

SDMC Academic Senate Resource Document 020624

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.

If you have questions that aren't addressed in today's meeting or in this report, please contact me. I'm available for further discussion via email, face-to-face, or Zoom meetings. You can also invite me to your department meetings. Senators are invited to complete the [A.S. Anonymous Feedback Form](#).

Click here for [the slideshow presentation for the 2/6/24 Meeting](#)

Click here for the [San Diego Miramar College Academic Senate Primer: An Overview of How We Operate](#).

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

Campus:

1. Reminder: although the semester officially starts two week before classes do and faculty are technically "on contract," remember that faculty do not have to be present on campus except for the Wednesday-Friday in the Fall and Thursday-Friday in Spring the week before classes start.
2. From President Wes' recent update: "The COVID Block Grant is realigning first round allocations and will accept applications for new funding in the early spring. Look for the call in the coming days."
3. Concerns regarding AI and AI Detection in Student Work:
 - a. It turns out that TurnItIn turned on their AI beta trial detection too at SDCCD without asking the District's permission. The trial ended in December 2023.
 - b. A Distance Education Standards Committee member shared the following: "The Miramar DESC has discussed AI detection tools and given feedback at the District DESC as recently as the December meeting. Concerns about TurnItIn were raised at the District DESC going back to at least October, and the Miramar DESC is currently considering this as a standing agenda item as there are various levels of faculty interest and concern. It appears many are working towards practices on

how to best leverage AI in student writing, in agreement with VC Topham's references in her email [provided below]. DESC doesn't have any updates at this time, but will discuss at our next meeting on Feb 29. The next District DESC is this Monday, 2/5, although AI detection is not listed on the agenda."

- c. Mesa's Academic Affairs Committee produced a report that surveys the different ways colleges and universities are addressing this: [Generative Artificial Intelligence Report 011724](#)
- d. One of our English professors, Rodrigo Gomez, has offered to work with faculty who would like to learn more about or simply discuss generative AI: rgomez001@sdccd.edu.
- e. The AFT is working on developing resources, too, and they are also collaborating with UCSD Extended Studies to offer AI in the Classroom (4 graduate level quarter credits). Hybrid – (online and in person) on Tuesdays, 4:00 – 5:30 pm, City College (room TBD); Class Runs January 29 - May 25; Tuition: \$220 (reimbursed to all AFT Guild members who pass the course with a passing grade); Space is limited. For enrollment directions, please contact Soon-Ah Fadness at aftprofdev@outlook.com.
- f. The following links reference reports and studies that have come out recently regarding the detectors that the District has shared with us are:
 - "AI-Detectors Biased Against Non-Native English Writers": <https://hai.stanford.edu/news/ai-detectors-biased-against-non-native-english-writers>
 - "Why AI detectors think the US Constitution was written by AI": <https://arstechnica.com/information-technology/2023/07/why-ai-detectors-think-the-us-constitution-was-written-by-ai/>
 - Vanderbilt University posted an article, "Guidance on AI Detection and Why We're Disabling Turnitin's AI Detector": <https://www.vanderbilt.edu/brightspace/2023/08/16/guidance-on-ai-detection-and-why-were-disabling-turnitins-ai-detector/>
- g. While effective andragogy can be very effective at minimizing the need for such a tool, being able to quickly get an "AI score" on a paper also remains a big concern for many faculty. How can we reconcile this desire with the deep flaws in AI detection tools?
- h. A [Canvas resource page](#) that includes [syllabus examples](#) and AI sessions on [student-centered assignment design](#) has been created.
- i. [UCSD has a helpful website](#) with a number of resources, such as: What is Generative Artificial Intelligence? Challenges and Possibilities of Generative AI, AI and Academic Integrity, Using Generative AI Tools, How to Cite AI, and Additional Resources.

- j. The Districtwide Distance Education Steering Committee has been discussing AI use and detection. If you have concerns or want to be involved in the discussion, please contact the folx on Miramar's DESC.
- 4. Update on discussions about changing our A.S. meeting time: Given the feedback from the survey, our current hybrid meeting modality, and that Fall is already scheduled, the A.S. Exec decided to leave our meeting time as is and to let a future A.S. Exec address it if they wish.
- 5. **Updates from the 12/12/23 meeting of [College Council](#)** (link to the [agenda](#), link to the [recording](#); please visit the committee website for detailed minutes)

President's Report: Lundburg – The District Governance Council (DGC) meeting schedule is changing and is forthcoming. XM Twitter – any input on what Miramar should do, send it to Lundburg. The goal is to be apolitical. District Branding project – how marketing is handled across the district and the district logo. Miramar is happy with our color and is urging the District to change its color. Anonymous screening – everything we've asked for HR is working on or is in place.

CS Report: Kunst – The Classified Senate raised \$510 through the Thank you Gram campaign and distributed 102 Thank you Grams. The proceeds have gone to EOPS's adopt a family. The Classified Senate supported the idea of expanding gym access for students and employees. There was understanding that charging a fee to access the gym required a much broader conversation and the Classified Senate's discussion focused on the enrollment side and how we might be able to offer more classes, which would expand access while also generating FTES.

ASG Report: Hankinson – There's been a change in leadership. Budget approved to send students to conference in January. Two videos in the works. Website changes for ASG – easier to access, more club info, and how to join ASG.

- E1. Equity, Justice, Inclusion, and our role in moving things forward (standing item): **Julian** reported they are working on a few different reports including the SEAP Report, and AANAHPHI (due by 12/31). Affinity advisory groups have met twice, working on prioritizing goals. CREATE program launching in spring, 12 faculty signed up, and looking for more. Please encourage folks to partake. Please sign up for the MLK parade in January. There will be a District float. **Lundburg** asked **Bell** for Kaleidoscope update. **Bell** – reviewing VRC plans this week. This will allow us to focus our attention upstairs once the computer lab is sorted out. Computer lab (I-124) moving to L building. Some electrical issues. Having a new vendor come into review. The furniture configuration is almost complete as well.
- E2. Accreditation (Standing item): **Miramontez** – The site visit team has been identified, and they sent a draft schedule for the visit as well. Will be here Thurs/Fri that week. Still working on drafting core inquiry responses.

- E3. Grants & Initiatives Subcommittee: NA
- E4. Website Review Taskforce (standing item): **Kunst** shared that the taskforce will continue into the spring semester. Have made progress on faculty webpages and student spotlights but there were a few other things to accomplish including college initiatives, integration with CRM and CCC Apply. **Lundburg** added that this taskforce may transform into an advisory committee.
- E5. Discussion on Academic Probation: **Martin** attended a webinar by ASCCC. Need a broader discussion but using different words now can be helpful. Encouraged to check out attachments included with the agenda. **Lundburg** added that the attachments are very informative and thanked **Martin** for providing these. **Miramontez** also noted that this is grounded in research by the RP Group. **Barnard** noted that the District has already begun discussions around changing the word probation. **Lundburg** asked that this item remain on the agenda so the conversation can continue.
- F1. Fall 2023 CGH Change Requests – **Kunst** shared that the College Governance Change requests are here for a second read and approval. **Martin** made a motion to approve the Fall 2023 CGH Change Requests. Seconded by **Carrasquillo Jay**. There was no discussion. There were 13 yay votes, 0 nay votes, and 0 abstentions. The motion carried unanimously.
- F2. Review Proposal to Combine Committee (Student Services, Guided Pathways, & Success Across the Curriculum) – **Gonzales**, this is just a preview, will bring it back in the spring for a formal first and second read. Created a small workgroup with members from each committee to create this draft. He is asking the constituencies to bring back to their groups for feedback/input, especially in terms of membership. VPI and VPSS needed in the early years but could come off. Identified classified professionals that should be involved. Same for faculty. Brought attention to the GP/Equity/PD Coordinator positions. GP funding is coming to an end in June so we will need to see what we can do with these positions. Two student designees were consistent throughout the handbook. Ex-officio members – only one-person offices so didn't want to burden them but can be used as resources. Briefly reviewed highlights from the purpose and charge. **Lundburg** asked about agenda setting. **Gonzales** responded that the approach taken has been an annual agenda but may be something we want to consider. **Carrasquillo Jay** – includes SACC, used to be ASC, included coordinator. Should they be there? **Gonzales** – good point. **Sampaga** – large committee, but added "committee retains authority to form taskforces and workgroups related directly to committee charge." This will allow the committee to break into smaller groups to move the work along. **Kunst** – is this committee under "participatory governance" or under the Academic Senate? **Gonzales** – this committee would

report to College council but it may deal with 10+1 matters, which would be reported to the Academic Senate. **Carrasquillo Jay** – asked about a dean of instruction. **Gonzales** management annually reviews the assignments and appointments will rotate. **Palma-Sanft** – recommended the curriculum chair as an ex-officio member.

- F3. Restorative Justice Presentation & Discussion – **Pecenco**, a brief overview and steps we've taken so far. She and **Moore** shared their connections to this work. Rooted in community (membership, influence, and fulfillment of needs). How do we bring this into a college campus? Between supervisors & employees, students & employees, etc. Benefits of restorative practices – reduced likelihood of committing more harm, etc. Other colleges utilizing this – USD, SDSU, UCSD (and other UCs), etc. Previous endeavors – exploration in RJ training. Working with Dr. Dan Stacy from SDSU's Office for Restorative Practices. Fall 2023 campus read (We do this 'til we free us). Fall 2023 community of inquiry for formerly incarcerated students. Finding ways to integrate these practices into our existing framework. 1) each person being greeted when they walk into the office 2) having a welcoming space 3) handouts. Community-building circles (15 people or so per circle). Goals for spring 2024 – forming a restorative practices committee, recommending locating in Rising Scholars and Native American Studies, consulting with Dr. Stacy and researching Kumeyaay restorative practices, beginning community-building circles, and holding training with supervisors. **Lundburg** thanked **Pecenco** and **Moore** for the presentation. He was pleased to see the "why" of the crime addressed. **Bell** asked if there are current academic programs that would align with a degree or certificate. **Pecenco**, yes there is a lot of alignment with academic programs (psychology). **Martin** noted that the new B.S. in Public Safety may include a course with this focus (through Native American Indian Studies). **Carrasquillo Jay** – thank you. Will students be included in the community-building circles or will training be provided for students? **Moore** – responded yes, it wouldn't be a proper program without them. **Sampaga** – can we integrate this with student clubs as well? Like BSU and Latinx. **Ghotra** added she would love to help get ASG involved. **Lundburg** invited **Pecenco** and **Moore** to comeback in the spring and provide another update.
- F4. Process for Non-Committee Faculty Appointments – **Kunst** (on Martin's behalf as he had to step out to get to another meeting) shared that the ask was to have a manual or process guide to refer to for faculty appointments to non-committee assignments. **Lundburg** suggested bringing this to the meeting with Academic Senate, President, and VPI to discuss.
- F5. Gym Access Expansion for Students & Employees – Kunst shared that she and

Martin gave a prelude to this in both of their reports, earlier in the agenda. Both Senates supported Gym Access Expansion and would like to discuss next steps, if a workgroup should be assembled or if there are other ideas on how to move this forward. **Bell** shared that he has asked **Woods** to discuss with her faculty about use of the gym and determine comfort-level as well as what conflicts there might be with instructional and non-instruction activities. **Gonzales** suggested this conversation go to the facilities committee since there is often overlap there. **Bell** – yes, that could be a space to have this conversation.

F6. Concern with flyers on campus – **Lundburg** shared that it has been brought to our attention that the Black Student Union (BSU) flyers are being removed on campus. This seems targeted. Thought about asking campus police to watch out but that won't stop this. Bringing it here to see if there are other ideas. Also, the more eyes the better, if taken down. He and the VPs have discussed but there doesn't seem to be a great solution other than making everyone aware that it is happening and to keep an eye out. If you see something, please say something. He asked the constituencies to make announcements/share with their bodies as well.

District

1. Introduction to the New Curriculum Management System–CurriQunet Meta: SDCCD's new curriculum management system, CurriQunet Meta is scheduled to be fully operational by February 14, 2024. (See VCES Topham's 1/25/24 email, "Introduction to the New Curriculum Management System – CurriQunet Meta (ES-CM1-24)" for details.
2. The SDCCD bond is coming up on this November's ballot. I've been asked to remind faculty to be mindful of rules and be on lookout for talking points. These "will not cross the line into political activity, but will instead focus on helping educate the public on what our needs are so that they are better informed as November rolls around." (From President Wes' email, "Post-Winter Break Updates" sent 2/1/24)
3. Regarding the budget, note that the California Lottery money is lower than expected
4. Greg Smith has been officially appointed as SDCCD's new Chancellor. This decision is large part thanks to the hard work of our Academic Senate colleagues in the Los Rios Community College District. Two of the four college Senates in that district passed a vote of no confidence in the leadership of their Chancellor, Brian King (the other two colleges are currently considering taking similar action). Because of their efforts, our Board of Trustees was empowered to select a chancellor for our district who has been a great and collegial partner to the faculty in the SDCCD throughout his tenure.

State:

1. [Survey on Mathematical Expectations Across Disciplines in California Higher Education](#): The ASCCC is asking faculty to complete a quick (10 minute) survey to help define mathematical expectations in a variety of disciplines. (Due 2/16/24)
2. Updates on AB 928 (The Student Transfer Reform Act):
 - a. Learn more about the bill at the [ASCCC's Frequently Asked Questions page](#)
 - b. Read the Associate Degree for Transfer Intersegmental Implementation Committee's [2023 Final Report and Recommendations](#) here—their five recommendations seem promising
 - c. The Committee's [website for the AB928 Committee project](#) has additional information about the project, including the 2024 AB928 Committee meeting schedule, and will be updated as the project evolves.
3. The California Community Colleges Chancellor's Office (CCCCO) is pleased to announce the release of their Transform Transfer website and infographic, which includes both an interactive website (www.transformtransfer.org), highlighting "Five Barriers to Transfer for California Students: Why Coordination Is the Path Forward," as well as an [Executive Summary \(PDF\)](#) and [Five Barriers to Transfer Resource Guide \(PDF\)](#). This work is intended to provide an interactive educational tool that "demystifies" the policy conversation around transfer, by displaying the complexities of the current course articulation, degree similarity, and transfer processes in a clear and easy-to-understand manner. The purpose of this infographic is to make the real complexities more transparent so leaders and community members can better understand the kind of solutions needed. Please consider this website and supporting materials as both a resource and a reference guide to key questions that policymakers still grapple with regarding transfer.
4. The ASCCC and others are **seeking faculty input to** help identify the interest in noncredit work experience and what is needed for implementation. [Access the Noncredit Work Experience Survey](#) here until February 9, 2024.
5. The ASCCC wants to remind us of some great resources, like the [ASCCC Inclusion, Diversity, Equity, Anti-Racism, and Accessibility \(IDEAA\) Tools](#).
6. The ASCCC Spring Curriculum South Regional will be at Santa Ana College. Folx will be joined by our colleagues in the Education Services Division of the State Chancellor's Office. Saturday, February 24, 2024; from 10:00 a.m. to 3:00 p.m. (Deadline to register: Friday, February 16, 2024); [Register here!](#)
7. Governor Newsom released the proposed budget for the 2024-25 fiscal year. You can review the [Joint Analysis of the Governor's Budget](#), but here's a summary:
 - a. The proposal tackles a significant budget deficit of \$37.9 billion, while focusing on stability and support for core ongoing operations. For California Community Colleges, the budget proposal continues to be shaped by the Roadmap for the Future, introduced in 2022-23 and intended to advance equity, student success

and the system's ability to prepare students for California's future. The proposal provides a 0.76% cost-of-living-adjustment and a continued commitment to investment in the expansion of nursing programs at California's Community Colleges. Following are some key changes in the proposal compared to the enacted budget for 2023-24:

- b. Under the proposal, the overall state budget would be lower than in 2023-24, decreasing by about 6% to \$291.5 billion, affected by a substantial shortfall in revenues resulting in an overall deficit of \$37.9 billion. General Fund spending would decrease by over \$17 billion (nearly 8%) to \$208.7 billion.
- c. The budget proposal for the California Community Colleges focuses on stability in the context of the state's significant budget problem. It includes no major core reductions to programs or services, instead drawing on reserves and cancelling certain one-time projects and programs that were established but not yet funded. Overall, funding declines slightly compared to the current year enacted budget.
- d. The proposal for additional ongoing spending includes \$69.1 million for a 0.76% cost-of-living adjustment (COLA) for community college apportionments, about \$9.3 million for COLAs and adjustments to certain categorical programs, and \$29.6 million for systemwide enrollment growth of 0.5%.
- e. One-time funding in the proposal is limited to the expansion of nursing program capacity, with a \$60 million investment in 2024-25 and plans for that level of investment over five years.
- f. The Governor's proposal includes capital outlay funds to support the construction phase for only one continuing project, using funds from Proposition 51, although additional projects may be added to the revised proposal in May.
- g. A plan to fund affordable student housing through a statewide lease revenue bond structure is in development and will be included in forthcoming trailer bill language. Certain affordable student housing projects that do not fit within this approach will be funded through redirected General Funds previously earmarked for debt service/rental subsidy payments for affordable student housing lease revenue bonds.
8. The [ACCJC's new accreditation standards](#) have been launched in a two-year pilot phase. The Standards Review Leadership Team recommended a two-year "pilot" period. During this two-year window, institutions may choose which Standards (2014 or 2024) they will use to conduct their self-evaluation. Several colleges will highlight those learnings at the [ACCJC's 2024 Conference](#) on May 9-10 in Orange County. Early feedback is that folks appreciate the focus on students and the efforts that drive equitable outcomes.

9. 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.
10. 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.
11. See the [ASCCC Newsletter for January 10, 2024](#):
Upcoming webinars include (note that you must register in advance—brief overviews can be found via the link above):
 - a. [Equity-Centered Faculty Professional Development](#), Friday, January 19
 - b. [OER Basics Series: Understanding OER, Copyright, and Fair Use](#), Thursday, February 1
 - c. [Zero Textbook Cost \(ZTC\) Collaboration Cohorts](#), Friday, February 2
 - d. [New Opportunities in Work Experience Education Webinar](#), Wednesday, February 7
 - e. [OER Basics Series: Introduction to Creative Commons Licensing](#), Thursday, February 8
 - f. [OER Basics Series: Searching for Open Educational Resources \(OER\)](#), Thursday, February 15
 - g. [OER Basics Series: Evaluating Open Educational Resources \(OER\) for Accessibility](#), Thursday, February 22
 - h. [Inclusion, Diversity, Equity and Anti-Racism \(IDEA\), Open Educational Resources \(OER\), and Artificial Intelligence \(AI\)](#), Friday, February 23
 - i. [Open Educational Resources \(OER\) Curation and Advanced Licensing](#), Thursday, February 29
 - j. [Supporting Nontraditional CTE Employment in California Community Colleges for Women](#), Thursday, March 7
13. From the CCCO's Vision Resource Center:
 - a. CCC Webinars, Conferences and Events Community: This community provides resources, information and discussions about conferences, workshops, training and other professional development opportunities provided by the Chancellor's

Office. [Join this community to stay up-to-date with the latest professional development events and post-event recordings and resources.](#)

- b. Equity-centered counseling is critical to student success. By focusing on the core skills necessary for effective counseling, we can create an including and supportive environment for all students. This playlist reviews the [foundations of equity-centered counseling](#) as well as what you need to know about [equitable placement and strategies for counseling different populations](#).
- c. The California Community College Chancellor's Office is excited to offer faculty the opportunity to participate in the online professional development micro-credential courses, *Creating an Inclusive and Supporting Learning Environment and Designing Learner-Centered and Equitable Courses*, offered by the Association of College and University Educators (ACUE). Faculty teaching transfer-level math programs (in STEM and SLAM pathways) online are highly encouraged to participate, but all faculty are welcome to apply. These courses begin on February 5, 2024, and registration closes on January 26, 2024. The courses will take approximately 7-8 weeks to complete. [To apply, please visit the Chancellor's Office ACUE Registration web page and click "Apply Now"](#). Please contact [Aaron Bolton](#) at ABolton@acue.org or [Marrin Thuston](#) at MThuston@cccco.edu for additional details.
- d. Equitable hiring supports student success. Every stage in the hiring process is an opportunity to increase the diversity of faculty, staff and administrators. Divided into three stages, pre-hiring, hiring and post-hiring, the EEO Hiring Curriculum reviews equitable hiring practices designed to increase the diversity of professionals across the campus. [View the Equitable Hiring Practices curriculum.](#)
- e. The EEO Plans are a critical tool in identifying actions colleges can take to increase meaningful inclusion, accessibility, and equity in outcomes for individuals from diverse communities. The EEO Plan Data Analyses guide us in identifying where to focus our time and resources to have the greatest positive impact in achieving our mission to provide high-quality educational experiences for our diverse student communities. [View the EEO Plan Data Analyses curriculum.](#)
- f. Semester after semester, Excel proficiency has been among the most sought-after skills for California community college employees. Excel is a versatile tool that can be used for a wide range of purposes. This playlist combines the most watched Microsoft Excel 365 videos to help you learn and utilize this valuable tool. [View the Excel 365 playlist.](#)

Repeat/Older Information:

- A. 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.
- B. 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.
- C. 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”
- D. 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.
- E. 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.
- F. 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/>
- G. The ASC offers a number of services for students. Please visit (and share!) their web page to learn more: <https://sdmiramar.edu/services/asc>.
- H. 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](#).

- I. 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>
- J. 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
- K. Radical listening Overview: <https://www.calmsage.com/radical-listening-complete-guide/>
- L. 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.
- M. 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](#)"
- N. All Miramar employees have access to the **Go2Knowledge Professional Development Website**. Check it out here: <https://www.go2knowledge.org/sdccd>
- O. 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).
- P. 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.")