

SDMC Academic Senate Resource Document 022024

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 2/20/24 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. **Please attend the ACCJC Open Forum on Thursday, 2/29/24 in L-105 from 2:30-3:30 (open to all except Deans, VPs, and the President)**
2. With so much hiring going on, you may want to attend the next EEO Training is taking place March 18, 2024 from 8:30 to 12:30 via Zoom. Contact Edwin Hiel (ehiel@sdccd.edu) to register. (EEO Trainings expire every three years.)
3. See the [BRDS Budget Update from 2/14/24](#)
4. BRDS Update on RFFs (requests for funding):
 - a. The RFF process was delayed due to other priorities in the VPA's office but are now moving forward
 - b. School rankings (from Deans and Chairs) will be due to BRDS on Wednesday, 2/28 (quotes will need to be refreshed/updated ASAP, ideally by this deadline)
 - c. BRDS Committee will meet to finalize rankings on 3/13
 - d. The Business Office will send out funding emails on 3/22
 - e. RFF total funding is \$288,884
 - i. \$42,383: BRDS Unrestricted
 - ii. \$221,582: one-time CA Lottery/Instructional Materials
 - iii. \$0: Reserve for Encumbrance

- iv. \$14,951: Library PPIS Offset to BRDS to Fund Books and Database
 - v. \$9,968: AV PPIS Offset to BRDS to Fund Bulbs
5. BRDS Update on SCFF Funding and "Hold Harmless" funding: "Hold Harmless" funding ends after fiscal year 2024-25 and the SCFF funding floor begins 2025-26
 - a. SCFF allocations are based on three calculations—1) a base allocation, which largely reflects enrollment, 2) a supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540, and 3) a student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of student who have attained the regional living wage.
 - b. The SCFF is based on the whole district's performance (all of the colleges, and the district as a whole, are trending well at least)
 - c. 2025-26 will be the first year relying on a funding floor—it will be based upon 2024-25 SCFF performance
 - d. If SCFF is at or below this floor, we won't receive COLA
 - e. The SCFF awards funding for the "highest" award a student earns in a given year
 - f. Certificates of Achievements count toward the SCFF, Certificates of Performance don't
 - g. Sentiment is that SDCCD's "best" way to earn more funding is through the supplemental metrics in the SCFF (such as financial aid)
 6. BRDS Update on COVID-19 Recovery Block Grant:
 - a. The list of grants that were funded was released late in Fall: [Summary Request for Funding V3.pdf](#) (some folx were not aware what this document was or that it was released)
 - b. Regarding concerns about delays in getting funding from approved grant requests, VP Bell clarified that all moneys have been released to the Schools—faculty are directed to follow up with their Deans if necessary
 - c. As of December, most groups are only spending 10-15% of the funds they were approved for
 - d. Brett will be asking Deans to reevaluate their spending patterns this year and ask what they are not planning to spend so we can reallocate that to the entire college—we have until June 30th to spend this year's allocations
 - e. VP Gonzales recommended faculty engage with their Deans:
 - i. to make sure folx are aware of needs or requests that may overlap with other areas'

- ii. i.e. some parallel requests for this grant that came from different schools/areas were bundled, such as individual requests for tutoring support were denied, however the ASC received \$110,000 for tutoring across the college
 - iii. Related to this, VP Bell acknowledged that there needs to be better communication between Admin, Deans, and Chairs about how and why decisions are made
7. Website Taskforce: this is a follow up to the updates provided at our last A.S. meeting (2/5/24)
- a. In sum, “significant progress has been made but significant progress is still needed in some areas.”
 - b. Please advertise the student focus groups as we need students to provide us with direct feedback and input on our site.
 - c. Broken links: (if you have an issue, [please use this link to report it](#))
 - i. There has been some improvement due to a revised naming structure
 - ii. Broken links were discussed during at an early meeting in the fall, but the concern was that Miramar doesn’t have enough staff to monitor or repair broken links
 - d. Navigation:
 - i. One improvement has been the creation of a more robust search tool
 - ii. Some folx continue to ask for a search bar at the top of each page
 - e. Campus Directory:
 - i. The directory can be improved by each department checking their specific sites to ensure staff information is current—folx aren’t certain but believe that department chairs can edit and update these
 - f. Reminder: the website is designed for students first. Employees should be able to find everything they need via the home page’s top buttons.
8. [Register](#) for the Active Learning Workshop, February 23, 2024 from 9:30 AM - 2:30 PM in M209 (here’s the [registration link](#) again). This workshop is organized with support from a Learning Lab Grant and HSI STEM Éxito grant to engage in professional development activities. We intend to specifically target strategies and innovation that will increase enrollment, success, and retention in order to close equity gaps for our Latinx STEM students. (See Anne Gloag’s 2/12/24 email, “Invitation to an Active Learning Workshop - February 23” for more info.
9. Interested in learning more about supporting our students in Foster Care? Check out Vice Chancellor Educational Services’ email from 2/15/24, “Please Join Us for a Foster Care 101 Informational Workshop, March 6, 2024”
10. **Updates from the [2/13/23 meeting of College Council](#)** (link to the [agenda](#), link to the [recording](#); please visit the committee website for detailed minutes)

President's Report: The Senates will be asked to provide their input on the new District logo. State Chancellor Sonya Christian will hopefully be visiting our campus in the summer. Funding for our new bachelor's programs is a continued conversation (a big piece is faculty load as Bachelor's faculty are paid differently from how CCs generally work). License plate readers will be used by college police but will only be used to verify parking permit. Folx who need to park at SDICCCA colleges will need to continue using a physical parking permit at those colleges.

Old Business, E1, Equity, Justice, Inclusion: Black History Month events going on, please attend!

E2, Accreditation: Accreditation Focused Site Visit – Feb. 29th and March 1st. [Click here for schedule](#). Flyer was sent from President's Office. Encourage attendance at the Open forum and Exit Report.

E3, Website Grants & Initiatives Subcommittee : NA

E4, Website Taskforce: Meeting will be on 2/14 (see notes above from that meeting)

E5, Progress on Restorative Justice Efforts: Bring your ideas forward! Will continue discussions at the next meeting.

New Business, F1, Campus-wide Professional Development Efforts: Given interest in improving engagement and attendance at the college's various PD and Flex efforts, Martin offered to lead the formation of a campus-wide professional development and engagement workgroup (name pending). He will send his notes to Kunst. Lundburg/Kunst will touch base with Martin on next steps. Ghotra will share with ASG.

F2, Planning Summit 2024: will take place March 15th from 9:00 am – 2:00 pm. Flyer was sent out from President's Office. Please RSVP. Offices will be closed to promote participation.

District

1. The SDCCD Police Department is hosting a number of RAD for Women (Self-Defense Classes) from 8:00am-3:00pm. Please see the dates and locations below. (See Angelica Kasinak's 2/15/24 email, "RAD Self-Defense Classes for Spring of 2024" for details.)

March 9th & 10th North City

March 16th & 17th Mesa College

March 23rd & 24th Chavez

April 6th & 7th North City

April 27th & 28th ECC

May 4th & 5th Mesa College

2. The revised and updated CurriQunet Meta has been released! (See VCES Topham's 2/20/24 email, "CurriQunet Meta Release and Access (Credit Colleges)" for details.
3. The SDCCD bond is coming up on this November's ballot. The District is working to address employee concerns about past bond funds not being able to maintain the technology or the new facilities that were built (fortunately new legislation rescinds those limitations and makes many of these concerns moot). Be on the lookout for talking points to help folx understand our college's needs (i.e. an obvious Welcome Center).

State:

1. The Academic Senate Foundation is offering scholarships for faculty to attend the [ASCCC Spring Plenary Session](#). All faculty, (including full- and part-time faculty) from all disciplines are encouraged to apply. The deadline to apply for the Fall Plenary Scholarship is **Monday, March 11 at 5:00pm**. (The event is 4/18-4/20/24)
2. 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.
3. The CCCO has released a memo on "[Credit for Prior Learning – Updated Guidelines and Reporting Requirements](#)"
4. See the [ASCCC Newsletter for February 8, 2024](#)

Upcoming webinars include (note that you must register in advance—brief overviews can be found via the link above):

- a. [OER Basics Series: Evaluating Open Educational Resources \(OER\) for Accessibility](#), Thursday, February 22
- b. [Inclusion, Diversity, Equity and Anti-Racism \(IDEA\), Open Educational Resources \(OER\), and Artificial Intelligence \(AI\)](#), Friday, February 23
- c. [Open Educational Resources \(OER\) Curation and Advanced Licensing](#), Thursday, February 29
- d. [Supporting Nontraditional CTE Employment in California Community Colleges for Women](#), Thursday, March 7

Other opportunities:

- a. [The 2024 A²MEND Annual Summit](#)

- b. Stanford Professional Development Opportunities for Community College Faculty & Staff: Stanford Global Studies is offering two professional development opportunities for community college faculty and academic staff interested in developing globally-focused courses and programs. The programs will run from August 2024 to May 2025, and applications for both programs are due April 1, 2024. If you have questions about either program, please contact Kristyn Hara, Stanford Global Studies academic and outreach manager, at krishara@stanford.edu or click on one of these links: <https://academicsenate.createsend1.com/t/y-l-xdyyuyd-iikulultdu-ji/> or <https://academicsenate.createsend1.com/t/y-l-xdyyuyd-iikulultdu-jh/>
- c. Save the Date for California Community Colleges Black Student Success Week 2024: Mark your calendars for the annual Black Student Success Week. Administrators, faculty, staff and students from across the California Community Colleges are invited to join statewide partners from Monday, April 22-Friday, April 26.

Repeat/Older Information:

- A. See the ASCCC’s [President’s Update, February 2024](#)
- B. The ASCCC wants to remind us of some great resources, like the [ASCCC Inclusion, Diversity, Equity, Anti-Racism, and Accessibility \(IDEAA\) Tools](#).
- C. Governor Newsom released the proposed budget for the 2024-25 fiscal year. You can review the [Joint Analysis of the Governor’s Budget here](#).
- D. Updates on AB 928 (The Student Transfer Reform Act):
 - a. Learn more about the bill at the [ASCCC’s Frequently Asked Questions page](#)
 - b. See FAQs about AB 928 Single GE and Auto-ADT Provisions – Allocation for Implementation: [AB 928 Single GE and Auto-ADT FAQs](#)
 - c. Read the Associate Degree for Transfer Intersegmental Implementation Committee’s [2023 Final Report and Recommendations](#) here—their five recommendations seem promising
 - d. 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.
- E. 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.

F. 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.](#)
- G. 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.
- H. 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.
- I. 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”
- J. 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.
- K. 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.

- L. 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/>
- M. The ASC offers a number of services for students. Please visit (and share!) their web page to learn more: <https://sdmiramar.edu/services/asc>.
- N. 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](#).
- O. 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>
- P. 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
- Q. Radical listening Overview: <https://www.calmsage.com/radical-listening-complete-guide/>
- R. 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.
- S. Regarding concerns about folks 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](#)"
- T. All Miramar employees have access to the **Go2Knowledge Professional Development Website**. Check it out here: <https://www.go2knowledge.org/sdccc>
- U. 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).

V. The CCCCCO (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.")