



**In Memory of
Sam S. Shooshtary**

**Thank you for 24 years of
dedicated service.**

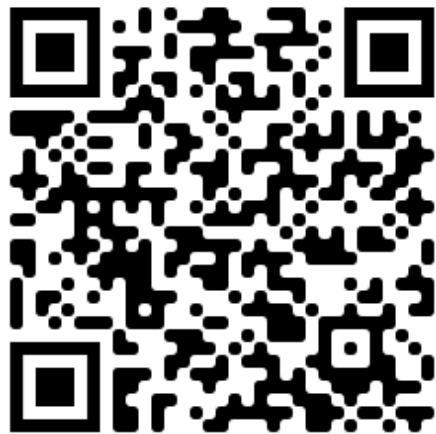
2000-2024

SAN DIEGO
MIRAMAR COLLEGE | EOPS/CARE/NEXTUP
& CALWORKS

SUPPORT A MIRAMAR
STUDENT
OR FAMILY
FOR THE HOLIDAYS



San Diego Miramar College Academic Senate Meeting



(QR Code for A.S. Webpage)

December 3, 2024
2023-24 Academic Year

*Cultivating Community:
Making the invisible visible*

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 11/19/24](#)
3. Land Acknowledgement
4. Public Comments
5. Action Items
 - a. A.S. Bylaws Update
6. Discussion Items
 - a. Curriculum Committee Updates
 - b. GAIA Presentation: Campus Safety
7. Reports:
 - a. Special Reports:
 - i. UMOJA/BSU
 - ii. Work Based Learning
 - iii. ASC Updates
 - b. Executive Committee Reports
 - i. [AS Resource Document](#)
8. Announcements
9. Adjournment

[A.S. Agenda for 12/3/24](#)

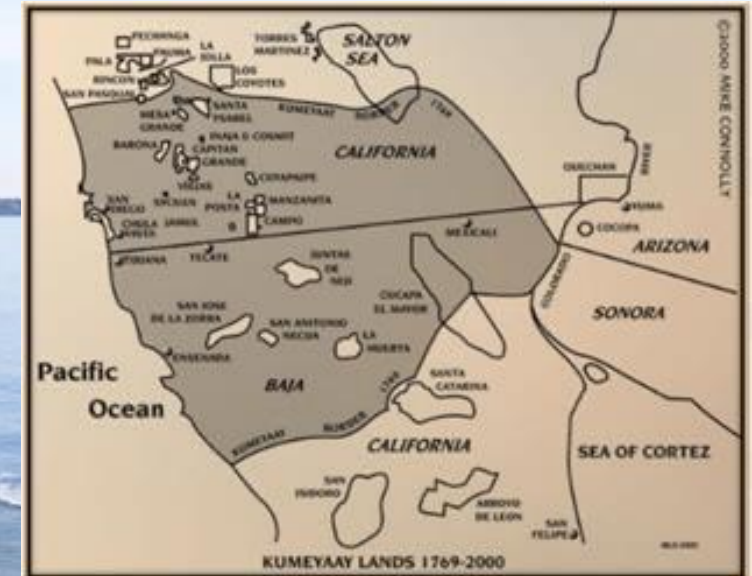
[AS Code of Conduct](#)

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).

4. Public Comments (10 min)

- Limited to 10+1 items that are not on the agenda
 - Public Comments on agenda items will take place before the A.S. body discussion begins but after any relevant presentations.
- 2 min. per speaker, 10 mins. per topic
 - Individual speakers may not yield their time to another speaker or spokesperson
- To be continued at the end of the meeting if necessary

5. Action Items (Second Reads)

5.1. A.S. Bylaws Update: Allowing for Mid-Term Elections for A.S. President - Pablo Martin (5 mins.)

- “The Vice President will finish that term as President and the Election Committee will conduct elections for a new Vice President immediately. In the event that the vacancy occurs at the conclusion of the first year of the President’s term and the Vice President opts not to assume the role of President for the second year of that term, the Election Committee will conduct elections for a new President in the Spring or immediately upon notice, whichever occurs later, for a one-year term to take effect on July 1st of the upcoming academic year.”
- 2/3 approval required for this to go into effect Spring Semester, 2025. ⁷

6. Discussion Items (First Reads)

- 6.1. **Standing: Curriculum Committee Updates - Darren Hall (10 mins.)**
- 6.2. **Gender Advocacy, Inclusion and Advancement (GAIA) Presentation on Campus Safety - Amy Alsup & Carmen Carrasquillo (10 mins + 5 mins Q+C)**
 - Please see the following slides

Improving Campus Safety

Dr. Carmen Carrasquillo & Professor
Amy Alsup

Gender Advocacy, Inclusion and Advancement (GAIA)

Please join us at our next meeting where we will work together to break down barriers, challenge stereotypes, and drive positive change.



Campus Safety

- ❓ The Higher Education Act of 1965 (HEA) was implemented to provide various resources and financial assistance for students in higher education institutions (The American Association of Collegiate Registrars and Admissions Officers (AACRAO, n.d.)).
- ❓ In 1990, the Act was amended with Title II: the Crime Awareness and Campus Security Act (CACSA), which requires higher education institutions to disclose crime statistics from the last three years and current institutional security policies (United States Department of Education, 2016).

Campus Safety

- ❓ In 1994, the Violence Against Women Reauthorization Act (VAWA) was first enacted, which renews every five years (The National Network to End Domestic Violence, 2024).
- ❓ In 1998, the Crime Awareness and Campus Security Act (CACSA) was renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act) to memorialize a student who was tragically murdered while in her dorm room (United States Department of Education, 2020).

Campus Safety

“Under VAWA, colleges and universities are required to:

- Report domestic violence, dating violence, and stalking, beyond crime categories the Clery Act already mandates
- Adopt certain student discipline procedures, such as for notifying purported victims of their rights
- Adopt certain institutional policies to address and prevent campus sexual violence, such as to train in particular respects pertinent institutional personnel”

(American Council on Education, 2014).

Campus Safety

- Despite all these federal efforts, and other important state-wide legislative moves, a 2024 California Assembly Higher Education Committee report detailed widescale distrust and resentment of the way their institutions handle Title IX cases (Smith, 2024).
- “The prevailing message from students, staff and faculty is that current policies of the CCC, CSU, and UC do not protect survivors" of discrimination and sexual harassment appropriately (Smith, 2024, para. 4).

Campus Safety

- ❑ The organization Student Affairs Administrators in Higher Education (NASPA) released a 2024 report after asking senior leaders in student affairs to indicate what they view as most important to their institutions.
- ❑ The top ten concerns revolved around preserving student well-being on campus. “83% identified the need for health, safety, and well-being education, and 80% emphasized increased campus-wide collaboration in these areas” (Student Affairs Administrators in Higher Education, 2024, para. 1).
- ❑ Experts in the field agree that improving campus safety requires transparency and collaboration among different sectors of a campuses and districtwide efforts.

Improving Campus Safety: A Shared Responsibility

Recommended Actions from GAIA

Gender Advocacy, Inclusion and Advancement

- 1. Educate**
- 2. Protect**
- 3. Improve**

Improving Campus Safety: A Shared Responsibility

- **Recommended Action #1: EDUCATE**

- Bystander intervention training for all
- Campus-wide Safety Fair to teach about policies, processes, resources
- Campus Safety Forum (guests -SDCCD Campus Police; Title IX Coordinator; VC People, Culture & Technology)
- Syllabus statements
- Safety presentations to classes, departments, clubs and programs
- Elevated communication: Agendize campus safety at ASG, Senates, College Council to increase awareness and collaborate on actionable strategies.
- Outreach: Post flyers that include emergency phone numbers and a QR code to a reporting form.
- Embedded Anti-stalking Awareness Campaign

Improving Campus Safety: A Shared Responsibility

- **Recommended Action #1: EDUCATE**
- **Review broadly the SDCCD Annual Security Report (Safe and Sound), 2021-2023**
 - 24-hour College Police Communications Center at 619-388-6405. From campus building phones, press the college police button for immediate assistance.
 - Criminal action and any other incidents may also be reported via email to the SDCCD Police Department at police@sdccd.edu.
 - When a sexual assault, dating violence, domestic violence or stalking incident is reported to College Police, staff on the scene, including College Police, will offer the victim a variety of District and other local resources.

Improving Campus Safety: A Shared Responsibility

- Recommended Action #1: EDUCATE

- SDCCD Annual Security Report, Campus Security Authority (CSA)

- + Faculty members who do not have responsibility for student and campus life beyond the classroom, clerical staff, cafeteria staff, facilities staff, and maintenance staff are not considered CSA's; however, they are **not prohibited from reporting crimes and are encouraged to do so** for accurate record keeping by the District.
 - + The District will issue **Timely Warning Notices** whenever a Clery Crime is committed on District property or on adjoining public property and the District believes that there may be a serious or continuing threat to students and employees.
 - + District employees and students are automatically registered on the ***RAVE Alert*** platform.

Improving Campus Safety: A Shared Responsibility

- Recommended Action #2: PROTECT
 - Safe Walk Service
 - Community Safety Patrols
 - Designated Safety Ambassador for each School/Area
 - More support for womxn's organizations and clubs: leadership conferences and retreats to collaborate on solving issues affecting womxn on campus
 - Designated Womxn's Resource Center
 - Womxn's Empowerment Week
 - Resource fair, films, art, guest speakers
- “If students feel unsafe walking alone, they can call our communication center, and we will send an officer to escort them.”

Improving Campus Safety: A Shared Responsibility

- **Recommended Action #2: PROTECT**
- **Post-election Considerations: The Influence of Political Actors**
 - “.....a blistering series of attacks on **refugees, immigrants, the environment, public health, women, workers, people of color, LGBTQIA+ people, and the middle-class**” (Oxfam).
 - How can we proactively protect our most vulnerable communities going forward?

Improving Campus Safety: A Shared Responsibility

- **Recommended Action #2: PROTECT**
- UndocuLiaisons are located on California community college campuses to provide answers and support for undocumented students of all nationalities and backgrounds. These resources provide a safe community for UndocuScholars and a judgement free place that makes it easier for students to focus on school and know they have support.
- [Find your nearest UndocuLiaison](#)

San Diego Miramar
College
619.388.7800
10440 Black
Mountain Road, San
Diego, 92126
www.sdmiramar.edu

Cheryl Barnard,
Ph.D.
619-388-7485
cbarnard@sdccd.edu
[Undocumented
student resources
& support
services](#)

Improving Campus Safety: A Shared Responsibility

- **Recommendation #2: PROTECT**
- **Post election considerations**
 - Offer a more visible protection campaign through cross-group dialogue and unity events.
 - Collect, disaggregate and analyze new data on campus safety perceptions through multiple measures to implement intervention strategies.
 - Re-visit the [Reimagining Campus Policing Recommendations](#)
 - **Students should be seen as equal partners in ensuring campus safety and leading campus change.** This means acknowledging the power dynamics that may prevent students from fully participating.

Improving Campus Safety: A Shared Responsibility

- Recommended Action #3: **IMPROVE**
 - **Audit** our campus justice process.
 - Put a [reporting form](#) on the website and share widely.



[About Mesa](#) / [Administrative Services](#) / [Safety](#) / [Report a Safety Concern](#)

MESA

Education

Administrative Services

Service Request

Business Services

Business Office Support

College Technology Services

Facilities, Events, & Operations

Forms

Request

Print & Mail Services

Print Request

Report Safety Concern

Safety

Workroom

Technology Request Form

Safety Form

Please fill out the following form to report a safety concern.

Unsafe Condition or Practice*

Location*

Suggestion for Improving Safety

Optional

Name

Optional

Improving Campus Safety: A Shared Responsibility

- Recommendation #3: **IMPROVE**

- Anti-violence and anti-harassment policies, incident reporting, investigation protocols, and potential actions need to be clearer and more transparent.
- Shorten the time frame for implementing identified interventions.
- Encourage open communication and thoughtful responses for the common good.

References

American Council on Education. (2014). *New Requirements Imposed by the Violence Against Women Reauthorization Act*. <https://www.acenet.edu/Documents/VAWA-Summary.pdf>

National Network to End Domestic Violence (NNEDV). (2024). *Violence Against Women Act*. (<https://nnedv.org/content/violence-against-women-act/>)

Smith, A.A. (2024, February 6). Students, faculty, staff distrust state college systems' handling of Title IX cases. EdSource. <https://edsource.org/2024/students-and-faculty-distrust-state-college-systems-handling-of-title-ix-cases/705360>

Student Affairs Administrators in Higher Education (NASPA). Addressing Critical Campus Issues in 2024: How NASPA's Culture of Respect Collective is Leading the Charge on Sexual Violence Prevention and Student Well-being. <https://www.naspa.org/blog/addressing-critical-campus-issues-in-2024-how-naspa-s-culture-of-respect-collective-is-leading-the-charge-on-sexual-violence-prevention-and-student-well-being>

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) (n.d.) *Higher Education Act*. <https://www.aacrao.org/advocacy/issues/higher-education-act>

United States Department of Education (2016). *The Handbook for Campus Safety and Security Reporting 2016 Edition*. <https://www.ed.gov/sites/ed/files/admins/lead/safety/handbookfsa.pdf>

7. Reports

Special Reports

7.2.1. UMOJA/BSU Presentation - Judy Patacsil, Tarlease Jones, Shaneeka Thomas, and Dawn Joves (10 mins)

- Please see the following slides

Umoja at Miramar College



Presented by: Judy Patacsil, Tarlease Jones, Shaneeka Thomas & Dawn Joves

Action for Academic Senate

- Support the formation of a task force to review the application process to establish an Umoja Program.
- To recommend that the task force begin meetings to include Administration and Faculty to discuss guidelines provided by the Umoja Community Education Foundation
- Pass a motion of support to bring Umoja to San Diego Miramar College.

Umoja's Mission

- i. Umoja, (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students.
- ii. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas

Umoja Community Education Foundation Website

Umoja's Curriculum: Transformative, Emancipatory, and Responseive to Our Legacy

The Goals of Umoja Curriculum and Programming

**AFFIRM PAN AFRICAN RACIAL
AND CULTURAL IDENTITIES**



Develop a shared understanding and purpose that fosters the agency and identity of Black and other students.

**ANDRAGOGY AND PEDAGOGY
THAT PRIORITIZE
AFRICAN-CENTERED LEARNING
AND CONTENT**



Empower students and educators to create relevant cultural knowledge that demonstrates an awareness of their place within the socio-historical context and experiences of the African and African American Diaspora.

**DEVELOP INDEPENDENT,
COMMUNAL, AND SCHOLARLY
LEARNERS**



Equip students with the cultural and navigational capital needed to complete rigorous coursework at a standard that demonstrates Black excellence.

**EMPOWER STUDENTS AS
SELF-DETERMINED
CHANGE AGENTS**



Develop leadership skills that increase students' capacity to engage in decision making that impacts their campus and communities.

Umoja Statistics & Program Components in San Diego County

- 74 Programs throughout CA and WA
- 8,439 Students enrolled in Fall 2023 (CCCCO Data Mart)
- 7 Umoja programs in San Diego County - Miramar is the only community college without Umoja.



COORDINATION
& CORE TEAM



VILLAGE
SPACE



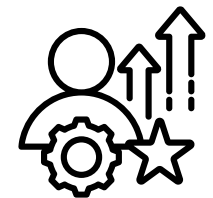
ACADEMIC/UMOJA
DEDICATED COURSE



REPORTING AND
DATA



STUDENT
FOCUSED
PROGRAMMING



PROFESSIONAL
AND STUDENT
DEVELOPMENT

Why at Miramar?

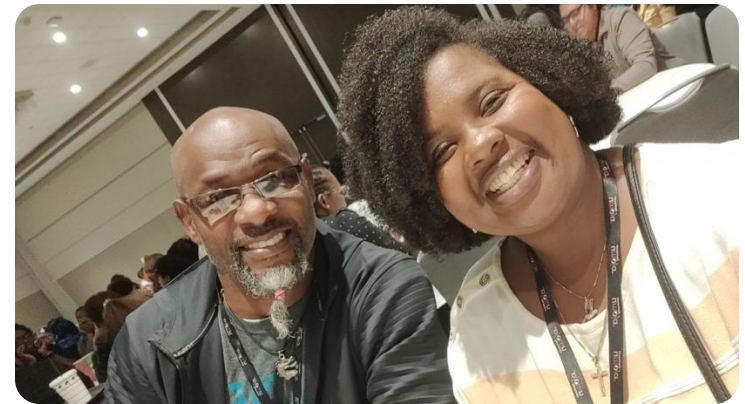


They [community colleges] provide a pathway for adults who return to college seeking new work and career opportunities. **Community colleges are first, second, and if needed, third and fourth chance institutions.** They are educational settings where—if they meet their mission—people who have encountered obstacles in school and life can **move towards productive futures**

Future of the Black/African American Community @ Miramar



Student, Staff and Faculty in Ghana for Study Abroad



Tarlease and Dr. Michael Odu at the Umoja Conference in 2022

Thank you!



7.2.2. Work Based Learning (WBL) in the Miramar Classroom - Melanie Baeza, WBL Director (10 mins)

- Please see the following slides

SAN DIEGO
MIRAMAR
COLLEGE

CAREER SERVICES
WORK-BASED LEARNING

WORK-BASED LEARNING

20
24

at Miramar College

Presenters: Melanie Baeza, M.A., Work-Based Learning
Coordinator



DEFINING WBL AT MIRAMAR

Work-Based Learning (WBL) is any campus activity or classroom assignment that teaches essential career or workplace skills that prepare students for their future careers.

Essential skills are part of a WBL Continuum that may include Technical Career Training and Interdisciplinary Skills that bridge education to real-world application.

UNLOCKING *Futures* WITH WORK-BASED LEARNING

Empower the next generation with practical skills for success. Partner with us at **Work-Based Learning (WBL)** to embark on an enriching journey that bridges the gap between classroom education and real-world application!

WE PREPARE STUDENTS FOR THEIR FUTURE CAREER & SUCCESS

- WBL in the classroom, creates deeper engagement and better outcomes for students!
- A student's first job is critical to their career and income trajectory

WE CONTRIBUTE TO A LEGACY OF EQUITY AND INCLUSION AS EDUCATORS

- Students of color are at risk of negative impacts from lower-wage jobs

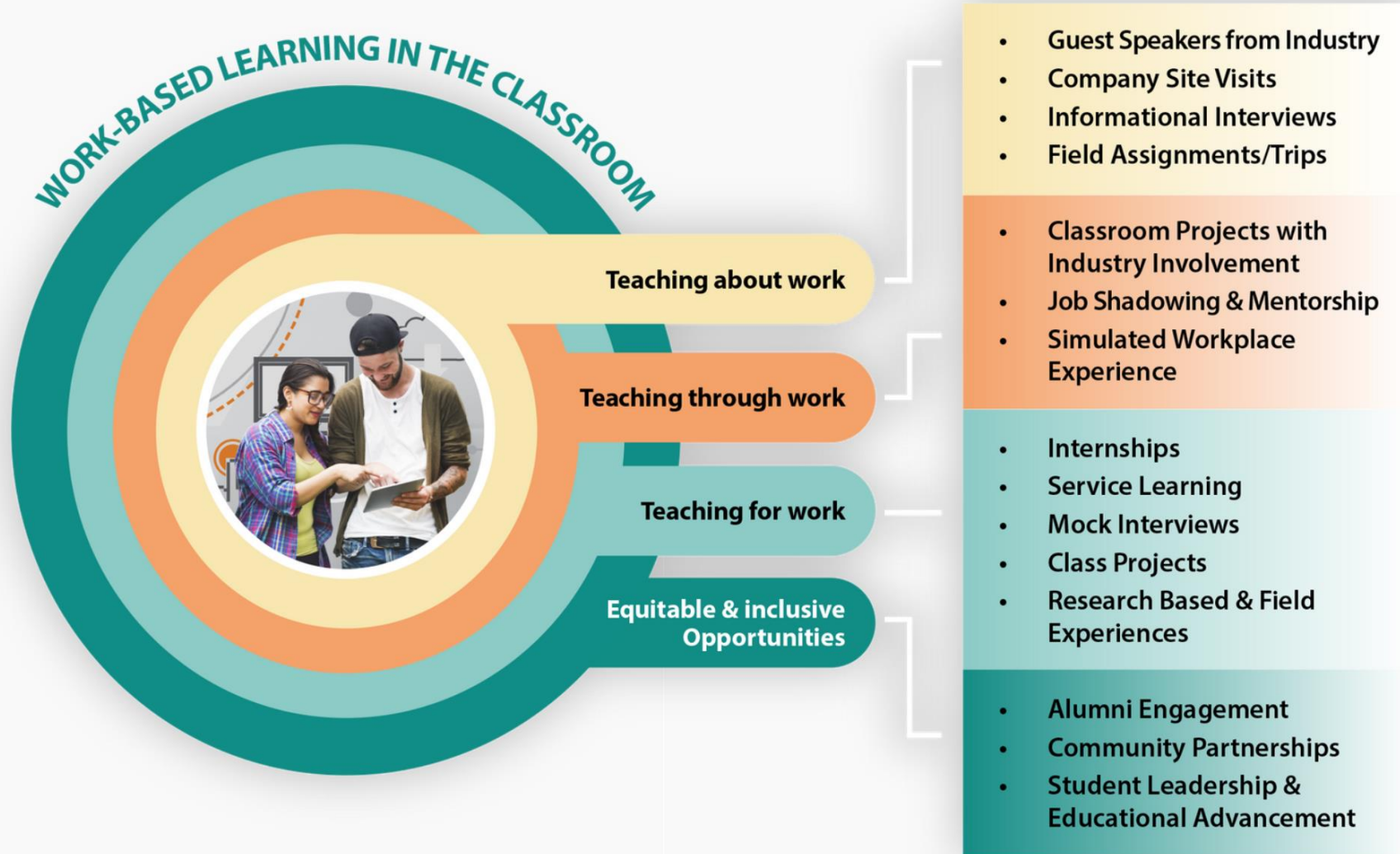


WBL is an integral component in preparing students at Miramar for careers

WBL increases the likelihood of enrollment (recruitment) retention, and completion

WBL integrated into the curriculum has a more significant impact on student success than WBL solely provided outside course activities

Sample of WBL Activities



PROGRAM FUNDING

Apportionment will be based on past data and will be an ongoing measure - Funding will be determined by how well we report Miramar's WBL activities

WBL DATA REPORTING

We are using the CCCCO reporting requirements called SG21 to capture Miramar students WBL participation into the Data Element Management Information System (MIS). Reporting to the District is ongoing throughout each term.

WBL SUPPORTING YOU

Support Faculty in the increased integration of WBL opportunities into our curriculum

Track WBL curriculum and in-class activities and report to District

Provide faculty recognition through WBL Champion Program

Promote departments commitment of DEIA through access to WBL curriculum and Career Mobility

FACULTY SUPPORTING WBL

1 Connect with
WBL Coordinator
to track
Department's
WBL activities

2 Provide Student
voices to help us
share the impact
WBL has

3 Participate in the
upcoming WBL
Professional
Development
Course (Spring
2025)

4 Become a
Faculty WBL
Champion

2023/2024 WBL FACULTY CHAMPIONS

Prof. Becca Bowers-Gentry

BIOTECH

PROF. BOWERS-GENTRY DRIVES STUDENT SUCCESS IN BIOTECHNOLOGY PROGRAM'S SUPPLY CHAIN EXPERIENCE, EQUIPPING STUDENTS WITH ESSENTIAL SKILLS AND WORK EXPERIENCE FOR THE LIFE SCIENCES INDUSTRY



Prof. Dawn DiMarzo

CHILD DEVELOPMENT

PROF. DIMARZO'S LEADERSHIP IN CHILD DEVELOPMENT PROGRAM EXEMPLIFIES DEDICATION TO PREPARING FUTURE EDUCATORS THROUGH WORK-BASED LEARNING AND MENTORSHIP



Prof. Jae Calanog

PHYSICS

PROF. CALANOG CHAMPIONS WBL INITIATIVES THROUGH ONLINE PROJECT-BASED PLATFORM AND LEADS SUMMER 2024 "PATHWAY TO STEM SUCCESS", A PAID RESEARCH INTERNSHIP PROGRAM FOR ASPIRING STEM PROFESSIONALS



Prof. Mardi Parelman

NUTRITIONAL SCIENCE

PROF. PARELMAN LED WORK-BASED LEARNING IN NUTRITION AND EXERCISE SCIENCE, INTEGRATING CAREER READINESS AND INDUSTRY PANELS, WITH A FOCUS ON BODY POSITIVITY AND EATING DISORDER AWARENESS IN BIPOC COMMUNITIES



WORK-BASED LEARNING PROFESSIONAL DEVELOPMENT COURSE

The Work-Based Learning Professional Development Course is a self-paced, asynchronous training for college faculty offered in Canvas. The curriculum is intended to increase awareness and understanding of the WBL continuum, equity in WBL, the MIS SG21 data point, and how to incorporate work-based learning into the classroom.

MODULES AND COURSE LEARNING OUTCOMES:

Module 1 - Introduction to work-based learning
Module 2 - Getting Started with work-based learning
Module 3 - Designing a work-based learning lesson

These modules will cover the following course learning outcomes:

- Describe various types of work-based learning
- Understand the benefits and importance of incorporating work-based learning into your courses
- Design a lesson that integrates work-based learning experiences into your course

3 sessions to choose from:

Spring 2025:
Feb 21-April 28

register by February 17

[Register Now](#)

Summer 2025:
June 12-August 11

register by June 9

[Register Now](#)

Fall 2025:
Sept 26-Nov 17

register by September 22

[Register Now](#)

"Work-based learning is critical to student success. That is my big takeaway. I always thought it had an important place in education, but in today's work environment, it is imperative that young people learn how to navigate the work environment." - course participant

"I used to think that WBL would take a lot of time, and I struggled to see how I could make it fit into my curriculum. While taking this course, I learned different ways to bring an industry professional into my classroom, and how to tie this experience to research and assignments for my students, which ties in perfectly with the course curriculum. This will be a wonderful opportunity for me and the students and I think the industry professional/guest speaker will gain from the experience as well. All around it's a win-win!" - course participant

"This course has opened my eyes to a wealth of information and resources that I can now share with my students. I am genuinely enthusiastic about acquiring this knowledge to enhance the well-being and prospects of my students." - course participant

Course Duration

This course is intended to take approximately 20 hours for content completion and is best taken with a partner for reflection and peer review exercises. There is an optional additional 10 hours of course content available. *The course must be completed in 45 days.*

COMMUNITY COLLEGES
SAN DIEGO & IMPERIAL COUNTIES
CAREER EDUCATION

WBL can support with out of classroom pay for up to 10 Faculty for course completion*

Next course registration begins
Feb. 17, 2025

*some limitations may apply

SAN DIEGO
MIRAMAR
COLLEGE

CAREER SERVICES
WORK-BASED LEARNING

WBL OPERATIONS TEAM



Claudia Estrada-Howell, Ed.D
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Melanie Baeza
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Yvette Hopping
Professional Expert VI
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THANK YOU

WBL Faculty Professional Development Course (Virtual)

Feb. 21 - April 28, 2025 (register by Feb. 17th)

WBL Website: Faculty Resources

sdmiramar.edu/services/careerservices/wbl

WBL Coordinator Contact

Melanie Baeza - mbaeza@sdccd.edu

7.2.3. Academic Success Center Updates - Donnie Tran (5 mins.)

- I. Motivation: To share with faculty what is happening at the ASC this semester.
- II. Overview: To share with faculty tutoring services and some student traffic data. Then, to share the reimagination of the ASC.
- III. Asking for your support on the reimagination.

Tutoring Services (Part 1 of 2)

ASC, Room L-101

- I. study room, independent study
- II. anatomy models and microscopes
- III. BIOL 107, anatomy, CISC, CHILD, and business tutors: drop-in, by-appt., and embedded sessions; STAR-CA tutor

Math Lab, Room M-210

- I. study room, independent study
- II. math tutoring (all levels): drop-in and embedded sessions
- III. test proctoring and professors' office hours and help sessions

Tutoring Services (Part 2 of 2)

STEM Center, Room S6-110

- I. STEM tutors: drop-in and embedded sessions

Writing Lab, Room H-103

- I. English, grammar, and writing tutors: drop-in and by-appointment
- II. Assignment Drop-Off (self-enroll link in Canvas)

Online Tutoring

- I. NetTutor (self-enroll link in Canvas)
- II. STAR-CA (on the same Web site as NetTutor)

Embedded Tutoring

- I. English, math, and CTE (AVIA, FIPT, EGMG, CHILD)

ASC's Web page: <https://sdmiramar.edu/services/asc>

Some Student Traffic Data

- I. Each week, around 200 log-ins (not unique) combined at the four centers.
- II. Each week, the ASC (L-101) gets between 33.9% and 48.3% of student traffic, of which over 50% is athletes' "study hall" time.
- III. Each week, the Math Lab (M-210) gets between 49.1% and 63.5% of student traffic.
- IV. Each week, the STEM Center and Writing Lab average 10% combined.
- V. NetTutor (8/19/24-12/1/24)

Type	Sessions	⌚ (minutes)
NetTutor Dropped-Off Question	7	252
NetTutor Live Tutorial	151	4216
NetTutor Paper	83	4352
Totals	241	8820

Reimagination

- I. Same hours of operation at all centers
- II. Anatomy models at the STEM Center
- III. Collaborate with other service areas in ASC's space

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. If you are interested in participating in the workgroup to review and refine the [Resolution on Technology and Planning Issues Fall 2024](#), please read that document as well as "[Lisa Munoz Context re. Technology Resolution](#)" and contact [Adrian Arancibia](#) or [Pablo Martin](#).
2. Announcing the election for A.S. President for 1-Year Term: July 1, 2025 through June 30, 2026

7.3.1: President's Report (cont.)

3. The CGH Change Taskforce has approved a number of minor change requests from various committees. Please see “[Fall 2024 CGH Change Request Summary](#)” and contact pmartin@sdccd.edu or any A.S. Executive Officers if you have questions or concerns. The vote to approve these changes will take place at College Council on 12/10/24.
4. At VPI Odu's request, folx are encouraged to reach out to the VPI, VPSS, VPA, and President's Office if they would be interested in having a space for their affinity or other group or need, in the Kaleidoscope or any future multi-cultural center.
5. The CGH Change Taskforce has approved a number of minor change requests from various committees. Please see “[Fall 2024 CGH Change Request Summary](#)” and contact pmartin@sdccd.edu or any A.S. Executive Officers if you have questions or concerns. The vote to approve these changes will take place at College Council on 12/10/24.

7.3.1: President's Report (cont.)

District:

1. Virtual workshop on Trauma-Informed Care and Former Foster Youth, 12/4/24 from 1-2:30 (an SDCCD Virtual Workshop). Register here: <https://forms.office.com/r/YDQYgAG8Vh>.

State:

1. The ASCCC is accepting nominations for the [Hayward Award for “Excellence in Education.”](#) This award honors community college full-time and part-time faculty who demonstrate the highest level of commitment to their students, college, and profession.

7.3.1: President's Report (cont.)

2. The ASCCC has released Common Course Numbering (CCN) Phase II Course Template post-development surveys in History, English, Economics, and Art History. **Survey responses must be received by Wednesday, December 4th.**
 - i. [Phase II CCN Post-Development Survey: History Courses](#)
 - ii. [Phase II CCN Post-Development Survey: English Courses](#)
 - iii. [Phase II CCN Post-Development Survey: Economics Courses](#)
 - iv. [Phase II CCN Post-Development Survey: Art History Courses](#)
3. Concerned about AB 1705's impact on students and restoring access to stand-alone foundational pre-transfer courses? Then attend FACCC's Reclaim Student Access to Foundational Courses Webinar takes place on 12/10/24 at 6:00 PM. [Register here.](#)

7.3.1: President's Report (cont.)

4. There are a number of updates and notices for comment from the CCCCCO:
 - a. The "[Baccalaureate Degree Program](#)" regulatory process is now open for an additional 45-day public comment period until 4:00 pm on 12/21/24.
 - b. The "[Next Up](#)" program regulatory process is now open for an additional 45-day public comment period until 4:00 pm on 12/20/24.
 - c. The "[Course Outline of Record](#)" regulatory process is now open for an additional 45-day public comment period until 4:00 pm on 12/20/24.
5. ASCCC's Upcoming Webinars:
 - a. CBE and General Education: Friday, 12/6/24 from 1:00 - 2:00 pm. Focusing on GE competencies, progress made and plans for the future, and areas of focus within the Cal-GETC pattern. [Register here](#).
 - b. Destigmatizing Academic Probation - Moving from Punitive to Supportive Language & Practices: Wednesday, 12/11/24 from 12:30 - 1:30 pm. [Register here](#).

7.3.3-8 Executive Committee Reports

Vice-President - Carmen Carrasquillo

Secretary - Rodrigo Gomez

Treasurer - Dawn Diskin

Contract Member-at-Large - Olivia Flores

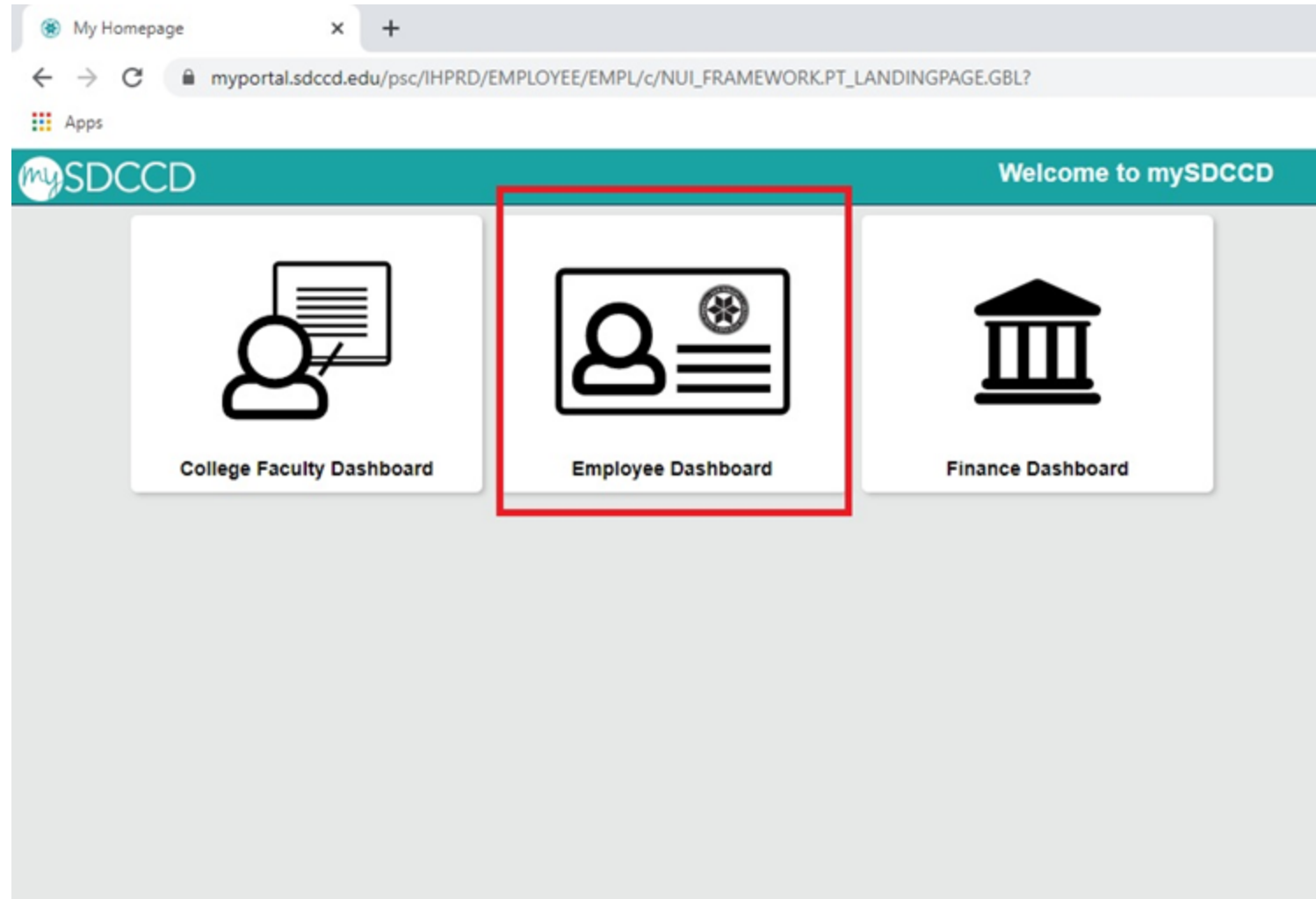
Contingent Faculty Member-at-Large - Desi Klaar

Chair of Chairs - Kevin Petti

How to Add a Payroll Deduction

Step One:

- Login to the SDCCCD portal
- <https://myportal.sdccd.edu>
- Select “Employee Dashboard”



Step Two:

- Under the “Employee Quicklinks”, select “My Paychecks”

My Homepage

myportal.sdccd.edu/psc/IHPRD/EMPLOYEE/EMPL/c/NUI_FRAMEWORK.PT_LANDINGPAGE.GBL?

Apps

Employee Dashboard

Employee Dashboard

My Pay

Benefit Details

My Time

My Personal Info

My Forms

College Faculty Dashboard

Employee Dashboard

Finance Dashboard

Deadlines for August

Employee Deadline to Enter Time:

Read More

Employee Quicklinks

MY PAYCHECKS

TIMESHEET

BENEFITS SUMMARY

PERSONAL DETAILS

86°F Sunny

Step Four:

- A new page will load in the main window
- Select the “Add Deduction” button

The screenshot shows a web browser window with the URL `myportal.sdccd.edu/psc/IHPRD/EMPLOYEE/EMPL/c/NUI_FRAMEWORK.PT_LANDINGPAGE.GBL?`. The page title is "Employee Dashboard". On the left is a navigation sidebar with the following items: "Employee Dashboard", "My Pay" (with a sub-menu containing "View Paycheck", "Direct Deposit", "Voluntary Deductions", "W-4 Tax Information", "W-2/W-2c Consent", "Compensation History", "View W-2/W-2c Forms", and "Paycheck Modeler"), "My Benefits", "My Time", "My Personal Info", and "College Faculty Dashboard". The "Voluntary Deductions" item in the sidebar is highlighted with a green background. The main content area is titled "Voluntary Deductions" and shows the user's name "Josh LeGrand Alley" and employer "San Diego Comm College Dist". Below this is a table with columns: "Deduction Type", "Start Date", "Stop Date", "Status", "Deduction", "Goal Amount", and "Goal Bal". An "Add Deduction" button is located below the table and is highlighted with a red rectangular border. The Windows taskbar at the bottom shows the search bar and several application icons.

Step Three:

- Select “Voluntary Deductions”

The screenshot shows a web portal interface for payroll management. The browser address bar displays the URL: `myportal.sdccd.edu/psc/IHPRD/EMPLOYEE/EMPL/c/NUI_FRAMEWORK.PT_LANDINGPAGE.GBL?`. The page title is "Payroll".

The main content area features several tiles:

- Paychecks**: Includes a check icon and a table of payroll details:

Pay Date	08/10/2022
Net Pay	\$3,788.96
Taxes	\$536.51
Deductions	\$573.41
Total Gross	\$4,898.88
- W-2/W-2c Consent**: Includes a W-2 icon with a checkmark and the text "Consent received".
- W-2/W-2c Forms**: Includes a W-2 icon and the text "2021 W-2 Form available".
- Voluntary Deductions**: This tile is highlighted with a red border. It includes a hand holding a coin icon and the text "1 Deduction".
- Direct Deposit**: Includes a large number "1" and the text "Account" and "Updated 12/21/2015".
- Tax Withholding**: Includes a pie chart icon.
- Paycheck Modeler**: Includes a monitor icon with a check.
- Compensation History**: Includes a calendar icon with a check.

The Windows taskbar at the bottom shows various application icons including Chrome, Firefox, and Microsoft Office.

Voluntary Deductions

Add Voluntary Deduction

Employee Name

San Diego Comm College Dist

*Type of Deduction 

*Select whether Deduction is a Flat Amount or Percent

*Enter Amount or Percent to be deducted

Take deduction until I reach this Goal Amount

*Enter Deduction Start Date  (example: 12/31/2000)

Enter Deduction Stop Date  (example: 12/31/2000)

Current Balance 0.00

Submit

* Required Field

[Return to Voluntary Deductions](#)

Step Five:

- Select the “Type of Deduction”
- Click on the magnifying glass



Employee Dashboard

Voluntary Deductions

Add Voluntary Deduction

San Diego Comm College Dist

Look Up *Type of DeductionX

Help

Cancel

Search Results

View 100 First 1-18 of 18 Last

Deduction Description

ACCCA

Academic Senate Dues-City

Academic Senate Dues-Mesa

Academic Senate Dues-Miramar

City College Foundation

Classified Senate Dues-Mesa

Classified Senate Dues-Miramar

College Plan for NE

Continuing Ed Foundation

Faculty Assoc of CA Comm Coll

KSDS Radio Foundation

LCFT-Cope Illinois

Latino Coordination Council

Management Association Dues

Mesa College Foundation

Miramar College Foundation

SPAA Dues

San Diego Promise

Step Six:

- A popup will appear
- Select “Academic Senate Dues—Miramar”

Submit

* Required Field

Return to Voluntary Deductions

_WRK1_DESCR_DED\$prompt\$0);



Voluntary Deductions

Add Voluntary Deduction

Employee Name

San Diego Comm College Dist

*Type of Deduction | Academic Senate Dues-Miramar

*Select whether Deduction is a Flat Amount or Percent

*Enter Amount or Percent to be deducted

Take deduction until I reach this Goal Amount

*Enter Deduction Start Date (example: 12/31/2000)

Enter Deduction Stop Date (example: 12/31/2000)

Current Balance 0.00

Submit

* Required Field

[Return to Voluntary Deductions](#)

Step Seven:

- Fill out the Required Fields
- The suggested dues for faculty are:
 - Full-time: \$20/academic year
 - Part-time: \$10/academic year
- It's encouraged for full-time faculty to "sponsor" adjuncts—a larger contribution would do that

Voluntary Deductions

Add Voluntary Deduction

Employee Name

San Diego Comm College Dist

*Type of Deduction Academic Senate Dues-Miramar

*Select whether Deduction is a Flat Amount or Percent Amount

*Enter Amount or Percent to be deducted 2.00

Take deduction until I reach this Goal Amount

*Enter Deduction Start Date 10/20/2020 (example: 12/31/2000)

Enter Deduction Stop Date (example: 12/31/2000)

Current Balance 0.00

Submit

* Required Field

[Return to Voluntary Deductions](#)

Step Eight:

- Click Submit!



Voluntary Deductions

Add Voluntary Deduction

Employee Name

San Diego Comm College Dist

Review, add or update your voluntary deductions information.

Voluntary Deductions						
Deduction Type	Start Date	Stop Date	Status	Deduction	Goal Amount	Goal Balance
Academic Senate Dues Miramar	10/20/2020		Currently	\$5.00		0.00



Add Deduction



Afterwards you will be taken back to the Voluntary Deductions page.

If you wish to edit your contribution, then simply click the Edit button.

CR_DED\$0');



8. Announcements

1 min. time limit each

9. Adjournment

The next meeting of the SDMC Academic Senate is:
Tuesday, 2/4/25 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.

