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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 11/04/22.*
- 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 November 4, 2022
- VII. Reports
 - A. Academic Senate President – *Safaralian*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Phillips*
 - D. Associated Student Government – *Potterf*
 - E. Redesigning the Student Experience – *Askerneese, Ha*
- VIII. Old Business
 - A. Sabbatical Leave Reports – *Hanada-Rogers* [Time certain 9:50am]
Description: *Two (2) sabbatical leave reports come to Academic Senate for a second read for returning faculty members Sean Davis and Bruce Hoskins. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports are forwarded to the President/Superintendent for approval.*

B. Sabbatical Leave Applications for 2023-2024 – Hanada-Rogers [Time certain 9:55am]

Description: *Based on the Faculty Assembly contract, the number of sabbaticals is 8% of the full-time faculty in an academic year. A total of nineteen (19) sabbatical leave applications were submitted to the Sabbatical leave Committee for the 2023-2024 academic year. These include sixteen (16) eligible plus three (3) alternates. They come to Academic Senate for a second read for the following faculty members: Daniel Ante-Contreras, Raymond Clark, Leigh Cotnoir, Zulema Diaz, Michelle Farnam, José Jara, Delores Loedel, Alicia Lopez, Kent McCorkle, Lauren McFall, Jeff Murico, Shannon Myers, Thong Nguyen, Beth Powell, Leola Powers, Violeta Sanchez, Steve Torok, John Turbeville, and Affifa Zaman. Sabbatical Leave Applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.*

IX. New Business

A. Current Academic Senate Scholarship and Creating the Native American & Alaskan Native (NDN) Scholarship – Fishinger [Time certain 9:20am]

Description: *The status of the current Academic Senate Scholarship will be explained. Records show funding to the Academic Senate scholarship began before 1990 without any formal approval. Current criteria of the scholarship is a 2.0 GPA, to a student in financial need. Qualified students must be planning to continue at MiraCosta College and enroll in six units or more. No endowed agreement is on file. An endowed agreement with agreed upon criteria needs to be created. Additionally we need to review the processes of establishing a new scholarship for MiraCosta's Native American & Alaskan Native (NDN) students based on goal #4 of the Academic Senate from last year. This is the first-read of this proposal.*

B. Salary Advancement Applications – Vidal [Time certain 9:30am]

Description: *Nine (9) faculty members, both full-time and associate, have submitted applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, base on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for a first read.*

C. Possibility Statements and the Professional Learning Report – Ng [Time certain 9:40am]

Description: *Vice President of Human Resources, Charlie Ng, is coming to Academic Senate to talk about the possibility of the professional learning statement.*

X. Information / Discussion

A. [The Brown Act and AB2499 Teleconferencing / Virtual Meetings](#)– Cooke [Time certain 10:00am]

Description: *Superintendent/President, Dr. Sunny Cooke, along with legal counsel, Heather L. DeBlanc and Victoria M. Gómez Phillips of Liebert Cassidy Whitmore (LCW), will clarify and answer questions regarding AB2449. This new assembly bill provides that a member may not participate in meetings solely by teleconference due to “just cause” or “emergency circumstances” for a period of more than three consecutive months or 20 percent of the regular meetings for the local agency within a calendar year. Provisions of AB2449 will remain in effect until January 1, 2026.*

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 **9:05am**.

II. Roll Call

Members present: Robin Allyn (Coordinating officer), Ingrid Bairstow, Angela Beltran-Aguilar, Sunny Cooke (ex-officio), Karla Cordero curry mitchell (Vice President), Shawn Firouzian, Jim Julius, Delores Loedel, Don Love, Tyrone Nagai, Gilbert Neri, Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Krista Warren

Others present: Adrean Askerneese, Sean Davis, Tim Flood, Tom Macias, Ingrid Phillips, Mike Potterf, Angela Senigaglia, Wendy Stewart, Chris Taman

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 10/21/22.*

MSU (Allyn /Ravanbaksh) to recertify the resolution (R.2-21) authoring teleconferencing for meetings pursuant to AB 361.

IV. Persons Wishing to Address the Senate

Sean Davis recited the poem *IF* by Rudyard Kipling. It is a slightly modified version for the sake of inclusivity.

If you could keep your head when all about you,
 are losing theirs and blaming it on you,
If you could trust yourself when all others doubt you,
But make allowance for their doubting too;
If you could wait and not be tired by waiting.
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:
If you could dream and not make dreams your master;
If you can think and not make thoughts your aim;
If you could meet triumph and disaster
 And treat those two impostors just the same;
If you could bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken.
 And stoop and build them up with worn out tools;
If you could make one heap of all your winnings
 And risk it on one turn of pitch and toss,

And lose, and start again at your beginnings
And never breathe a word about your loss;
If you could force your heart and nerve and sinew
To serve your turn long after they're gone,
And hold on when there is nothing in you
Except the will which says to them: Hold on!
If you could talk with crowds and keep your virtue,
Or walk with kings, nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all count with you, but none too much;
If you could fill the unforgiving minutes
With sixty seconds worth of distance run,
Yours is the earth and everything that's in it.

Adrean Askerneese noted that registration for students begins on Monday, November 7th. There has been conversation among counselors as it relates to mapping out classes for students for the spring semester. They have noticed there has been a struggle in trying to map out a full load for students on ground. A lot of this has to do with some departments not following the block scheduling which has created an issue for students who specifically want to take classes on ground and particularly for disproportionately impacted students. Askerneese wanted to bring this to Academic Senate as something to be addressed in the future.

V. Changes to Agenda Order – None.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 21, 2022

B. Ratify 2023-2024 Curriculum Packet, Part 1 – Senigaglia

Description: Every year CPC reviews curriculum and then submits to AS for approval. Each year the curriculum approval is submitted in multiple parts. Part 1 contains all new course additions in order to obtain early Board of Trustee approval and submit to the Chancellor's Office in time for next year's catalog. This is to ensure all deadlines are met. As can expect to see, at least, two more curriculum packets for the 2023-2024 catalog in early spring 2023.

The consent calendar was approved by unanimous consent.

VII. Reports

A. Academic Senate President – Safaralian

Academic Senate President, Leila Safaralian, reminded everyone of the email she sent on Monday indicating that November is Native American month and is happy to report that the first annual Indian events will occur from 11/8 – 10. Refer to the flyer in the email with all the information. This aligns with last year's Academic Senate Goal #4 to work with our Indian group and to have more events for them but to also go beyond the land acknowledgment and make it more meaningful. Additionally, there will soon be a scholarship for our Native American student group.

In addition to thanking Robin Allyn for all her hard work on this goal, further thanks went to the Native American Alaskan committee members at MCC, Omar Jimenez, Donney Cummins, Tallie Noble, Menessehg Park, Rhonda Welch-Scalco, and JD Banks for starting this committee and putting events together.

The Mathematics, Engineering, Science Achievement (MESA) program will be coming to MCC for the first time in January 2023 due to a five-year grant from the Chancellor's Office. It is the hope to institutionalize it at MCC after that. A MESA advisory committee and student club will be formed.

Mark your calendars for the 11/18 AS meeting. It will be a shorter regular business meeting and then one hour from 10am to 11am, Dr. Cooke will address the Senate body concerning the Brown ACT and AB2499 including how we will be returning to in person meetings in 2023.

B. College Superintendent/President – Cooke

Superintendent/President, Sunny Cooke, noted that MCC hosted President Biden last night. While the college does not endorse political candidates, it was a wonderful opportunity for our students. It was his third stop of the day and he stayed for a long time to shake hands and greet everyone. It was a smooth and safe get out the vote event.

As noted, Cooke and MCC counsel will discuss Brown Act concerns at the 11/18 AS meeting. The newest law does allow more public interaction and allows individuals to participate remotely for a limited

number of sessions, and then a quorum has to be in one location instead of at different sites. Cooke just came from the Barrio Empowerment event. There is a room full of high school students and they will be on campus throughout the day attending a variety of workshops to help them prepare as they start college.

C. Classified Senate – Phillips

Classified Senate, Vice President, Ingrid Phillips noted that CS is currently preparing for the year-end celebration to take place at the El Camino Country Club on 12/9 from 1-4pm.

CS has partnered with AS and Wendy Stewart to endow an NDN scholarship for the spring of 2023.

All are encouraged to nominate a classified employee of the semester. The deadline to nominate is 11/18. The winner will be announced at the year -end celebration.

D. Associated Student Government – Potterf

ASG Director of Public Relations, Michael Potterf, reported that the student government attended a conference in San Diego for Student Senate for CCCC. Within their meetings they gave reports on the value found of the activities and workshops they had. They spoke about how they can further engage with the San Elijo community. A concern that came up multiple times was the library open hours and how early the library currently closes. The workgroup for Diversity, Equity, and Inclusion (DEI) is in the process of talking with the right people about this concern, especially with the impending redevelopment of both the OC and SAN libraries. ASG also reviewed and approved the technology plan and integrated planning manual.

Dr. Cooke noted that after the concern about library hours was brought up by the ASG Student President at College Council, they can offer to help facilitate a conversation with some of the people responsible for the libraries and have a dialogue to hear what the concerns and desires are and how we can look towards some sort of solution that could be workable for everyone.

E. Redesigning the Student Experience

Adrean Askerneese announced that Guided Pathways is still seeking an instructional faculty lead for the language communications and humanities area. Any faculty interested, please reach out to him, Thao Ha, or Zhenya Lindstrom who can fill you in about the responsibilities for that role. Senators were encouraged to send a reminder bout this to their constituents.

VIII. Old Business

A. Student Equity Plan – Stewart

Description: *The MiraCosta College 2022-25 Student Equity Plan will be presented for approval by Academic Senate as part of the process to submit the plan to the Chancellor's Office by November 30th. This is a second read.*

MSU (Ravanbaksh / Owens) to approve the Student Equity Plan as presented.

It was noted that the majority of the feedback and questions were addressed with the original document with some minor additions based on feedback that include:

- Calling out HSE in the reflection section where support courses were referenced
- Incorporating stronger language around contextualized learning and culturally relevant and sustaining pedagogies
- Identifying pedagogical dialogue opportunities for faculty as an action step
- Aligning actions steps with Academic Senate Goal #2 (2021-22) and Goal #1 (2022-23)
- Connecting Latinx/e strategies to our newly awarded Title V grant
- Including climate survey student feedback around the importance of diverse faculty and curriculum that reflect DI students
- Outlining efforts to connect students to pre-requisite material for successful completion of first-level math courses under completion of transfer-level math and English

B. Recommended Ranking for Full-Time Faculty Positions – Hull

Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval. This is a second read.*

MSP (Loedel / Page) [Warren, Neri, and Ravanbaksh abstained] to approve the Ranking for full-time Faculty Positions as presented.

There was a question concerning the Physics ranking. It was noted that usually for ranking there must be a retirement submitted; however, this has not happened for physics. It was a new approach about the writing of a growth plan that was reviewed by the hiring committee. This highlighted the fact that the hiring process needs more clarification to include a resignation that it currently does not. Hull added that

although it is not in the AP/BP, there is a timeline for full-time prioritization and specifically, it has information about retiring notification to HR. It is not clear about resignation and why the plan was written as growth. If resignation happens, it goes through a different pathway. It is not part of the process at this point.

IX. New Business

A. Sabbatical Leave Reports – Gail Meinhold

Description: *Two (2) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Sean Davis and Bruce Hoskins. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports are forwarded to the President/Superintendent for approval.*

Meinhold noted that the reports were comprehensive and met the objectives outlined in their applications.

B. Sabbatical Leave Applications for 2023-2024 – Gail Meinhold

Description: *Based on the Faculty Assembly contract, the number of sabbaticals is 8% of the full-time faculty in an academic year. A total of nineteen (19) sabbatical leave applications were submitted to the Sabbatical leave Committee for the 2023-2024 academic year. These include sixteen (16) eligible plus three (3) alternates. They come to Academic Senate for a first read for the following faculty members: Daniel Ante-Contreras, Raymond Clark, Leigh Cothair, Zulema Diaz, Michelle Farnam, José Jara, Delores Loedel, Alicia Lopez, Kent McCorkle, Lauren McFall, Jeff Murico, Shannon Myers, Thong Nguyen, Beth Powell, Leola Powers, Violeta Sanchez, Steve Torok, John Turbeville, and Affifa Zaman. Sabbatical Leave Applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.*

It was noted that 20 applications for sabbatical were received; however, one applicant pulled their application and so the first alternate, Thong Nguyen, was given the opportunity to take his sabbatical. Adler further noted that the remaining three alternates, in the event other applicants pull their applications, are Lauren McFall, Daniel Ante-Contreras, and Violeta Sanchez. Academic Senate will review all applications in the event one of the alternates is given the opportunity to take a sabbatical.

C. Academic Senate Faculty Awards – Exemplary Program Award – Robin Allyn

Description: *The Academic Senate for California Community Colleges (ASCCC) is pleased to announce the call for nominations for the Exemplary Program Award. Sponsored annually by the Foundation for California Community Colleges, the Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs. The ASCCC selects annual themes related to the award's traditions and statewide trends. The theme for the 2022-23 Exemplary Program Award is: Walk a Mile in Someone Else's Shoes: An Ethnic Studies Approach to California Community Colleges Curriculum. Excellence in this area will be demonstrated by understanding the experiences, challenges, and thought processes of students, and the promotion of efforts to teach ethnic studies centered on African American, Chicano/Latino, Asian American, and Native American courses which enable students to learn about their own stories. With the statewide deadline on Sunday, November 6th, 2022, we are requesting that AS suspend the rules to do a first and only read of this application of our "Social Justice and Equity Center" program and approve for submission to the statewide competition for the Exemplary Program Award.*

MSU (mitchell / Warren) to suspend the rules in order to vote on the application for the ASCCC Exemplary Program Award.

MSU (Warren / Bairstow) to approve the application submission of the Social Justice and Equity Center program for the ASCCC Exemplary Program Award.

It was suggested to include a caption for the last image in the application.

X. Information / Discussion

A. Integrated Planning Manual and Website Updates - Flood, Tarmen

Description: *A review of the recommended updates to the Integrated Planning Manual and website will be presented.*

VP of Administrative Services, Tim Flood, and Dean of Research, Planning and Institutional Effectiveness, Chris Tarmen, reviewed the Integrated Planning Manual and Website Updates. The last time the manual was compiled was in 2011 and has since been updated and the long time planning framework. The document begins with a description of the integrated planning model and a description of each element in the model which includes: specific tasks to be accomplished; processes by which decision/ recommendations will be developed; timeline for each task; offices or groups responsible for completing the tasks; and offices or groups that will receive the recommendations and render final decisions. A copy of the manual is attached to these minutes for a comprehensive look. It will be included

the website so when the visiting team comes, they will see how things are working at the district. In order to make the website flow better, it is recommended to start the website with the Institutional Planning Manual, the long-term planning framework, archived plans, program review, and SLOs; put all in a way that makes sense and is easy to navigate. It was noted that the online education plan needs to be included on the website, as well.

B. Facilities Update – Flood, (Dave Dunn) Macias

Description: *Tim Flood and Tom Macias will present an update on the five-year capital construction plan.*

VP of Administrative Services, Tim Flood, and Director of Facilities, Tom Macias, reviewed the construction projects on all campuses of MCC including the Oceanside Campus (OC), San Elijo Campus (SEC), and the Community Learning Center (CLC). The slideshow of the presentation is attached to these minutes for a comprehensive look at the completed, ongoing, and future projects.

A question about student parking was raised, noting it is a hike to the Horticulture building and parking lots are not very close. It was noted that parking lots are moving a little as building and construction takes place. Parking for the new student services building will be in parking lot #1 by the 1000 building; however, the majority of the parking will be in the new parking lot #5 with direct bridge access.

C. C3 Teaching and Learning Center Update – Davis

Description: *The Joyful Teacher will provide an update on all things C3. Some of the items that will be covered include: ZTC grant, MiraCosta Online Mentors Program, Hyflex Task Force, and a new (and temporary) physical space.*

Joyful Teacher in Residence, Sean Davis, noted the TLC is near the middle of its 4th year of operation. Davis is serving his second term in the role and Lauren McFall took over last spring while he was on sabbatical. The vision for the TLC can be attributed to Jim Sullivan in Letters and allows for flexibility, representation, and to bring back the fun in what we do. The first year was about establishing a space and building a presence and having someone represent the space, role, and figure out what that is. Then came the pandemic and going online and so as C3 coordinator, there was a need to transition like everyone else. He worked with the Office of Online Education and Jim Julius to support faculty remote instruction and beyond. With return to campus and the challenges facing faculty, it is important to talk about the 20 applications for sabbatical and talk about conversations around burnout and frustrations and redefine our jobs. As Joyful Teacher and considering those things, he chose to go underground and behind the scenes in a matter of speaking, with the purpose of not adding to individual and potential feeling of overwhelm. The newsletter stopped to take a backseat and to not add more work to everyone's load. He is honored to be trusted in the space of development and planning and to be that representative. One project is the ZTC grant led by the ZTC leadership of Lauren McFall and Jim Julius and a group of other stakeholders. This is a big opportunity with a lot of money and resources that could be used to develop and implement one or more ZTC program pathways. The grant asks for sustainability after the grant funds are exhausted, including how zero cost and OER content will be updated and presented. Whoever is in the role of Joyful Teacher and the C3 will play a huge part in that role. Another area of C3 representation is the MCC online mentors program with a new structure of three different tracks including professional learning classes facilitated by peer mentors, a track that is voluntary review of online material and courses, i.e. a peer review system that is non-evaluative and voluntary, and a track of classis one on one mentoring facilitated by Davis. There is a Hyflex taskforce sharing language and clarify for instructors and recommendations for logistics. The new and temporary physical space will be by the village around the police station since the hub will be undergoing renovation.

Davis finished his report with words from the late author, Bell Hooks, from her book, *Teaching to Transgress: Education as the Practice of Freedom*:

“With these essays, I add my voice to the collective call for renewal and rejuvenation in our teaching practices. Urging all of us to open our minds and hearts, so that we can know beyond the boundaries of what is acceptable. So, we can think and rethink. So, we can create new visions. I celebrate teaching that enables transgressions. A movement beyond and against boundaries. It is that movement which makes education the practice of freedom.”

XI. Senator Reports

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

Delores Loedel reported that two weekends ago Phi Theta Kappa went to fall regional conference in Los Angeles which offered a lot of educational opportunities for the students. The PTKs international president, Keziah Ancheta, from Hawaii was one of the keynote speakers. She came from high school as

a dual enrolled student and became the PTK International President while still in High School. They look forward to attending the spring regional conference at Cal State Pomona.

Shawn Firouzian reminded that the Math Club and Data Scholar's Club are sponsoring an event on Data Science Projects addressing global issues on November 10th at 4pm via zoom.

curry mitchell shared that on FA he is on a subgroup looking at Hyflex and they are looking to create an adaptive and information gathering survey for all faculty. It will basically ask how faculty are thinking about Hyflex and linking it to the San Francisco University's definition of Hyflex.

Ingrid Bairstow noted her appreciation for Sean Davis and his role as Joyful Teacher as well as to Jim Sullivan and Jim Julius.

Jim Julius further mentioned ZTC which he noted was presented at the all chairs meeting yesterday. This is a large funding opportunity from the state to develop ZT programs and the college can apply for multiple grants. Details have not yet been released. There will be a lot of planning in a short amount of time. If you have a program, keep it on your radar. More information and opportunities coming soon.

Leila Safaralian mentioned that there is a resolution on the table at ASCCC to lower the textbook cost from \$40 to \$30. If this passes, it will create more work for our faculty. After talking to Jim Julius, he indicated that it is okay to reach out to him. Most colleges have \$30 vs. \$40 and so this will likely pass.

Julius further noted that there has never been a statewide definition of LTC and so they want to lower the definition and not necessarily set the definition. They are receiving that \$30 language from the Statewide Student Senate who asked for it. This would be a new thing to establish a recommended LTC level at the state level. The only way they can force it is if it went into ed code. It is believed that we could likely use ZTC grant funds to buy down costs in a class that is close to zero.

Robin Allyn talked about the excitement for her students to have the President visit campus. The Hayward call for nominations came out yesterday. It is a self-nominate award and she asked that faculty nudge a colleague to apply and offer help with application. They would like to nominate both an AF and FT faculty member for this award.

XII. Adjournment – The meeting adjourned at 11:05am.

MIRACOSTA COMMUNITY COLLEGE DISTRICT

2022 INTEGRATED PLANNING MANUAL

TBA, 2022



MISSION STATEMENT AND INSTITUTIONAL GOALS

Mission Statement

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.

Vision

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

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 will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

Institutional Values

Community / Diversity & Inclusion / Equity / Excellence / Innovation Institutional Accountability & Responsibility / Integrity / Mutual Respect Student-Centeredness / Sustainability & Stewardship

Institutional Goals

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.

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.

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.

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.

(Approved by the Board of Trustees June 22, 2021)

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This manual is the MiraCosta Community College District guide to integrated institutional planning. The processes described in this document identify the ways that constituent groups participate in and contribute to long-term and short-term planning.

This document begins with a description of the integrated planning model. Next is a description of each element in the integrated planning model that includes:

- ▶ Specific tasks to be accomplished.
- ▶ Processes by which decisions/recommendations will be developed.
- ▶ Timeline for each task.
- ▶ Offices or groups responsible for completing the tasks.
- ▶ Offices or groups that will receive the recommendations and render final decisions.

In the MiraCosta Community College District integrated planning model, planning processes are based in a common set of assumptions and follow well-defined procedures. The ultimate goal of all planning is student learning and success, and achievement. Assessments focus on how well students are learning and, based on those assessments, changes are made to improve student learning and success.

District planning policies and practices demonstrate institutional effectiveness and a cycle of continuous quality improvement. Dialogue regarding institutional improvement occurs in an ongoing and systematic cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. This cycle and the processes used to link the components of the MiraCosta Integrated Planning Model to one another are described in this manual.

The Mission Statement describes the district's intended student population and the services the district promises to provide to the community. As such, this statement is the touchstone for the entire planning process.



The district compares its current status to the mission statement (internal scans) and analyzes anticipated challenges (external scans) to develop a long-term planning framework that includes the institutional mission, vision, values, commitments and goals.



Using the long-term planning framework as a guide, the district develops the Education Plan that articulate (1) how to advance the mission statement and (2) how to address anticipated challenges. Institutional support plans are developed using the Education Plan.



The Education Plan and institutional support plans inform the development of strategies through outcome assessment.

- ▶ The 3-Year Comprehensive Review and Annual Program Review Updates use assessment and outcomes data to identify gaps and plan progress improvement strategies.
e.g. program plan outcomes, student learning outcomes, service area outcomes, administrative unit outcomes, student achievement data.



Resources are allocated based on:

1. Strategic initiatives in the Education and institutional support plans.
2. Plans developed at the program level (academic/student services) and the unit level (nonacademic, administrative) during institutional program review.

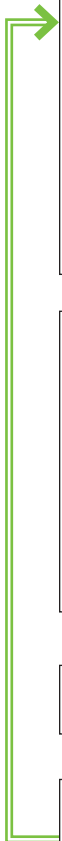
Refer to the section on resource allocation in this manual for an explanation of the link between the strategic initiatives and institutional program review.



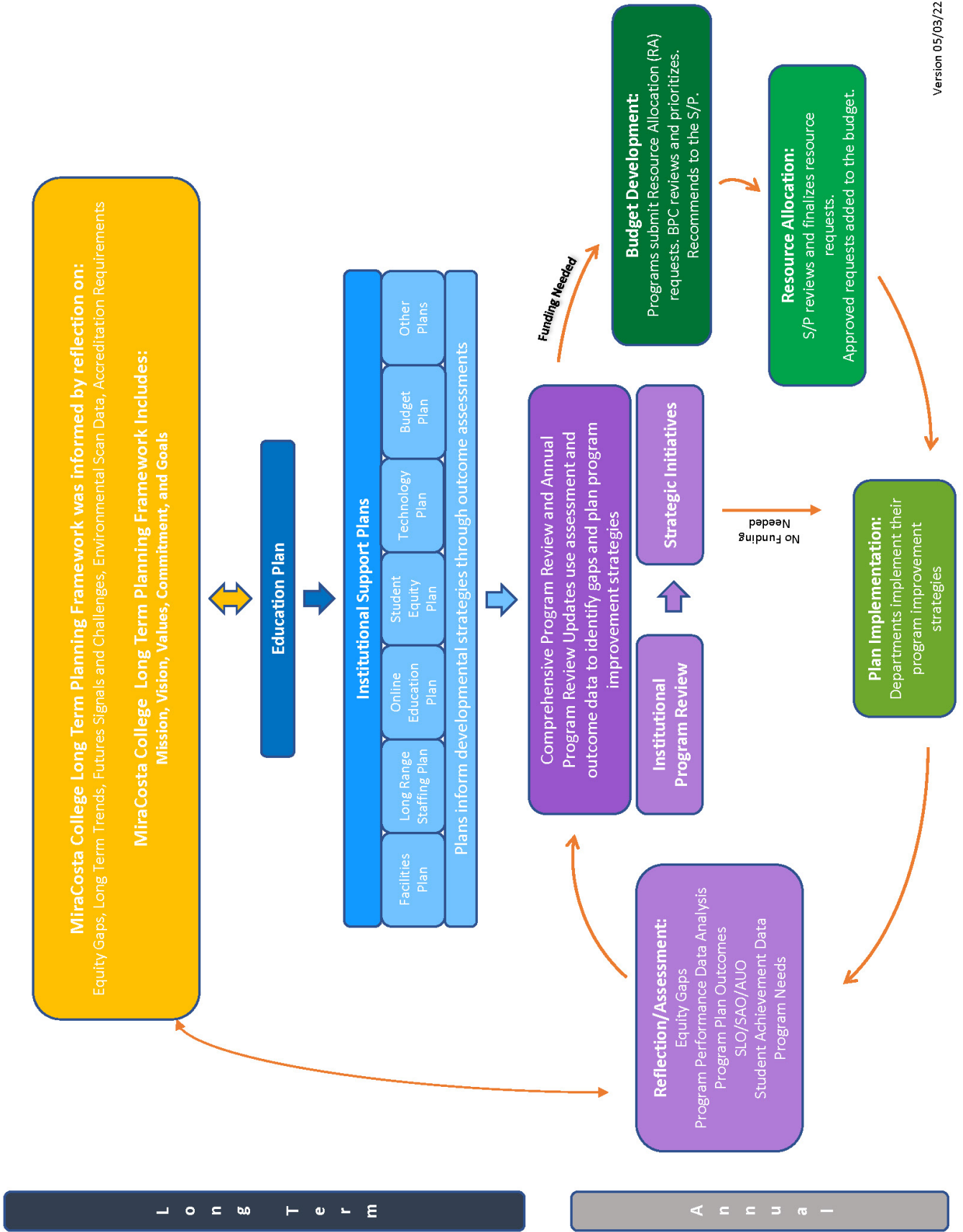
Once resources are allocated, the district implements its plans.



The district reflects and assesses equity gaps, program performance data, program plan outcomes, student learning outcomes/service area outcomes/administrative unit outcomes, student achievement data and program needs.



MiraCosta College Integrated Planning



The mission statement is the touchstone for the entire planning process in that it describes the district's intended student population and the services the district promises to provide to the community.

The district reviews the mission statement at least every three years (see Board Policy 1200). Following a review and revision in 2020, the revised mission statement was approved by the Board of Trustees in June 2021.

The MiraCosta Community College District mission statement is:

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.

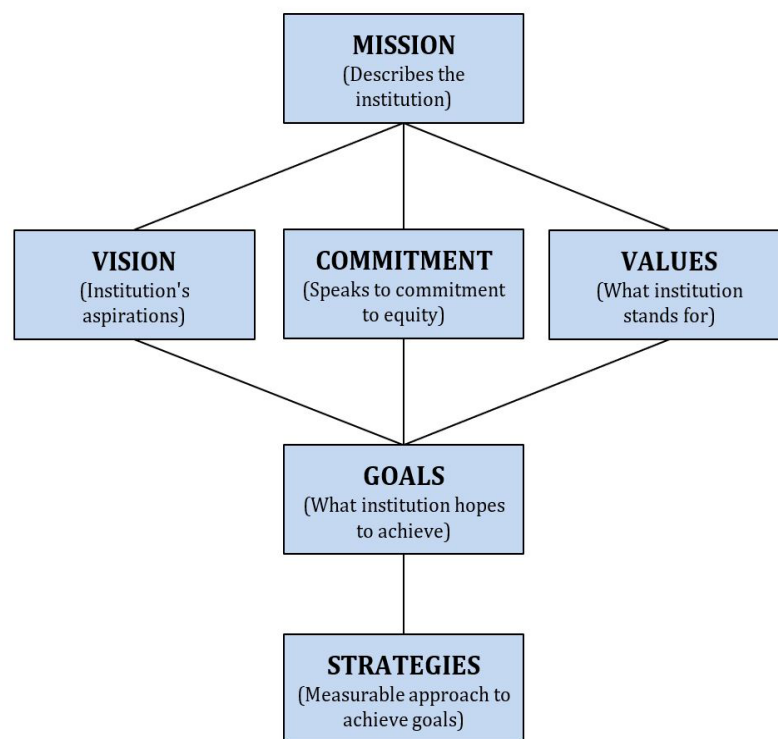
MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities. The Accrediting Commission for Community and Junior Colleges (ACCJC) standard most relevant to the development and review of a college mission is I.A. Mission (see appendix).

LONG-TERM PLANNING FRAMEWORK

The Long-Term Planning Framework is the district's long-term plan and, as such, projects the future of the MiraCosta Community College District for the coming decade.

MiraCosta College has a strong history of collaborative planning and decision making. The development of this long-term planning framework demonstrates not only that collaborative nature, but the importance that the College places on the review of quantitative and qualitative data, the adoption of evidence-based practices, and an evaluation of those practices with an eye toward continuous improvement. This long-term planning framework takes the place of the College's Comprehensive Master Plan that expired in 2020 and outlines the basic relationship between the foundational tenets of the College (mission, vision, values and commitment) and the goals and strategies that are developed to make those foundational principles a reality over the next six years.

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.



Rather than developing a separate strategic plan to achieve these goals, strategies with measurable outcomes will be developed within each of the College's existing plans. Examples of those current plans include the: Academic Master/Educational Plan, Facilities Master Plan, Technology Plan, Long-range Staffing Plan, Annual Budget Plan, Online Education Plan, and Student Equity Plan. Plans may align with one or more goals of the framework. Additionally, there may be some strategies conceived to address the goals that may not fit in any particular existing plan and may require the development of additional planning documents. The goals can also be addressed with strategies at the department or division level through the College's integrated planning process, which includes program review and the development of action plans that may align with a particular institutional goal.

The long-term planning workgroup recommended an approach and timeline for updating the College's existing planning documents that was presented and endorsed by the College Council. College plans will undergo initial reviews beginning in fall 2020 and be updated to ensure that they include the newly developed elements of the long-term planning framework (mission, vision, values and commitment statement) as well as strategies to address the new institutional goals.

As each plan is brought into alignment with the new long-term planning framework, it will be adopted through the college's governance process. The Budget and Planning Committee is responsible for ensuring the integration of the college plans with the long-term planning framework.

Each plan will be revisited annually over the six years of the long-term planning framework to evaluate progress toward the measurable outcomes of each strategy. The College Council is responsible for overseeing that annual review.

In addition, plans will be individually updated according to their own designated cycle (not to exceed six years) to ensure their currency and relevancy. There is a designated person or group responsible for ensuring that each plan is reviewed and updated.

Other documents (such as board policies and administrative procedures) will also be updated to reflect the new elements of this long-term planning framework.

The ACCJC standard most relevant to the development and implementation of the processes described in the remainder of this MiraCosta Community College District 2022 Integrated Planning Manual is I.B. Assuring Academic Quality and Institutional Effectiveness (see appendix).

INSTITUTIONAL PROGRAM REVIEW

Institutional program review is the annual process by which instructional and non-instructional programs and combinations thereof) analyze program performance by comparing quantitative and qualitative data against state standards. Institutional program review includes the use of these reflective conclusions to formulate plans to sustain or improve the programs, to advance the mission of the district, and to support institutional goals and institutional objectives. Improving student learning and achievement is central to the analysis of program effectiveness for instructional disciplines and student services programs.

The institutional program review begins in fall semester to allow sufficient time for meaningful discussion among colleagues and supervisors. The process is summarized as Review, Reflect, Plan. Forms located in the plan section of the institutional program review contain areas for identifying links to institutional goals and institutional objectives; identifying responsible parties and needed resources; and reporting progress and outcomes. Refer to the “Resource Allocation” section of this manual for how these forms are used in that process.

The institutional program review process is, by policy, within the purview of the Institutional Program Review Committee (IPRC) with links to resource allocation through collaboration with the Budget and Planning Committee (BPC) and the maintenance of standards in collaboration with the Academic Affairs Committee. IPRC membership includes faculty, classified staff, students, divisional vice presidents, the Office of Institutional Planning, Research and Grants, and the coordinator of student learning outcomes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to institutional program reviews are:

- ▶ Standard I.A.3: The institution’s programs and services are aligned with its mission. The mission guides institutional decision- making, planning, and resource allocation and informs institutional goals for student learning and achievement.
- ▶ Standard I.B.7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
- ▶ Standard I.B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- ▶ Standard I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short-and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)
- ▶ Standard III.B.2: The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
- ▶ Standard III.C.2: The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
- ▶ Standard III.D.1: Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)
- ▶ Standard III.D.2: The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Timeline and Process for 3-Year Comprehensive and Annual Update Program Review

OCTOBER

Student services programs and administrative units submit their program/unit review data for the previous academic year to Research Analyst of RPIE.



JANUARY–APRIL

All Program/Unit Review Instructional and requested Student Services data is available in Data Dashboard.

Program Authors upload CSLO results into Anthology (Campus Labs) Outcomes.

The program review author drafts the program review, which includes:

- ▶ Analysis of the data to identify strengths and weaknesses by comparing performance to standards, including assessment results from corresponding CSLOs, PSLOs, SAOs, and AUOs.
- ▶ Identification of links to the district mission statement, institutional goals, and institutional objectives.
- ▶ Plans to address identified weaknesses, advance the mission, support institutional goals and institutional objectives, and if applicable, improve student learning and achievement.

The draft program review is shared with other members of the program or unit and discussed widely. The author reviews the feedback and revisions are incorporated as warranted.



APRIL–MAY

The program/unit administrator considers program review draft and collaborates with the program review author to revise the program review if warranted. A final revision of the program review is completed.

The program review author and program/unit administrator evaluate the program on these criteria:

1. The program or unit is effectively meeting the district's mission in all areas of review. Program development plans appropriately address areas to improve or expand.
2. The program or unit is effectively meeting the district's mission in three or more areas of review. The program or unit needs significant improvements to performance against standards. Program development plans appropriately address areas to improve.
3. The program or unit is not effectively meeting the district's mission in three or more areas of review. Program development plans do not sufficiently address areas to improve.

Program reviews are forwarded to the Institutional Program Review Committee to develop a recommendation for final validation and subsequently submitted to the Administrative and Academic Senate councils for approval.

RESOURCE ALLOCATION

Resource allocation processes link institutional program reviews and strategic initiatives to the resources needed to accomplish the institutional goals identified in the Long-Term Planning Framework.

The guiding principles for all resource allocation processes are as follows:

1. Resources include all assets of the district including its fiscal resources, personnel, facilities, equipment, and the time and talents of its faculty, staff, and administrators.
2. The processes for allocating resources are transparent. All members of the district community are informed about the routines and components of planning that lead to resource allocations.
3. The resource allocation process begins with a review of the effectiveness of prior years' resource allocations and a forecast of potential funds.
4. Priority is given to resource requests that support:
 - ▶ Achievement of institutional goals
 - ▶ Health, safety, and accessibility

To ensure a clear link between planning and resource allocation, the program or unit lead includes the request for funding in the program review for their program or unit. In addition, the Budget and Planning Committee assesses funding requests based on a rubric that requires funding requests to address the link between the request and:

- ▶ Need
- ▶ Community benefit
- ▶ Program functioning and total cost of ownership
- ▶ Fiscal/Resource impact

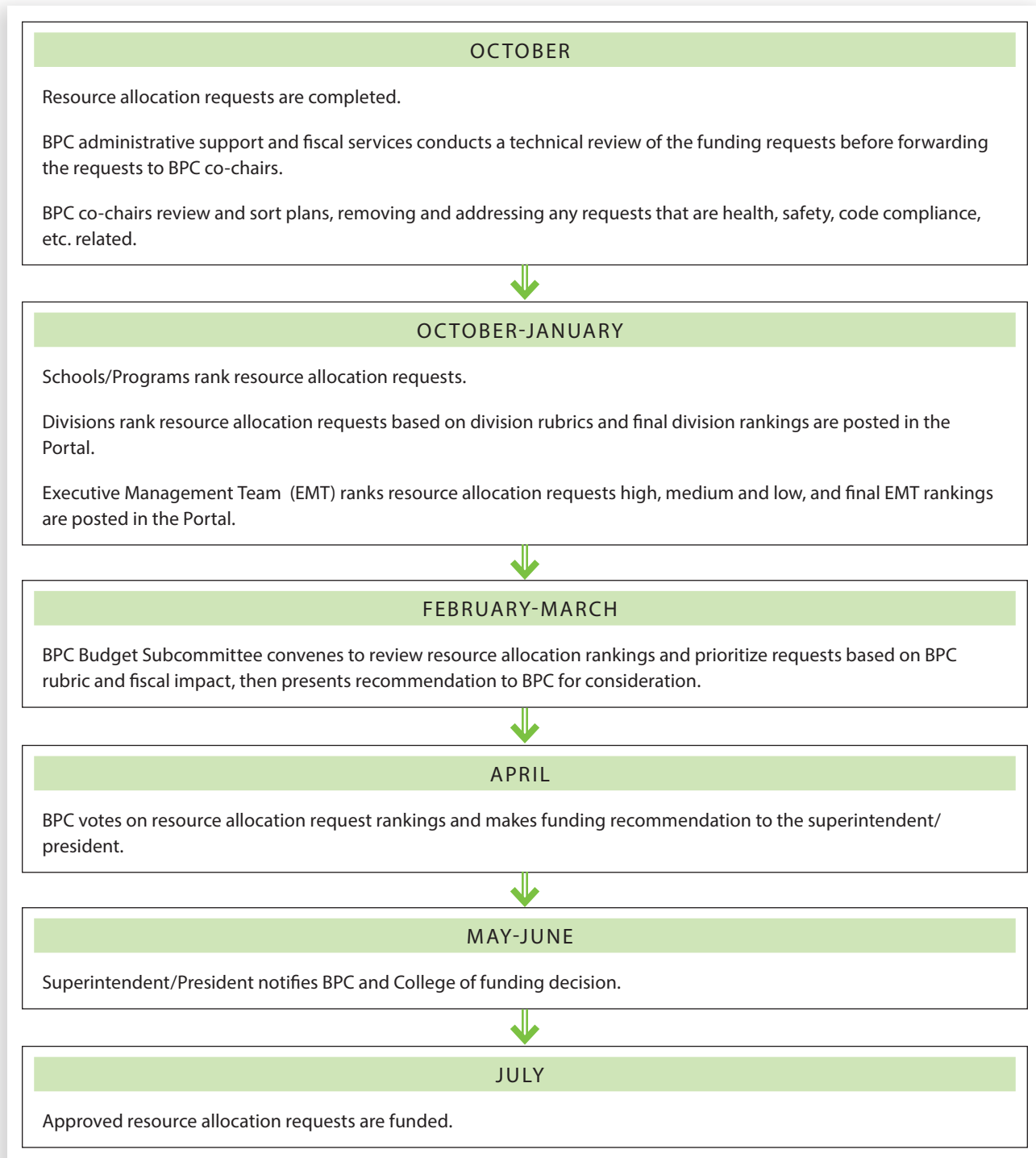
There are two annual assessments related to resource allocation:

- ▶ The Budget and Planning Committee begins each cycle of resource allocations by reviewing the effectiveness of prior years' resource allocations. This analysis is a holistic review that includes the effectiveness of resource allocations in advancing the district mission statement and institutional goals.
- ▶ The Budget and Planning Committee reviews the resource allocation process annually, making adjustments to the process and rubric as needed.

The timeline/process charts related to resource allocations that follow are:

- ▶ Timeline and Process for Resource Allocations Other Than Full-time Faculty Positions
- ▶ Timeline and Process of Resource Allocations for Full-time Faculty Positions

Timeline and Process for Resource Allocations other than Full-time Faculty Positions



Timeline and Process of Resource Allocations for Full-time Faculty Positions

SEPTEMBER

Superintendent/president communicates a tentative number of faculty positions to be opened in the coming year to the Academic Senate president and Academic Affairs subcommittee chair.



AUGUST-SEPTEMBER

Requests for full-time faculty positions are discussed with the dean at this time since deans must approve all requests for full-time faculty positions.

Deans and institutional program review authors discuss requests for full-time faculty positions and this collaboration may produce revisions to program reviews. (See October–November in “Timeline and Process for Institutional Program Review” in this manual.)

Request for full-time faculty positions for the coming year include the preliminary job announcement section to describe the representative duties for the position. Faculty may document the need for a full-time faculty position without actually requesting a position at this time.



OCTOBER

The Academic Affairs hiring subcommittee taskforce ranks requests for full-time faculty positions, provides the rationale for each ranking and forwards the recommendations to the Academic Senate.



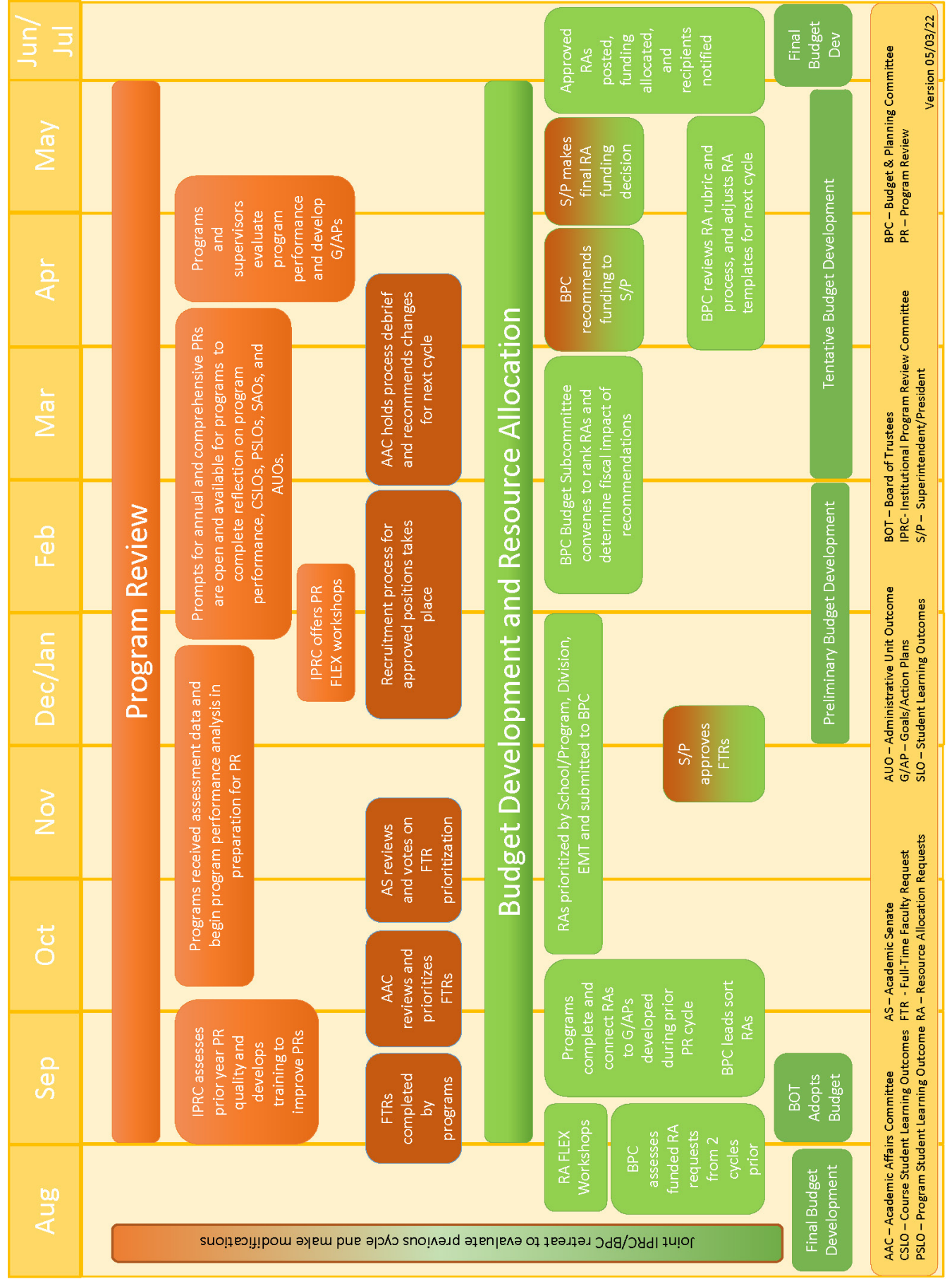
NOVEMBER

Academic Senate reviews the rankings and rationale for full-time faculty positions, develops a recommendation of full-time faculty positions to be opened in the coming year, and forwards the recommendation to the superintendent/president.

Superintendent/president makes the final decision on ranking of full-time faculty positions and the number of positions to be opened, and forwards job announcements for approved requests to Human Resources.

Human Resources and deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.

MiraCosta College Annual Planning, Budget and Evaluation Cycle



PLAN IMPLEMENTATION

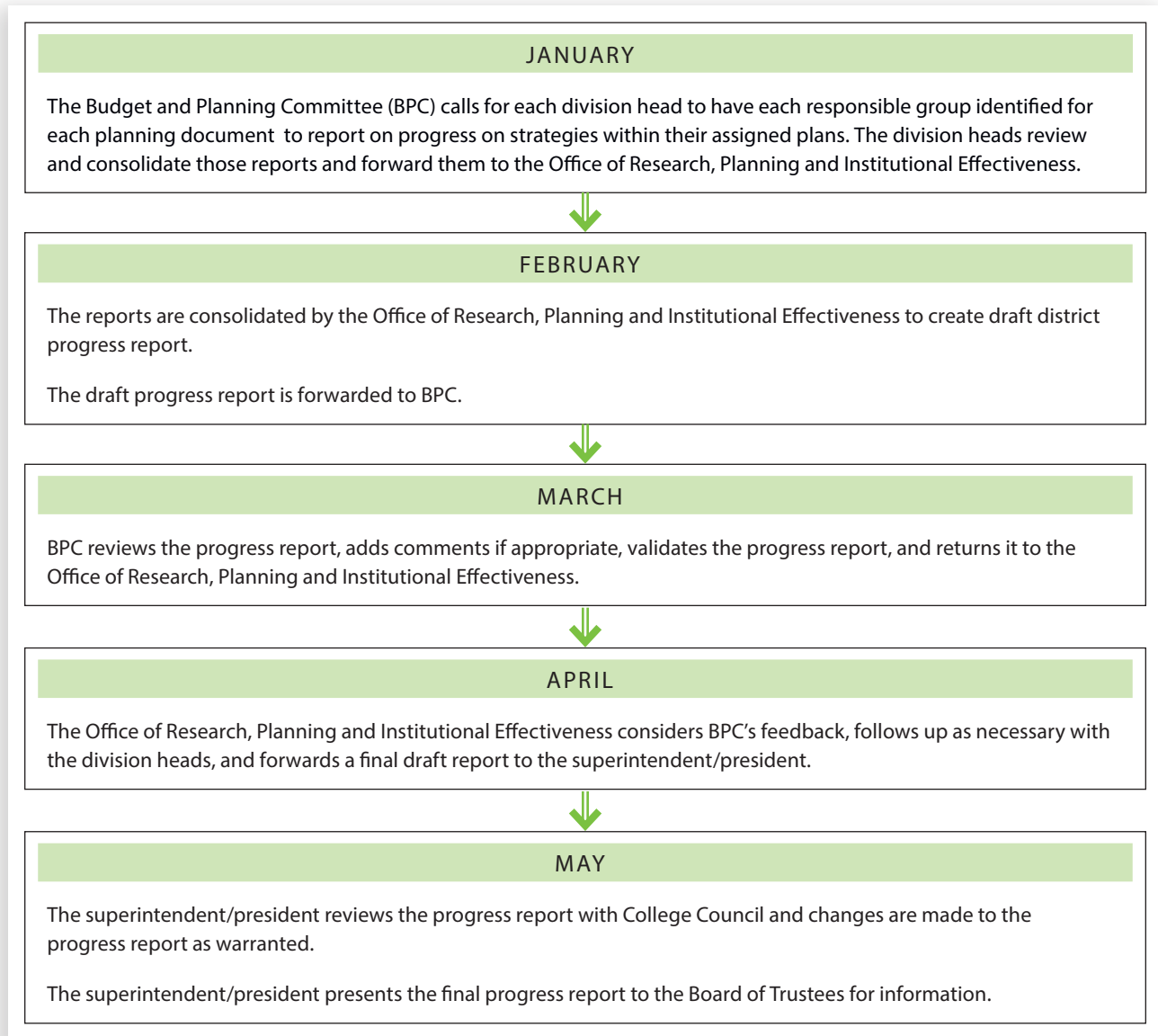
In the long-term planning framework, a group is assigned responsibility for developing strategies in each of the College's planning documents. The assignment of a responsible group is essential for accountability. This assignment means that the group has unique responsibilities to launch and oversee the strategies. This assignment does not mean that the group completes the strategies alone.

To ensure implementation of the identified activities that will move the district toward accomplishment of its institutional goals, the responsible parties shall:

- ▶ Manage the timelines for the plan component.
- ▶ Develop appropriate processes.
- ▶ If needed, request funding for the strategies through the appropriate institutional program review.
- ▶ Provide data and other types of evidence to assess the levels of success following plan implementation.
- ▶ Document the activities and outcomes.

A progress report is produced annually to document the status of the work on each institutional objective and action plan in the strategic plan. This document is an essential accountability tool in the MiraCosta College integrated planning process.

Timeline and Process for Assessing Progress on District Institutional Goals



ASSESSMENT OF THE PLANNING PROCESSES

The district assesses its planning processes in keeping with the Accrediting Commission for Community and Junior Colleges standards on institutional effectiveness. Administrative Procedure 3250 - Institutional Planning governs this process.

The College Council, through established committees with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to educational, human, physical, technology, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process.

The institutional planning process will be guided by adopted mission, vision, values, commitments, and goal statements, and will result in the development of evidence-based, long-term goals and specific strategies that have measurable outcomes to promote accountability. Data-driven college-level plans, along with regular program review and action planning processes for all programs and services shall provide the basis for institutional decision making. College-level plans will be reviewed and revised annually and approved through the identified college process. The planning processes will inform and complement the resource allocation process.

The College Council will assure the effectiveness of its ongoing planning processes by systematically reviewing, evaluating, and modifying as appropriate, all parts of the planning cycle.

The Budget and Planning Committee (BPC) will serve in an advisory capacity on the integration, development, and evaluation of institutional plans and budget planning priorities.

The board will assist in developing the general institutional mission and goals for the comprehensive plans through a variety of means, including, but not limited to, the superintendent/president's evaluation process, board priorities and budget goals, and annual board evaluation and planning workshops.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the assessment of planning processes is Standard I.B.9 (see appendix).

Relevant ACCJC Standards

► I.A. Mission

1. The 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 student achievement.
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

► I.B. Assuring Academic Quality and Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads

to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

► Standard I.B.9.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

College Planning Documents

- [Long-term Planning Framework](#)
- [Education Plan Update](#)
- [Facilities Plan](#)
- [Staffing Plan](#)
- [Technology Plan](#)
- [Online Education Plan](#)




MIRACOSTA COMMUNITY COLLEGE DISTRICT

► www.miracosta.edu

Community Learning Center
1831 Mission Avenue, Oceanside, CA 92058
► P 760.795.8710 ► F 760.795.8730

Oceanside Campus
1 Barnard Drive, Oceanside, CA 92056
► P 760.757.2121 ► F 760.795.6609

San Elijo Campus
3333 Manchester Avenue, Cardiff, CA 92007
► P 760.944.4449 ► F 760.634.7875



MiraCosta College Academic Senate Program Update

November 4, 2022



AGENDA

- **Program Status Summary**
 - **Standing reports**
 - **Status of Projects**
 - **Community Learning Center**
 - **San Elijo Campus**
 - **Oceanside Campus**
 - **Status of Contracts Let**
 - **Status of Finance**
 - **Q&A**
-



PROGRAM STATUS SUMMARY

Program by the Numbers

Program Schedule Summary

5 Year Plan / Board Approved Projects

42

Active Projects = 25

Completed Projects = 14

Not Started = 3

Upcoming / Planned FMP Projects

17

Program Financial Summary

(August 2022 Month End)



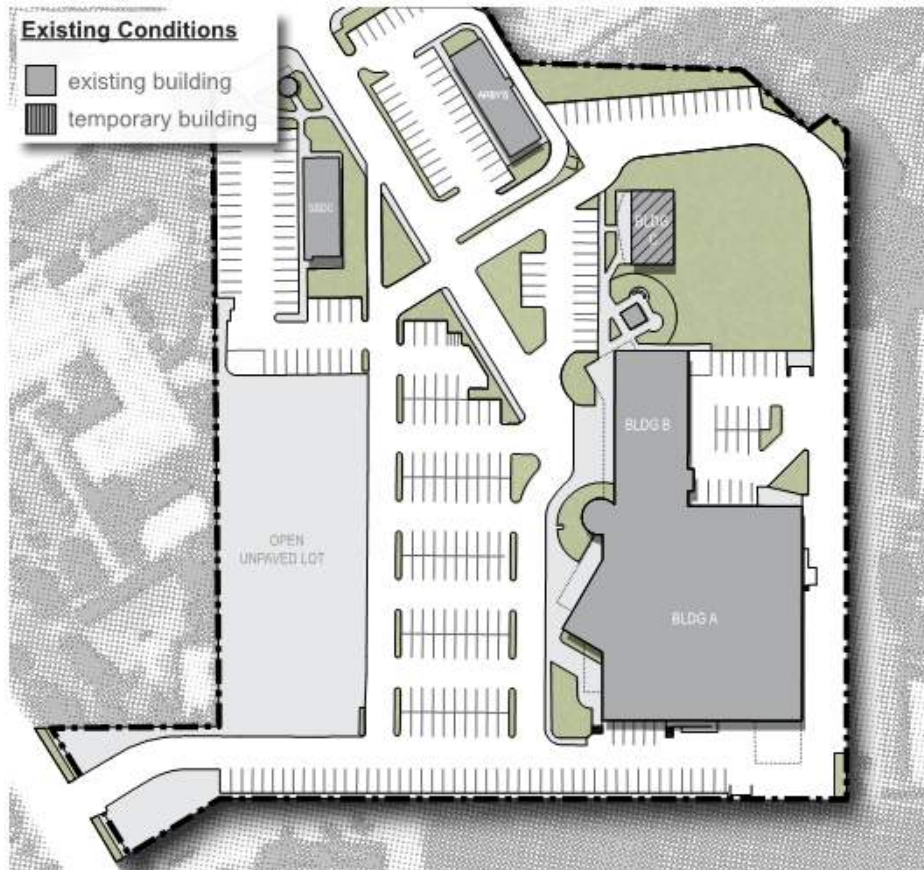
\$344M
Commitments

\$184M
Expenditures



STATUS OF PROJECTS

COMMUNITY LEARNING CENTER



COMMUNITY LEARNING CENTER

COMMUNITY LEARNING CENTER	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS
Monument Sign and SBDC Demolition	\$1,051,443	Complete	Complete	COMPLETE
Arby's Building Demolition	\$122,245	Complete	Complete	COMPLETE
Building D (300) / New Student Services Building	\$12,305,973	Complete	Complete	COMPLETE
Parking Lot Renovation and Building C Demolition - PHASE I	\$254,000	Future	Future	COMPLETE
Building 100 & 200 Classrooms and Offices Renovation	\$12,671,405	Started - Spring 2021	Completed - Summer 2022	DSA CLOSEOUT
Community Learning Center Total =	\$26,405,066			

CLC BUILDINGS 100 + 200 RENOVATION

- **Phase:** Closeout
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$12.7M
- **Architect:** SGPA Architects
- **Building SQ FT:** 38,505 SF
- **Scope:** This project included renovation of the spaces where Student Services was previously located. Academic Services, the library, faculty offices, and California Adult Education Program were all significantly remodeled and revised for efficiency and space needs. The remaining portion of the buildings is approximately 29,500 sf, consisting primarily of classroom space and it underwent a lighter renovation focusing on needed system upgrades.
- **Status:** Skylight work was completed over the summer. Remaining DSA required path of travel work was completed. DSA closeout will be able to be processed after a few minor fire alarm system items are completed. Removal of the canopy in the front has exposed a waterproofing issue that is being researched to resolve.



SAN ELIJO CAMPUS



SAN ELIJO CAMPUS

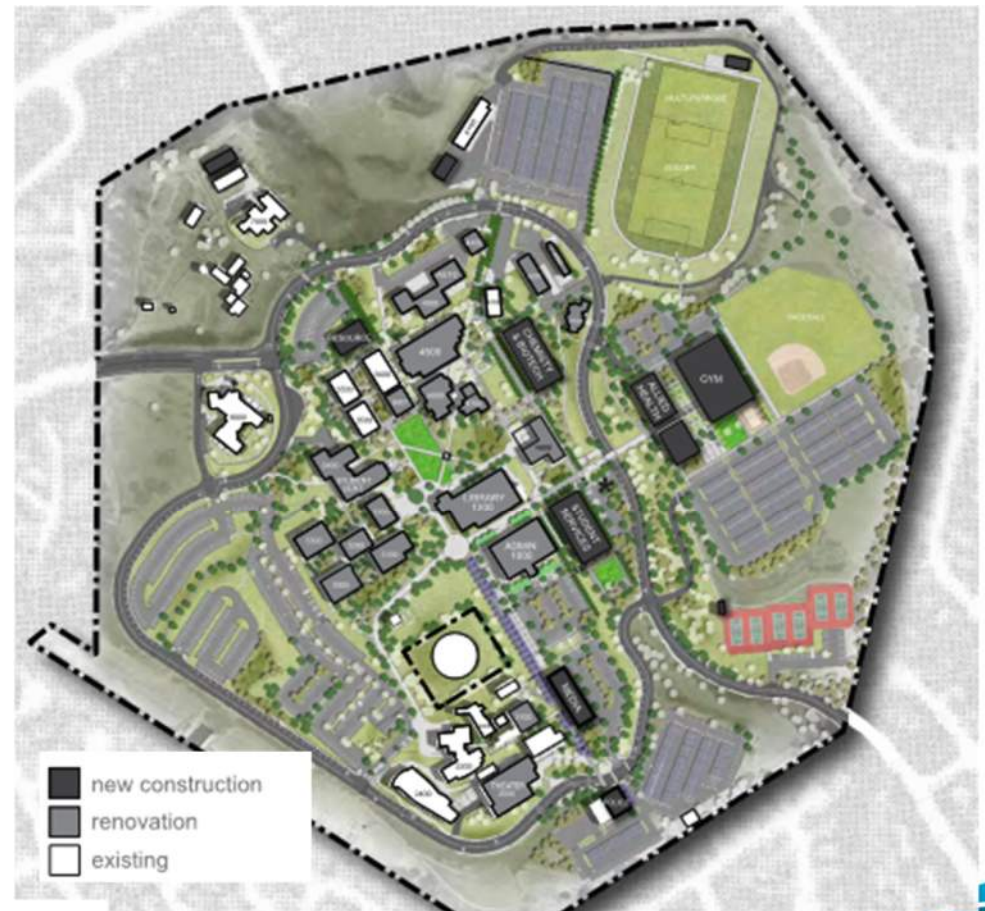
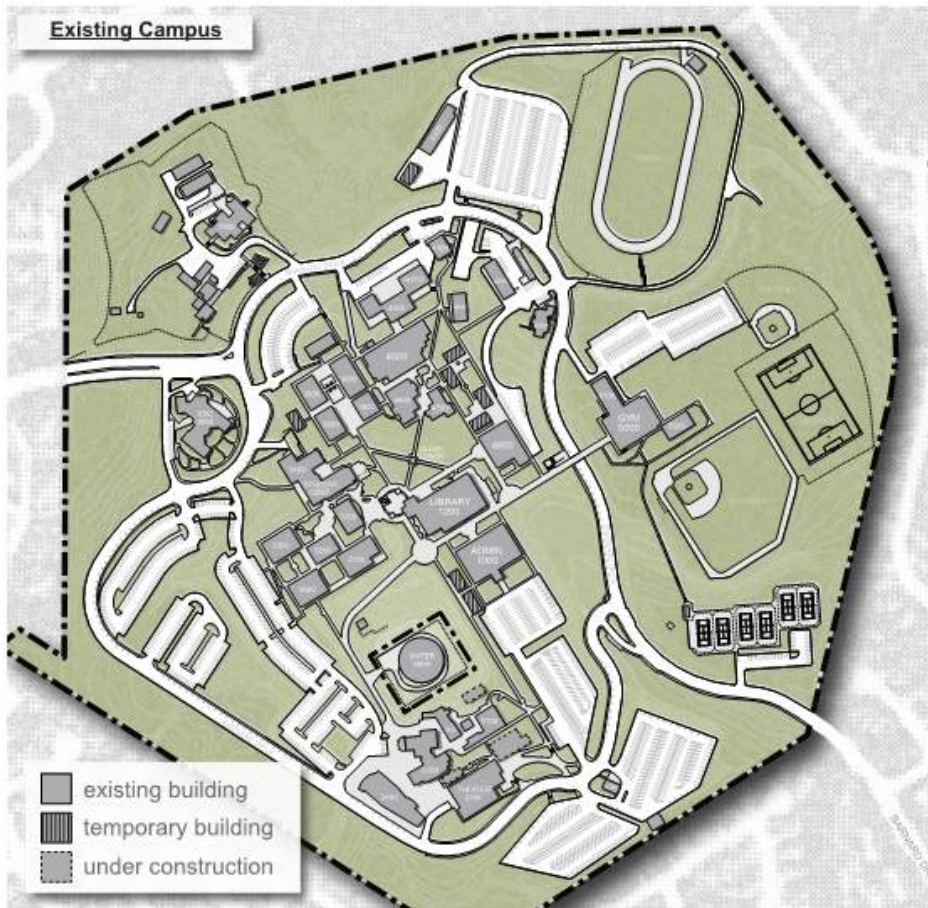
SAN ELIJO CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS
Building 600 Renovation	\$2,261,004	Complete	Complete	COMPLETE
Building 300 Renovation	\$2,678,463	Complete	Complete	COMPLETE
Building 500 Renovation	\$3,748,809	Complete	Complete	COMPLETE
Building 1100 New Student Services & Administration	\$13,980,978	Complete	Complete	COMPLETE
Building 200 Renovation	\$4,740,708	Complete	Complete	COMPLETE
Swing Space	\$2,916,709	Complete	Complete	COMPLETE
Underground Utilities Renovation	\$1,852,737	Complete	Complete	COMPLETE
Building 100 Library Renovation	\$6,083,064	Complete	Complete	COMPLETE
Building 900 Student Center Renovation	\$2,661,729	Complete	Complete	COMPLETE
Central Campus Quad Renovation and B800 Demo - PHASE I	\$649,416	Future	Future	COMPLETE
Building 400 Science Labs Renovation	\$4,798,886	<i>Started</i> - Summer 2021	<i>Completed</i> - Spring 2022	DSA CLOSEOUT
Miscellaneous Enhancements Project	\$1,312,616	<i>Started</i> - Summer 2022	Spring 2023	CONSTRUCTION
Building 700 Renovation	\$685,895	TBD	TBD	UPCOMING
San Elijo Campus Total =	\$48,371,014			

SAN ELIJO MISCELLANEOUS ENHANCEMENTS

- **Phase:** Construction/Design
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$1.3M
- **Architect:** PBK Architects
- **Scope:** This project includes needed upgrades to SAN B200, B300, B600 and B900. The focus of the project is to install metal wall caps at the top of perimeter walls to prevent moisture intrusion and replacing finishes and failing roofing and drainage on trellis structures. Design of a new reclaimed water service for irrigation is also being handled in this project.
- **Status:** The summer construction scope was completed. B500 roof material and trellis coverings have an extensive lead time and work on those items is planned for the winter break. Design efforts are also progressing on the reclaimed water line and irrigation project that will lower the environmental impact of campus landscape irrigation.



OCEANSIDE CAMPUS



OCEANSIDE CAMPUS

OCEANSIDE CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS / PHASE
North Storm Drain Replacement	\$768,081	Complete	Complete	COMPLETE
Track and Field and Support Building Renovation	\$9,891,757	Complete	Complete	COMPLETE
New Parking Lot 5A, PV and Tennis	\$13,609,435	<i>Started</i> - Spring 2021	<i>Completed</i> - Fall 2021	DSA CLOSEOUT
Strong Workforce Development Lab/ Trailer	\$950,000	<i>Started</i> - Summer 2021	<i>Completed</i> - Fall 2021	DSA CLOSEOUT
Building 1000 Administration Renovation	\$12,815,305	<i>Started</i> - Summer 2021	Fall 2022	CONSTRUCTION
Building 1400 New Student Services (includes Veterans)	\$62,064,022	<i>Started</i> - Summer 2021	Fall 2023	CONSTRUCTION
Building 5100 New Allied Health	\$29,763,333	<i>Started</i> - Spring 2022	Spring 2024	CONSTRUCTION
Building 5000 New Gymnasium Complex	\$41,372,096	<i>Started</i> - Spring 2022	Spring 2024	CONSTRUCTION
Building 1300 New Chemistry & Biotechnology	\$46,921,154	Fall 2022	Summer 2024	CONSTRUCTION
Building 2800 New Art/Media	\$25,859,673	Fall 2022	Summer 2024	CONSTRUCTION
Building 1200 Library Renovation	\$32,480,013	Spring 2023	Summer 2024	CONSTRUCTION

OCEANSIDE CAMPUS - Continued

OCEANSIDE CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS / PHASE
New North Campus Parking Lot 4C Ex - PHASE I	\$205,512	Future	Future	DESIGN
Communications Hub, Equity Village & Student Center Reno. - Includes renovation of Buildings 3100, 3400 and 3700 - Includes new buildings replacing 3000, 3200 and 3300	\$53,446,329	Spring 2024	Fall 2025	DESIGN
Wayfinding and Signage	\$90,000	TBD	TBD	DESIGN
Building 2000 Theatre Lighting	\$535,000	Summer 2023	Fall 2023	DESIGN
Campus Wide ADA Improvements	\$610,141	Ongoing	Ongoing	ONGOING
Campus Wide Utility Infrastructure Renovation	\$3,181,155	Ongoing	Ongoing	ONGOING
Swing Space	\$6,258,137	Ongoing	Ongoing	ONGOING
Monument Sign	\$167,512	TBD	TBD	UPCOMING
Building 4500 Science Renovation	\$33,346,062	TBD	TBD	UPCOMING
Oceanside Campus Total =	\$374,334,719			

OC B1000 ADMINISTRATION RENOVATION

- **Phase:** Construction
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$12.8M
- **Architect:** Little Architects
- **Building SQ FT:** 18,800 SF
- **Scope:** The Administration Building will undergo a renovation to improve space efficiency and accessibility and replace failing infrastructure components. The existing mechanical, electrical, plumbing and structural systems will be replaced/upgraded to meet current building and seismic code requirements.
- **Status:** Construction efforts are wrapping up. Final finishes are going in throughout. Early punch work is being done. Move-in of administrative staff is being planned for the winter break.



OC NEW KHAN BUILDING and GYM BUILDING

- **Phase:** Construction
- **Delivery Method:** Design-Build
- **Current Budget:** \$41.4M
- **Criteria Architect:** Lionakis
- **DBE:** Balfour Beatty/HMC Arch.
- **Building SQ FT:** 40,915 SQ FT
- **Scope:** The new Gymnasium and the Kinesiology, Health and Nutrition Studies (KHAN) buildings will replace the existing gym buildings and provide a consolidated location for the new gymnasium, athletics instruction spaces, and the Wellness Center. The facility will also include locker rooms, equipment storage, and a multi-purpose studio.
- **Status:** Structural steel erection is wrapping up at the Gym building and in process as the KHAN building.



OC NEW ALLIED HEALTH BUILDING (Heyden Hall)

- **Phase:** Construction
- **Delivery Method:** Design-Build
- **Current Budget:** \$29.8M
- **Criteria Architect:** Lionakis
- **DBE:** Balfour Beatty/HMC Architects
- **Building SQ FT:** 25,251 SQ FT
- **Scope:** A new facility will provide a consolidated location and appropriate facilities for all of the Allied Health programs. Programming includes state-of-the-art simulation spaces, including patient and operating rooms, as well as hands-on skills labs and classrooms. The plan includes a single story building whose design is coordinated with the new gym complex to create a unified campus and design aesthetic.
- **Status:** Structural steel work was completed in October. A Topping Out Ceremony was held in to celebrate the milestone. Roof decking and wall construction is moving forward.



OC NEW STUDENT SERVICES BUILDING

- **Phase:** Construction
- **Delivery Method:** Design-Build
- **Current Budget:** \$62.1M
- **Criteria Architect:** Gensler
- **DBE:** Swinerton / DLR
- **Building SQ FT:** 54,556 SQ FT
- **Scope:** The new Student Services facility will consolidate student service functions currently scattered throughout the campus to a single, one-stop shop, and will include a new home for the Veterans Center. Located in the former home of Pedley Park, the new building is strategically positioned to act as a gateway building for the campus, providing a much-needed sense of entry and easy wayfinding for new or prospective students. The building will be a two-story structure, and will allow access and entry from the street level for visitors and campus promenade level for current students.
- **Status:** The slab on grade was poured, elevated walkway foundations and steel was placed, interior and exterior wall framing and rough in is well underway.



OC NEW CHEMISTRY & BIOTECHNOLOGY BUILDING

- **Phase:** Construction
- **Delivery Method:** Design-Build
- **Current Budget:** \$46.9M
- **Criteria Architect:** Lionakis
- **DBE:** CW Driver / HED
- **Building SQ FT:** 23,391 SQ FT
- **Scope:** The new Chemistry and Biotechnology Building will provide a state-of-the-art facility with new chemistry and biochemistry labs and two 40-seat flexible classrooms. As the district's Biotechnology program expands into a Baccalaureate degree program, the building will provide needed space for growth. The project will be the major component of the Science, Technology, Engineering and Mathematics (STEM) quad and plaza.
- **Status:** Guaranteed Maximum Price (GMP) negotiations were completed and approved by the Board. Grading activities and utility work are moving forward. A Groundbreaking Ceremony was held in October to celebrate the start of work.



OC NEW ARTS AND MEDIA BUILDING 2800

- **Phase:** Construction
- **Delivery Method:** Design-Build
- **Current Budget:** \$25.9M
- **DBE:** Balfour Beatty / HMC Architects
- **Building SQ FT:** 10,471 SQ FT
- **Scope:** The new Arts/Media Services Building will house a variety of functions, serving the students of the arts hub and the campus. It will include a new Art Gallery, two computer labs, a film studies classroom, student study and collaboration spaces, faculty offices, the Media Arts labs, a coffee cart-type element, and extensive display areas for student art. It will provide dedicated student-friendly study and collaboration spaces. Proposed as a single-story facility, the building will have a strategic path of engagement to the campus promenade.
- **Status:** GMP negotiations were completed and Board approved. Full DSA approval was received. The project has mobilized and begun grading and utility work focusing on the slope repair area initially. Planning for a Groundbreaking Celebration early in the Spring 2023 semester.



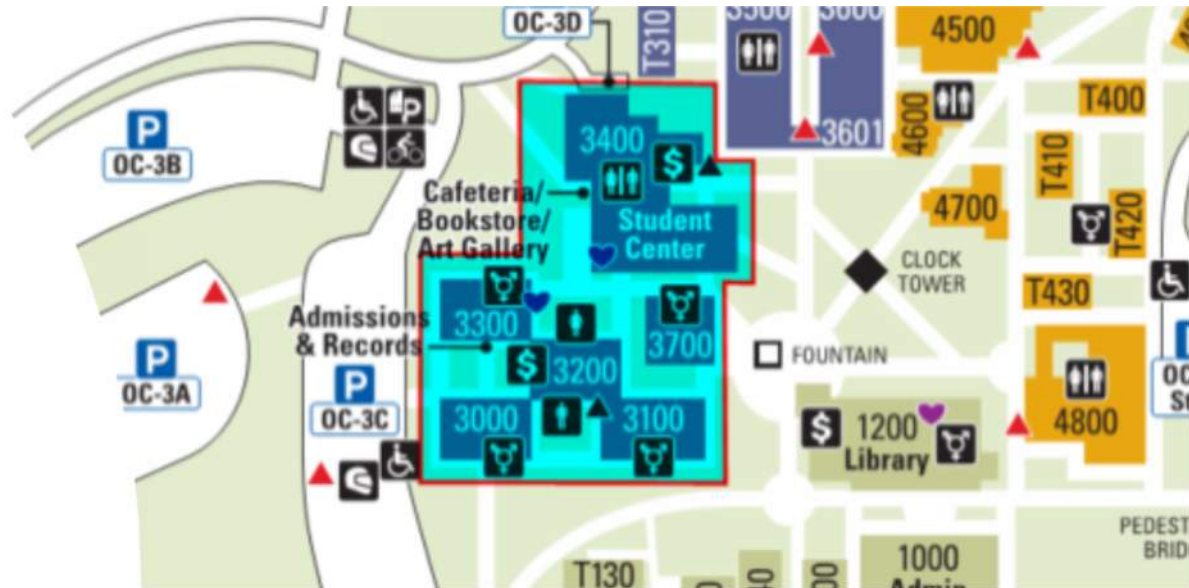
OC B1200 LIBRARY RENOVATION

- **Phase:** Construction
- **Delivery Method:** Design-Build
- **Current Budget:** \$32.5M
- **DBE:** Level 10/ Mosher Drew
- **Building SQ FT:** 47,790 SQ FT
- **Scope:** The 1200 Building is Oceanside's Library. It will be undergoing a full renovation to upgrade mechanical, electrical and plumbing systems within the building. Interior layouts will be adjusted to accommodate changing programming needs of the building. Addressing acoustic concerns is a key feature.
- **Status:** The GMP was negotiated and signed in October. DSA approval was received for the project. Preconstruction submittals and long lead material ordering are in process ahead of planned start in January. Swing Space Village updates are currently being made to provide space for the building occupants during construction.



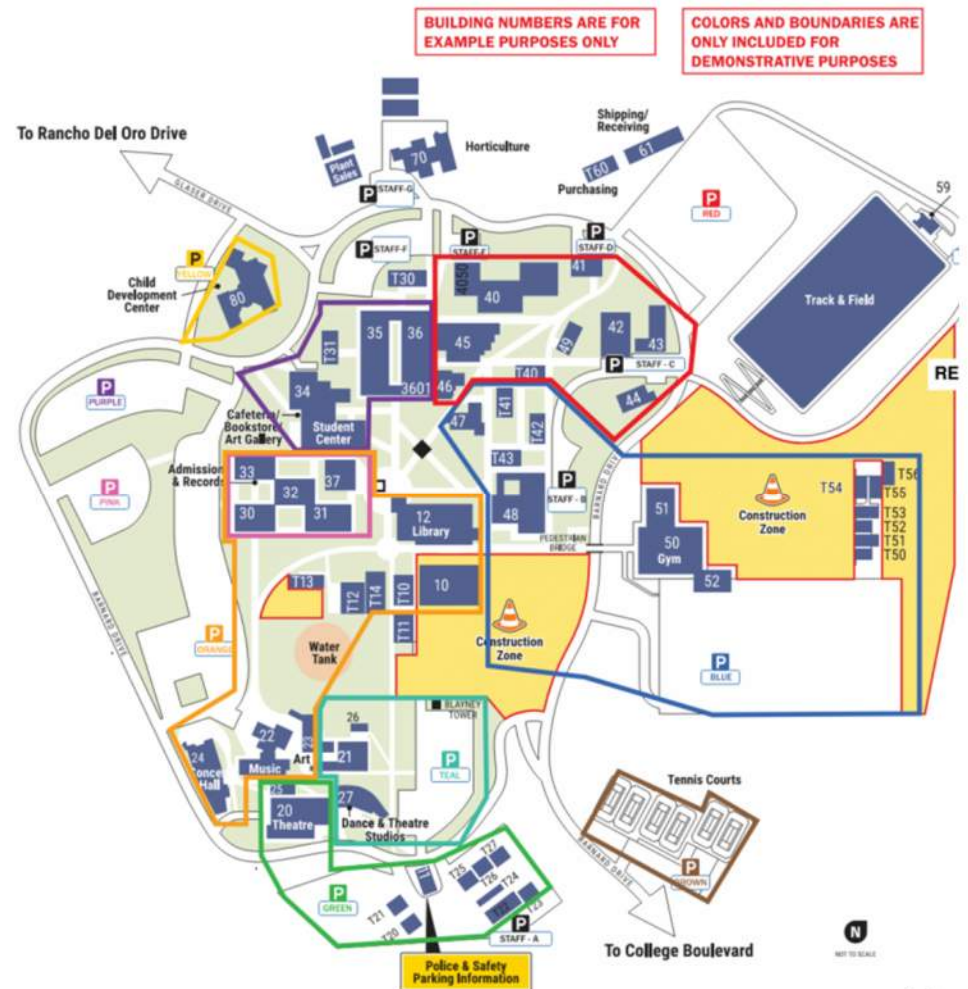
OC 3000 SERIES RENOVATION

- **Phase:** Design
- **Delivery Method:** Design-Build
- **Current Budget:** \$53.4M
- **DBE:** Rudolph & Sletten / Gensler
- **Building SQ FT:** 56,098 SQ FT
- **Scope:** This expansive project consists of renovating (3) buildings, 3100, 3400 and 3700, and building (2) new ones. (3) aging buildings, 3000, 3200 and 3300 will be demolished. This will form a Communications Hub and Equity Village and provide for renovations to the existing Student Center. The scope will include classroom, office, study, and student group collaboration spaces.
- **Status:** This project is in the Design Development phase of design. Design meetings with the user group continue. DSA notified the project team in October that building 3100 will require a full seismic upgrade or replacement due to new structural code. Studies are underway to determine if the most value will be gained from replacing the building or performing a full seismic retrofit. This will impact the budget, which is not currently represented.



OC Wayfinding and Signage

- **Phase:** Design
- **Delivery Method:** TBD
- **Current Budget:** \$90K
- **Architect:** DLR
- **Location:** Campuswide
- **Scope:** This planning project is taking a comprehensive look at wayfinding and signage needs across the Oceanside Campus to develop a functional and effective standardized signage plan. This includes both vehicular and pedestrian wayfinding, interior and exterior signage and monument/entry signage. Final designs would be rolled out in active construction projects or future projects as it applies.
- **Status:** Design efforts have been progressing as input has been gathered from the Campus Advisory Committee, Student Accessibility Services, Campus Police and other stakeholders.



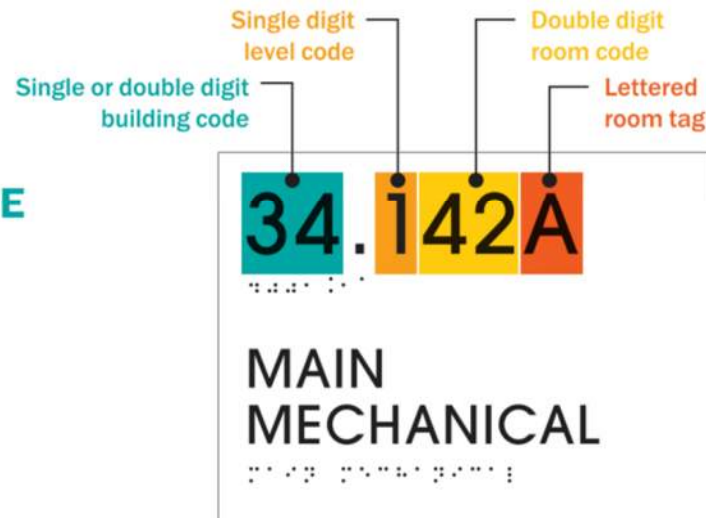
OC Wayfinding and Signage

ROOM NUMBERING



CURRENT SYSTEM

- This system does not allow for a level code, thereby making it difficult to understand where specific rooms are located in multi-story buildings.
- Only allows for 99 uniquely identified rooms in a single building. This may pose an issue in multi-story buildings.



BUILDING CODE

LEVEL CODE

ROOM CODE

ROOM TAG

PROPOSED SYSTEM

- In the proposed system we are including a level code to identify the level the room is located on within a multi-story building.
- By including the level code, a greater number of unique room numbers become available.
- A decimal point separator, breaks the number into distinguishable segments. It inhibits users from referencing a room as "thirty four thousand one hundred forty two".
- We recommend using a decimal point to separate the building code instead of a hyphen. This allows messages to include ranges of rooms without being confusing.
(34.212 – 34.224 vs. 34-212 – 34-224)

Sabbatical Leave Report (Fall 2022)

(to be completed upon return from sabbatical leave and returning to full service in Fall 2022; you must complete as described below)

Email *

sdavis@miracosta.edu

PART I - Signature Page

An electronic copy of the signature page with your signature is to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately via email. Download and print the Signature page here.

<https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing>

Name *

Sean Davis

Department *

Sociology

Date Submitted: *

MM DD YYYY

09 / 23 / 2022

Academic school year in which leave was taken: *

☒ 2021/2022

☐ 2022/2023

Semester in which leave was taken. *

(Do not include any unbanking as part of a sabbatical leave)

☐ Fall

☒ Spring

☐ Full-year

Check the type of sabbatical leave: *

☐ Advanced Academic Studies, or

☒ Self-directed studies

PART II - Restatement of Sabbatical Leave Application.

COPY and PASTE original Sabbatical Leave abstract that was submitted with your application here:

*

This sabbatical will be used to write an Open Educational Resource (OER) textbook for SOC130 - Introduction to Gender Studies. This course is offered twice a year (once in Fall and again in Spring). Currently, there is a lack of quality OER textbooks for this type of course. Offering an OER textbook for our students will have many benefits, including reducing costs for students, having congruency with the course content and instruction, and students will engage in activities, assignments, and projects that are relevant and directly tied to the main text used in the course. Additionally, I will develop a Canvas course shell that fully integrates the OER textbook and instructor-developed supplemental materials (videos, activities, podcasts, assignments, etc.). To support these efforts, I will take courses in Gender and Sexualities Studies, a class on developing accessible course materials, and a class on teaching and course design - all of which will contribute to the development of the textbook and Canvas course shell, respectively. Additional aspects of the self-directed study and professional learning include reviewing books, documentaries, journal articles, and other academic materials on Gender and Sexualities Studies. Finally, I will research and study strategies for writing and developing engaging open-source textbooks.

PART III - Completion of Objectives, Description of Activities.

OBJECTIVE #1: *

a) Copy and paste objective from application.

Research and take short-term courses on Gender and Sexualities Studies and write a draft of an Open Educational Resource (OER) textbook for my SOC130 - Introduction to Gender Studies Course

*

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

Objective #1 was completed by conducting a comprehensive review of four Open Courses offered by MIT - Sexual and Gender Identities (Undergraduate - WGS.110K), Gender, Sexuality, and Society (Undergraduate - 21A.231J), Gender (Graduate - 21H.983, and the Psychology of Gender (Undergraduate - 9.57J). All of these courses helped me produce content and material in the draft of my OER textbook / Canvas course. I have provided the Sabbatical Leave Committee with a spreadsheet documenting the time invested in reviewing these courses.

*

c)Indicate the total number of hours dedicated in the accomplishment of objective #1:

441.5

OBJECTIVE #2 (if applicable):

a) Copy and paste objective from application (if applicable)

Develop materials and assessments, research effective course design and accessibility, and create a Canvas course shell for SOC130 - Introduction to Gender Studies

b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

This objective was accomplish by reviewing two CVC-OEI courses - Introduction to Course Design and Creating Accessible Course Content and implementing the lessons an strategies learned in the course shell for the OER textbook. Further, much of the time spent working was dedicated to developing/recording/editing the three primary components of the OER textbook - a series seven blogs, seven podcast episodes, and seven video lectures. Finally, much of the sabbatical was spent designing and developing assignments/activities/projects, creating banners/other images, and constructing a complete course in Canvas - the Learning Management System that serves the platforms for the OER textbook. I have provided the Sabbatical Leave Committee (SLC) with a spreadsheet documenting the time invested the aforementioned activities. Additionally, the SLC can access the OER textbook draft Canvas shell for further review of evidence that demonstrates fulfillment of objective #2.

c)Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

251

OBJECTIVE #3 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c)Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

OBJECTIVE #4 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

PART IV. - Contribution to District

In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

*

a. Explain how the study or project contributed to the professional development of the applicant.

This project contributed to my professional development by allowing me to take time to learn from others in my discipline for the purpose of staying current in my field. I also improved my online instruction and course design by learning more about developing accessible course materials. The courses in online teaching and learning helped me understand and implement the latest research and theory on course design and online instruction. Writing an OER textbook enhanced my teaching by providing a stronger sense of congruency between my course materials and instruction. Developing the Canvas course that fully integrates my textbook allows me to teach a course that is adaptive and responsive to students' needs and changes in the discipline by having the flexibility to revise and update both the textbook and Canvas course as needed. The multi-media format of the OER textbook (including self-produced podcast episodes and video lectures) allows me to provide a learning experience that reflects Universal Design for Learning Principles (UDL) principles including equitable use, flexibility in use, simple and intuitive use, and perceptible information.

★

b. Explain the anticipated short- and/or long-term benefits of your project on the following groups: students, department, college, and/or community. As appropriate, include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity, and inclusion.

Students - Students will benefit from the cost savings that an OER textbook provides. They will also benefit from taking a course with the author and content creator of their textbook and other course materials. Further, students will have the opportunity to take a class with a Canvas course that is completely aligned with the discipline content presented. Students will have improved support from their instructor since all materials for the course have been developed by the instructor.

Department - The Sociology Department benefits from me learning more about the OER textbook writing process. I will report back to my department about the experience and offer any guidance I can on how to develop such materials. I have recently been appointed the discipline liaison for Sociology for the ASCCC (Academic Senate of the California Community Colleges) Open Educational Resources Initiative allowing more professional learning and networking opportunities in the area of Open Educational Resources. Additionally, the department will benefit from my gained knowledge and experience in developing accessible course materials and improved skills and knowledge in course design. I will offer workshops for both departmental full-time and associate faculty on accessibility basics and course design. I am now better equipped to develop, revise, and/or assess SLOs and PSLOs for the course (Introduction to Gender Studies) and the associated Associate Degree for Transfer (Social Justice Studies - Gender Studies). I co-authored the course (SOC130) and authored the degree (Social Justice Studies - Gender Studies) so I am excited to contribute to strengthening both through applying what I have learned while completing this sabbatical project.

College - The college benefits from having one more OER course offering. I will offer FLEX workshops on my experiences with both writing an OER textbook and integrating the textbook and instructor-developed supplemental materials into Canvas. During the Fall 2022 Flex week, I spoke about my experiences while participating on a panel of fellow OER faculty practitioners. In future workshop offerings, I will engage colleagues on the topics of accessibility basics and course design.

Community - The community benefits from having an instructor who is the author of the textbook for the course they offer. The LGBTQIA+ community and those of gender minority populations will benefit from a stronger course offering at a zero-material cost in a course that specifically speaks to their lived experiences, heritages, and histories. The promotion of diversity, equity, and inclusion is inherent in this project. The project's main objective is to develop an OER textbook that will ease the burden of course-related material costs for students. The content of the textbook and course is focused on providing justice to gender minorities

through educating students and the community on the history, contemporary social issues, struggles, and contributions of individuals and groups of various gender identities.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities:

*

692.5

Link to Google folder with documentation files: *

Please enter the shareable link to your table of hours or, if applicable, to a shareable folder with other documentation such as transcripts, appendices, etc... Make sure the shareable link is set to "view." Press either the enter key or space bar after each link.

Documentation has been reviewed by a Sabbatical Leave Committee task force.

Do you want to share your documentation or keep it private? *

- ☐ Yes, please share my documentation with the public.
- ☒ No, please keep my documentation private for copyright purposes.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms

Sabbatical Leave Report (Fall 2022)

(to be completed upon return from sabbatical leave and returning to full service in Fall 2022; you must complete as described below)

Email *

bhoskins@miracosta.edu

PART I - Signature Page

An electronic copy of the signature page with your signature is to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately via email. Download and print the Signature page here.

<https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing>

Name *

Bruce C. Hoskins

Department *

Sociology

Date Submitted: *

MM DD YYYY

09 / 05 / 2022

Academic school year in which leave was taken: *

☒ 2021/2022

☐ 2022/2023

Semester in which leave was taken. *

(Do not include any unbanking as part of a sabbatical leave)

☐ Fall

☐ Spring

☒ Full-year

Check the type of sabbatical leave: *

☐ Advanced Academic Studies, or

☒ Self-directed studies

PART II - Restatement of Sabbatical Leave Application.

COPY and PASTE original Sabbatical Leave abstract that was submitted with your application here:

*

I will complete a comprehensive update on the zero-cost Introduction to Sociology textbook that I wrote 6 years ago, Sociology in Praxis. I will also update/create/develop zero-cost instructor materials to benefit my department and the students we serve.

PART III - Completion of Objectives, Description of Activities.

OBJECTIVE #1: *

a) Copy and paste objective from application.

Comprehensive update of Sociology in Praxis

★

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I consulted with professors who use my book (Michael Arce, Shawntae Mitchum, Edwina Williams, and Denise Nealon) to ask what I could do differently/better for the update. Universally, they told me that I needed to overhaul Chapter 8; Sex, Gender, and Sexuality because everything, including the terms, were outdated. Denise helped with a term-by-term rewrite of the chapter and helped my add terms, e.g. intersex and non-binary.

It has been over, 5 years since the first edition and I was overwhelmed about how much the world had changed. Therefore, it did not surprise me that the second universal critique was to include videos regarding COVID 19, Black Lives Matter and the overturning of Roe v. Wade. I curated videos from students over the last 5 years because of a media analysis assignment that I have. Each chapter had at least 50 videos that I collected over the years and I am using them to create curriculum for instructors of all levels.

I am currently in the process of updating my website. It took me way longer to update/outline/record/post the videos that I added to my textbook and so I have not been able to do as much in this area as I was hoping.

★

c) Indicate the total number of hours dedicated in the accomplishment of objective #1:

496

OBJECTIVE #2 (if applicable):

a) Copy and paste objective from application (if applicable)

Update/create/develop zero-cost instructor materials

b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I have spent the most time creating/editing/eliminating multiple choice questions for the textbook. This has been a more tedious process than I anticipated because I did not think about eliminating/updating a video could affect the multiple choice questions that I already had. Honestly, I had to relearn Canvas and I have been furiously updating/adding these questions in my Canvas shell. I am using this academic year to vet the questions with my classes and anticipate being able to share it by the end of Spring 2023.

I took my videos up a notch by learning Filmora to add text, pictures, and short video clips to my videos. Relearning Wordpress was not fun. My brain does not deal with computer related tasks very well, but I am happy with the overall look and functionality of my website. I am still adding content and will be moving things around to make it even more effective.

c)Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

192

OBJECTIVE #3 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c)Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

OBJECTIVE #4 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

PART IV. - Contribution to District

In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

*

a. Explain how the study or project contributed to the professional development of the applicant.

Updating my textbook was as difficult as writing it the first time because of how much the world changed and shifted over just this last year. Keeping track of the social affects of COVID 19 was difficult in and of itself, however, the verdicts concerning many Black people that were killed by the police, #StopAsianHate, the anti-Critical Race Theory (CRT) movement, lead to increased activity from white supremacist to the point were #civilwar was trending on news media. The Russian/Ukraine War caused even more social upheaval. And if that were not enough, Roe v. Wade was overturned. Dealing with these social problems is a far more serious than anything that I had to do, however, my process for deciding what to put into my textbook was shaken down to its core on numerous occasions. Recording videos while dealing with these social issues on a personal and professional-level extended the video making process way longer than I had anticipated. Because I was dealing with all of these social issues while recording, I found myself giving way too much detail in each video extending the time from 3-4 minutes to 10-12 minutes. I had to remake a lot of videos because of my desire to stay focused in each video, but that was difficult to say the least.

Maybe the most important thing that I learned in this entire process is that the person I am in the book is different that the person that I am in class, and that is ok. The book needs to be more direct, concise, and less edgy to communicate to a broader audience. In my classroom I build relationships and community and that allows me to push the edges of how I interact with students in that setting.

Besides having to relearn YouTube and WordPress, I learned how to edit videos with Filmora and have produced a higher quality instructional video. The website and instructional materials are a work in progress, but I am happy with what I have been able to accomplish in this last year.

★

b. Explain the anticipated short- and/or long-term benefits of your project on the following groups: students, department, college, and/or community. As appropriate, include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity, and inclusion.

The economic benefits of this zero-cost textbook are direct and immediate in the short term and will only grow for our students in the long term as more instructors in my department adopt this text. The focus of my textbook also directly addresses core competency, “intercultural competence and respect for diverse perspectives.”

The zero-cost textbook addresses income-equity by giving ALL students immediate access to vital course materials by the first day of class. Research tells us that not being able to afford the textbook is one of the main factors that inhibits student success. Second, after implementing my textbook and subsequent instructional materials, I have been able to completely close the equity gap for Black students, while significantly raising the achievement levels of ALL other racial groups in my introduction to sociology classes.

The zero-cost textbook addresses diversity and inclusion by centering race/ethnicity and/or sex/gender/sexuality in every example/video/poem in the book. In this comprehensive update, I plan on adding substantial sections regarding the Black Lives Matter and Anti-Mask movements in chapter 2, Black Transgender people in chapter 8, and how distance education has disproportionately affected those in poverty in chapter 10, and experiencing the global pandemic while Black and Latinx in chapter 12.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities: *

688

Link to Google folder with documentation files: *

Please enter the shareable link to your table of hours or, if applicable, to a shareable folder with other documentation such as transcripts, appendices, etc... Make sure the shareable link is set to "view." Press either the enter key or space bar after each link.

Documentation has been reviewed by a Sabbatical Leave Committee task force.

Do you want to share your documentation or keep it private? *

- ☐ Yes, please share my documentation with the public.
- ☒ No, please keep my documentation private for copyright purposes.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms

Academic Senate Endowed Scholarship

- Records show funding for the Academic Senate scholarship began before 1990.
- Current criteria of the scholarship: 2.0 GPA, to a student in financial need.
 - Qualified candidates must be students planning to continue at MiraCosta College and enroll in six units or more.
- No endowed agreement on file, the criteria can be discussed to be changed.
- The scholarship is awarded through the MiraCosta Annual Application which opens in August and closes in October.
 - Scholarship checks are cut and made available to students the same semester.
- The committee who awards the scholarship application consists of Faculty, Staff, Foundation Board members, and a few community members.

 2023-2024



MiraCosta Annual Scholarship Application

NEW CYCLE

August 1, 2023 - October 1, 2023



UPCOMING CHANGES

- ✓ MiraCosta Annual Scholarship Application will now be moving from Spring semester Fall Semester starting Fall 2023
- ✓ The application requirements will continue to be the same
- ✓ Students will apply between August 1- October 1 and awards will be processed at the end of October
- ✓ Spring 2023 Program Based, Major Based, and Service Learning Scholarship Applications will continue to be available



FOR MORE INFORMATION CONTACT

Maria-Isabel Rocha
Scholarship Coordinator

mrochaduarte@miracosta.edu

MiraCosta Annual Scholarship Application 2023-2024

INFORMATION



Available for:

- Incoming High School Graduates
- Current MiraCosta Students
- Including Undocumented and International Students

Requirements:



For more information visit our website at
www.miracosta.edu/scholarships



Follow us on Instagram @MCCFinancialAid

New Scholarship - Native American

- NDN Committee setting student scholarship criteria

Scholarship Title and Description:

NDN Intertribal Collective Scholarship

With the efforts of the MiraCosta's Native American & Alaskan Native (NDN) Committee, MiraCosta's Academic Senate offers this scholarship as an equitable opportunity for the MiraCosta College students, who identify as Native American or Alaskan Native, as a means to provide opportunities for individuals who represent these identities.

Eligibility:

- This is a merit based scholarship that considers lived experiences, advocacy within the Native community, extracurricular (club involvement and leadership), disproportionate impact, experience as a historically underserved student, and course load etc.
 - Applicants must be currently enrolled at MiraCosta College (Oceanside Campus, San Elijo Campus, Community Learning Center).
 - A personal statement is required.
- - Awarded once a year at the end of spring in the full amount \$1,000
 - NDN scholarship reading committee - representative of Academic Senate, and Classified representatives and someone appointed by Wendy Stewart.
 - Academic Senate leading and creating the establishment of the NDN scholarship with NDN Committee, Classified Senate and Wendy's team supporting as partners.
 - Omar can represent the Classified and NDN Committee.

Fundraising for NDN Scholarship:

- Fundraising from Classified Senate - Holiday party proceeds
 - Silent auction proceeds
 - Also do an ask for one-time gifts
- Payroll giving
- Other opportunities

**DONOR INFORMATION** (Individual or Organization)

*Name _____

*Mailing Address _____
City State Zip*Preferred Phone _____ ☐ Home ☐ Mobile ☐ Business

*Email _____ *Primary contact (for organizations) _____

Do you wish to remain anonymous? ☐ Yes ☐ No

Preferred recognition name: _____

(*required field)

FUND TYPE AND NAME ☐ Scholarship ☐ Program ☐ Other

The title of this fund should be the: _____

Type of fund:

- ☐ Current Use (minimum gift/pledge of \$1,000; annual award amount \$500 minimum)
- ☐ Endowment (minimum gift/pledge of \$15,000; annual award amount based on interest earnings, please see the MiraCosta College Foundation's investment and spending policies for more information)

AWARD CRITERIA

For scholarship funds, all MiraCosta College Foundation scholarship recipients are required to maintain a 2.0 GPA or higher to continue to receive scholarship funding. Other criteria for scholarships award will honor the donor's wishes. To ensure that awards are made annually, the Foundation recommends the donor select no more than 2-3 criteria that you find meaningful. We are happy to work with you to assist.

☐ **Program Area of Interest** (i.e. arts, health, business, science, equity etc.) _____☐ **Academic Excellence:** If so, identify minimum GPA requirement over 2.0 _____

☐ **Student Status:** ☐ traditional age (< 24 years old); ☐ non-traditional students (≥ 24 years old);
☐ returning student; ☐ continuing education student; ☐ international student;
☐ career technical student ☐ First generation ☐ FAFSA/DREAM Eligible

☐ **Financial Need**☐ **Other Preferred Characteristics:** _____**Scholarship awards can be used to pay:** (check all that apply)

☐ Tuition ☐ Books/instructional materials ☐ Fees ☐ Travel
☐ Housing, emergency needs, food insecurity ☐ Other: _____

Signature _____ Date signed: _____



FOUNDATION

Endowed Scholarship Gift Agreement Academic Senate Endowed Scholarship At MiraCosta College Foundation

This scholarship agreement (this "Agreement") is made as of this [date] by and between MiraCosta College Foundation, located on the campus of MiraCosta Community College (the "College"), at 1 Barnard Drive, Oceanside, CA 90256, which is a publicly supported organization, and, the Donor,

MiraCosta College Academic Senate

[Brief Paragraph about Donor]

The following sets forth an agreement between MiraCosta College Academic Senate and the MiraCosta College Foundation for the recognition of the established Academic Senate Endowed Scholarship.

I. Purpose

By this Agreement, the Foundation acknowledges that the MiraCosta College Academic Senate has funded the Academic Senate Endowed Scholarship.

II. Form of Contribution

Gifts contributed to the MiraCosta College Foundation from various donors beginning on or before 1990 established the Academic Senate Endowed Scholarship.

The MiraCosta College Foundation is a 501 (c) 3 organization under IRS guidelines and charged with receiving, investing, and disbursing private gifts that benefit the College. Our tax identification number is 95-6151938. Fees, as established by the MiraCosta College Foundation Board of Directors, will be assessed.

III. Management of the Scholarship

In recognition of the generous commitment of the MiraCosta College Academic Senate as contemplated by this Agreement, the Foundation has established a scholarship, known as the Academic Senate Endowed Scholarship.

and will be recognized in accordance with the standard recognition procedures of the College.

Scholarship(s) from this fund shall be awarded in accordance with the attached criteria checklist.

The student recipient will be selected by a process as outlined by the MiraCosta College Foundation in collaboration with the College's Financial Aid Office.

IV. Administration

This gift shall be entered into the Foundation's books and records as Academic Senate Endowed Scholarship.

Scholarship expenses from this fund shall be awarded in conformance with the college's scholarship spending policies and procedures. If the need for funds for this purpose is greatly reduced or eliminated, the Board of the MiraCosta College Foundation will, after consultation with the MiraCosta College Academic Senate, direct the use of the fund in the best interest of the College and as close to the original intent as possible.

The identity of the fund will always bear the name Academic Senate Endowed Scholarship.

V. Recognition

The MiraCosta College Academic Senate will be referred to as the donors in connection with the Gift. The Gift may be publicized in the Foundation's and/or the College's donor recognition publications and/or other vehicles (e.g., print media, spoken broadcast, and/or electronic media). Thank you letters from the student recipient will be forwarded to the Donor annually.

VI. Notice

All notices, requests and other communications hereunder will be in writing and addressed to the Foundation, at the address set forth at the beginning of this Agreement, sent to the attention of the Foundation's Vice President of Institutional Advancement; and to the Donor, at the address set forth at the beginning of this Agreement. Either party may change the address to which notices, requests or other communications are to be delivered by giving the other party notice in the manner herein set forth.

Signed and Agreed:

Academic Senate President

Date

Dr. Sunita V. Cooke
President/Superintendent
MiraCosta College

Date

Shannon Stubblefield
Executive Director,
MiraCosta College Foundation
Vice President,
Office of Institutional Advancement

Date

Possibility Statements Context

Over a period of 2 years, over 20 participants in the Achieving the Dream conferences noted the clear connection between transformational work of the college to professional development. To support our Student Success and Equity work the college is interested in understanding the current state of professional learning from multiple perspectives and working with different employee groups to think about how to build a comprehensive Professional Learning program. In fall of 2021, the college engaged the services of an Achieving the Dream coach to focus on this.

The coach used an Appreciative Inquiry process including phases of Discover, Dream, Design and Deliver. The first phase – Discover is complete, and the second phase – Dream is nearing completion.

First, the college engaged in the Discover phase, where there was an assessment of the then-current state through interviews with about 45 faculty, classified professionals, and administrators, resulting in a report on the findings (attached). Briefly, the findings showed a widely held value for professional learning, an investment in some current programs and structures, and a desire for expanded opportunities. What came through most clearly was that while there was support and ownership of components of existing professional learning, there was also a sense that it could be better – more holistic, more aligned and more intentional.

Following discussion of the report with those interviewed, which completed the Discover phase, the Dream phase began. The college convened a group representing faculty, classified professionals, management exempt and administration, (including those who held positions directly related to professional learning such as PDP Coordinator, Joyful Teacher, MOE, DEqCC and the Academic Senate President) with the charge to develop a vision for professional learning at MiraCosta. It should be noted that participants changed somewhat due to turnover in assignments but there was a strong core of individuals throughout this phase of the process. There was an in person in the Spring and then continued with virtual meetings into the summer.

The results of those meetings produced a set of Possibility Statements which reflect the work of the group. It became evident that a brief vision statement, as one usually thinks of it, would not be sufficient to capture the broad institutional requirements as well as the individual constituent group needs. In an effort not to lose the many perspectives and ideas that were brought forward by attempting to cram them into a brief vision statement, it was decided to submit these Possibility Statements as a collective. They will provide a solid starting place for future work that can serve as guiding principles against which to test the design of professional learning at MiraCosta.

The next step in the process is to share these statements with the broader college community for feedback and prioritization. The outcome of these conversations will complete the Dream Phase and will form the framework for a smaller group to lead Phase 3 – Design. The charge to the group will be to design concrete plans for Professional Learning at the institutional and employee group level and across the lifespan of employees that reflect the Possibility

Statements and identify structures, supports and resources needed to implement a cohesive, coordinated program of professional learning that aligns with the college's strategic vision and priorities and include appropriate voices.

MiraCosta Framing

To support our Student Success and Equity work the college is interested in understanding the current state of professional learning from multiple perspectives and working with different employee groups to think about how to build a comprehensive Professional Learning program. In fall of 2021, the college engaged the services of an Achieving the Dream coach to focus on this.

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coordinated program of professional learning that aligns with the college's strategic vision and priorities.

MiraCosta Professional Learning
Dream Phase: Possibility Statements

What do we want to create?

Professional Learning leading to career, campus, and community growth, success of students – more enrollment, transfer, and completion - and everyone in the organization understands the power of the learning experience

Our professional learning creates a more equitable and socially just community

An empowered workforce supported and encouraged by its' leadership

A coherent program with various components that is sustained over time and supports a continual process of growth resulting in radical development and learning

Positive culture change where continual learning is simply a way of being resulting in success and excellence

A strategic professional learning and development plan that is unified, provides an overarching vision, and aligns with initiatives across the district (DEIA, Guided Pathways, etc.).

A place for everyone and every person on campus participates in a culture of learning

Provides district-wide professional learning opportunities to serve the institution's priorities while providing freedom/autonomy to decide additional professional learning to serve the employees' priorities

Completely and easily accessible central place (virtual and physical place) which provides opportunities for all and where everyone can go to find resources

Consistent and systematic (not random) program of Professional Learning with clear outcomes, priorities, and measures – both quantitative and qualitative.

Continuous learning –not one and done – threads that continue throughout semester/year

Sense of co-creation and grass roots efforts to define Professional Learning program

A plan that is characterized by learning with care, that supports sustained meaningful experiences and is connected to college priorities

Universal Design that provides sustained learning in community and choice in learning

Raise the level of autonomy and confidence for classified professionals and associate faculty to pursue Professional Learning

Create a culture of learning that includes plans for systematic, sequential learning as well as impromptu offerings to respond to the moment

The culture of professional learning will inform, reflect and exemplify the equity –minded learning environments we seek to provide to our students

How do we want to create it?

Promoting and understanding that Professional Learning is value added

Professional Learning outcomes and expectations are written into policies and procedures

Human interaction at the center

Identify and engage champions of Professional Learning to advocate for and lead college efforts

Supported by leadership, embedded in work day, with no barriers- monetary or timewise

A one stop, centralized Professional Learning office with dedicated staff who would handle institutional level Professional Learning, coordinate with Professional Learning leaders (e.g. PDP Coordinator, Joyful Teacher) provide resources, be flexible with regards to faculty/staff professional learning needs

Collaboratively developed Professional Learning that works across boundaries and decreases fragmentation

Interest themed cohort model that extends to attending conferences together; using the cohort approach would rid the college of the 'one and done' concept allowing for continuous conversations across all employee groups

Includes experimental and experiential learning with immediate applicability

Multiple avenues to connect with one another

Captures interests of all employees who want to learn

Cohort, retreat-style leadership training with project-based learning and practice assignments with immediate applicability

Blend of institutional and individual learning - for example, for full-time faculty 80% of their Professional Learning could be personal and specific to their own needs with the other 20% institutional based

Meeting the needs of employees, regardless of where they are in their career

Inclusive approach to development e.g. Governance Groups and Professional Learning committees could develop themes and content. Grows from the bottom up – individuals > Professional Learning committee (collection) > determine theme (s) > to Professional Learning Office

Creating a culture of transparent feedback to help employees develop confidence and competence, seeking feedback from others with the intention to help develop skills and talents, not criticize their performance

Include training expectations for management as well

Assess what is working for each employee group and sunset what is not

MiraCosta College
Professional Learning Report
Dr. Mary Spilde (ATD Coach)

The focus of the Achieving the Dream (ATD) coaching is professional learning. To that end, I have met with approximately 27 people including senior leadership, classified professionals, faculty in key leadership positions related to professional learning and other faculty at large with an interest in professional learning. Generally, our conversations focused on the following three questions. Regarding professional learning:

- What's working?
- What do you want more of?
- If you were building it now, what might it look like?

This report provides a brief summary of themes and patterns that emerged from the meetings leading to my observations/tentative conclusions and a set of recommendations for next steps. It should be noted that I do not have deep knowledge about the college and that my conclusions may not account for certain nuances or, indeed, may be misinterpretations of the context.

Themes and Observations

1. It must be recognized that everyone involved has just gone through a very challenging moment in the college's history. The pandemic affected people in different ways. Overall, there is a sense that the college administration rose to the occasion, provided lots of resources and nurtured flexibility. People felt supported and that the college did a good job bridging the gap with mental and emotional support. The lack of a sense of community was hard, especially for new faculty and staff, including those in the tenure process. That said, there continues to be a sense of overwhelming uncertainty and volatility of the pandemic which causes many people (not all) to focus on what is immediately in front of them as opposed to envisioning the future of professional learning. This may suggest the need for some attention to trauma-informed practice
2. The college is well positioned to make progress on a comprehensive, holistic professional learning framework and plan. The board is interested in allocating resources and senior leadership sees the value in making strategic investments and is prepared to move forward with concrete action steps, in collaboration with faculty and staff. In addition, there appears to be a willingness to participate in collective efforts – "there are a lot of people willing to do a lot of things."
3. Professional learning systems at Mira Costa are very siloed with different reporting structures. For example, the PDP Coordinator reports to the Academic Senate. There is no structural connection with administration so collaboration, if it occurs, is dependent on the person in the position and their goals. Most of the work relates to planning for flex week activities and faculty onboarding and is very dependent on the interests of the person holding the position as opposed to being part of a collaborative and intentional framework for faculty learning support. Regarding the PDP Coordinator there was some discussion about the length of tenure in this position and how dependent it is on Coordinator's focus resulting in lack of continuity and institutionalization of the efforts. The short duration of each coordination does not seem to lend

itself to building on previous work; rather it felt to some that there were a series of short term strategies that did not make a lasting difference over time.

The half time assignment for Teaching and Learning/Online Learning is very much appreciated, especially given the changes that faculty needed to make to adapt to a virtual environment in a short period of time. Yet, I also heard that additional work is needed to tie an intentional strategy to support student success. Further it was suggested that in the future, this position be less tied to technology issues and more focused on the craft of teaching.

The Joyful Teacher position has a relationship with faculty leadership and also with the Vice President. I heard that this may be where the most energy and sense of possibility for taking faculty professional learning to the next level resides in a collaborative way.

The LodeStar program received mixed reviews. Some had a very positive experience; others did not. It seemed to me that the program itself was supported but changes would need to be discussed and acted upon in terms of a more systematic approach overall. Perhaps orientation for mentors, intentional matching up of faculty, rules of engagement and, possibly, compensation. There was also some discussion about extending the LodeStar program through the tenure process.

Faculty value the number of opportunities that are available to them in terms of professional learning and value the flexibility to choose how they want to engage. Yet I also heard some frustration with this level of flexibility, especially related to learning about how to advance equity. Prescribing versus incentivizing was recognized as a tricky proposition. There are concerns about the opportunities for associate faculty as well as the timing of events. For example, flex week activities exclude counselors as they are busy with students at this time.

It seemed to me that few are completely happy with the way faculty professional learning is currently organized yet there are feelings of ownership and protection that lead to a reluctance to consider partnering more intentionally with administration. That said, there is also a sense of optimism about collaboration with the new Academic Senate President and PDP coordinator. This might open up the possibility for rich conversations about what could be co-created.

4. There is a sense of frustration evident with classified staff. It was reported that classified staff feel undervalued; faculty are prioritized and classified staff are not respected in the same way as faculty even though they are the “workhorses” in the college. There are also concerns that classified staff are “too busy for professional development;” they need the ability to get to training (support of supervisor) and/or dedicated time. At the same time Classified staff appreciate the Classified Leadership program, the “amazing” district opportunities and The Healthy Adventures program. There is a sense that what is provided is very fragmented and situational and that people do not know what is available and that the resources expended could be invested more effectively.
5. The college has a commitment to racial justice. One place where this is exhibited is in the Cultural Competence Conference which works well because it centers students and faculty. Everyone spoke very highly of this annual event. Yet, some believe that equity and social justice efforts are “farmed out” instead of growing them within the institution. It is seen as not a question of money but of will and commitment. Efforts to create a sense of belonging,

particularly for faculty of color, are needed. For example, recognizing that new faculty and faculty of color need to be “seen” in the culture as well as understanding that they have a lot to teach as well as learn would be a step forward. Some indicated a desire to develop a structure that includes Joyful Teacher, Online Learning and a possibly new Faculty Equity Leader.

6. I also heard a desire for a cohesive, broader, holistic strategy, which includes deliverables and accountability, for professional learning. This strategy would span the life cycle spectrum of faculty and staff and be strategically tied to the college goals as well as provide some options to pursue individual areas of interest. It became evident that the faculty experience differed depending on the department suggesting that the approaches are fragmented. There appears to be some appetite for more collaboration especially regarding equity and onboarding. Some pointed out that imagination, collaboration, intentionality, and resources are needed. This is favored over tweaking or incremental “fixing” which is not likely to work. It seems possible to balance the anathema for a “top down” approach with a more organic intentional design that brings together a collaborative triumvirate of faculty, staff and administration.
7. There was some concern that not enough attention was being paid to building the internal capacity of the college to address issues. This manifests itself in bringing in “big names” for one-off gatherings as opposed to developing “homegrown” talent and capability to lead professional learning efforts. It seems that there could be a balance achieved that builds organizational capacity and capability while at the same time periodically tapping into the energy that outside speakers provide.
8. Human Resources has a role in professional learning but appears to lack the staffing to develop and execute a strategy. They are very aware of the fragmentation among groups and the heavy lift it would be to coalesce around a comprehensive, inclusive strategy. They would like to see a comprehensive action plan that includes onboarding, culture building, leadership development at all levels and the systems and structures to support it.
9. The investments that are currently being made are appreciated but there are questions about whether they are the “right” investments and if there is a college-wide connection to the commitment to equity, racial justice, and institutional goals.

Opportunities:

The following recommendations include the approach of looking at professional learning holistically and designing a comprehensive program that answers the question: if we were building it now what would we create? It also outlines some incremental steps that can be taken that will still advance professional learning initiatives at the college.

1. It seems that there is an important decision point as to whether you want to take on a bold, broad agenda regarding professional learning or take a more incremental approach. The pros and cons of each should be identified and, recognizing the political aspects, a clear direction articulated. This decision could be finalized following the completion of Recommendation #3 below.
2. Additionally, a decision could be made about the appropriate balance of building organizational capacity for the long term (using internal resources to develop programs, using consultants in limited ways such as facilitating design and conducting “train the trainer” programs) or outsourcing the design and the delivery.
3. There is an opportunity at this moment with new people in the roles of PDP Coordinator and Academic Senate President to partner with administration and other key classified and faculty leaders to envision a holistic, coherent strategy for all groups across the career cycle. Further, a unifying structure that connects the siloes that exist, while recognizing the power of grass roots efforts, should be considered. I recommend that a meeting(s) be convened to co-create such a strategy. This should include a review of any data you collect regarding professional learning – participation, dollars invested etc. Consideration should be given to the components that are common to all employee groups, those that are specific to a particular employee group, the structures and systems required to execute on such a strategy, and the investments that would need to be made. It would be important to emphasize that this effort is not about “taking away” but about enhancing the college’s capacity. It would have to be clear from the outset that concrete action would have to follow such a meeting in a timely way. Even if the intention is not to advance comprehensive action immediately, it would help to know what your ultimate, high-level goals are so that you can align efforts to move in that direction.
4. Simultaneously, conversations can begin with faculty leaders (Senate President, PDP Coordinator, Joyful Teacher and Online Learning Coordinator) to discuss a faculty-led effort to design a professional learning program for faculty that supports not only individual interests but also the student success and equity goals of the college.
5. Similarly, conversations with Classified staff and managers could begin to identify their needs and design a talent development and leadership programs that rise up to the challenges of our current environment.

6. Onboarding was brought up in every conversation. Thought should be given to intentional onboarding as culture building. What is needed to build a sense of community and belonging across all employee groups and what needs to be in place that is more specific for each employee group?
7. Attention should also be given to onboarding at the department level. Once there is a design for a college-wide onboarding, expectations for Deans and Directors should be clarified and set so that there is consistency across all departments as opposed to a fragmented, happenstance approach. Every employee should be provided a similar experience.
8. Consideration should be given to those topics where there may need to be an institutional effort to align with strategic priorities such as Equity. What would a comprehensive program around equity both employee and student-centered look like? In addition, there may be topics to culture building – Emotional Intelligence, Resilience, Mindset, Providing Constructive Feedback; others may be more practical such as Facilitating Effective Meetings.
9. Focus groups with faculty and staff at various stages in their career cycle should be organized to hear directly what people believe they need in terms of professional learning to identify opportunities.
10. There are many organizations in the professional learning space that provide excellent content, both virtually and face-to-face. Consideration should be given to how these organizations can enhance the college's internal efforts. Similarly, faculty in particular have opportunities for discipline connections that can improve pedagogy. The value of discipline or subject-matter affinity groups should be taken into account in design.
11. It needs to be someone's job to lead this effort, pulling together people, planning, design and developing ownership and a sense of co-creation. Consideration should be given to where it best fits in the organizational structure.



Professional Learning: Possibility Statements

MYTHS

- **HR is “taking over” professional development**
- **The Joyful Teacher Assignment is Going Away**
- **The Design Team Doesn’t Include Faculty**

PROFESSIONAL LEARNING

- **Achieving the Dream Conference 2020**
 - Some 20 MiraCostans recognized the value of professional development in transforming change at the college.
- **Fall 2021 – Professional learning interviews with 45+ people resulting in a findings report**
- **Report Summary**
 - Widely held value for professional learning
 - A sense that it could be better – an investment in some current programs and structures, and a desire for expanded opportunities, more holistic, more aligned and more intentional.

PROFESSIONAL LEARNING

- **Spring 2022** – Convened a group representing faculty, classified professionals, and administration to dig deeper and co-create
- **Possibility Statements**
 - What is desired in robust professional development?
 - What is possible?
 - How can the possibilities be achieved?

PROFESSIONAL LEARNING

- **Fall 2022** – Share Possibility Statements with broader college community for feedback
- **Spring 2023 – Design Team**
 - Start Design Team
 - Develop Plan from Possibility Statements
- **Summer and Fall 2023**
 - Build out design and include structure
 - Seek feedback and input
 - Determine resources and reallocations needed

PROFESSIONAL LEARNING

- **Spring 2024**
 - Start to build out and implement
- **Fall 2024/Spring 2025**
 - Implementation



QUESTIONS?