

SDMC Academic Senate Resource Document 120523

This document includes materials related to Miramar, SDCCD, and ASCCC and more. It's designed to help Senators be more aware of the issues that affect faculty and to aid in their reports to their constituents. There are two sections: the first includes details from A.S. Exec reports and the second is a list of things we would like to pass on to you (from our colleagues, the AFT, the ASCCC, etc.). This document is by no means exhaustive! If you would like to include something on a future list, please send me an email with a short little blurb and/or links to more information and I'll do so.

[The slideshow presentation for the 12/5/23 Meeting](#)

[San Diego Miramar College Academic Senate Primer: An Overview of How We Operate](#)

Please take these A.S. Senator Surveys:

1. [A.S. Meeting Time Survey](#)
2. [A.S. Anonymous Feedback Form](#) (it is also available at the bottom of our A.S. Committee webpage)

President's Report: State, District, Campus, and Senate Issues

Campus:

1. I feel it's important to share this as some of you may have heard that I was planning to leave Miramar. I'm happy to report that I've decided to stay on for the foreseeable future. My change of heart occurred because I was reminded that there are a lot of great folx who have been, and who continue, working hard to make Miramar a better place. Most importantly, I was reminded that there are many of us who support one another in this long and difficult work. We've also made a lot of progress in the past few years and I need to be more mindful of that progress and get less bogged down by the ongoing obstacles we still face. If you have any questions or want to discuss this with me further, please let me know.
2. President Wes has been working with faculty leadership (A.S. and the Chairs Committee) and the Classified Senate to ensure that the anonymous screening process Miramar is piloting serves all of our needs. Being mindful of the workload implications for HR, the following are what the anonymous screening process is likely to look like: (if you have concerns, please share them with members of the A.S. Exec or via our [Anonymous Feedback Form](#))
 - a. Miramar will "phase in" components in the screening process, particularly regarding what is redacted. This will give us time to be thoughtful and intentional about what we do and how, and will allow HR/Miramar to assess how things are going in a step-by-step implementation.
 - b. I would like to see us hold off on redacting the names of colleges/universities where applicants attended and worked to allow us time to explore with HR the feasibility of moving to only identifying the type of institution (e.g. community college, 4-year public, 4-year private, etc). It has been suggested that the AI

software being explored may be able to do a "find and replace" function to accomplish this.

- c. Let's NOT redact the length of service in various jobs under employment experience. This is important for gauging the level of experience applicants have at the various types of colleges/universities. Faculty are adamant (and I and Classified leadership are inclined to agree) that we need to be able to gauge levels of experience; removing this information would severely limit the ability to do so.
 - d. We'd like to know what courses applicants have taken and have taught.
 - e. We all agree that we like the inclusion in job postings of the statement alerting applicants that Miramar uses anonymous screening.
 - f. Miramar would like to request training for screening committees to help guide their review of redacted applications, with an eye toward helping members better identify their own biases that may show up during the screening process.
 - g. President Wes would like to request that screening committees be involved in the development of supplemental questions for the job postings. This would require meeting earlier, and well before the job posting.
 - h. The discussion thus far has been very collaborative and engaged. President Wes has been reminding folks that there is both opportunity and responsibility in serving as a pilot: What we do will guide what happens across the district, and may well be the model. It is important we be careful, mindful, and intentional about every aspect of the anonymous screening process.
3. The [final summary document for the CGH Change requests for Fall 2023](#) is now up for a second read at College council. No concerns have been shared with anyone on A.S. Exec about these changes as of this meeting.
 4. Note the change to the date on this: **Miramar College's network shared drives will be upgraded on Dec 8th, 2023 (not 12/1 as originally planned)**. I am not sure if the same preparation applies, but the original instructions read as follows: "The upgrade process has been meticulously planned to ensure minimal disruption during the migration. We ask that when you leave the office on Friday, December 1st, to sign out of your PC and please refrain from saving files on G and H between 1:55-2pm." Please see Areeluck Parnsoonthorn's 11/2/23 and 11/30 emails, "[IMPORTANT] Upgrade to the Miramar College Network Shared Drives, Dec 1st, 2023" for more details.
 5. Speaking of upgrades, ***all new students*** are invited to [Jets Jump Start](#) on Jan 22, 2024. All faculty are encouraged to join and participate in any of the three elements of Jets JumpStart, [you can use the Jets Jump Start Sign link](#). **12/13/23 DEADLINE**
10:00am - 11:00 pm Resource Fair
11:00am - 1:00 pm ACP Orientation and Lunch (each student support/office that students will need the first three weeks of the semester will be represented in person and their content will be covered in the ACP overview slideshow)
1:15pm - 3:00pm Open House
 6. Gender Advocacy, Inclusion and Advancement (GAIA) meets on Wednesday, December 6, 1 pm. "Join us as we work together to break down barriers, challenge

stereotypes, and drive positive change.” Zoom info: <https://sdccd-edu.zoom.us/j/86476774554>

7. From Cheryl Aschenbach’s (ASCCC President) article in the November edition of the Rostrum, “[Vision 2030 and Opportunities for Academic Senate Leadership](#)”: Academic senates will have many opportunities to lead.... A few ways in which academic senates can provide leadership through recommendations related to specific Vision 2030 actions are as follows:
 - a. Collaborate among faculty across instructional and student service areas to recommend dual enrollment pathways and courses that could include career exploration, college success strategies, STEM foundations, career education early pathways, and general education coursework. This effort may include development of new curriculum or revision of existing courses to best take high school-to-college students through dual enrollment.
 - b. Collaborate among faculty across instructional and student service areas to recommend coursework and certificate and degree pathways for justice-impacted students, including adults and, in an intersection with dual enrollment, juveniles.
 - c. For all populations, especially for those called out as special populations in Vision 2030 and those for which opportunity and gaps persist, collaborate among faculty to develop recommendations for effective services and support in and out of the classroom as well as for professional development to support continued faculty growth in support of these efforts.
 - d. Collaborate among faculty across general education, STEM, career education, and student services disciplines to develop and assist in implementation of recommendations related to credit for prior learning, credit attainment for apprenticeship learning, competency based education, and development of new career education programs. Additionally, explore new industry partnerships and career education program development.
 - e. Collaborate with professional development leaders to identify immediate and ongoing needs for professional development among the wide range of potential faculty needs, from culturally responsive teaching and counseling and effective online teaching strategies to understanding artificial intelligence and an exploration of technologies that could be deployed to increase student support and engagement.
 - f. Collaborate among faculty within disciplines and across colleges and universities to determine what lower division coursework is critical for upper division success in a major and how lower division pathways can be refined to provide transfer preparation for a wide range of university options, including California State Universities, Universities of California, California’s independent colleges and universities, Historically Black Colleges and Universities, and other public and private out-of-state institutions.
 - g. Collaborate with bargaining unit leaders, human resources, and administrators to continue improvement of hiring processes, faculty onboarding, and ongoing faculty growth through the full duration of employment, particularly with an eye toward hiring and support of diverse faculty and deployment of inclusion,

diversity, equity, anti-racism, and accessibility within faculty evaluation and tenure review processes.

8. **Updates from 11/28/23 meeting of [College Council](#)** (link to the [agenda](#), link to the [recording](#); please visit the committee website for detailed minutes)

Note: there is very little to report from this meeting as it was immediately after the Thanksgiving break.

President's Report: Lundburg – NA

CS Report: Kunst – NA

ASG Report: Joseph – College apps are due on the 30th. Please be lenient/graceful with students.

- E1. Equity, Justice, Inclusion, and our role in moving things forward (standing item): NA
- E2. Accreditation (Standing item): Miramontez reminded everyone that we received our core inquires. Working on the draft response, the first draft by end of the semester, second draft by January, and final in February to submit two weeks prior to the scheduled site visit.
- E3. Grants & Initiatives Subcommittee: NA
- E4. Website Review Taskforce (standing item): **Bell**, calendar-themed webpage. Converted to that format on Wednesday, 11/22/23. Reviewed by the task force, endorsed, and supported. Enrollment focus right now in preparation for spring. Please take a look and offer feedback. Martin asked about the student focus groups and when they would conclude. **Miramontez** responded end of this semester. **Martin** asked if someone could report out at the Academic Senate. **Lundburg** suggested reaching out to **Miramontez**, **Bell**, and himself to coordinate when the results are ready (sometime in February).
- F1. Fall 2023 CGH Change Requests – **Lundburg** shared that this is a summary of the CGH change requests ([CGH Summary Fall 2023](#)). **Kunst** added that the process has been followed, most changes are pretty straightforward and are to align committees with current organization changes. This should be reviewed by constituencies for input. **Pallek** asked what happens if it conflicts with constituency bylaws/constituencies. **Gonzales** added that he will bring forward the merger committee for a first look. Want chairs to put on their agendas for feedback. Will bring it back here for a second read and action. Anticipate ready mid-spring. **Carrasquillo Jay** – advertise vacancies for spring? **Gonzales** yes; implement fall 2024.
- F2. Exploring restorative justice in Miramar College's behavioral and related policies – **Martin** said that now seems like a good time to bring this forward and use restorative justice practices at Miramar. Martin just wants to start the conversation, have people consider this, and see where it goes. **Lundburg** raised this in the context of academic probation. May be as simple as removing the term "probation." Don't know where it goes, but out of respect for our colleagues and our students, we should consider areas where we can make positive changes. **Barnard** – believes the District is changing "academic probation" to "academic notice." It's a much larger conversation about changing

the environment we have here. **Lundburg** added that it is encouraging that these conversations are already happening. **Barnard** stated that it is incredibly important to have a person who is trained and skilled in restorative justice practices in order for them to be an effective mediator, otherwise, can cause more harm than good. **Gonzales** some things he sees from a student disciplinary perspective/process is that the initial reaction is to get the student out of their class and is not approached from how can we work together. **Odu** suggested inviting Laura Pecenco here to speak. **Carrasquillo Jay** emphasized RJ is about re-entering the space/community with dignity, respect, and belonging. **Pallek** asked situational questions. **Barnard** responded with examples including a class disruption and plagiarism. There was robust discussion around this topic and a lot of support. Acknowledgement that it will take time but people are engaging in this. **Carrasquillo Jay**, language is a great place to start and provide training. **Next steps:** Invite Laura Pecenco to College Council to speak on this topic.

District

1. Stay tuned for the selection of the new SDCCD Chancellor (Finalists are Brian King, Greg Smith, and Daisy Gonzales). Final candidate vetting process occurs, including a site visit to the final candidate's home institution, December 4 through 12, 2023. The Board of Trustees will select our next Chancellor at their 12/14/23 meeting.

State:

1. The ASCCC Fall 2023 Plenary Resolutions are now available online on their [Resolutions Fall 2023 webpage](#). Delegates of the plenary session voted on a number of resolutions and amendments, with the end resulting in 26 adopted resolutions. (Please see below for a list of resolutions.)
 - a. One takeaway that struck me was from Resolution 03.01 F23, "Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes: Resolved, That the Academic Senate for California Community Colleges urge local senates to develop a culture of inclusion and belonging for new faculty through supportive inclusion, diversity, equity, anti-racism, and accessibility-centered onboarding and faculty mentoring/community building;"
2. The [ASCCC's November Rostrum](#) is now available.
3. Zero Textbook Cost spring professional development courses are now open for enrollment. Thanks to our colleagues with CVC (the California Virtual Campus), folx can register now for our courses via the @ONE catalog of classes: [ZTC Professional Development Fall 2024](#). Completers will earn an @One badge and may elect to earn continuing education units.
4. See the [ASCCC Newsletter for November 21, 2023](#)
Upcoming events include:
 - a. [Executive Committee Meeting](#) – Sacramento and Virtual; Thursday, December 14 - Friday, December 15

- b. [Executive Committee Meeting](#) – Coronado; Thursday, January 11 - Friday, January 12

Upcoming webinars include (note that you must register in advance):

- a. [Data, Open Educational Resources \(OER\), and Zero-Textbook-Cost \(ZTC\) Pathways: Using Research to Understand and Advocate](#); Friday, December 7 10:30 a.m. to 11:30 a.m.
- b. [Demystifying Competency Based Education \(CBE\)](#); Friday, December 7 12:00 p.m. to 1:30 p.m.
- c. [Destigmatizing Academic Probation](#); Friday, December 8 from 10:00 a.m. to 11:30 a.m.

Notice of Public Meeting:

- a. AB 1111 Common Course Numbering Task Force - December 7, 2023 from 10:00AM-3:30PM. This public meeting is hosted in a hybrid format. Members of the public are welcome to attend either in person or virtually via Zoom. The public notice contains further details and is available at [NOTICE OF COMMON COURSE NUMBERING TASK FORCE MEETING \(cccco.edu\)](#). The agenda for the meeting is available at [AB 1111 COMMON COURSE NUMBERING TASK FORCE \(cccco.edu\)](#). For information about the Common Course Numbering project, please visit the [AB 1111 Task Force webpage](#). This webpage is updated regularly as the project evolves.
- 5. Register for the free [CTE Regional Consortium in 2024 for San Diego/Imperial](#) on March 8, 2024 from 10:00 a.m. to 3:00 p.m. The Career and Technical Education Leadership Committee in collaboration with the Regional Consortia are pleased to announce 8 Career Technical Education (CTE) focused mini conferences in each region. Each of the regional workshops will be tailored to the needs of the specific region. These workshops are intended to empower CTE faculty and other CTE professionals by providing participants with the knowledge, skills, and insights needed to be effective advocates and problem-solvers on issues impacting CTE students. The event is free and all are welcome.
- 6. Call for Nominations from the ASCCC for the Hayward Award for "Excellence in Education." This award honors community college full-time and part-time faculty who demonstrate the highest level of commitment to their students, college, and profession. Completed online applications must be received by the ASCCC Office by 11:59 p.m. on December 10, 2023. [Learn more here](#).
- 7. Call for nominations for the [2024 Regina Stanback Stroud Award](#), sponsored this year by the Foundation for California Community Colleges. The completed application must be received by the Academic Senate Office by 11:59 p.m. on February 11, 2024.

ASCCC Fall 2023 Resolutions (passed unless otherwise noted):

Honoring Wheeler North with Senator Emeritus Status
Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes

Communicate Requirements of Articulation of High School Courses
Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to
California Education Code §66406.9
Support Vision 2030 Goals and Strategic Directions
Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved
Students (Rising Scholars)
Clarification of Licensing Requirement and Inclusion of CC BY-NC License in
Procedures and Standards of the Board of Governors
Clarify Student Placement into Math Pathways for the Business Administration 2.0
Associate Degree for Transfer
AB 1705 Meaningful Metrics for Equitable Outcomes
Update CCCApply to Address the Needs of Lifelong Learners
Support Waiver of Transcript Fees for Current and Formerly Incarcerated Rising
Scholars
Noncredit Counseling Professional Learning and Support for Students
Support Revisions to Title 5 to Include DEIA in the Course Outline of Record
Support of an Equitable Course Prefix in Lieu of ESL
Prioritizing the Prevention of Sexual Harassment and Discrimination at California
Community College Campuses
Revival of the California Virtual Campus-Online Education Initiative (CVC-OEI)
Proctoring Network for Online Classes
Support the AB 928 Associate Degree for Transfer Intersegmental Implementation
Committee Recommendations as of October 2023
Support the AB 1111: Common Course Numbering Task Force Recommended
Implementation Plan as of October 2, 2023
Requiring C grades for Cal-GETC
Allowing the Use of Credit for Prior Learning on Cal-GETC
Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts
Part-time Faculty Inclusion in OER and ZTC Pathways
Supporting Equal Rights for Part-time Faculty
Addressing the Health and Well-being Crisis Among California's Community College
Students
Equitable Treatment of Part-time Students for Student Tutor Positions
Provide Student Access to Free Open Educational Course Resources
Proposed Revision to Title 5 related to the Associate Degree and American
Institutions and Ideals (failed)
Attendance and Grading (failed)

Repeat/Older Information:

- A. The Classified and Academic Senates are collaborating to create a Campus Climate Workgroup to focus on improving the campus climate for all employees. If you're interested in joining us, please contact A.S. President Pablo Martin or C.S. Vice-

President Carol Sampaga. [Click here if you want to see the District's latest Miramar Climate Survey.](#)

- B. FACCC President Wendy Brill-Wynkoop [raises a crucial question in a recent CalMatters article](#): "Where is the money going? Are we using this money to support students or to support an administration that's larger than is necessary?" The 50 percent law was initially designed to keep class sizes small and limit administrative growth. On average, California community colleges spent just above 50 percent of their general funds on instructors in the 2021-22 academic year.
- C. The ASCCC shared the following call for Faculty participation: As a faculty driven system, we always welcome faculty to participate as CSU Course Outline of Record Evaluators (COREs) and Faculty Discipline Review Group (FDRG) members. If you are interested in participating with C-ID, [please click here](#) and scroll down to your area of interest.
- D. Please consider the ***CFT Resolution to End the Two-Tier System*** as well as some information and [resources to learn more about what a One-Tier System](#) could look like. Our hope is that our members will take a moment to consider what we can build together as our CFT Strategic Task Force does their work to prepare for a statewide campaign to bring more money to our colleges to support and fund this effort! You can [see the resolution here](#) or in Jim Mahler's 10/25/23 email, "Adjunct Faculty Week of Advocacy Wednesday Edition: Resolution to End the Two-Tier System"
- E. The California Virtual Campus (CVC) and the Online Network of Educators (@ONE) are looking for diverse, equity-minded faculty from our colleges who can create and lead a series of systemwide webinars (focusing on course quality, accessibility, and equity). Facilitators will be paid \$500 for the development and delivery of each 90 minute webinar. Please complete the [interest form](#) to let the CVC/@ONE know you are interested. They will be reaching out to qualified individuals to ask for more information in the coming weeks. Please [email support@cvc.edu](mailto:email_support@cvc.edu) with any questions.
- F. The Chancellor's Office released the 2023-24 edition of the Compendium of Allocations and Resources ([The Compendium](#)). The September Update to the 2023-24 [Compendium of Allocations and Resources](#) is also available.
- G. Need tech support? Use SDCCD's Service Desk Application (aka Universal Help Desk): "This system will allow requestors to connect directly with an agent, expediting problem resolution and fostering a seamless communication channel": <https://help.sdccd.edu/>
- H. The ASC offers a number of services for students. Please visit (and share!) their web page to learn more: <https://sdmiramar.edu/services/asc>.
- I. Help advertise SDMC's many student services! In addition to the Student Services Hub that's located in Canvas, many services, departments, and programs can be found in various dropdown menus at www.sdmiramar.edu/students. Campus events can be found on the [Campus Calendar](#) and many of these are also listed on the [College Hour page](#).

- J. Check out the many great resources from SDMC Mental Health Counseling. You can review their email by that name or visit <https://sdmiramar.edu/services/healthcenter/mental-health> or <https://sdmiramar.edu/services/healthcenter/resources>
- K. Take a look at these great resources on being a better listener, a radical listener even:
 - a. Radical listening Ted Talk by Chanel Lewis: https://www.ted.com/talks/chanel_lewis_listening_is_radical
- L. Radical listening Overview: <https://www.calmsage.com/radical-listening-complete-guide/>
- M. Check out the DSPS [Faculty & Staff Resources](#) page. There, you'll find a new section of resources called Equity Practices and Universal Design for Learning. In addition to books, websites, articles, and a podcast that may support your accessibility and inclusion endeavors, you can also learn about Universal Design for Learning (UDL). A framework based on scientific insights into how humans learn, UDL helps to remove barriers and make sure that various types of learners are included.
- N. Regarding concerns about folx leaving Miramar, you may find this resource helpful (written by Dr. Taneisha Hellon; Umoja Coordinator/Counselor and Professional Development Co-Coordinator at Grossmont Community College): "[Examining the Prevalence of Racial Battle Fatigue and the Implications for Burnout and Retention of Black, Indigenous People of Color Faculty at Community Colleges](#)"
- O. All Miramar employees have access to the **Go2Knowledge Professional Development Website**. Check it out here: <https://www.go2knowledge.org/sdccc>
- P. Test out your websites for accessibility! Use Google's "Screen Reader": <https://chrome.google.com/webstore/detail/screen-reader/kgejglhpjiefppelpmljglcjbhoiplfn>. Note that our students and faculty have access to another program through the District, JAWS (Job Access With Speech).
- Q. The CCCCO (California CC Chancellor's Office) released the [22-23 California Community Colleges Affordable Student Housing Grant](#) details and materials. ("Addressing students' housing challenges is a necessary part of ensuring that our student-centered support ecosystems include the economic stability component of the [social determinants of educational success](#) framework.")