

SDMC Academic Senate Resource Document 030524

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. FYI, the A.S. Office has moved from K2-105 to L-215D.
2. Elections for A.S. Executive Officers for the Fall 2024 through Spring 2026 term will take place at the end of April. Nominations will open at our next Senate meeting.
3. SDCCD is partnering with the YMCA of San Diego County's Family Support Services Department to assist families with their childcare needs. The YMCA has created a [survey](https://ymcasandiego.az1.qualtrics.com/jfe/form/SV_8tYn4BZgff1geQm) (https://ymcasandiego.az1.qualtrics.com/jfe/form/SV_8tYn4BZgff1geQm) to gather anonymous data to help us research what offerings would be of interest to our community. This survey will be open for the next few weeks and your participation and responses are completely anonymous. Aggregated data will be shared with local agencies and organizations working to improve child care in San Diego County. This information will also be summarized into available options which may benefit our SDCCD community.
4. FYI: Nancy Lane, Acting Vice Chancellor of Finance for the SDCCD, reiterated that unused Block Grant funds may be at risk of being taken back by the State, so the colleges have been encouraged to spend approved funds ASAP.
5. Relatedly, please see Denise Kapitzke's 3/4/24 email, "YEAREND-2024" to which she attached the Miramar College Business Office's annual memo detailing the 2023-24

fiscal year deadlines. Please take special note of the following Requisition Deadlines: GF (General Fund) – April 5, 2024; GFR (Restricted Funds) – May 3, 2024.

6. Seeking faculty input for the 2024-25 College Theme. The college is likely to continue the theme from 2023-24, "Cultivating Community: Making the invisible visible" into 2024-25. Please share any feedback or input you have on this with me or another A.S. Exec officer.
7. With so many hiring committees seeking members, 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.)
8. Sonic Connections is an art and music-based mental health program that equips college students with life and leadership skills to thrive amidst challenges. The Live Workshop is a 90-minute immersive session, where students participate in music-centric activities that lay groundwork for mental wellness and resilience. All participants gain one year access to become members of the Sonic Connections community, featuring virtual trainings, mentoring, coaching, live events, and other mental health resources. It takes place Monday, March 11th, 2024 from 12:30 - 2:00pm in the K2 Welcome Center, Community Lounge. Register here: <https://lu.ma/ofhyb99p>. (See the "Professor Packet" with multiple prompts that instructors can assign as part of the extra credit related to attendance.)
9. Reminders from Patti Manley, Program Review/Outcomes Assessment Facilitator:
 - a. This is a friendly reminder that all course outcomes must be assessed at least once during the 3-year assessment period. Instruction's current assessment cycle closes on April 15, 2024. Please be sure to add SLO assessment findings in Nuventive prior to completing the Comprehensive Program Review due April 15th.
 - b. Instruction's Comprehensive Program Review is due April 15th. The Comprehensive Program Review closes the loop on the current 2021-2024 assessment cycle and establishes a plan & action steps for the Program's 2024-2027 assessment cycle.
 - c. See this link for upcoming [Program Review Trainings for Spring 24](#)
10. **Updates from the 2/27/23 meeting of College Council** (link to the [agenda](#), link to the [recording](#); please visit the committee website for detailed minutes)
President's Report – Lundburg shared that the Israel and Hamas email blast were discussed at the Chancellor's Cabinet. This sprung from a resolution from A.S. at City College, there was or will be one at Mesa. Nothing from Miramar at this point. Flyer posted, someone took a picture and posted it online and it took off from there. The phrase "River to the sea" was used. Interpreted as a call for genocide (extreme) but there are a wide spectrum of interpretations. Chancellor Smith took this to legal for review. Determined that it might be hostile. The stance taken that we should not use that phrase, which is creating the

controversy. The Chancellor is looking for input on how to handle messaging. Will go to the Board of Trustees for public comment and will need to respond. Affirmed that we as a district are here for everyone and don't want to get pulled into political controversy. We want this to be a safe space for all. Petti asked if this could be construed as hate speech. Lundburg responded that it was not brought up as such but that may be the policy that was referenced. Petti asked if this was confidential. Lundburg responded no, want you all to be aware and please emphasize the humanity piece. Carrasquillo shared that IDEA discussed this and will be screening a documentary (purchased and provided by our Library) to facilitate this conversation. Barnard recommended keeping this event limited to Miramar and not publicizing it in social media as this could open the door to having others make it their agenda and not a civil conversation. Carrasquillo responded that it was discussed to have this via Zoom. Barnard cautioned to be aware of Zoom bombers.

CS Report – Kunst shared that several Classified Senate positions will be up for re-election and so we are forming the elections committee to start/handle that process. We also discussed the 32-hour workweek proposal being put forward by AFT. At face value, folks like the idea but have major concerns regarding the impact on operations and our students, noting we don't have enough staff as it stands. Also reviewed the draft Student Success Committee. There were concerns with the number of classified professionals but overall acknowledge that voices from those areas need to be heard and we will do our best to encourage participation and make appointments. Briefly mentioned bringing a Restorative Justice lens to Miramar structures and asked to bring forward any ideas for consideration. Announced the college-wide workgroup from our engagement/PD discussion. No out-right volunteers but perhaps when we put the call out later.

ASG Report – Narasimha shared that ASG is trying to make a handbook for next year's leadership. Announcements for events, etc. around 1 pm, when a lot of students are here. Oil extraction resolution was passed. A few budget proposals from various clubs were approved. Lundburg asked if the resolution would be going to the Board. Ghotra responded it is going to the State-level student senate.

Old Business, E1, Equity, Justice, Inclusion: Equity, Justice, Inclusion, and our role in moving things forward (standing item) – **Carrasquillo** shared that the NASSSP Cohort went on a field trip to UCSD last week. We are so proud of our students. They sat in on a class and they were engaged and asking questions. Had native students, at UCSD, to talk to them. Had a meeting for the director search, so that is moving along, and have identified our elder in residence. **Gonzales**

added that the work that has been done around this program has been amazing. We should be very proud of this work. The AANAPHI one will be next. **Ghotra** – shared that there was a powwow at Mesa and they were interested in getting in contact with our elder in-residence. Also, the upcoming study session will focus on a Land Acknowledgement, and would like to connect with **Carrasquillo**. **Carrasquillo** confirmed.

E2, Accreditation: **Miramontez** shared that the Accreditation Site Visit is this week. The open forum is on Thurs. at 2:30 pm in L-105. Everyone, except deans and above is invited. The exit report is on Friday at 11 am in L-105. Everyone is invited. Please say hi if you see the team on campus. He added that the ACCJC annual report template is shared as an attachment. His office will be completing the report. There is a new section on this report called “Direct Assessment Programs” which does not apply to us at the moment and do not expect any colleges to report on it at this time. This is more of a placeholder. We will be reporting on our normal metrics as well as our CTE metrics. **Bell** asked if we have any direct assessment programs. **Miramontez** responded no, we do not. **Lundburg** emphasized that people are encouraged to attend the open forum. **Ghotra** shared that ASG has been advertising the open forum to students and feels confident there will be a good turnout of students. (Attachment: [ACCJC 2024 Annual Report Template](#))

E3, Website Grants & Initiatives Subcommittee : NA

E4, Website Taskforce: **Kunst** shared that the task force met and reviewed and discussed the goals and timeline and set meeting dates for the spring. **Lundburg** reminded everyone that it was supposed to end in the fall but decided to continue into the spring. **Martin** asked everyone to encourage students to participate in the focus groups and/or the task force to ensure we are carrying their voices forward. (Here’s a link to the Miramar College Website Student Focus Group sign-up sheet: <https://survey.alchemer.com/s3/7572641/Miramar-College-Website-Focus-Group-Sign-up-Sheet-v-2>)

E5, Progress on Restorative Justice Efforts: – **Lundburg** didn’t have anything specific to add but wanted to ensure our conversations continue. **Martin** shared the need for training on this topic and would like to include it as a workshop in our thematic/mini-conference. **Lundburg** added that he will be highlighting this at our on-campus Board meeting, which is on March 14th. He was excited to see this. **Martin** – encouraged folx to focus on zones of opportunity; share current efforts at various meetings, when there is the opportunity to do so. **Carrasquillo** added that the idea is to educate everyone and to invite the experts to lead those conversations. Restorative Justice ambassadors for

classroom presentations, etc. **Palma-Sanft** asked if we want to review curriculum policies and procedures at this meeting. **Lundburg** responded that we could and would prefer to see it come from the Academic Senate. The more avenues for discussion the better. He also added that the term "Academic Probation" is codified in Ed. Code so we have to use that term. The question has been raised of how we change the law. **Ghotra** believes that students can make a big impact. **Lundburg** encouraged her to explore that avenue.

E6, Campus-wide Workgroup around Engagement & Professional Development:

Kunst shared that we have students who are interested in participating. **Martin** determined a meeting time that worked for the students. We will be sending out a call for interest/volunteers to the rest of the campus later this afternoon. We have a list of folks we would like to invite like the PD coordinator, Flex Coordinator, etc. Anyone interested in participating should let **Martin** know. **Ghotra**, in terms of communication, asked if there is a way to get this information in front of the students, by way of email, as they do not have access to the DL. **Martin** noted that this would be the point of the podcast idea. **Gonzales** added this is a big can of worms, but believes **if we can find a mechanism and an office** to resolve it, that could help; we have many efforts underway to get the information in front of students. **Barnard** recommended that the website task force consider this and how we can drive students to the website to use the calendar. **Narasimha** asked if the website categories had been reduced. **Bell** confirmed. Ideas – Eventbrite, assign to workgroup under SSC, explore companies/vendors, faculty to use canvas calendar, campus resource shell.

New Business, F1, Discussion on Next Year's Theme: **Lundburg** would like to recommend that we adopt this year's theme for next year. Feels that there is still work to do and would be hard to go in a different direction. **Carrasquillo** loved this idea. **Gonzales** liked the idea of a two-year theme. All agreed on this. **Lundburg** asked that constituencies take it back to their groups for agreement or other ideas.

F2, Assembly Bill 367: **Carrasquillo** shared that this presentation intends to increase awareness of the Menstrual Equity Act. This stems from the A.S. workgroup, GAIA, and their recommendations for improvements. She reviewed the parameters of the law and the why of the law. Research shows that many students who struggle to access menstrual products have missed class because they lack access to menstrual products. 51% of students shave worn period products longer than recommended. Period poverty (lack of access) is real. We have received reports of a lack of access to these products. GAIA recommends increasing equitable access so our students can focus on their education by

regularly stocking a variety of quality menstrual products in a range of sizes in restrooms across campus; destigmatizing and educating about the use of menstrual products; providing better signage, including the name/email of a person that is regularly reachable by students; reduce targeting/stigmatizing by stocking menstrual products in more than one men's restroom on campus; collaborate with student leadership to get student input/feedback; pursue directing supplemental and other grant monies towards strong implementation of AB 367; destigmatize menstruation by using gender-inclusive language i.e. instead of "girls, women" say "people who menstruate." **Carrasquillo** will share a list of resources with **Ghotra**. **Lundburg** will bring this to the Executive Cabinet. **Bell** shared that the district vendor is "Aunt-Flow" and was selected for sustainability and chemical-free. He will look into the H-building situation. He will need assistance with the variety of products to be a better advocate at the district level. **Ghotra** asked how often the restrooms are checked/maintained. **Bell** responded that every restroom is maintained daily; high-traffic areas are maintained twice daily. **Carrasquillo** asked about the sign in the H-building and why it directs people to the Deans office. **Bell** will need to look into this.

(Attachment: [Presentation on AB 367](#))

F3, First Read: Student Success Committee: **Gonzales** had shared this previously (at the November meeting). He welcomed questions and feedback. He briefly reviewed the committee membership. He noted it makes sense that the VPs be involved in the first year, but as there are three other managers on the committee, they may not be needed after that. He also noted that the PD and GP coordinators are funded through Guided Pathways and that funding is coming to an end so we are not sure of the future of those positions at this time. The Equity coordinator has sustainable funding from the District. The goal is for a lot of the work to happen in workgroups at the charge of this committee. This is the first official read. Constituents should take back to their bodies. **Carrasquillo** shared feedback from the Academic Senate regarding the English and Math designee and would recommend having an At-Large designee for each school. **Martin** shared a document with notes from this conversation. **Gonzales** responded that we'll rely on recommendations from the A.S. for faculty representation and what will work for them. **Carrasquillo** recommended considering adding the honors coordinator. **Ghotra** expressed concern about student participation on committees. (Attachment: [Draft Student Success Committee](#))

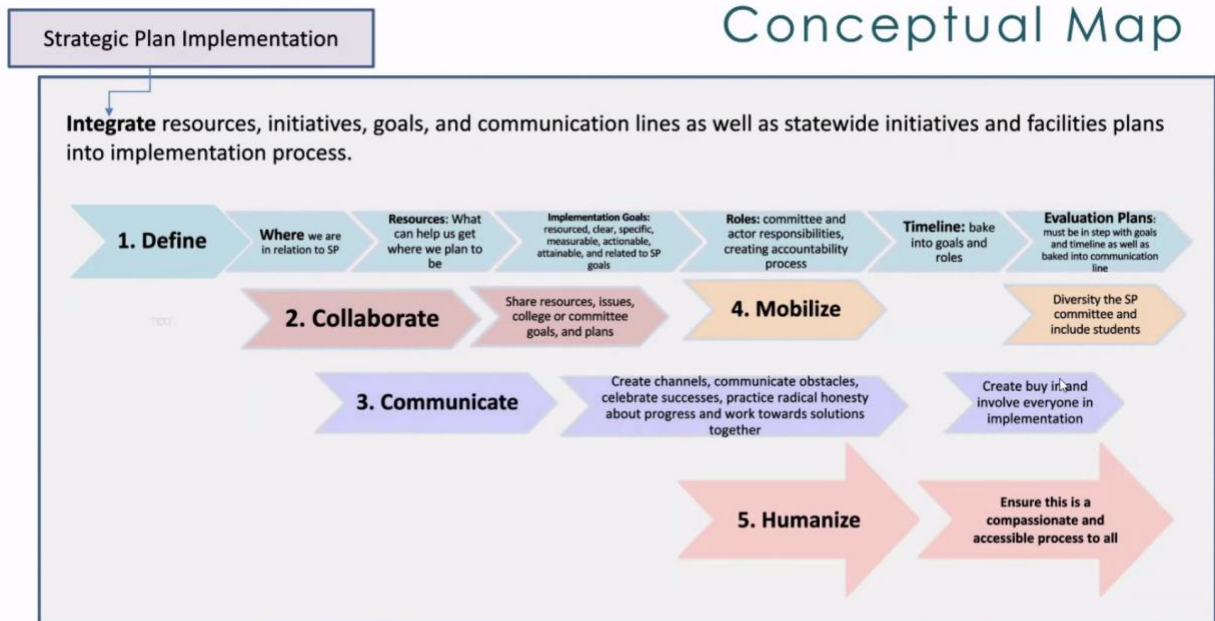
Announcements:

- The Planning Summit is March 15th; please RSVP. Offices are closed that day.
- Community day is April 5th, RSVP link forthcoming.

- The On-campus Board of Trustees meeting is March 14th at 4 pm in L-105.

District

1. The revised and updated [CurriQunet Meta](#) has been released. Training for CurriQunet Meta will take place on Fridays starting March 1, 2024: <https://sdccd-edu.zoom.us/j/89345223862>.
2. SDCCD’s Strategic Planning: the committee is working hard to ensure transparency, clarity, and collaboration in planning efforts across the district. See graphic below:



Institutional Innovation and Effectiveness | OIER

3. 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

State:

1. Consider attending the [2024 CCLEAD Fred McFarlane Lecture Series](#) featuring California Community Colleges Chancellor, Dr. Sonya Christian. Wednesday, March

13, 2024; 6:00 - 8:00 PM at the Palomar College Rancho Bernardo Education Center. [RSVP here](#).

2. The ASCCC is calling for nominations for one of the two faculty seats on the California Community Colleges Board of Governors. If you are interested, please contact a member of the A.S. Exec.
3. Advocacy Alerts from the California Community Colleges Chancellor's Office:
 - a. They are proud to co-sponsor [AB 1885 \(Addis\)](#) with the Student Senate for California Community Colleges (SSCCC). This bill would allow Disabled Services and Programs for Students (DSPS) students who are classified as full-time to be eligible for the Student Success and Completion Grant. Chancellor's Office contact for AB 1885 - Justin Salenik - jsalenik@cccco.edu; Hearing date: March 12, 2024 at 1:30 pm; Letters of support due: March 6, 2024 (see [AB 1885 Fact Sheet and Bill Analysis](#) here).
 - b. They are also proud to sponsor [AB 1891 \(Weber\)](#), which would authorize community colleges to use multi-criteria screening (MCS) for all allied health programs. Current law already allows community college nursing programs to utilize MCS, and this bill would extend the same capability to all allied health care programs – bringing equity in admissions across our limited enrollment healthcare programs. Chancellor's Office contact for AB 1891 – Imran Majid – imajid@cccco.edu; Hearing date: TBD; Letters of support due: TBD but strongly encouraged in early March (see [AB 1891 Fact Sheet and Bill Analysis](#) here).
 - c. They invite folx to show their support for these bill by submitting a letter to the Assembly Higher Education Committee via the [Legislature's Position Letter Portal](#) by **March 6, 2024**. Instructions for submitting letters are available on the Legislature's [website](#). Attached to this email are helpful resources for you, including a sample letter of support for each bill.
4. The annual process for formally reviewing the Disciplines List was initiated in February. The ASCCC is currently accepting proposals to revise the Disciplines List for the 2024-2025 cycle. The deadline for submission of proposals is September 30, 2024. Proposals received after the deadline may be held for the 2025-2026 cycle. More information is available on the ASCCC's website [here](#). Information regarding the current minimum qualifications can be accessed [here](#). If you have any questions, please contact disciplineslist@asccc.org and indicate "Disciplines List" on the subject line of the email.
5. Please see [AB 1705 STEM Validation Memo](#) from the CCCCO regarding ESLEI 24-15, which details required action for the AB 1705 Validation for STEM programs. Relatedly, faculty are invited to attend the Multiple Measures Assessment Project (MMAP) Webinar Spotlight on STEM Calculus 1: Impact of Preparatory Pathways on

Completion; March 7, 2024 at 3:00pm (use this link to register in advance for the webinar: https://us06web.zoom.us/webinar/register/WN_Wf6z-KmWQS-d51WmZ_n5mA#/registration). This webinar will share new findings on the impact transfer-level preparatory courses in Science, Technology, Engineering, and Math (STEM) pathways have on students' chances of completing the first calculus course required for their major. In addition, a deep dive into the methodology and methods used for this study will be shared to support local replication of this study.

6. Common Course Numbering (CCN), is currently transitioning from a planning phase to an implementation phase with the establishment of the CCN Council and the release of the [CCN Task Force's 2023 Report](#).
7. March 4-8 is Open Education Week 2024. Open Education Week was launched in 2012 by [Open Education Global](#) as a collaborative, community-built open forum. Every year OE Week raises awareness and highlights innovative open education successes worldwide. OE Week provides practitioners, educators, and students with an opportunity to build a greater understanding of open educational practices and be inspired by the wonderful work being developed by the community around the world.
8. The CCCCO released a memo regarding information on the [California Adult Education Program \(CAEP\) 2024-25 Preliminary Allocations](#). For questions regarding this memo, please contact caep@cccco.edu.
9. 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). Click [here](#) to view and submit an application.
10. See the [ASCCC Newsletter for February 22, 2024](#) (Subscribe to the [ASCCC Newsletter here](#)). The ASCCC also maintains a number of listservs that provide relevant information for a variety of disciplines and initiatives: visit [the ASCCC Newsletters webpage](#).

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

- a. [Supporting Nontraditional CTE Employment in California Community Colleges for Women](#), Thursday, March 7, 12:00 p.m. to 1:30 p.m.
- b. [Rising Scholars Faculty Advisory Committee Office Hours](#); Wednesday, March 20, 12:00 p.m. to 1:30 p.m.
- c. [Equity in the Online Course](#); Wednesday, March 20, 1:00 p.m. to 2:00 p.m.
- d. [California Legislative Process 101](#); Wednesday, March 20, 1:00 p.m. to 2:00 p.m.

Other Opportunities and Conferences:

- a. [ASCCC Noncredit Institute: Stepping into Vision 2030: A Noncredit Journey](#); May 2-3, 2024; Anaheim, CA
- b. CTE Regional Consortium Meeting for the San Diego/Imperial regions; May 17, 2024. [Register here](#). (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.)
- c. 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/>
- d. 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: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 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](#)"
- T. All Miramar employees have access to the **Go2Knowledge Professional Development Website**. Check it out here: <https://www.go2knowledge.org/sdccd>
- 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.")