chair)
Courses and Programs Committee (CPC)	Sp24	Kelly Hagen (GE Area A1, Pre-transfer)
Courses and Programs Committee (CPC)	Sp24	Scott Fallstrom (GE Area A2)
Courses and Programs Committee (CPC)	Sp24	Erika Peters (GE Area B)
Courses and Programs Committee (CPC)	Sp25	Dave Massey (GE Area C)
Courses and Programs Committee (CPC)	Sp25	Robert Bond (GE Area D)
Courses and Programs Committee (CPC)	Sp25	OPEN (NonCredit)
Courses and Programs Committee (CPC)	Sp25	Ticey Hosley (Counseling)
Courses and Programs Committee (CPC)	Sp25	Zulema Diaz (other GE)
Courses and Programs Committee (CPC)	Sp24	Yana Gardiner (CE)
Courses and Programs Committee (CPC)	Sp23	Darlene Burke (Associate Faculty, CE)*
Courses and Programs Committee (CPC)	Permanent	Julius, Jim, Director Online Ed
Courses and Programs Committee (CPC)	Permanent	Benschop, Joanne (Articulation Officer, SLO Coordinator)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	2-year member term, renewable	6-9 members only
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Violeta Sanchez (Chair)

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Hilda Gomez-Zinn
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Mariana Silva
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Nakamura, Lemee
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Alicia Lopez
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Kristine Arquero
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Xuchi Eggleton (PDP Liaison)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Suganya Sankaranarayanan
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Aaron Roberts
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Sonia Gutierrez (Associate Faculty)*
Equivalency Subcommittee	No term length	No number set
Equivalency Subcommittee		Jeff Ihara (Chair)
Equivalency Subcommittee		Isabel Luengo
Equivalency Subcommittee		Glorian Sipman
Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel
Equivalency Subcommittee		Ruth Gay
Faculty Awards Subcommittee	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp23	Robin Allyn (Chair)
Faculty Awards Subcommittee		Janeen Apalatea
Faculty Awards Subcommittee		Christina Johnson

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Faculty Awards Subcommittee		Allison Perkins
Faculty Awards Subcommittee		Al Nyman (Associate Faculty)*
Faculty Awards Subcommittee		Jessica Thompson (Associate Faculty)*
MiraCosta Online Educators (MOE)	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp24	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp24	Lauren McFall
MiraCosta Online Educators (MOE)	Sp24	JahB Prescott
MiraCosta Online Educators (MOE)	Sp23	Roland Estrella
MiraCosta Online Educators (MOE)	Sp23	Nery Chapeton-Lamas (Un-banking F 22)
MiraCosta Online Educators (MOE)	Sp23	Robert Kelley
MiraCosta Online Educators (MOE)	Sp23	Pedro Morgado
MiraCosta Online Educators (MOE)	Sp24	curry mitchell
MiraCosta Online Educators (MOE)	Sp24	Cristina Toharia
MiraCosta Online Educators (MOE)	Sp23	Eli Clarke (Sabbatical Sp 23)
MiraCosta Online Educators (MOE)	Sp23	Leola Powers
MiraCosta Online Educators (MOE)	Sp23	Paulino Mendoza (Associate Faculty)*
Professional Development Program/Flex (PDP)	No term length	No number of members set
Professional Development Program/Flex (PDP)	Sp25	Aaron Roberts (Chair/PDP Coordinator)
Professional Development Program/Flex (PDP)		Jim Julius
Professional Development Program/Flex (PDP)		Rica French
Professional Development Program/Flex (PDP)		Lynne Miller
Professional Development Program/Flex (PDP)		Xuchi Eggleton

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Professional Development Program/Flex (PDP)		Thao Ha
Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		Zica Perovic
Professional Development Program/Flex (PDP)		JahB Prescott
Professional Development Program/Flex (PDP)		Sean Davis
Professional Development Program/Flex (PDP)		Giana Carey
Professional Development Program/Flex (PDP)		Tricia Hoste
Professional Development Program/Flex (PDP)		Bruce Hoskins
Professional Development Program/Flex (PDP)		Anna Alessi (Assoc Faculty)*
Professional Development Program/Flex (PDP)		Brian Page (Assoc Faculty)*
Sabbatical Leave Subcommittee (SLC)	No term length	No number set
Sabbatical Leave Subcommittee (SLC)		Trisha Hanada-Rogers (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Gail Meinhold (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		OPEN
Sabbatical Leave Subcommittee (SLC)		Jennifer Paris
Sabbatical Leave Subcommittee (SLC)		Pilar Hernandez
Sabbatical Leave Subcommittee (SLC)		Luke Lambert
Sabbatical Leave Subcommittee (SLC)		Karl Cleveland
Sabbatical Leave Subcommittee (SLC)		John Kirwan
Salary Advancement Subcommittee (SAC)	No term length	
Salary Advancement Subcommittee (SAC)		Donny Munshower (chair)
Salary Advancement Subcommittee (SAC)		Lilia Vidal
Salary Advancement Subcommittee (SAC)		Wendy Horton
Salary Advancement Subcommittee (SAC)		Korey Goulette
Salary Advancement Subcommittee (SAC)		Alison Phinney
Salary Advancement Subcommittee (SAC)		Sam Arenivar

Operational Subcommittee of the Senate:

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Elections Subcommittee	
Elections Subcommittee	John Phillips
Elections Subcommittee	Pierre Goueth
Elections Subcommittee	Allison Perkins

Campus Advisory Committees

<u>Committee Name</u>	<u>2022-2023 Assignment</u>
Awards and Scholarships Advisory Committee	
Awards and Scholarships Advisory Committee	Laura Hayek
Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Rebecca Morgan (un-banking Fall 22)
Awards and Scholarships Advisory Committee	Laney Collins
Awards and Scholarships Advisory Committee	Jeff Murico
Awards and Scholarships Advisory Committee	Steven Deineh
Awards and Scholarships Advisory Committee	Jill Ventrone (Associate Faculty)*
Basic Needs Workgroup	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Rhonda Welch Scalco
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Delores Loedel
Basic Needs Workgroup	Rita Naranjo (Associate Faculty)*
Campus/Facilities Advisory Committee	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Michelle Farnam
Campus/Facilities Advisory Committee	Raymond Clark
Campus/Facilities Advisory Committee	Steve Vail

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Classified Senate Events Committee	
Classified Senate Events Committee	Magdalena Zepeda
Classified Senate Events Committee	OPEN
Commencement Advisory Committee	
Commencement Advisory Committee	Adrean Askerneese
Commencement Advisory Committee	Edward Pohlert
Commencement Advisory Committee	Stephen Torok
Dual Enrollment Advisory Committee	
Dual Enrollment Advisory Committee	Magdalena Zepeda
Dual Enrollment Advisory Committee	Phillip Boland
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Theresa Bolanos
Emergency Preparedness Advisory Group (EPAG)	
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Michelle Odom
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez
EOPS/CARE Advisory Committee	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Eric Bishop
EOPS/CARE Advisory Committee	Larry Burns
EOPS/CARE Advisory Committee	Krystle Taylor
EOPS/CARE Advisory Committee	Denise Villarrial Nealon (Assoc Fac)*
Equal Employment Opportunity Advisory Committee (EEOAC)	2 members only
Equal Employment Opportunity Advisory Committee (EEOAC)	Lesley Doig
Equal Employment Opportunity Advisory Committee (EEOAC)	Edward Pohlert

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Financial Aid Advisory Committee	
Financial Aid Advisory Committee	Rebecca Morgan (un-banking Fall 22)
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Laura Hayak
Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright
Financial Aid Advisory Committee	Jill Ventrone (Associate Faculty)*
Honors Scholar Program Advisory Committee	
	6-9 FT, 2 Couns, 1-2 Associates
Honors Scholar Program Advisory Committee	Chris Sleeper (Chair – Sp 23)
Honors Scholar Program Advisory Committee	Delores Loedel
Honors Scholar Program Advisory Committee	Leah Cluff
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Lynn Trzoss
Honors Scholar Program Advisory Committee	Erika Peters
Honors Scholar Program Advisory Committee	Lise Flocken
Honors Scholar Program Advisory Committee	Donny Munshower
Honors Scholar Program Advisory Committee	Lisa Haavig (Associate Faculty)*
International Education Advisory Committee	
International Education Advisory Committee	Andrea Petri (Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	Emiko Kiyochi
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert
International Education Advisory Committee	Zika Perovic

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

International Education Advisory Committee	David Detwiler
International Education Advisory Committee	Rick White
International Education Advisory Committee	Ruben Gomez
Perkins Plan Advisory Committee	
Perkins Plan Advisory Committee	Yvette Duncan
Perkins Plan Advisory Committee	Arnoldo Williams
Perkins Plan Advisory Committee	Donna Davis
Perkins Plan Advisory Committee	David Parker
Perkins Plan Advisory Committee	Mike Deschamps
Perkins Plan Advisory Committee	Phillip Boland
Perkins Plan Advisory Committee	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores (Sabbatical Sp 23)
San Elijo Advisory Group	(~10)
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson
San Elijo Advisory Group	Abby Burd
San Elijo Advisory Group	Pamela Perry
San Elijo Advisory Group	Robert Bond
San Elijo Advisory Group	Delores Loedel
San Elijo Advisory Group	Lise Flocken
San Elijo Advisory Group	David Detwiler
San Elijo Advisory Group	Dean Ramos
San Elijo Advisory Group	Shannon Myers
San Elijo Advisory Group	Afifa Zaman
San Elijo Advisory Group	Lynnie Trzoss
San Elijo Advisory Group	Katherine Vilchez (Assoc Fac)*

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Student Accessibility Services (SAS)	
Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Mariana Silva
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Himgauri Kulkarni
Service Learning Advisory Committee	
Service Learning Advisory Committee	Min Choi
Service Learning Advisory Committee	Thong Nguyen
Service Learning Advisory Committee	Arlie Langager (Sabbatical Sp 23)
Service Learning Advisory Committee	Jacob Strona
Student Conduct and Police Advisory Committee	
Student Conduct and Police Advisory Committee	Thao Ha
Student Conduct and Police Advisory Committee	Ruben Gomez
Student Conduct and Police Advisory Committee	Don Love
Student Conduct and Police Advisory Committee	Al Nyman (Associate Faculty)*
Student Conduct and Police Advisory Committee	Krystle Taylor (DSPS)
Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
Strong Workforce Advisory Committee (SWAG)	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding (un-banking Sp 23)
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Leigh Cotnoir
Strong Workforce Advisory Committee (SWAG)	Paul Clarke

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Strong Workforce Advisory Committee (SWAG)	Eric Carstensen
Strong Workforce Advisory Committee (SWAG)	Mike Deschamps
Strong Workforce Advisory Committee (SWAG)	Karina Duarte-Braunstein
Strong Workforce Advisory Committee (SWAG)	Erica Duran (sabbatical Fall 22)
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
Student Services Council	Assigned by virtue of role
Student Services Council	Donna Davis
Student Services Council	Lise Flocken
Student Services Council	Adrean Askerneese
Student Services Council	Don Love
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
Sustainability Advisory Committee	
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Jennifer Paris
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jeanine Sepulveda
Sustainability Advisory Committee	Eric Snortum
Technology Advisory Committee	
Technology Advisory Committee	Jim Julius
Technology Advisory Committee	Lauren McFall
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Adrean Askerneese
Technology Advisory Committee	Khang Nguyen
Transfer Center Advisory Committee	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Transfer Center Advisory Committee	David Bonds
Transfer Center Advisory Committee	Lynn Trzoss

Additional Assignments

Committee on Exceptions Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month	
Committee on Exceptions	Adrian Askerneese
Committee on Exceptions	Theresa Bolanos
Committee on Exceptions	Rhonda Welch Scalco
Committee on Exceptions	Laney Collins
Committee on Exceptions	Michelle Farnam
NCHEA Board	
NCHEA Board	Rachel Hastings (Past Director AY 22-23)
NCHEA Board	Nate Scharff
NCHEA Board	Kat Soto-Gomez (Associate Faculty)*
NCHEA Board	Lise Flocken, Transfer Center Director -Required by NCHEA Bylaws
NCHEA Board	Zulema Diaz
NCHEA Board	Aaron Roberts, PDP Coordinator – Required by NCHEA Bylaws
Traffic and Parking Committee	3 faculty
Traffic and Parking Committee	Matt Falker (Sabbatical Fall 22)
Traffic and Parking Committee	Veronica Bloss
Traffic and Parking Committee	Korey Goulette
SDICCCA Faculty Intern Program	
SDICCCA Faculty Intern Program	David Detwiler
SDICCCA Faculty Intern Program	Sean Davis
SDICCCA Faculty Intern Program	James Garcia (Associate Faculty)*

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

MCCAAF 2022-2024

Executive Committee (Elected members)	
Krista Warren	President
Al Nyman	Vice President
Joe Chirra	Secretary
Dawn Diskin	Treasurer

FA COUNCIL 2022-2024

Executive Committee (Elected members)		
Mary Gross	President	Credit ESL
dara	Vice President	Letters Transfer
Luke Lara	Ombudsperson	Counseling: General
Annie Ngo	Exec TREC Liason/Contract Lead	Business
Billy Gunn	Exec Treasurer	Film Studies
Brad Byrom	Immediate Past President	History
Faculty Assembly Council (appointed by FA President)		
Abby Byrd	Councilperson	Mental Health Counseling
Paul Clarke	Councilperson	Drafting Design
Leigh Cotnoir	Councilperson	Media Arts Technology
Michelle Farnam	Councilperson	SAS Counseling
Ruth Gay	Councilperson	Noncredit ESL
Lauren Greenwald	Councilperson	Art
Steve Isachsen	Councilperson	Computer Studies
Sinar Lomeli	Councilperson	Puente/General Counseling
Richard Ma	Councilperson	Library
Kent McCorkle	Councilperson	Chemistry
Casey McFarland	Councilperson	Kinesiology Health Nutrition
Joe Salomon	Councilperson	Physics
Sue Simpson	Councilperson	Nursing
Jake Strona	Councilperson	Letters Pre-Transfer
Kristi Wish	Councilperson	Transfer Counseling

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

<u>Committee Name</u>	<u>Term</u>	<u>2022-2023 Assignment</u>
Budget and Planning Committee (BPC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable twice for a max of six years, 3yrs for chair; 7 faculty total</i>
Budget and Planning Committee (BPC)	Sp25 (6yrs+)	Maria Figueroa (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Leila Safaralian (AS Pres)
Budget and Planning Committee (BPC)	Sp23 (1yrs)	curry mitchell (AS VP)
Budget and Planning Committee (BPC)	Sp23 (6yrs)	Joe Salamon (un-banking fall 22)
Budget and Planning Committee (BPC)	Sp23 (3yrs)	Edwina Williams (Associate Faculty)*
Budget and Planning Committee (BPC)	Sp24 (2yrs)	Taya Lazootin
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Christy Coobatis
College Council		
College Council	Assigned by virtue of role	Leila Safaralian (AS Pres)
College Council	Assigned by virtue of role	curry mitchell (AS VP)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable for a max of six years; 7 faculty total</i>
Institutional Program Review Committee (IPRC)	Sp24(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp23(4yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp23(2yrs)	John Kirwan
Institutional Program Review Committee (IPRC)	Sp23(2yrs)	Megan Allison
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Lisa Fast
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp22(2yrs)	Robin Allyn (Associate Faculty) *
Tenure Review and Evaluation Committee (. TREC)	<i>No term length</i>	<i>No number set; as needed</i>
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair) – FA appointed

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

<u>Committee Name</u>	<u>Term</u>	<u>2022-2023 Assignment</u>
Tenure Review and Evaluation Committee (TREC)		Jose Jara
Tenure Review and Evaluation Committee (TREC)		Nate Scharff
Tenure Review and Evaluation Committee (TREC)		Krista Byrd
Tenure Review and Evaluation Committee (TREC)		Jade Hidle (Sabbatical Fall 22)
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes (Sabbatical SP 23)
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		Suzie Bailey
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Mark Laurel
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Annie Ngo
Tenure Review and Evaluation Committee (TREC)		Karina Duarte-Braunstein
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan
Tenure Review and Evaluation Committee (TREC)		Ghada Osman ⁺
Tenure Review and Evaluation Committee (TREC)		Jed Schlueter

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

<u>Committee Name</u>	<u>Term</u>	<u>2022-2023 Assignment</u>
Tenure Review and Evaluation Committee (TREC)		Richard Dicker ⁺
Tenure Review and Evaluation Committee (TREC)		Christina Johnson
Tenure Review and Evaluation Committee (TREC)		Serena Mercado
Tenure Review and Evaluation Committee (TREC)		Himgauri Kulkarni
Outcomes Assessment Committee (OAC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms; renewable twice for a max of six years; 9 faculty total + 2 resource faculty</i>
Outcomes Assessment Committee (OAC)	Sp23(3yrs)	Shannon Myers (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp22(6yrs)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp24(6yrs)	Janelle West
Outcomes Assessment Committee (OAC)	Sp23(4yrs)	Krista Byrd
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Catherine Walker (un-banking fall 22)
Outcomes Assessment Committee (OAC)	Sp23(1yrs)	Maria Laura Carlsson (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp23(2yr)	Elise Fanney (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp24(4yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)	Sp23(2yrs)	Ashley Davis
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Director)

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Academic Senate and Academic Senate Subcommittees

Academic Senate	Elected Members	Year and semester term ends
Academic Senate	Safaralian, Leila, <i>President</i>	Sp24
Academic Senate	mittchell, curry, <i>Vice President</i>	Sp23
Academic Senate	Allyn, Robin, <i>Coordinating Officer</i>	Sp23
Academic Senate	Beltran Aguilar, Angela	Sp24
Academic Senate	Bairstow, Ingrid	Sp24
Academic Senate	Cordero, Karla	Sp23
Academic Senate	Firouzian, Shawn	Sp24
Academic Senate	Julius, Jim	Sp23
Academic Senate	Loedel, Delores	Sp23
Academic Senate	Love, Don	Sp24
Academic Senate	Nagai, Tyrone	Sp23
Academic Senate	Neri, Gilbert	Sp23
Academic Senate	Owens, Candy	Sp24
Academic Senate	Page, Brian	Sp24
Academic Senate	Ravanbaksh, Hossein	Sp23
Academic Senate	Warren, Krista	Sp23

<u>Committee Name</u>	<u>Term</u>	<u>2022-2023 Assignment</u>
Academic Affairs Committee (AAC)	<i>Ends</i>	<i>Chair 3-year term, non-renewable; 2-year member terms, renewable twice for a max of six years</i>
Academic Affairs Committee (AAC)	Sp25	Stacey Hull (Chair)
Academic Affairs Committee (AAC)	Sp23	Claudia Flores (sabbatical Sp 23)
Academic Affairs Committee (AAC)	Sp24	Beth Powell
Academic Affairs Committee (AAC)	Sp24	Alexis Tucker Sade (Sabbatical Sp 23)
Academic Affairs Committee (AAC)	Sp24	Daniel Ante-Contreras
Academic Affairs Committee (AAC)	Sp24	Theresa Bolanos
Academic Affairs Committee (AAC)	Sp23	Kris Peck
Academic Affairs Committee (AAC)	Sp22	Joseph King (Associate Faculty)*
Academic Affairs Committee (AAC)	Sp22	Tracy Williams
Academic Affairs Committee (AAC)	Sp24	Thong Nguyen

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Academic Affairs Committee (AAC)	Sp23	Shafin Ali
Academic Affairs Committee (AAC)	Sp23	Rick White
Academic Affairs Committee (AAC)	Sp23	Ghada Osman
Academic Affairs Committee (AAC)	Sp23	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp23	David McField
Academic Affairs Committee (AAC)	Sp24	Julie Cord
Courses and Programs Committee (CPC)	<i>Ends</i>	<i>CPC chair no term limit; members 3-year with no limit</i>
Courses and Programs Committee (CPC)	Sp25	Angela Senigaglia (Chair)
Courses and Programs Committee (CPC)	Sp24	Kelly Hagen (GE Area A1, Pre-transfer)
Courses and Programs Committee (CPC)	Sp24	Scott Fallstrom (GE Area A2)
Courses and Programs Committee (CPC)	Sp24	Erika Peters (GE Area B)
Courses and Programs Committee (CPC)	Sp25	Dave Massey (GE Area C)
Courses and Programs Committee (CPC)	Sp25	Robert Bond (GE Area D)
Courses and Programs Committee (CPC)	Sp25	OPEN (NonCredit)
Courses and Programs Committee (CPC)	Sp25	Ticey Hosley (Counseling)
Courses and Programs Committee (CPC)	Sp25	Zulema Diaz (other GE)
Courses and Programs Committee (CPC)	Sp24	Yana Gardiner (CE)
Courses and Programs Committee (CPC)	Sp23	Darlene Burke (Associate Faculty, CE)*
Courses and Programs Committee (CPC)	Permanent	Julius, Jim, Director Online Ed
Courses and Programs Committee (CPC)	Permanent	Benschop, Joanne (Articulation Officer, SLO Coordinator)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	2-year member term, renewable	6-9 members only
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Violeta Sanchez (Chair)

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Hilda Gomez-Zinn
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Mariana Silva
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Nakamura, Lemee
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Alicia Lopez
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Kristine Arquero
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Xuchi Eggleton (PDP Liaison)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Suganya Sankaranarayanan
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Aaron Roberts
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Sonia Gutierrez (Associate Faculty)*
Equivalency Subcommittee	No term length	No number set
Equivalency Subcommittee		Jeff Ihara (Chair)
Equivalency Subcommittee		Isabel Luengo
Equivalency Subcommittee		Glorian Sipman
Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel
Equivalency Subcommittee		Ruth Gay
Faculty Awards Subcommittee	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp23	Robin Allyn (Chair)
Faculty Awards Subcommittee		Janeen Apalatea
Faculty Awards Subcommittee		Christina Johnson

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Faculty Awards Subcommittee		Allison Perkins
Faculty Awards Subcommittee		Al Nyman (Associate Faculty)*
Faculty Awards Subcommittee		Jessica Thompson (Associate Faculty)*
MiraCosta Online Educators (MOE)	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp24	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp24	Lauren McFall
MiraCosta Online Educators (MOE)	Sp24	JahB Prescott
MiraCosta Online Educators (MOE)	Sp23	Roland Estrella
MiraCosta Online Educators (MOE)	Sp23	Nery Chapeton-Lamas (Un-banking F 22)
MiraCosta Online Educators (MOE)	Sp23	Robert Kelley
MiraCosta Online Educators (MOE)	Sp23	Pedro Morgado
MiraCosta Online Educators (MOE)	Sp24	curry mitchell
MiraCosta Online Educators (MOE)	Sp24	Cristina Toharia
MiraCosta Online Educators (MOE)	Sp23	Eli Clarke (Sabbatical Sp 23)
MiraCosta Online Educators (MOE)	Sp23	Leola Powers
MiraCosta Online Educators (MOE)	Sp23	Paulino Mendoza (Associate Faculty)*
Professional Development Program/Flex (PDP)	No term length	No number of members set
Professional Development Program/Flex (PDP)	Sp25	Aaron Roberts (Chair/PDP Coordinator)
Professional Development Program/Flex (PDP)		Jim Julius
Professional Development Program/Flex (PDP)		Rica French
Professional Development Program/Flex (PDP)		Lynne Miller
Professional Development Program/Flex (PDP)		Xuchi Eggleton

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Professional Development Program/Flex (PDP)		Thao Ha
Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		Zica Perovic
Professional Development Program/Flex (PDP)		JahB Prescott
Professional Development Program/Flex (PDP)		Sean Davis
Professional Development Program/Flex (PDP)		Giana Carey
Professional Development Program/Flex (PDP)		Tricia Hoste
Professional Development Program/Flex (PDP)		Bruce Hoskins
Professional Development Program/Flex (PDP)		Anna Alessi (Assoc Faculty)*
Professional Development Program/Flex (PDP)		Brian Page (Assoc Faculty)*
Sabbatical Leave Subcommittee (SLC)	No term length	No number set
Sabbatical Leave Subcommittee (SLC)		Trisha Hanada-Rogers (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Gail Meinhold (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		OPEN
Sabbatical Leave Subcommittee (SLC)		Jennifer Paris
Sabbatical Leave Subcommittee (SLC)		Pilar Hernandez
Sabbatical Leave Subcommittee (SLC)		Luke Lambert
Sabbatical Leave Subcommittee (SLC)		Karl Cleveland
Sabbatical Leave Subcommittee (SLC)		John Kirwan
Salary Advancement Subcommittee (SAC)	No term length	
Salary Advancement Subcommittee (SAC)		Donny Munshower (chair)
Salary Advancement Subcommittee (SAC)		Lilia Vidal
Salary Advancement Subcommittee (SAC)		Wendy Horton
Salary Advancement Subcommittee (SAC)		Korey Goulette
Salary Advancement Subcommittee (SAC)		Alison Phinney
Salary Advancement Subcommittee (SAC)		Sam Arenivar

Operational Subcommittee of the Senate:

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Elections Subcommittee	
Elections Subcommittee	John Phillips
Elections Subcommittee	Pierre Goueth
Elections Subcommittee	Allison Perkins

Campus Advisory Committees

<u>Committee Name</u>	<u>2022-2023 Assignment</u>
Awards and Scholarships Advisory Committee	
Awards and Scholarships Advisory Committee	Laura Hayek
Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Rebecca Morgan (un-banking Fall 22)
Awards and Scholarships Advisory Committee	Laney Collins
Awards and Scholarships Advisory Committee	Jeff Murico
Awards and Scholarships Advisory Committee	Steven Deineh
Awards and Scholarships Advisory Committee	Jill Ventrone (Associate Faculty)*
Basic Needs Workgroup	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Rhonda Welch Scalco
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Delores Loedel
Basic Needs Workgroup	Rita Naranjo (Associate Faculty)*
Campus/Facilities Advisory Committee	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Michelle Farnam
Campus/Facilities Advisory Committee	Raymond Clark
Campus/Facilities Advisory Committee	Steve Vail

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Classified Senate Events Committee	
Classified Senate Events Committee	Magdalena Zepeda
Classified Senate Events Committee	OPEN
Commencement Advisory Committee	
Commencement Advisory Committee	Adrean Askerneese
Commencement Advisory Committee	Edward Pohlert
Commencement Advisory Committee	Stephen Torok
Dual Enrollment Advisory Committee	
Dual Enrollment Advisory Committee	Magdalena Zepeda
Dual Enrollment Advisory Committee	Phillip Boland
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Theresa Bolanos
Emergency Preparedness Advisory Group (EPAG)	
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Michelle Odom
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez
EOPS/CARE Advisory Committee	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Eric Bishop
EOPS/CARE Advisory Committee	Larry Burns
EOPS/CARE Advisory Committee	Krystle Taylor
EOPS/CARE Advisory Committee	Denise Villarrial Nealon (Assoc Fac)*
Equal Employment Opportunity Advisory Committee (EEOAC)	2 members only
Equal Employment Opportunity Advisory Committee (EEOAC)	Lesley Doig
Equal Employment Opportunity Advisory Committee (EEOAC)	Edward Pohlert

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Financial Aid Advisory Committee	
Financial Aid Advisory Committee	Rebecca Morgan (un-banking Fall 22)
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Laura Hayak
Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright
Financial Aid Advisory Committee	Jill Ventrone (Associate Faculty)*
Honors Scholar Program Advisory Committee	
6-9 FT, 2 Couns, 1-2 Associates	
Honors Scholar Program Advisory Committee	Chris Sleeper (Chair – Sp 23)
Honors Scholar Program Advisory Committee	Delores Loedel
Honors Scholar Program Advisory Committee	Leah Cluff
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Lynn Trzoss
Honors Scholar Program Advisory Committee	Erika Peters
Honors Scholar Program Advisory Committee	Lise Flocken
Honors Scholar Program Advisory Committee	Donny Munshower
Honors Scholar Program Advisory Committee	Lisa Haavig (Associate Faculty)*
International Education Advisory Committee	
International Education Advisory Committee	Andrea Petri (Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	Emiko Kiyochi
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert
International Education Advisory Committee	Zika Perovic

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

International Education Advisory Committee	David Detwiler
International Education Advisory Committee	Rick White
International Education Advisory Committee	Ruben Gomez
Perkins Plan Advisory Committee	
Perkins Plan Advisory Committee	Yvette Duncan
Perkins Plan Advisory Committee	Arnoldo Williams
Perkins Plan Advisory Committee	Donna Davis
Perkins Plan Advisory Committee	David Parker
Perkins Plan Advisory Committee	Mike Deschamps
Perkins Plan Advisory Committee	Phillip Boland
Perkins Plan Advisory Committee	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores (Sabbatical Sp 23)
San Elijo Advisory Group	(~10)
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson
San Elijo Advisory Group	Abby Burd
San Elijo Advisory Group	Pamela Perry
San Elijo Advisory Group	Robert Bond
San Elijo Advisory Group	Delores Loedel
San Elijo Advisory Group	Lise Flocken
San Elijo Advisory Group	David Detwiler
San Elijo Advisory Group	Dean Ramos
San Elijo Advisory Group	Shannon Myers
San Elijo Advisory Group	Afifa Zaman
San Elijo Advisory Group	Lynnie Trzoss
San Elijo Advisory Group	Katherine Vilchez (Assoc Fac)*

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Student Accessibility Services (SAS)	
Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Mariana Silva
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Himgauri Kulkarni
Service Learning Advisory Committee	
Service Learning Advisory Committee	Min Choi
Service Learning Advisory Committee	Thong Nguyen
Service Learning Advisory Committee	Arlie Langager (Sabbatical Sp 23)
Service Learning Advisory Committee	Jacob Strona
Student Conduct and Police Advisory Committee	
Student Conduct and Police Advisory Committee	Thao Ha
Student Conduct and Police Advisory Committee	Ruben Gomez
Student Conduct and Police Advisory Committee	Don Love
Student Conduct and Police Advisory Committee	Al Nyman (Associate Faculty)*
Student Conduct and Police Advisory Committee	Krystle Taylor (DSPS)
Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
Strong Workforce Advisory Committee (SWAG)	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding (un-banking Sp 23)
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Leigh Cotnoir
Strong Workforce Advisory Committee (SWAG)	Paul Clarke

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Strong Workforce Advisory Committee (SWAG)	Eric Carstensen
Strong Workforce Advisory Committee (SWAG)	Mike Deschamps
Strong Workforce Advisory Committee (SWAG)	Karina Duarte-Braunstein
Strong Workforce Advisory Committee (SWAG)	Erica Duran (sabbatical Fall 22)
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
Student Services Council	Assigned by virtue of role
Student Services Council	Donna Davis
Student Services Council	Lise Flocken
Student Services Council	Adrean Askerneese
Student Services Council	Don Love
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
Sustainability Advisory Committee	
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Jennifer Paris
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jeanine Sepulveda
Sustainability Advisory Committee	Eric Snortum
Technology Advisory Committee	
Technology Advisory Committee	Jim Julius
Technology Advisory Committee	Lauren McFall
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Adrean Askerneese
Technology Advisory Committee	Khang Nguyen
Transfer Center Advisory Committee	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

Transfer Center Advisory Committee	David Bonds
Transfer Center Advisory Committee	Lynn Trzoss

Additional Assignments

Committee on Exceptions Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month	
Committee on Exceptions	Adrian Askerneese
Committee on Exceptions	Theresa Bolanos
Committee on Exceptions	Rhonda Welch Scalco
Committee on Exceptions	Laney Collins
Committee on Exceptions	Michelle Farnam
NCHEA Board	
NCHEA Board	Rachel Hastings (Past Director AY 22-23)
NCHEA Board	Nate Scharff
NCHEA Board	Kat Soto-Gomez (Associate Faculty)*
NCHEA Board	Lise Flocken, Transfer Center Director -Required by NCHEA Bylaws
NCHEA Board	Zulema Diaz
NCHEA Board	Aaron Roberts, PDP Coordinator – Required by NCHEA Bylaws
Traffic and Parking Committee	3 faculty
Traffic and Parking Committee	Matt Falker (Sabbatical Fall 22)
Traffic and Parking Committee	Veronica Bloss
Traffic and Parking Committee	Korey Goulette
SDICCCA Faculty Intern Program	
SDICCCA Faculty Intern Program	David Detwiler
SDICCCA Faculty Intern Program	Sean Davis
SDICCCA Faculty Intern Program	James Garcia (Associate Faculty)*

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23

If no term ending dates are noted, the terms are flexible

MCCAAF 2022-2024

Executive Committee (Elected members)	
Krista Warren	President
Al Nyman	Vice President
Joe Chirra	Secretary
Dawn Diskin	Treasurer

FA COUNCIL 2022-2024

Executive Committee (Elected members)		
Mary Gross	President	Credit ESL
dara	Vice President	Letters Transfer
Luke Lara	Ombudsperson	Counseling: General
Annie Ngo	Exec TREC Liason/Contract Lead	Business
Billy Gunn	Exec Treasurer	Film Studies
Brad Byrom	Immediate Past President	History
Faculty Assembly Council (appointed by FA President)		
Abby Byrd	Councilperson	Mental Health Counseling
Paul Clarke	Councilperson	Drafting Design
Leigh Cotnoir	Councilperson	Media Arts Technology
Michelle Farnam	Councilperson	SAS Counseling
Ruth Gay	Councilperson	Noncredit ESL
Lauren Greenwald	Councilperson	Art
Steve Isachsen	Councilperson	Computer Studies
Sinar Lomeli	Councilperson	Puente/General Counseling
Richard Ma	Councilperson	Library
Kent McCorkle	Councilperson	Chemistry
Casey McFarland	Councilperson	Kinesiology Health Nutrition
Joe Salomon	Councilperson	Physics
Sue Simpson	Councilperson	Nursing
Jake Strona	Councilperson	Letters Pre-Transfer
Kristi Wish	Councilperson	Transfer Counseling



ACADEMIC SENATE

Proposed Goals for the Academic Senate 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.



Technology Plan

Approval/Review History:

Approved by Technology Advisory Committee for Circulation/Feedback March 30, 2022

Reviewed by Executive Management Team for Input April 4, 2022

Presented to Budget & Planning, Classified Senate, Academic Senate, Administrators
Committee, College Council, Associated Student Government April 2022

Circulated for Input to all Governance Committees April-May 2022

Approved by Executive Management Team to Proceed through Governance August 15, 2022



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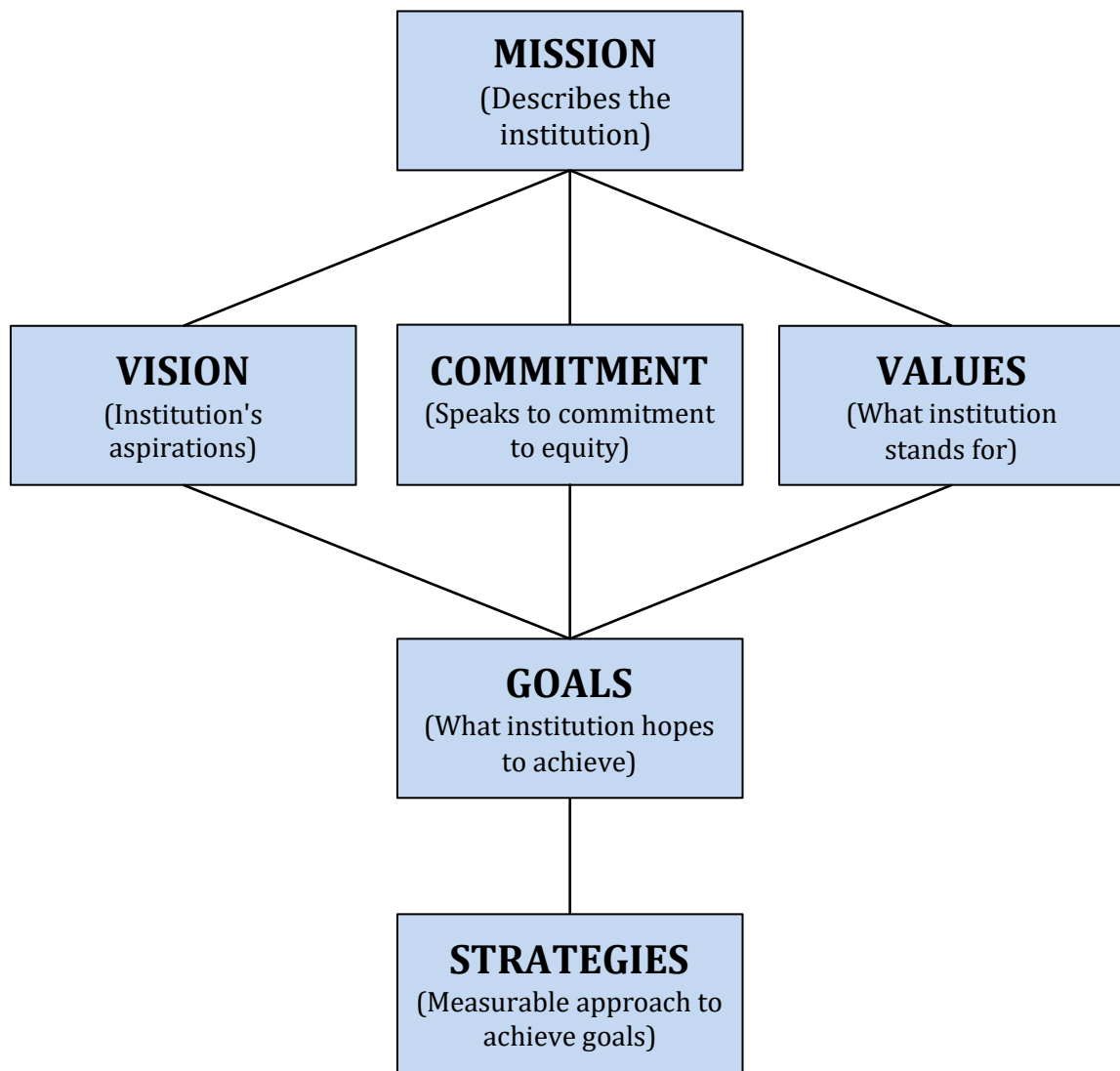
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PLANNING FRAMEWORK

MiraCosta College recently developed the *MiraCosta College Long-Term Planning Framework 2020-2026* to guide its long-term planning efforts. The framework outlines the College's guiding statements related to mission, vision, values, and commitment as well as the 2020-2026 planning goals for the institution. This framework was used in the development of the Technology Plan. The *MiraCosta Technology Plan* is a five-year plan that is annually reviewed and updated.

LONG-TERM PLANNING FRAMEWORK

The College's long-term planning framework is anchored by the mission, vision, values, and commitment of the institution. The goals represent broad areas of focus that are accomplished via more specific strategies with measurable outcomes. The relationship of the various elements of the long-term framework are illustrated in the following graphic.



MiraCosta College Mission, Vision and Commitment, Institutional Goals and Potential Technology Impact, and Technology Support Strategies Addressing Institutional Goals provided the foundation for the plan. The Institutional Values (Appendix A), Future Focus and Adaptive Planning, Technology Futures Radar, and the Outcome of the Futures Task Force (Appendix B), and Data Summary, Relevant Trends and the Technology Plan Survey (Appendix C) documents provided information used in the development of the plan.

MISSION, VISION, AND COMMITMENT

Each of the statements below incorporate and reflect the input and perspective from multiple college constituent groups. The following definitions provide context to the statements below:

- **Mission** - Describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement.
- **Vision** - A statement of an organization's overarching aspirations of what it hopes to achieve or to become.
- **Commitment** - A statement that was created from a campus desire for the institution to articulate our commitment to equity, including the populations most impacted.

MiraCosta College Mission

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

MiraCosta College Vision

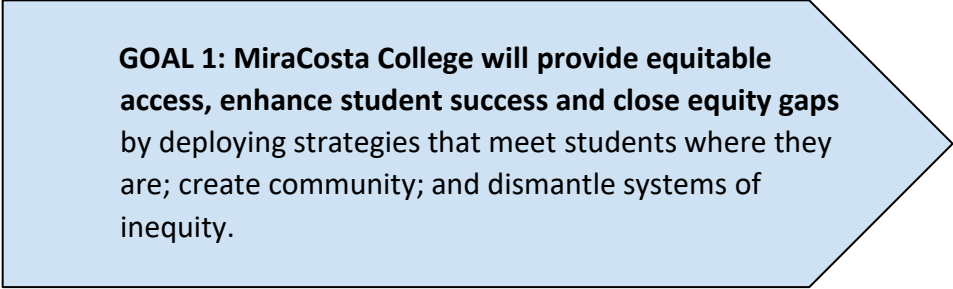
MiraCosta College will be a leader and partner in transforming lives and communities through learning.

MiraCosta College Commitment

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta College will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

INSTITUTIONAL GOALS AND THE POTENTIAL TECHNOLOGY IMPACT

A goal is a broad statement of what the institution hopes to achieve. Each of the goals below in bold, is accompanied by action phrases that can be addressed with more specific strategies within college plans. The goals were developed by the long-term planning workgroup with feedback from college employees and students. The Technology Advisory Committee developed the associated potential impacts for each goal.



GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps by deploying strategies that meet students where they are; create community; and dismantle systems of inequity.

Potential Impact of Technology on Goal 1:

The role of technology in student success has increased dramatically due to the pandemic. Technology has become the primary modality that students experience college, and it is important to enhance the delivery of student services and instruction, to meet student's needs and expectations. MiraCosta College is fully committed to closing equity gaps by developing inclusive policies and procedures as well as using data and technology in student centric ways. The steps listed below will support us in our goal to provide equitable access to technology.

- Assess student access to and use of technology
- Assess access to support for use of technology (days, times, and type of support needed)
- Assess the effectiveness of the current systems in terms of meeting the needs with a DEI perspective in mind
- Designate technology resources to meet the identified needs
- Provide the human resources necessary to provide equitable access to technology

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions; prepare students to be active global citizens; and provide opportunities for cultural educational enrichment.

Potential Impact of Technology on Goal 2:

Technology can be an enabler or inhibitor of engagement with our external community. Technology, when used appropriately, can be a tool for engagement with our broader community. MiraCosta College is fully committed to deploying technology tools that enhance, support, and encourage collaboration with students, external community, and industry partners.

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real-world experience; and intentional professional development for the college community that is responsive to a changing world.

Potential Impact of Technology on Goal 3:

In a rapidly changing world, MiraCosta College will on an ongoing basis and as needs for better technologies arise innovate by evaluating technology tools, services, and emerging technologies. Flexible learning environments provide access for our diverse students. Through content rich and student-driven experiences, MiraCosta College will use technology to enhance academic excellence. Technology tools are only as useful as the people who use them. For this reason, professional learning is critical to ensuring technology leads to student success. Innovative tools, communities of practice tools and specialized applications in the areas of STEM, humanities, art, etc. also ensure technology leads to student success.

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential; maintain a sustainable and transparent financial model; and reduce the environmental impact of our physical resources.

Potential Impact of Technology on Goal 4:

Technology tools can be used for employee growth and to effectively manage financial resources. It is important to acquire and discard technology in a manner that is environmentally responsible. MiraCosta College will do this by enhancing planning documents, forecasting technology expenses, procuring new systems with affordability in mind, and leveraging systemwide resources to remove or minimize costs.

TECHNOLOGY SUPPORT STRATEGIES ADDRESSING INSTITUTIONAL GOALS

Below are listed the technology support strategies that the Technology Advisory Committee developed based on the data and trends presented above for each of the institutional goals.

INSTITUTIONAL GOAL 1: MiraCosta College will provide equitable access, enhance student success, and close equity gaps by developing strategies that:

... meet students where they are by

- providing technical infrastructure to support multiple pedagogies and modalities to accommodate different students' needs
- providing software licensing and/or subscriptions to meet students' needs
- providing hardware to meet students' needs
- providing access to prompt and reliable support services in multiple modalities
- providing technology rich physical spaces that meet the needs of students

... create a sense of community by

- connecting people in virtual and physical hubs for collaboration
- providing communications that are accessible, intuitive, and easy to navigate to help users find the information needed about events and other students, faculty, staff and community partners with common interests seamlessly

... dismantle systems of inequity by

- identifying and implementing technologies that equitably support student success from the beginning of their experience to graduation and beyond

- implementing DEI technologies for employees to target talent acquisition, analytics, development/advancement, and engagement/retention

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that:

... provide workforce solutions by

- enabling partnerships with local employers and K12 Districts and promote pathways for access through dual enrollment participation and work-based learning
- enabling a portfolio site, with links to job sites like LinkedIn, GlassDoor, JAIN, etc. to connect students with employers for jobs, paid internships and other skill building opportunities locally and virtually
- providing real world training and internship opportunities

... prepare students to be active global citizens by

- providing Information Media Literacy Training
- providing Virtual International Exchange Program Support
- providing Digital Citizenship support

... provide opportunities for cultural enrichment by

- creating/enhancing physical and virtual spaces that support collaboration between the College, the local schools, businesses, and industry and provides opportunities for collaboration, community building, and cultural enrichment
- providing support and tools for social justice and equity
- supporting, with technology tools, co-curricular learning for students through Student Life and Leadership, Student Equity, Associated Student Government, and other areas in addition to student government for events and advocacy

GOAL 3: MiraCosta College will foster academic excellence by:

... strategically developing a culturally competent, adaptive, innovative, and relevant teaching and learning environment by

- developing policies, procedures, and Academic Information Services (AIS) resources to provide students, faculty, and staff with accessible, cyber-secure, essential computing resources in a timely and equitable way

... co-curricular activities that bridge classroom learning and real-world experience by

- supporting investigation, evaluation, adoption, and support of emerging technologies for rich interaction and engagement such as simulations, augmented and virtual reality, telepresence, and metaverse tools

... intentional professional development for the college community that is responsive to a changing world with

- knowledge/training that is curated, easy to navigate, and easy to access to get the knowledge needed
- tools to help address faculty needs for better teaching online, hybrid, and on the ground

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that:

... invest in our employees to reach their full potential by

- providing training and access to new and emerging technologies to improve student engagement and success
- enabling faculty and staff to investigate new technologies to pilot, and if successful, scale up for all to use, e.g., release time for mini sabbaticals
- better leveraging and coordinating professional development activities across the college and across constituency groups to align with the institutional mission, vision, goals, and commitments

... maintain a sustainable and transparent financial model by

- applying the total cost of ownership evaluation of all technology procurements
- management of software and hardware life cycles- sustainable financial and staffing support including training
- maintaining a catalog/map of what tools MiraCosta College has, how to access them, what they do, who uses them and who supports them
- developing a clear set of standards and evaluation procedures when considering adoption of new technologies
- developing a systematic equipment inventory
- developing a plan for sustainable maintenance and replacement of equipment

... reduce the environmental impact of our physical resources by

- buying and disposing of used equipment that can be recycled in a cost effective and environmentally responsible way
- providing one computing device per employee that addresses the requirements to complete their work and/or teaching responsibilities, thereby minimizing the number of computing devices
- minimizing printing with lowest cost possible for appropriate learning or zero cost.

MEASURING PROGRESS ON THE TECHNOLOGY PLAN

The five-year *MiraCosta College Technology Plan* will be revisited annually by the Technology Advisory Committee over the next five years to evaluate progress towards meeting the technology strategies and initiatives described in the plan below.

All data will be analyzed using an equity lens, paying particular attention to measures of disproportionate impact. The Technology Advisory Committee is responsible for overseeing that annual review.

In addition, academic, support services, and administrative departments play a central role in college-wide planning and budget development through the program review process which includes technology initiatives. Driven by the College's Mission, Vision, Values, and Commitment statements as well as the four institutional goals, all departments and programs develop goals and activities in a systematic three-year planning process with annual updates. These departmental plans encourage innovation and creativity in a bottom-up fashion that enhances the College's ability to fulfill its mission and goals. The program review process includes space for reflecting on data and information through student outcomes, program review data, enrollment management data, workforce trends, and other environmental information. MiraCosta College's cycle of program review encourages dialogue on priorities, builds coalitions for change, and provides an avenue for adaptive planning that allows stakeholders to explore solutions in a swiftly changing world.

TECHNOLOGY STRATEGIES/INITIATIVES TO SUPPORT INSTITUTIONAL GOALS

The following tables include technology strategies and initiatives that are or will be deployed for the next five years, from 2022-2027 to support the institutional goals outlined in the *MiraCosta College Long-Term Planning Framework 2020-2026*. The plan will be reviewed and updated annually.

GOAL 1: MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are; create community; and dismantle systems of inequity.					
FUTURES SIGNALS: Remote Work / Technology Ownership / Hybrid Building and Dynamic Spaces / Cybersecurity / Metaverse					
Strategy/Initiative	Department/Program/Committee/Group	Other plan(s) containing equitable Strategy/Initiatives	Needed Resources	Expected Completion / Risk Factors	Status / % Completion & Implications for Future Years (updated annually)
1.1 Review current policies and, as needed, develop new policies, procedures, and resources to provide students, faculty, and staff with essential computing resources in a timely, equitable way by: 1.1.1 Enabling network access on-site and remote for faculty, students, and staff when and where needed. 1.1.2 Providing computers and other devices to access learning and registration systems. 1.1.3 Providing software and processes to enable access to prompt and reliable support services that respond to student needs and alert faculty and student services when help is needed. 1.1.4 Training faculty, students, and staff on how to access and use the computing equipment and software and provide opportunities to acquire and/or enhance technology knowledge and skills. 1.1.5 Ensuring the right technology and training for each type of user and the applications they need.	Technology Advisory Committee Human Resources AIS	Facilities Master Plan Equity Plan			

<p>1.1.6 Expanding student success and equity by developing and promoting affordable learning technologies and materials.</p> <p>1.1.7 Ensuring appropriate staffing levels to support maintenance of current systems; develop new and innovative systems, and provide appropriate service and support to administrators, faculty, staff, and students.</p>					
1.2 Implement Diversity, Equity & Inclusion technologies for employees to target talent acquisition, analytics, development/advancement, and engagement/ retention in cooperation with Human Resources.	Human Resources AIS	Equity Plan			
<p>1.3 Identify, implement, and continually assess technologies that equitably support student success from the beginning of their experience to graduation and beyond.</p> <p>1.3.1 Technology support for increasing the visibility and amount of certificate and degree programs that students may complete through online and flexible attendance options.</p> <p>1.3.2 Support Guided Pathways by completing the implementation of TargetX and/or identifying additional technology strategies that support guided pathways and Academic and Career Pathways including proactive student advising and early alert.</p>	<p>Guided Pathways Implementation AIS Technology Advisory Committee</p>	<p>Educational Master Plan Online Education Plan</p>			
<p>1.4 Institutionalize accessibility by identifying and supporting new technologies while insuring accessibility and cyber-secure access for users by:</p> <p>1.4.1 Conducting assessments of college technology based upon WEB Content</p>	<p>SAS Administrative Services Online Education AIS</p>	<p>Administrative Procedure 3725 Online Education Plan</p>			

Accessibility Guidelines (WCAG) to measure digital accessibility. 1.4.2 Developing, procuring, or enhancing assistive technology, adaptive tutoring systems, and tools. 1.4.3 Enhancing resources and support to help faculty develop online courses that comply with accessibility regulations.					
1.5 Secure ongoing funding and personnel resources to ensure ongoing access to technology through semester long check outs of laptops and hotspots.	BPC Library AIS Foundation	Educational Master Plan Foundation			

Related References:

<https://www.cio.com/article/3374838/diversity-and-inclusion-technology-tools-on-the-rise.html>
https://www3.weforum.org/docs/WEF_NES_DEI4.0_Toolkit_2020.pdf
<https://www.forbes.com/sites/sap/2021/06/28/how-technology-supports-workplace-diversity-equity-and-inclusion/?sh=4744926e28b8>
<https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/how-hr-technology-supports-diversity-inclusion.aspx>

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions; prepare students to be active global citizens; and provide opportunities for cultural educational enrichment.						
FUTURES SIGNALS: Remote Work / Technology Ownership / Hybrid Building and Dynamic Spaces / Cybersecurity / Metaverse						
Strategy/Initiatives	Department/Program/Committee/Group	Other plan(s) containing equitable Strategy/Initiatives	Needed Resources		Expected Completion / Risk Factors	Status / % Completion & Implications for Future Years (updated annually)
2.1 Establish and maintain information technology resources for the development of social networks, student life, college organizations by: 2.1.1 Developing and maintaining a consolidated, mobile-friendly integrated approach to digitizing student services (e.g., processing applications, submitting required documents, setting appointments, offering online service and support). 2.1.2 Developing and maintaining an integrated communications systems (text, email, web, social media) that reach target audiences with relevant messaging. 2.1.3 Institutionalizing and facilitating adoption of PRONTO for student communications.	Technology Advisory Committee AIS Online Education PIO Student Services					
2.2 Identify, develop, and support technology to enhance the ability for industry and the surrounding community to collaborate with students by: 2.2.1 Providing opportunities for cultural education 2.2.2 Strengthening work based and professional learning and technologies to connect students to employers (i.e., associations and organizations).	Career Center Work-Based Learning Career Education Student Services Clubs Joyful Teacher and Professional Learning					

	Technology Advisory Committee AIS				
2.3 Develop and enhance protocols and practices for prioritizing technology resource investments to support active engagement between students, business, and the surrounding community by: 2.3.1 Establishing a regular review of all programming and help desk requests to ensure adequate technology support. 2.3.2 Reviewing all requests quarterly for resource alignment.	Technology Advisory Committee AIS Foundation				

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative, and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real-world experience; and intentional professional development for the college community that is responsive to a changing world.					
FUTURES SIGNALS: Remote Work / Technology Ownership / Hybrid Building and Dynamic Spaces / Cybersecurity / Metaverse					
Strategy/Initiatives	Department/Program/Committee/Group	Other plan(s) containing equitable Strategy/Initiatives	Needed Resources	Expected Completion / Risk Factors	Status / % Completion & Implications for Future Years (updated annually)
3.1 Utilize and deploy educational technologies to provide students with effective, efficient learning experiences and support services and support exceptional delivery of instruction in a variety of modalities (e.g., HyFlex) by: 3.1.1 Developing and maintaining standards for classroom technology that support various learning modalities. 3.1.2 Supporting teaching excellence and student success by regularly assessing, implementing, and promoting the use of emerging technologies into all facilities to increase and support collaborations. 3.1.3 Providing access to electronic communications systems and reliable broadband wireless connectivity throughout all campus locations and facilities, including outdoor learning spaces. 3.1.4 Improving the effectiveness of the Canvas Learning Management System (LMS) by evaluating, integrating, and supporting instructional technologies within Canvas.	Technology Advisory Committee Online Education Purchasing SAS MOE Campus Advisory Committee	Facilities Master Plan Online Education Plan			
3.2 Expand technology professional learning opportunities for the college community by:	Professional Development Program	Online Education Plan			

<p>3.2.1 Supporting and enhancing innovative professional learning technologies for the college community fostering active, collaborative, learning techniques and spaces.</p> <p>3.2.2 Developing and implementing a knowledge base for accessible solutions and information on how to effectively use available teaching and learning tools.</p> <p>3.2.3 Adopting and teaching universal design principles and training the college community on the development of flexible learning environments and spaces that can accommodate learning differences.</p> <p>3.2.4 Providing faculty, staff, and students with training and support services on all adopted technologies.</p> <p>3.2.5 Developing a knowledge base for free tools used in instruction that are compliant with technology review standards.</p>	<p>Teaching & Learning Center</p> <p>Human Resources</p> <p>Online Education</p>				
<p>3.3 Support new and existing learning environments by:</p> <p>3.3.1 Establishing an Interactive Media Laboratory (e.g.AR, VR, Video games, and more).</p> <p>3.3.2 Improving internet access for faculty and students.</p>	<p>C3</p> <p>Makers Lab</p> <p>Letters</p> <p>Technology Advisory Committee</p> <p>AIS</p>				
<p>3.4 Support content creation and storage by:</p> <p>3.4.1 Providing all students with ability to create an online presence, where they share their work (portfolio), resume, and other things that would better prepare them for the workforce.</p> <p>3.4.2 Hosting faculty created content, such as Open Education Resource materials.</p>	<p>Technology Advisory Committee</p>	<p>Online Education Plan</p>			

3.4.3 Providing technology that facilitates making high end videos for instruction.					
3.5 Provide an excellent user experience by: 3.5.1 Building a user experience/instructional design lab that provides for student feedback. 3.5.2 Providing clear information in the class schedule regarding delivery modality options and permutations. 3.5.3 Examining which productivity suite (or suites) the college supports, and how the support is provided. 3.5.4 Improving learning outcomes and planning software.	Technology Advisory Committee Online Education	Enrollment Management Plan			
3.6 Develop and streamline the reporting process for core competency assessments so that data can be easily input and disaggregated.	Outcome Assessment Committee	Educational Master Plan			

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential; maintain a sustainable and transparent financial model; and reduce the environmental impact of our physical resources.					
FUTURES SIGNALS: Remote Work / Technology Ownership / Hybrid Building and Dynamic Spaces / Cybersecurity					
Strategy/Initiatives	Department/Program/Committee/Group	Other plan(s) containing equitable Strategy/Initiatives	Needed Resources	Expected Completion / Risk Factors	Status / % Completion & Implications for Future Years (updated annually)
4.1 Deploy streamlined, easily accessible technologies (e.g., SURF portal, single-sign-on) to fully support all students from entry to completion of their academic goals by: 4.1.1 Developing a holistic approach to integrate and simplify student access to resources that are institutionally scalable. 4.1.2 Developing and implementing strategies and tools to enhance, automate, and streamline bi-directional communications with students, while providing students with personalized, just in time, assistance. 4.1.3 Creating and deploying strategies and tools to enhance, automate, and streamline enrollment management in a manner that facilitates student enrollment, registration, transfer, and completion of educational goals in a timely manner.	Instruction Student Services CRM Task Force AIS	Enrollment Management Plan			
4.2 Provide students with adequate and readily accessible technology support delivered in a variety of formats to meet students' diverse needs by: 4.2.1 Developing and enhancing technical support services for students that address common issues with the learning management system, productivity tools,	Technology Advisory Committee Instruction MOE Business Analyst Library AIS	Online Education Plan Student Hub			

<p>instructional software and tools, email, and administrative applications.</p> <p>4.2.2 Enhancing processes and analytical approaches to determine common technical support concerns and enhance support resources accordingly.</p> <p>4.2.3 Ensuring appropriate computing resources are available to students to meet them where they are.</p>					
<p>4.3 Adopt a systematic approach to assessing information technology initiatives and implementation resources, services, support, training and policies and procedures, including replacement cycles by:</p> <p>4.3.1 Reviewing and updating and regularly the infrastructure roadmap that embraces a cloud native, cloud first strategy, provides robust access to Wi-Fi and cellular services in administrative, instructional, and public areas, articulates refresh cycle for core infrastructure assets including computers, and outlines standard on equipment, cabling, and installation.</p> <p>4.3.2 Onboarding and providing ongoing training resources to all employees for all college technologies.</p>	<p>BPC AIS Divisions</p>				

<p>4.4 Develop, document, and widely distribute a review and approval process for technology requests that results in purposeful allocation of resources making equitable and strategic investment in technology and facilities including:</p> <p>4.4.1 Incorporating the total cost and total life cycle of the hardware/software, including funding from restricted funding sources (grants) and unrestricted general funds.</p> <p>4.4.2 Enhancing and improving annual program review processes to strengthen Total Cost of Ownership (TCO) calculations for all new technology initiatives.</p> <p>4.4.3 Developing procurement protocols for the review (functionality, accessibility, cyber-security, contract terms and conditions, pricing/payment), purchase, and maintenance of instructional technology.</p> <p>4.4.4 Developing District policy and procedures for grant proposals which include technology that include funding for support contracts, replacement at end of life and staffing for installation, training, and support.</p> <p>4.4.5 Developing a process to evaluate and sunset redundant and antiquated technologies.</p> <p>4.4.6 Developing and maintaining a user-friendly inventory of tools MiraCosta College has acquired and/or evaluated, including their function, access, user base, and support resources.</p>	<p>BPC IPRC Purchasing Technology Advisory Committee AIS</p>				
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4.5 Implement a technology tracking system to ensure a single source to manage all software and hardware inventory for asset management, security, and control.	AIS				
4.6 Build capacity and flexibility to uphold Futures thinking.	Futures Thinking and Planning AIS	Educational Master Plan			
4.7 Provide the necessary tools to implement the Security Plan, Business Continuity Plan and the Facilities Security Plan and regularly review the plans and test systems to make sure the college is prepared to respond to potential disruptions.	Technology Advisory Committee AIS	Security Plan Facilities Security Plan			
4.8 Develop or enhance systems, practices, policies, and procedures to protect data, including cyber-security, identity and access, privacy, and risk management by: 4.8.1 Developing and delivering regular updates to our community of technology users' actionable information on security, security, data privacy policies, procedures, best practices, and training opportunities. 4.8.2 Using industry best practice security controls to protect the student and staff information assets. 4.8.3 Establishing and implementing protocols for regular security risk assessment, contingency plans, and data recovery plans.	Technology Advisory Committee AIS	Security Plan			
4.9 Provide technology and support to ensure the college can meet the Board of Governors sustainability requirements for technology.	Facilities Sustainability Committee AIS	Facility Standards Facilities Master Plan 2021-2022 Final Budget			

APPENDIX A: INSTITUTIONAL VALUES

The values of an institution are statements of what an organization stands for and what can be expected from it. The values listed below were developed by the long-term planning workgroup with feedback from college employees and students.

Equity:

We are committed to centering equity in all that we do to ensure that every student and employee receives what they need to be successful. We acknowledge that systemic barriers and racial inequities exist that negatively affect historically marginalized and disproportionately impacted populations and that everyone is responsible for intentional efforts to remove obstacles to employment, learning, participation, and institutional success.

Institutional Accountability & Responsibility:

As a Hispanic Serving Institution (HSI), veteran and military supportive institution, and Achieving the Dream Leader College, we take the responsibility for closing the equity gaps through empowering marginalized voices, nurturing our many identities and social circumstances, fostering cultural responsiveness, and standing against all manifestations of discrimination. We acknowledge that through supporting a culturally sustaining community of practice among academic and educational professionals, we enhance our ability to serve all students.

Diversity and Inclusion:

We are committed to providing a strong, supportive, authentic and accessible environment where difference is valued, respected, encouraged, and honored, and where all employee and student identities and cultural experiences are recognized and valued with opportunities for engagement both across the campus and within the diverse communities the college serves.

Integrity:

We honorably pursue our professional and institutional endeavors with a united commitment to honesty, responsibility, self-awareness, vision, and accountability.

Excellence:

We strive for the highest quality in all our instruction, programs, and services. We engage in continual improvement and innovation to realize the highest potential of students, employees, and the College.

Mutual Respect:

We nurture a culture of mutual respect through open and civil communication, knowledge sharing, and active listening through empathy, diversity, and truth.

Student-Centeredness:

The success of students inside and outside the classroom is the utmost priority by providing student-centered policies, instruction, support, events, and resources with opportunities for growth from student feedback. Learning is designed with students at the center and is personalized to students' unique needs, interests, identities, and aspirations—and designed with their ideas and voices at the table.

Innovation:

We are committed to pursuing new ideas and courageously experiment, explore, and take risks in developing new ways of teaching and serving students and our community.

Community:

We are committed to building a MiraCosta College community that affirms racial and cultural identities of all its members and empowers them to grow, create connections, and transform their lives. We partner with our diverse communities to engage students and their families in collaborative learning and cultural validation for community uplift and success. We are dedicated to preparing students to be positive contributors to the communities we serve and the global community at large.

Sustainability and Stewardship:

We are committed to the maintenance, conservation, preservation, enhancement, and effective utilization of the fiscal, environmental, human, and physical resources entrusted to us. We pursue innovations that enhance the quality of our communities, improve the environment, and strengthen sustainability in the management of our resources.

APPENDIX B: FUTURE FOCUS AND ADAPTIVE PLANNING, TECHNOLOGY FUTURES RADAR, AND OUTCOME OF THE FUTURES TASK FORCE

The Technology Advisory Committee and the AIS department will participate in the future-focused organization and adaptive planning activities with an eye towards supporting and providing technology and innovation to assist the process and sustain the future-focus and adaptive planning processes at the College.

A future-focused organization is not one that tries to predict the future. Instead, it is one that can imagine several possible Futures and think about how it can make them more likely. It is important to nurture Futures thinking skills within the organization that include the ability to:

- identify and collect **signals** (a local innovation or disruption that has the potential to grow in scale and geographic distribution; evidence of the future that we can find in today's world).
- identify **drivers** (broad, long-term trends that are likely to have a significant impact on the future).
- combine those signals and drivers into possible future scenarios.
- review the Futures Technology information to revise the plan.

MiraCosta College is working to develop as a future-focused institution with a series of facilitator and participant trainings to build Futures skills. Information from these trainings could be applied directly to MiraCosta College's Technology Plan.

In conjunction with a future focus, it is important for an institution to be agile, allowing it to be adaptive, flexible, and resilient when dealing with complexity, uncertainty, and change. Such organizations display several characteristics that include, but are not limited to:

- A clear and compelling purpose that focuses on results.
- Commitment to trust and transparency.
- Ability to provide stability while remaining flexible to adapt and change.
- Enabling rather than directive leadership.
- Collaborative communities and flow of ideas from anywhere in the organization.

It is MiraCosta College's intention to develop planning strategies that allow it to be adaptive to changing conditions and to modify its strategic approach, when necessary, to meet institutional goals. With that in mind, the following strategies for adaptive planning have been identified and should be practiced by the Technology Advisory Committee:

- Regularly collect and review information/data/signals on the College, the community it serves, and the higher education landscape to inform decisions about direction and priorities.
- Ensure that students remain the first priority in all decision making.
- Maintain a finger on the pulse of technology changes and invest appropriately.
- Remain agile in responding to changing student needs and evolving higher education trends related to the delivery of instruction, services, skill building, and credentialing.
- Regularly review programs and activities to ensure that they align with the institutional mission, values and goals and are achieving the intended outcomes, adjusting where necessary.
- Build capacity across the college to remain future focused.

The Technology Futures Taskforce in conjunction with the campus-wide Futures Workgroup identified the top five signals (RADAR with all Futures Signals is listed on the following page)):

1. Hybrid Buildings and Dynamic Spaces
2. Remote Work and Education
3. Metaverse
4. Cybersecurity
5. Technology / Data / Systems Ownership

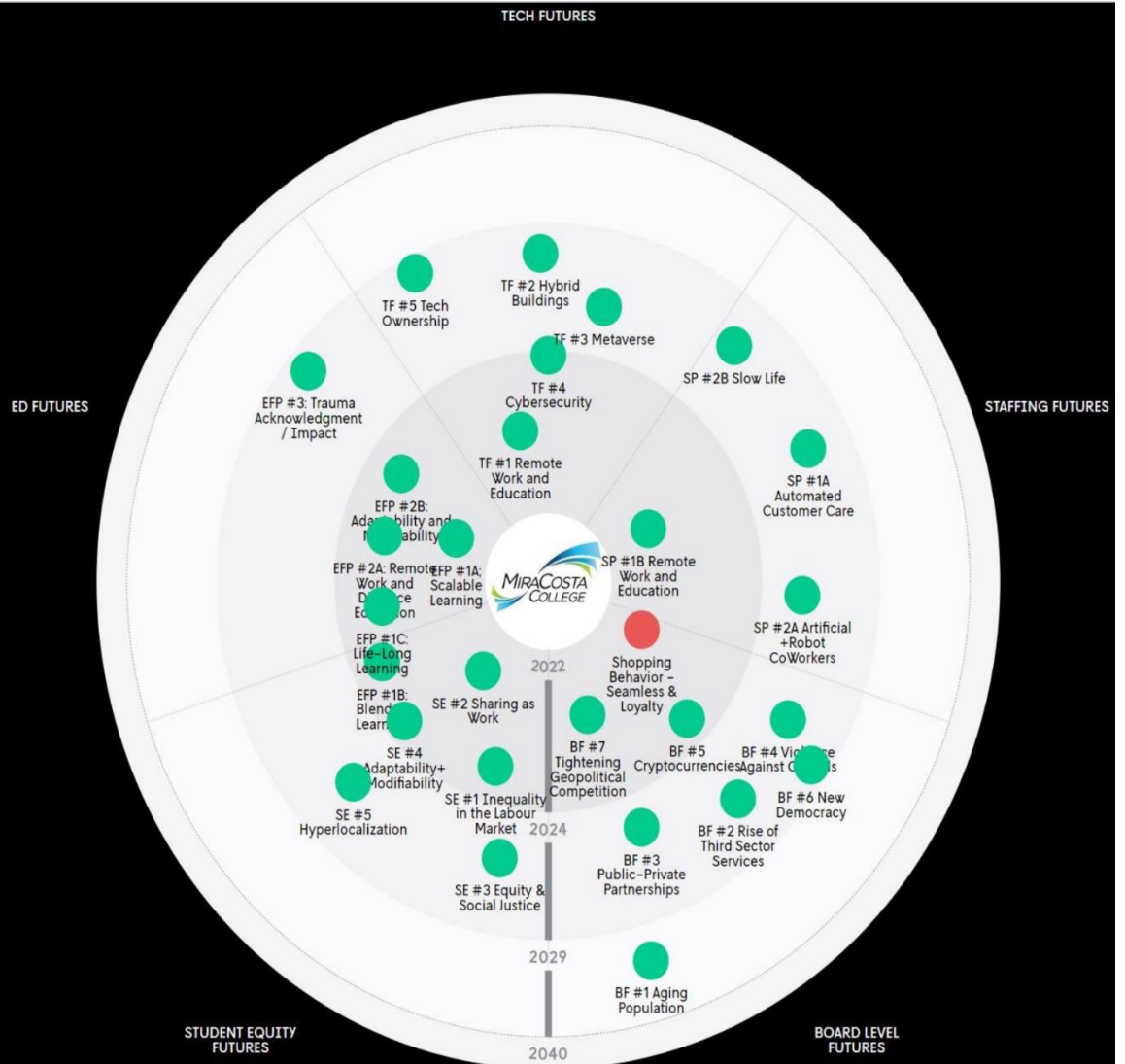
The taskforce also reviewed equity impacts that these signals could potentially bring about. These are:

- Technology could improve access, reduce costs, remove/minimize time and distance gaps
- Technology could reduce language and physical barriers, reduce biases based on physical appearances
- Technology could also increase digital divide, loss of in-person/personal interaction except for those who can afford to pay for it, hyper-localization
- Technology could provide inequitable personal data protection due to costs

The Technology Advisory Committee and the AIS department will fully participate in and continue to maintain a future focus. In addition, they will continue adaptive planning by reviewing and updating the Technology Plan at least annually and more often as needed.

Below is the Technology Futures Radar and Outcome of the Futures Task Force:

MiraCosta Signals & Equity Themes



APPENDIX C: DATA SUMMARY, RELEVANT TRENDS, AND THE TECHNOLOGY PLAN SURVEY

Data Summary

For the preparation of this plan, data were analyzed in categories related to the service community, the college, its students, and its employees. Such analysis includes the disaggregation of data by race and ethnicity, age, gender, disability, and socioeconomic status, among others, and identification of populations who are disproportionately impacted with respect to a particular metric. Below are some highlights of that data review that may impact, or be impacted by, the instructional programming of MiraCosta College.

Community (Service Area)

- MiraCosta's service area is getting older.
- MiraCosta's service area is becoming more diverse.
- Geographically, there are age, race/ethnicity and educational attainment variations within the service area.

Student Demographics

The demographic information below includes data up to and through Fall 2019. Therefore, the data do not include the declines that were observed during the semesters affected by COVID-19. The long-term impact of the pandemic will remain to be seen as the college returns to on-site classes and makes other instructional adjustments.

- Credit enrollment peaked in 2015-16 and has declined in recent years.
- Non-credit enrollment has fluctuated slightly. Overall noncredit enrollment has seen minor fluctuations and increased slightly between fall 2011 and fall 2019 (from 11,259 to 11,706).
- The gap between the percentage of White and Latinx students has closed over the past seven years.
- The percentage of students by admit type has remained stable over the past seven years (2012 to 2018).
- The enrollment of part-time students decreased, and full-time students increased from fall 2013 to fall 2019.

Student Success

- Overall course retention rates for first-time in college (FTIC) students have remained consistent over time but equity gaps exist.
- Equity gaps exist for FTIC students in course success rates.
- As with course retention and success, fall-to-fall persistence rates remain fairly consistent over time, but equity gaps exist.
- The overall number of awards granted has increased since 2013-14.

- The percentage of students earning degrees and certificates has also increased over time.
- MiraCosta Allied Health students are highly successful in passing their certification exams.
- Transfers have increased slightly amongst first time-in-college (FTIC) student cohorts.
- After the publication of the Educational Master Plan Update the statistics below were presented to the Board of Trustees:
 - There has been a 12% increase in students completing transfer-level English and a 17% increase in student completing transfer-level Math.
 - English students that completed a transfer-level course in one term (fall 2019) = 70% (statewide average = 61%)
 - First-time math students completed a transfer-level course in one term (fall 2019) = 56% (statewide average = 40%).
 - Equity gaps for completion of Math and English are closing for both LatanX and African American students but more work needs to be done particularly with students over 25 years of age.

Employee Demographics

- The number of full-time faculty has increased over the past five years, and they are slightly more diverse.
- The majority of associate faculty are older and female. In the EEO Plan, it is noted that associate faculty appear to be less diverse.
- More than half of classified staff employees are female, white and over the age of 44.
- The majority of administrators are over the age of 45 and identify as female.

Labor Market and Program Alignment

- Healthcare-related occupations are projected to grow faster than other occupations in San Diego County.
- STEM-related occupations have modest projections of growth of 5% in San Diego County.
- A diverse array of College CE programs have employment rates that exceed regional and state rates.
- MiraCosta's top 20 career education programs prepare students for living wage jobs.
- Enrollment and completion demographics for the top 20 career education programs mirror overall college demographics.
- According to the Center of Excellence, there are increased labor market needs in life science and biotech positions, computer science, information technology and cybersecurity.

Enrollment Projections

At a national level, National Clearinghouse data shows that pre-Covid enrollments in two-year public colleges decreased each year between fall 2015 and spring 2019. In *Demographics and the Demand for Higher Education* (2018), Nathan Grawe reported that a dearth of 2008-09 recession-era births is expected to take a toll on two-year college enrollments with expected declines of 4.3% between 2019 and 2021 and 16% between 2025 and 2029.

Locally, enrollment projections based on San Diego Association of Governments (SANDAG) population forecasts and MiraCosta average participation rates show a decrease in student headcount from 2020 to 2025 and flat growth from 2025 to 2030.

Other Relevant Trends in Higher Education

In developing any planning document, it is important to be aware of the trends that can have an impact on higher education in general, and community colleges specifically. Those trends can occur in a variety of topic areas including education, the economy, the environment, political and legal issues, technology and society and demographics. Below are a few such trends that may have an impact on MiraCosta College and its future planning for educational programming.

- Higher education institutions will need to find new funding avenues as budget cuts for public colleges deepen with declining enrollments.
- The costs of higher education will become a more visible barrier with transparent pricing available at other institutions.
- Online learning will constitute a larger part of the higher education pie but will continue to experience growing pains and perpetuate inequities related to such things as device availability and broadband access.
- The need for student crisis support will continue to escalate. Mental health challenges for students have only escalated during the pandemic and include increased consideration of suicide, increased substance abuse and other mental health stressors such as food and housing insecurity and unemployment.
- Diversity, equity, and inclusion initiatives are becoming a priority in organizations. These initiatives will influence recruiting and hiring practices, individual and organizational behaviors, and communication.
- Learners will no longer follow a single fixed path for learning. Educational institutions will need to provide flexible options that are timely and meet the needs of the working learner.
- Greater emphasis will be placed on closing the skills gap. One solution, competency-based education, is anticipated to continue slow and steady growth as technology changes the ways and rates in which people learn.
- Baby boomers aren't retiring, but instead are choosing semi-retirement. This means that job turnover from one generation to the next may be delayed.
- The "Great Quit" during 2020-21 points toward better working conditions and more flexible job schedules in order to retain quality employees.

- There will be increased competition across higher education to meet student expectations, including: availability of, and access to, online courses amongst community colleges and other higher education institutions; universities encroaching in more traditional community college spaces (i.e., offering associate degrees and workforce skill building); transitions of for-profit institutions to non-profit; increases in online education service providers; and new forms of credentials from non-educational entities (e.g., Google and IBM).
- Greater emphasis will be placed on retraining and lifelong learning as the U.S. workforce tries to stay competitive in the global marketplace and respond to technological changes. Students need to be entrepreneurial and resilient, with the ability to reinvent themselves and their careers multiple times in their lives.
- There will be an increased demand for technology and data science skills. Education will be impacted by technology trends such as: access to high-speed networks, predictive analytics, virtual 3-D simulations, game theory, augmented reality, blockchain, artificial intelligence, cloud computing, and continued movement toward online educational resources.
- There will be continued pressure on sustainable practices and reducing environmental impacts.
- Demand for Information Technology workers is increasing in all sectors leading to higher salaries and demand for alternative working which makes it difficult for technology departments to attract quality staff.

Technology Plan Survey Brief Highlights

The Technology Plan survey informed the development of the plan. The survey was conducted in fall of 2020. Below are some brief highlights:

- There has been an increase in online learning offerings, including the pilot of HyFlex courses.
- 11.1% of students surveyed indicated they didn't have access to reliable internet.
- 13% of students who had trouble with internet reliability didn't complete their schoolwork.
- Students are using a combination of devices.
- Responses suggest students, possibly depending on the course they're taking and other factors, would like to see more online classes offered overall.
- Versatility for classroom setting desired.
- 4.5% of employees don't have regular internet access.

Note: To view the entire report double-click below and the PDF will open.

Report for Technology Plan Survey

Response Counts

