SAN DIEGO Miramar COLLEGE

LATINX HERITAGE MONTH

MON 9/16

KICK-OFF CELEBRATION
12:30 PM - 1:30 PM | K2 - COMMUNITY LOUNGE

Celebrate Latinx Heritage Month with music, food, games and activities. Come learn about different Latin American cultures.   Sponsored by LEAD & Outreach

TUE 9/17

POETRY READING
11:10 AM - 12:00 PM | H-106

Join Dr. Adrian Arancibia, founder of the seminal Chicano/Latino performance poetry collective Taco Shop Poets & professor of English, and Chicano Studies. Sponsored by LEAD & IDEA Committee

WED 9/18

CLUB RUSH - MARIACHI
12:00 PM - 2:00 PM | COMPASS POINT

Join us for live music by Mariachi Mi San Diego, and learn about our student clubs and leadership opportunities. Sponsored by Student Affairs & LEAD

THU 9/26

MARGINALIZED VOICES
12:00 PM - 1:30 PM | LIBRARY ATRIUM

Sandy Shakes is a spoken word truth artist who has shared the mic on many stages and in powerful anthologies. Sponsored by LEAD & IDEA Committee

WED 10/2

MEDICAL SPANISH WORKSHOP
2:30 PM - 4:30 PM | H-105

An introduction to medical expressions to help patients, doctors, nurses, and interested people communicate basic medical needs

THU 9/26

MARGINALIZED VOICES
12:00 PM - 1:30 PM | LIBRARY ATRIUM

Sandy Shakes is a spoken word truth artist who has shared the mic on many stages and in powerful anthologies.
Sponsored by LEAD & IDEA Committee

WED 10/2

MEDICAL SPANISH WORKSHOP
2:30 PM - 4:30 PM | H-105

An introduction to medical expressions to help patients, doctors, nurses, and interested people communicate basic medical needs in Spanish.   Sponsored by IDEA Committee
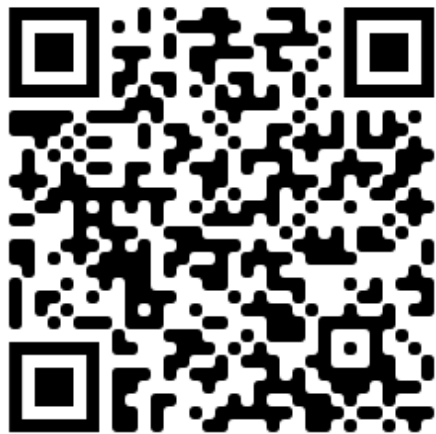
TUE 10/15

AUTHOR RANDY PARRAZ
10:30 AM - 11:45 AM | TBD

Presentation by the author of "Dignity by Fire: Dismantling Arizona's Anti-Immigration Machine" Sponsored by LEAD & IDEA Committee

1

San Diego Miramar College Academic Senate Meeting

September 17, 2024
2023-24 Academic Year

Cultivating Community:
Making the invisible visible

(QR Code for A.S. Webpage)

Attending for Flex credit? Email rgomez001@sdccd.edu or jbartolo@sdccd.edu

2. Agenda Overview

1. Call to Order
2. Approval of Agenda & Consent Calendar
   a. DRAFT minutes from 9/3/24
3. Land Acknowledgement
4. Public Comments
5. Action Items
   a. Appointing New Adjunct Senators
   b. Second Read: Updates to ASC&B Language on Public Comments
6. Discussion Items
   a. Overview and Updates on the SCFF
   b. First Read: Puente Presentation

c. First Read: Clarifying and Updating ASRE Committee Language in ASC&B
d. Department Chairs' Concerns with the Anonymous Screening Process
7. Reports:
   a. Standing: Technology Committee
   b. Introducing the Specialized Counseling & Services Department
   c. Executive Committee Reports
      i. AS Resource Document
8. Announcements
9. Adjournment

See the complete A.S. Agenda here

3. Land Acknowledgment

We recognize that San Diego Miramar College sits on the ancestral homeland of the Kumeyaay people, who have lived in this area for well over 10,000 years, and we honor their past, present, and future connection to this land and its inherent connection to their identity.

We acknowledge our occupation of unceded Kumeyaay land and the violent systemic injustices this has continuously perpetuated for Native peoples of this region. We pay respect to the Indigenous people of San Diego County - past, present, and future - and honor their continuing presence in their homeland and their spiritual beliefs that land does not belong to people; people belong to land.

We also acknowledge that this is merely the beginning, and there is far more work to be done in an attempt to heal all of the injustices and inequities that still exist today and throughout their entire historical diaspora. Hopefully we can find a way to move forward together.

KUMEYAAY MAP

The above Mike Connolly historical "Kumeyaay Lands 1769-2000" map picture details the 2005 Indigenous California Indian tribes of the greater Southern California area and northern Baja California, Mexico, the Native American Indian reservations, and contrasts them with the Indigenous Kumeyaay territory of 1769 (gray area).

Resources: "Making a land acknowledgment meaningful"; A call for more powerful land acknowledgements

4. Public Comments (10 min)

- Limited to topics not on the agenda
- 3 min. per speaker
- To be continued at the end of the meeting if necessary
- If total time for public comment would go beyond 10 minutes, in order to accommodate two or more topics, we would resume public comment after the agenda has been completed. (Senators do not need to stay at the meeting beyond 5:00 if the agenda is complete.)

5. Action Items (Second Reads)

5.1. Appointing New Adjunct Senators by Acclamation – Pablo Martin (5 mins.)

- Erin Smith: Anthropology Adjunct (LA)
- Darin Kuite: EMGM/FIPT Adjunct (Public Safety)
- Najah Abdelkader: Philosophy Adjunct (LA)
- Kristen Everhardt: Communication Studies (LA)
- Kristen Bonwell: Psychology (LA)
- Mike Colafrancesco: EMGM/FIPT (Public Safety)
- Natalie Bickett: Biology (MBEPS)

5.2. Second Read: Updates to ASC&B Language on Public Comments
Pablo Martin (5 mins.)

Public Comments that relate to 10+1 items (outlined in California Title V) that are not on the agenda will be limited to 2 mins. per speaker, 10 mins. per topic. Public Comments on agenda items will take place before the A.S. body discussion begins but after any relevant presentations.

    i.   Speakers must indicate their desire to address the body before the meeting is called to order by: emailing the A.S. President, Secretary, or Administrative Assistant or informing any of the A.S. Executive Officers in person (or via Zoom's chat or other messaging system) immediately before the meeting.

5.2. Updates to ASC&B Language on Public Comments (cont.)

ii. Individual speakers may not yield their time to another speaker or spokesperson. However, if someone wishes to address the body on one issue at length, they are invited to communicate with the A.S. Executive Committee and ask that their issue be placed on an upcoming agenda.

iii. If the total time for Public Comment (on items not listed on the agenda) goes beyond 10 minutes, in order to accommodate two or more topics, the body will resume public comment after the agenda has been completed. Only the A.S. President would need to remain to hear these comments, all Officers and Senators would be free to go after the conclusion of all agenda items.

NOTE: a motion to approve this language requires 2/3 support of the body

6. Discussion Items (First Reads)

6.1. Overview and Updates on the Student-Centered Funding Formula
Chancellor, Greg Smith & Vice-Chancellor of Finance and Business Services, Daniel Troy (10 mins. + 5 mins. Q&C)

Report: Student Centered Funding Formula Overview

I. In 2023-2024, SDCCD's SCFF revenue exceeded its hold harmless revenue protections. 2024-2025 revenues establish a "funding floor" which also acts as a funding ceiling if SCFF revenues do not meet the floor.

II. Going forward, ensuring SCFF revenues exceed the funding floor is essential for SDCCD's financial stability, expanding current academic programs, establishing new programs, and expanding services to support student access, persistence, and success

III. This is an informational item only

The San Diego Community College District uplifts diverse individuals and communities through culturally affirming teaching, learning, and work environments.

Mission

Every member of our community experiences inclusive excellence...spaces where access, belonging, success, and the exchange of ideas and learning are paramount for our diverse community of students, faculty, and employees. We increase the prosperity and well-being of our local communities and the state of California.

Vision

Apportionment Funding Formula Change

- Prior Basis: Full-time equivalent students (FTES) served
  - Funded FTES capped by prior year enrollment plus available funds for growth

- 2018-2019: Conversion to Student-Centered Funding Formula (SCFF)
  - Credit FTES funding reduced by 26.5%
  - Fully-earned credit FTES depends on financial need and success outcomes
  - Special Admit Credit FTES (e.g. dual enrollment) funding was not reduced, full funding is not contingent on financial aid awards or success outcomes
  - CDCP and Noncredit FTES funding was not reduced (not eligible for financial aid)

SCFF Overview

- Base Allocation: Basic + three-year average FTES funding earned
- Supplemental Allocation: Prior year headcount of AB540, Pell, and California Promise Grant awards
- Success Allocation: Three-year average of success category headcounts

- Formula Targets: 70% base, 20% supplemental, 10% success

FTES Funding Overview

FY	Credit FTES	% Change	Special Admit / CDCP FTES	% Change	Noncredit FTES	% Change
16-17	$5,006		$5,006		$3,010	
17-18	$5,072	1.32%	$5,072	1.32%	$3,050	1.32%
18-19	$3,727	-26.52%	$5,457	7.59%	$3,348	9.76%
19-20	$4,009	7.57%	$5,622	3.03%	$3,381	0.99%
20-21	$4,009	0.00%	$5,622	0.00%	$3,381	0.00%
21-22	$4,212	5.07%	$5,907	5.07%	$3,552	5.07%
22-23	$4,840	14.91%	$6,788	14.91%	$4,082	14.91%
23-24	$5,238	8.22%	$7,346	8.22%	$4,417	8.22%
24-25	$5,294	1.07%	$7,425	1.07%	$4,465	1.07%

SDCCD FTES Actuals

FY	Credit FTES	% Change	Special Admit / CDCP FTES	% Change	Noncredit FTES	% Change	Total Actual FTES	% Change
16-17	35,537		6,404		2,079		44,020	
17-18	35,650	0.32%	6,327	-1.20%	2,065	-0.70%	44,041	0.05%
18-19	31,665	-11.18%	6,478	2.39%	2,154	4.35%	40,297	-8.50%
19-20	28,079	-11.33%	6,168	-4.78%	1,959	-9.05%	36,206	-10.15%
20-21	27,395	-2.44%	7,795	26.37%	2,443	24.70%	37,633	3.94%
21-22	24,302	-11.29%	7,768	-0.34%	2,523	3.25%	34,593	-8.08%
22-23	24,326	0.10%	9,120	17.40%	2,527	0.16%	35,973	3.99%
23-24	26,804	10.19%	9,370	2.74%	1,283	-49.23%	37,458	4.13%
24-25	27,876	4.00%	9,745	4.00%	1,334	4.00%	38,956	4.00%

Emergency Conditions Allowance

FY	Actual Credit FTES	ECA	Actual CDCP/ Special Admit FTES	ECA	Actual Noncredit FTES	ECA	Total Actual FTES	Total Funded ECA FTES
19-20	28,079	1,910	6,168	238	1,959	-465	36,206	37,889
20-21	27,395	2,594	7,795	-1,389	2,443	-949	37,633	37,889
21-22	24,302	5,687	7,768	-1,362	2,523	-1,028	34,593	37,889
22-23	24,326	5,663	9,120	-2,714	2,527	-1,032	35,973	37,889
23-24	26,804	N/A	9,370	N/A	1,283	N/A	37,458	N/A

SCFF Earned Revenue Overview

FY	Basic Allocation	FTES Allocation	Supplemental Allocation	Success Allocation	Total SCFF Revenue	Hold Harmless Funding	Total Revenue	Funded FTES
16-17	$18,010,483	$212,533,682	N/A	N/A	$230,544,165	N/A	$230,544,165	44,020
17-18	$18,856,446	$216,564,539	N/A	N/A	$235,420,985	N/A	$235,420,985	44,041
18-19	$20,241,884	$170,022,940	$45,071,215	$20,158,644	$255,494,683	$0	$255,494,683	40,120
19-20	$20,901,767	$169,080,561	$41,595,396	$23,248,683	$254,826,407	$6,130,292	$260,956,699	39,832
20-21	$20,901,767	$163,383,652	$39,320,196	$24,808,986	$248,414,601	$12,542,098	$260,956,699	37,889
21-22	$21,961,488	$169,469,556	$34,523,565	$25,739,041	$251,693,650	$22,493,554	$274,187,204	37,889
22-23	$30,743,853	$194,744,760	$36,302,754	$28,234,231	$290,025,598	$2,148,287	$292,173,885	37,889
23-24	$32,197,738	$223,633,413	$38,643,951	$28,774,790	$323,249,892		$323,249,892	39,254
24-25	$32,542,257	$220,794,951	$39,057,441	$28,215,117	$320,609,766	Stability $6,098,900	$326,708,666	38,956

SCFF Earned Revenue Potential

FY	Basic Allocation	FTES Allocation	Supplemental Allocation	Success Allocation	Total SCFF Revenue Earned	Base %	Supp %	Success %
18-19	$20,241,884	$170,022,940	$45,071,215	$20,158,644	$255,494,683	74.47%	17.64%	7.89%
19-20	$20,901,767	$169,080,561	$41,595,396	$23,248,683	$254,826,407	74.55%	16.32%	9.12%
20-21	$20,901,767	$163,383,652	$39,320,196	$24,808,986	$248,414,601	74.18%	15.83%	9.99%
21-22	$21,961,488	$169,469,556	$34,523,565	$25,739,041	$251,693,650	76.06%	13.72%	10.23%
22-23	$30,743,853	$194,744,760	$36,302,754	$28,234,231	$290,025,598	77.75%	12.52%	9.74%
23-24	$32,197,738	$223,633,413	$38,643,951	$28,774,790	$323,249,892	79.14%	11.95%	8.90%
24-25	$32,542,257	$220,794,951	$72,382,059	$36,191,030	$361,910,297	70%	20%	10%
25-26	$33,495,744	$221,515,003	$72,860,213	$36,430,107	$364,301,067	70%	20%	10%

Enrollment Management / Budget Discussions

- 100% FAFSA Completion
- Dual Enrollment
- Short-term, fully online, flexible degree/certificate programs for working adults
- Industry-aligned, stackable credentialing
- Apprenticeship
- Credit for Prior Learning
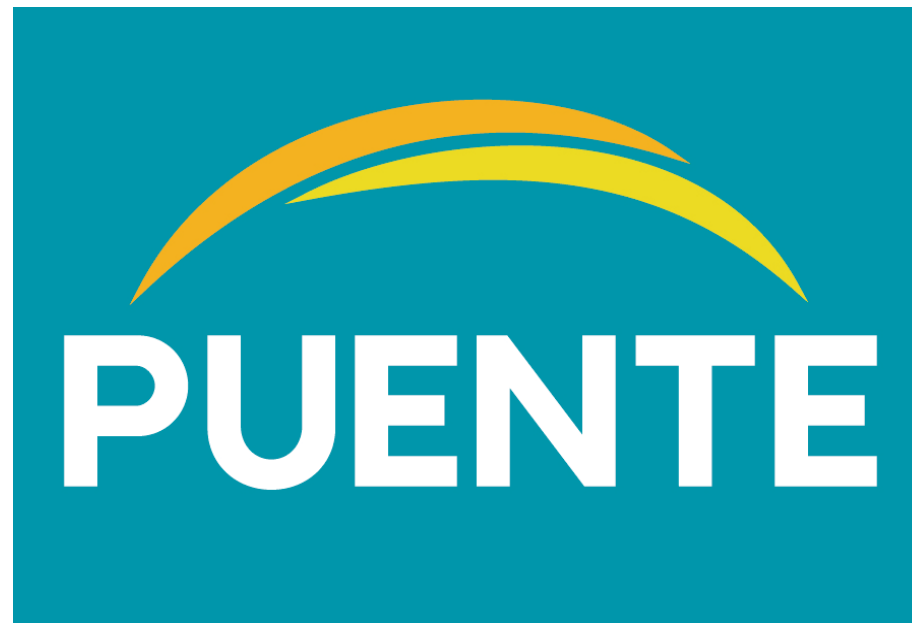- Noncredit to Credit Alignment

Discussion

6.2. First Read: Puente Presentation
IDEA Committee (Ali Gonzalez and Martin Gonzalez; 10 mins. P,Q,&C)

Pathway to Puente:
San Diego Miramar College

Presented by Ali X. Gonzalez, Ed.D. (EOPS Counseling Faculty) & Martin Gonzalez, M.S. (Gen. Counseling Faculty)
Tuesday. Sept 17th, Academic Senate Meeting

Action for A.S.

- Our asks for the Academic Senate to support a "work group" or a task force to begin laying down the foundations for Administration, Counseling and the English Department to begin meeting to discuss the ins-n-outs of bringing Puente to Miramar (funding, staffing, etc).

- An overall motion of support to bringing Puente to San Diego Miramar College.

Puente Project History

- Established 1981

- Currently, at 65 California Community Colleges

- Sponsored by the University of California (UC) and the California Community Colleges (CCC) systems

- Grassroots initiative established to address the low rate of academic achievement for Latino students (retention, transfer rates, etc.)

- Student Support Program

The Puente Model
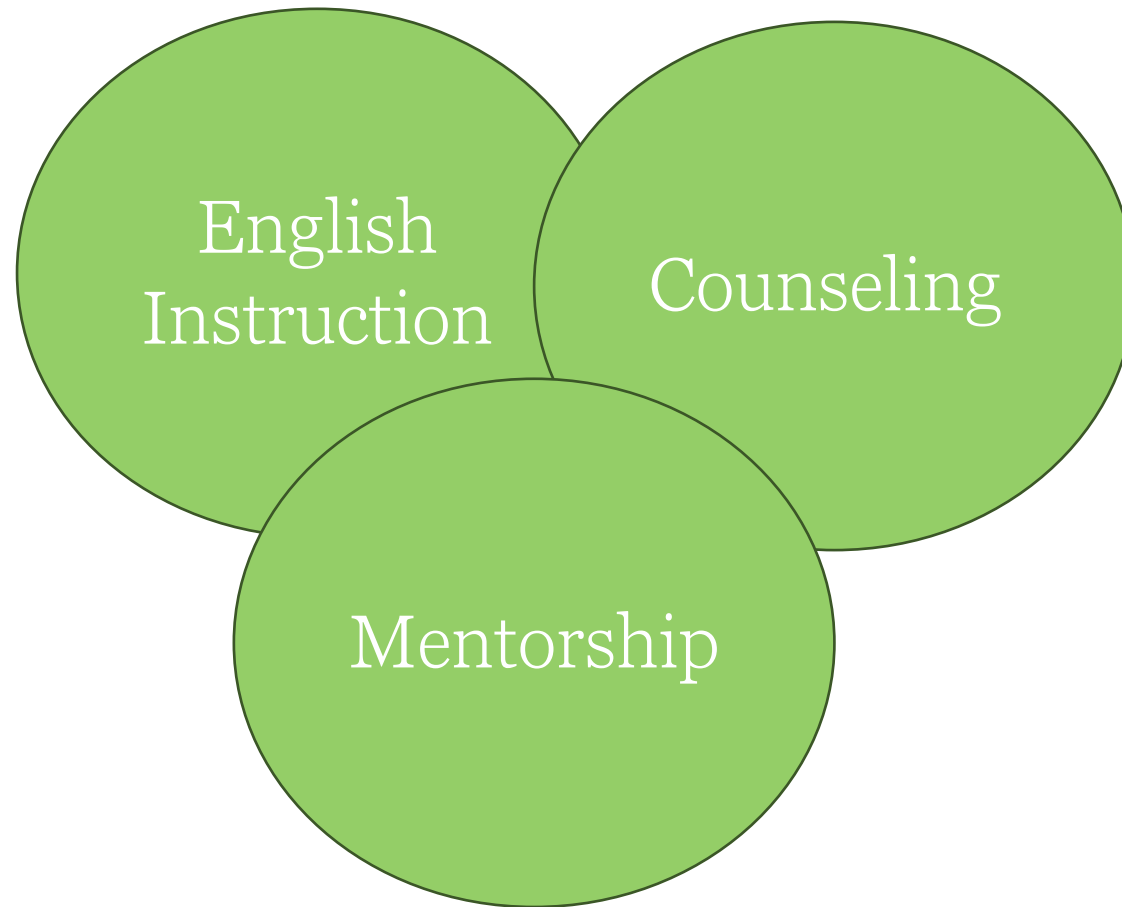
Goals of Puente Project:

1. To increase the number of Latinx students who enroll in four-year colleges and universities.

2. To help students earn college degrees that will equip them to return to their community as mentors and leaders of future generations

3. Establish community for Latinx students

4. Literature supports student success in learning communities/student support programs

Why Puente at San Diego Miramar College?

- San Diego Miramar College is a Hispanic Serving Institution (HSI) (waiver)

- An HSI is defined as, "A campuses commitment to expanding the educational opportunities and improve the academic achievement attainment of Latinx/Chicanx and low-income students and to expand and enhance the academic offerings, program quality and institutional stability of colleges and universities that are educating the majority of Hispanic college students."

- Latinos are 40% of California's population, 52% of Californians under the age of 24 are Latinx, and 46% of the students enrolled in California Community Colleges are Latinx

- Latinx students are D.I. population

- Out of District campuses, Miramar is the only site that does not have Puente

Latinx Students at San Diego Miramar College

- Completion

- Persistence

- Utilization of student services

- Counseling Interventions

- Financial Aid

Financial Funding

- Funded by UCOP and CCC, which serve as co-sponsors of the program and a fee-for-service model

- UC Berkeley serves as the fiduciary agent and steward, managing all Project funds through a UC account

- Coordinators (Counselor and English faculty member) commit to the program for 3-4 years

- The program must have a full-time writing instructor and counselor who meet the criteria for participating in this program

- The college is willing to provide financial support for program operation, and ideally this is a line-item budget allocation shared between the two divisions

District/Campus Contribution

- Counselor and Instructor Commitment:

Full-time counselor, assigned to Puente at 50% and to general counseling at 50%

Full-time writing instructor who will teach the Puente English course and receive 20-25% reassignment time for co-coordination of the program

- Administrative & Site Budget Support for Puente Team:

Ten hours of clerical assistance a week for the site team

A minimum of $10,000 annually- from the college's own resources, Title V funds, or through shared college services- is available to the Puente site team for program operating costs, which include student field trips, trips to college and campuses, mentoring activities, books and cultural activities

Reassigned Time

- Co-coordinators should be given "reassigned time" to implement the program

- Campus agrees to reassign the counselor to Puente for 50% of load and to reassign the instructor to Puente co-coordination for 20 or 25% of his/her load

- Counselor's 50% time is usually about 15-17 hours per week

- English faculty with a traditional 15-unit load, will usually have one Puente class and 25% re-assigned time for co-coordinating duties

Common Questions/Concerns

- Program Costs versus Return on Investment (cohort has about 25-30 students)

- Available staffing to provide release support for the counselor and instructor

- Committing to program for 2-3 years with funding and individuals coordinating the program (English Instructor and Counselor) from departments and institution as a whole

- Source: https://www.thepuenteproject.org/

- Contact: Grace Ebron ebron@berkeley.edu

6.3.   First Read: Clarifying and Updating ASC&B Language regarding the ASRE Committee – ASRE Co-Chairs (5 mins.)

New language is in red: This committee of the Academic Senate shall evaluate the equity of initiatives, practices and policies that may have a disproportionate impact on adjunct faculty; increase awareness of opportunities to support adjunct faculty success and retention; identify any disparity in adjunct faculty access to professional development; and explore partnerships to help improve resources and compensation available to adjunct faculty. ASRE is a committee of the Miramar Academic Senate comprised of two part-time faculty from each of the five college areas, plus one at large contract faculty member and one at large classified professional.

6.4.   Addressing Department Chairs' Concerns with the Anonymous Screening Process – Kevin Petti (5 mins. + 5 mins. Q&C)

7. Reports

7.1.1. Committee Reports: Standing, Technology Committee Lisa Muñoz (5 mins.)

7.2.1. 7.2.1. Introducing the Specialized Counseling & Services Department – Monica Demcho & Kandice Brandt (10 mins. + 5 mins. Q&C)

- Newly formed in the Spring 2024 semester, the department is presenting an overview of programs/faculty that are part of the new department (DSPS, EOPS, Mental and Physical Health), the unique populations of students they serve, and opportunities for collaboration with other instructional faculty peers.

7.3: Executive Committee Reports

7.3.1: President's Report

The bulk of my report can be found in the [SDMC Academic Senate Resource Doc](#) for today's meeting. If you have questions that you don't ask today, 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 also invited to complete the [A.S. Anonymous Feedback Form](#).

1. Workgroup on Adjunct Issues: At the 5/7/24 A.S. meeting, the body voted to table the ASRE's Resolution (Supporting Adjunct Faculty Equal Rights to Staff Development Compensation) in favor of creating a workgroup focused to ensure the issues addressed in the resolution are addressed. Please contact Pablo Martin (pmartin@sdccd.edu) or ASRE Co-Chairs: Kristen Everhart (keverhart@sdccd.edu) or Kristen Bonwell (kbonwell@sdccd.edu) if you are interested in joining this workgroup.

7.3.1: President's Report (cont.)

2. You are invited to Invest in Success 2024, one more (fun and social) way to show your support for our remarkable students. More information about the event is in the invitation below, and tickets can be purchased here.
Saturday, October 26, 2024, from 4:00 – 8:00 pm
Bali Hai Restaurant; 2230 Shelter Island Dr.; San Diego, CA 92106
3. The PROA Subcommittee Co-Chairs responded to our feedback on the 2024-2027 Program Review Outcomes Assessment Functional Plan—they are still drafting those changes, so stay tuned to see and review that draft (feel free to email pmartin@sdccd.edu if you want to share further comments or nudge me to see if I've received an updated draft yet). The overview of these changes are continued on the next slide:

7.3.1: President's Report (cont.)

3. Continued:
- The plan now specifies that the PROA Subcommittee will be responsible for the activities listed, unless stated otherwise (you can see changes/updates in red font)
  - Nessa Julian, the Equity Dean, has also advocated for adding the Faculty Equity Coordinator as a voting member of the PROA Subcommittee
- The LEAD Office and the IDEA Committee have been identified in various parts of the document (you can see changes/updates in red font)
- Unless folx have more questions or wish to make further adjustments to the plan, it will likely be coming back for a vote at A.S. on 10/1/24 (although this may change since as the most current draft is not available to review)

7.3.1: President's Report (cont.)

4. Reminders on remote attendance at A.S. meetings: [The document with a sign-up form outlining this process](#) states "Please submit this form as soon as possible but at least five days prior to the first meeting you plan to attend remotely." That's Thursday at 3:30, although I am usually able to capture any requests made until late Thursday. I have updated the form so that this is more clear.

   - Please confirm your meeting modality is accurate on each A.S. Agenda.
   - Senators who don't submit an updated form to indicate that they will be attending in person before the agenda is printed will need to attend from their remote location.
   - Otherwise, if a senator wants to attend in person, they will need a proxy to vote for them (otherwise, they can't vote and will be counted absent).
   - Remote locations must provide a way for the public to participate.

7.3.1: President's Report (cont.)
State:
1. The ASCCC is hosting three virtual Common Course Numbering (CCN) faculty events to address 23 courses across 12 disciplines. **I have been invited to nominate up to two faculty members per discipline to participate** in Common Course Numbering Faculty Workgroups (CCNFWs) during these multi-day convenings. Please contact pmartin@sdccd.edu if you are interested in being nominated. The disciplines are: Biology (3 courses); Chemistry (3 courses); Math (4 courses); Astronomy (1 course); Anthropology (1 course); Communication Studies (1 course); Sociology (1 course); Child Development (1 course)
2. The attached memorandum provides an update on the implementation of the Common Course Numbering (CCN) system, CCN Templates and Phase I courses, curricular implications, current articulation, and guidance for local colleges.

7.3.1: President's Report (cont.)
State:

3. The attached memorandum contains information about the availability of the model curriculum for the Modern Policing Degree. The degree was designed to incorporate diverse stakeholder perspectives, address systemic racism outlined in the 2020 Call to Action, and support the California Community Colleges' equity goals in Vision 2030. You may access the Modern Policing Degree Model Curriculum here.

4. The attached memorandum provides an update on the implementation of the Common Course Numbering (CCN) system, CCN Templates and Phase I courses, curricular implications, current articulation, and guidance for local colleges.

5. The Board of Governors is sharing notice and seeking input on: "Burden-Free Access to Instructional Materials," "Mathematics, Engineering, Science Achievement (MESA) Program," and "Flexible Calendar."

7.3.3-8 Executive Committee Reports

Vice-President – Carmen Carrasquillo

Secretary – Rodrigo Gomez

Treasurer – Dawn Diskin

Contract Member-at-Large – Olivia Flores

Part-Time Member-at-Large – Desi Klaar

Chair of Chairs – Kevin Petti

Curriculum Chair – Darren Hall

8. Announcements

1 min. time limit each

9. Adjournment

The next meeting of the SDMC Academic Senate is:
Tuesday, 10/1/24 from 3:30-5:00 pm in M-110 and on Zoom.

Senators wishing to attend remotely can learn more via the
A.S. Senator Remote Attendance Form. Senators wishing to change
their attendance to in person should contact rgomez001@sdccd.edu.