

FACULTY ASSEMBLY AND ACADEMIC SENATE CANDIDATE STATEMENTS, SPRING 2020

(By position, with candidates in alphabetical order)

FACULTY ASSEMBLY PRESIDENT

Brad Byrom

WHAT SKILLS OR EXPERIENCES DO YOU POSSESS THAT WOULD BE A BENEFIT TO THE FACULTY ASSEMBLY'S MAIN PURPOSES (SEE FA CONSTITUTION, ARTICLE I, NUMBERS 1-8--HOWEVER, THERE IS NO NEED TO ADDRESS EACH OF THE 8 PURPOSES)?

In terms of personal skills that contribute to the purpose of the FA, I consider my ability to foster a unified, team approach my greatest strength. Along with that, I feel my ability to listen to criticism and change course when necessary has been critical to the success of the FA over the past six years.

WHAT WOULD YOU DO TO ENSURE THE CREATION OF AN INCLUSIVE FACULTY ASSEMBLY COUNCIL THAT REPRESENTS THE FULL DIVERSITY OF THE MIRACOSTA FACULTY?

In appointing members to the Council, I've sought out and will continue to seek out faculty from a variety of backgrounds to serve. This includes faculty who are single and those with families, faculty who are tenured and tenure-track faculty. Our Council includes members from large and small departments and those with different racial and ethnic backgrounds, physical challenges, gender identities, and sexual orientation. Most of this has occurred naturally, as people from a wide range of backgrounds have volunteered to participate on the Council. Still, we will continue to follow a practice through which both the Executive Committee and the Council discuss faculty diversity and in areas in which we may be lacking, we approach individuals who we feel may help bring a more diverse perspective to the Council. As well, I annually send out a message to all faculty inviting them to consider appointments to the Council. Thus far, we have never turned any faculty away from serving on the Council.

In regards to this and my other answers to questions in this statement, I would ask that you consider the opinions of those who have worked on the FA Exec over the past six years, including FA Vice President dara, Obmudsperson Mary Gross, and Executive Mark Whitney, all of whom have endorsed me in this election.

WHAT LEADERSHIP ROLES HAVE YOU ASSUMED DURING YOUR MIRACOSTA COLLEGE CAREER AND WHICH ACCOMPLISHMENTS ARE YOU MOST PROUD OF?

Over the past 15 years I have been fortunate to gain experience that I have found critically important to effective leadership of the Faculty Assembly. The list is long, but the most important of these experiences has been my nearly 6 years as FA president.

Other particularly relevant experiences at the local level include two terms as Academic Senate President at a time when the AS was responsible for negotiating working conditions, and two terms as Vice President during what was the worst crisis at MCC in recent memory. In addition to key leadership roles, I've gained crucial experience by serving multiple terms on the college-wide budgeting committee (then called PBC), the President's Advisory Committee on Diversity and Equity, and (as chair) the faculty evaluation committee (PG&E). At the departmental level, I served for 5 years as History Department Chair.

It's also important to note that I've served on the search committees that hired our current college president, our VP of Human Relations, and our Director of Employee Relations.

At the state level, I served as a FACCC Governing Board member for two years, helping this organization to promote state laws that improve conditions for community college faculty and students, while opposing legislation that would cause damage to faculty and our students.

Summary of Key Governance Experiences:

- Academic Senate appointee to Budget and Planning Committee, 2007-2010
- Chair of Professional Growth and Evaluation Committee (now TREC), 2007-2009
- Academic Senate Vice President, 2007-2008
- Faculty Member of MiraCosta Foundation Board, 2008-2010
- Chair of Due Process Committee, 2006-2008
- Academic Senate President, 2008-2010
- Member of President's Advisory Committee on Diversity and Equity (PADE), 2013-2015
- History Department Chair 2013-2018
- Faculty Assembly President since 2014 in charge of negotiations, implementing broad strategies developed by the FA Council, etc.
- Member of 3 person Ad Hoc Committee that drafted the original FA Constitution and Bylaws, 2014
- Completed Public Employee Relations Board (PERB) process to establish the FA as the collective bargaining agent for all full time faculty at MCC in 2015
- Lead Negotiator or Chief Strategist for each of the major FA contract negotiations (2015, 2018)
- Negotiated nearly all MOUs and Side Letters between the FA and MCCD since 2014

RELEVANT PROFESSIONAL DEVELOPMENT

During my PhD studies in history at the University of Iowa, my chief advisor was a labor historian which may help explain why I am particularly interested in the work of the FA and where my understanding of American collective bargaining began.

I received training in mediation and was certified as an MCC mediator in 2009.

Since 2014, I've attended more than a dozen training sessions offered by various unions and the California Community College Independents (to which the FA has belonged for most of its existence). Those training sessions have focused on negotiation tactics and labor law and on average I've attended 2 training sessions per year.

Over the past six years I've regularly consulted with two of the leading experts in California labor law (attorneys David Conway and Bob Bezemek) on a vast range of issues impacting the FA.

OTHER CONSTITUTIONAL REQUIREMENTS RELATED TO ARTICLE ONE

Article I.3

This article addresses the requirement that the FA be solely responsible for salaries, working conditions, benefits, and other areas common to union contracts for full time faculty. Under my leadership, the focus of the FA has been upon three major areas: (1) Compensation & Benefits; (2) Working conditions; and (3) Ensuring grievances and district investigations are handled properly.

(1) With regards to the first of these issues, we have found most faculty are satisfied with our salaries but wish to protect against losses in purchasing power. To avoid losses, we not only have to avoid potential salary cuts, but ensure that appropriate cost of living adjustments are in place and adequate to account for the cost of inflation. Additionally, we have to ensure that step increases are maintained. Thus far, each of our contracts have provided substantial cost of living adjustments on an annual basis and step and column increases have remained intact. As for benefits, we have seen some increases in our out-of-pocket costs. This is particularly the case in relation to that portion of our benefits (primarily health benefits) that are negotiated in conjunction with other campus employee groups. With regards to benefits that we have asserted control over (family leave and travel allowance are the main examples), we have seen major improvements.

(2) As for working conditions, one example was our successful implementation of an agreement that provides full time faculty with the opportunity to refuse a schedule that requires working late at night and then again early the next morning. This is an area in which California law provides administration with the "right of assignment." Without such contractual limitations on right of assignment, it's not unusual for working conditions to deteriorate for faculty. Similarly, we've maintained significant faculty control over evaluation procedures and insisted upon an appeals process for those who receive negative evaluations that do not appear warranted.

(3) With regards to ensuring that grievances and investigations are handled fairly, the FA created the position of Ombudsperson. Under the leadership of Mary Gross, this office has proven remarkably effective at assisting faculty who have faced investigations.

Articles I.5—I.7

These articles address the conduct of contract negotiations, with emphasis on conducting negotiations in an appropriate manner and addressing the needs to all who are impacted by our contract.

The approach we've taken under my leadership is to solicit negotiation ideas from all of our full time faculty members. Each of these proposals is then reviewed and ranked by the FA Council. If those making negotiation proposals have questions about how to best formulate their

proposal, then either I or another member of the FA leadership will work them to make the best case possible.

Once proposals are ranked, a negotiation team is formed and if necessary additional consultations take place between those proposing issues and negotiation team members. Our proposals are then put into a form that is “sunshined” to the district before negotiations start. Once negotiations begin, we will occasionally update faculty on the direction of negotiations.

Article I.8

This article requires that the FA “establish and maintain a productive, collegial relationship with the Academic Senate . . .”

Immediately after the establishment of the FA, I consulted with the FA Council regarding this requirement, which is largely intended to ensure that each group focus upon its own areas of responsibility, and that when “overlap” occurs (issues that touch on both AS and FA areas of control) plans are in place to address such issues.

Over the course of the first two years of the FA’s existence, we worked directly with AS leadership to identify potential overlaps (we found very few) and address how to resolve those and any other potential conflicts. I worked with the AS President to consider our options. We eventually arrived at a conclusion that the FA Council and AS Senate found acceptable. In any case where one of the groups felt an overlap area was present, the leadership of both groups would meet to attempt to come to a mutual agreement. If no mutual agreement could be reached, the FA would consult with its legal counsel (leaders from both groups could be present) to decide whether the matter was an FA or AS issue. Meanwhile, the AS would consult with statewide Academic Senate leadership to reach the same conclusion. Early on, we did encounter some areas of overlap but were able to resolve those without input from any outside source.

That process remains in place and has helped prevent conflicts over areas of control. However, of late there have been concerns voiced by AS leadership regarding the campus climate. Tensions have mounted and accusations have been made among many faculty. There is concern that these accusations could lead to grievances and even district investigations of faculty members and that in turn these accusations could lead to the involvement of the FA Ombudsperson. For that reason the FA leadership is considering methods to more proactively address campus climate issues.

WHAT WILL YOU DO TO KEEP ALL FACULTY ASSEMBLY MEMBERS UPDATED ABOUT IMPORTANT ISSUES?

As FA president, I proposed that we create an FA Communications Committee to organize and produce a regular FA publication to keep our members informed. Our goal has been to produce 4-6 newsletters per year with each issue containing at least one message from the FA president, and others from various members of the FA Exec or Council.

In addition, it was seen as important for the FA president to send out occasional letters to the faculty in addition to the newsletter to update faculty on urgent matters.

That approach has produced a better quality of newsletter and you can be certain that with upcoming contract negotiations, along with recent movement on other contract “reopeners,” you will be seeing more messages from the FA this spring.

HOW WOULD YOU APPROACH THE UPCOMING NEGOTIATIONS IN 2021? WHAT LONG AND SHORT TERM STRATEGIES DO YOU SEE AS KEY TO SUCCESS?

Quite simply, the strategies we have used in the past two negotiations have been very successful in terms of ensuring positive working conditions are maintained and promoted for full time faculty. Salaries have increased substantially, work that previously went unpaid or inequitably paid is now paid in a systematic fashion, and benefits such as travel allowances and family leave have improved substantially.

The strategies that brought about these improvements include maintaining excellent lines of communications and positive relationships with our administration and Trustees. There are elections on the horizon that could affect some of the most thoughtful of our Trustees, and we need a short-term strategy aimed at ensuring they remain aware and supportive of issues that matter to faculty. We also need long term strategies that focus on being involved with Trustee elections, while identifying candidates who are well suited to replacing those Trustees who may soon retire from the Board.

Most important of all, we need ensure that our membership understands the importance of being involved with negotiations, elections, etc. If working conditions issues are not brought to the FA during negotiation periods, the FA’s ability to respond to matters of faculty concern are limited. More than ever, we need to make faculty aware of the negotiation processes we have in place, and help them to make their voices heard.

WHAT DO YOU THINK ARE THE TWO OR THREE MOST PRESSING ISSUES FACING THE FACULTY ASSEMBLY TODAY?

I believe there are three, highly interconnected issues that face the FA today and must be addressed.

First, the most pressing issue facing the FA is the need to maintain or improve upon the working conditions and salaries we have worked so hard to establish. This is particularly the case as we head into a full contract negotiation in the spring of 2021.

Second, is the need to maintain the excellent relationships that the FA has established with Trustees and Administrators. This will include the issue of supporting those Trustees who have taken the time and made the effort to understand the concerns of faculty and students at MCC.

Third, but by no means last, the FA needs to endeavor to work more closely with the AS and individual faculty to identify ways the FA can address the issues of concern expressed by faculty who feel they have been marginalized at MiraCosta. While Mary Gross, in her role as Ombudsperson, has done much in this regard to help faculty understand what the FA can and

can't do with the issues at stake, it is clear that a more concerted effort needs to be made across the faculty to improve the campus climate. Many of us in FA leadership feel this is the time to get involved, not only because the campus climate is clearly an issue of concern to many of our members, but because we are approaching a full contract negotiation. Since signing our last agreement, the contract has been "closed," so there was little we could do as a bargaining unit. However, with a new contract negotiation beginning in the spring of 2021 we may find new opportunities and I will personally work with the AS and others to consider additions to the contract that may improve our campus climate.

Finally, I'd like to take the liberty of adding an issue that, while not pressing, is important. I've worked at this position for six years and in my capacity as AS president for two other years. I stuck with it longer than I had initially imagined in hopes of working with the terrific colleagues assembled on the FA to put this organization in a position for long-term success. I think we are very close to reaching that goal. However, we now sit on the brink of a full contract negotiation. I don't believe this is the time to restructure our team and take a risk on new leadership when we've done so much to lay the ground work for another successful negotiation. Following this upcoming, two-year term, the FA will not only be on solid ground, but will be in an ideal position for a transition to new leadership. For that reason, I close this message by asking for your support while also announcing that this will be my final term as FA president.

However you vote, thanks to all of you for your years of support, and particularly to the many faculty on Exec and Council who have supported my leadership for so many years.

Scott Fallstrom

Amazingly, this will be the first time faculty cast a vote for FA President; the prior three elections were uncontested with only one person accepting the nomination. Brad stepped up to create this great organization years ago and has a long and distinguished history of serving faculty. I hope that my acceptance of the nomination will not diminish the accomplishments of past years under his leadership.

As a tenured faculty member with more than 20 years of experience in higher education, I will continue to fight for what is fair and equitable for all faculty. I am a hard-worker who will put in the time necessary to help faculty in any way possible. It is exciting to work with the dynamic group of faculty on FA Exec and FA Council and to be able to work for changes that will benefit all faculty.

1. What skills or experiences do you possess that would be a benefit to the Faculty Assembly's main purposes (see FA Constitution, Article I, numbers 1-8--however, there is no need to address each of the 8 purposes)?

I have served the FA as an elected Executive Member for the past 6 years, as well as serving as one of the representatives on the Fringe Benefit Committee. Further, I've served as Treasurer of the FA and as a member of both negotiation teams. When working with faculty around campus, I do my best to listen carefully and get all the relevant information from them so that I can represent them the best way possible. Understanding their situations with empathy is important to be able to address their concerns and create language that reflects the needs. Over the past 9 years, I've been able to form good working relationships with faculty and administrators across campus. At times, this also requires educating others about the contract and how it works and I'm good at rephrasing the contract language for better understanding.

One of my strengths is analyzing data and budgets. I prepare summaries of FA expenditures/budgets on an annual basis. I am organized, detail oriented, and timely while being able to push hard for the needs of faculty. I respond promptly to email which is essential for the FA President. The relationships I've formed with administrators and the district negotiation team over the past years allow me to see both sides of an argument. Knowing both sides helps me respond with evidence that can persuade administration of the need for a change in favor of faculty. In terms of other skills, I am meticulous and during past negotiations, I read over the contract language in full multiple times checking for consistency of language and any typos or incorrect references. Knowing what the contract says, what it doesn't say, and where it is unclear is required to represent faculty and their issues. Finally, I'm a very hard worker and am willing to put in countless hours on projects that are important for faculty.

FA Purposes (from constitution)

FA purpose #3: For the past 6 years, I've personally been asked by faculty colleagues to review their paystubs/sick leave/banking spreadsheets for consistency. As a result, a number of faculty

were able to resolve issues related to sick days, paid/banked overload, etc and some faculty received back-pay for errors that had inadvertently shorted them money!

FA purpose #4: As an Exec member, I've written a number of articles for the FA newsletter under the "Dear Scotty" title which clarify and inform faculty about issues related to their working conditions. Each semester over the past 7 years, I've put on FLEX workshops designed to educate faculty about their retirement options and how working conditions issues (sick leave, banked hours, overload, etc) can impact retirement. These workshops are well attended and faculty continue asking me to hold them again – each time, I review changes in the law and IRS code as well as STRS updates that affect retirement planning so I can serve my faculty colleagues the best way possible.

FA purpose #5: I've written over 15 proposals from different groups that were submitted to FA for prioritization during negotiations in 2014 and in 2017. Reaching out to faculty on campus to hear their concerns in addition to having faculty respond to email seems more effective than just doing one strategy.

FA purpose #8, I think that we need a new voice to recognize and then bridge the gap between FA and AS. We are one faculty and should be working together on issues not waiting for issues to divide us. I recall the first year FA was together and there was a summer meeting with most of FA and AS present as we committed to maintaining a strong and united front. That unity has been lacking over the past few years. Calendar issues are just one example of this where it has working condition implications (FA) but the committee responsible for creating the calendar is AAC (AS).

2. What will you do to keep all Faculty Assembly members updated about important issues?

Over my past 6 years in FA, I have worked hard to represent all faculty (classroom and non-classroom including librarians, counselors, and faculty directors) on issues that concern them. Holding both classroom and non-classroom faculty positions is quite unique at MCC; it is much easier to understand faculty concerns and perspectives because of this experience. These groups are different and it's often a challenge to inform classroom faculty about the nuances involved with non-classroom faculty work. Each group has a unique perspective and being able to listen carefully and understand the issue clearly is extremely helpful. One excellent way to keep faculty informed is through our newsletter and it should be published more than 3-4 times per year. If elected, I plan to continue writing Dear Scotty articles and promoting FLEX week sessions that are relevant and informative to faculty. Lately the FA presence during flex week has been very little or nothing outside of my workshops. There should be some FLEX workshops to get faculty together to hear about pressing issues and voice their concerns.

Further, making myself available to meet with faculty to hear their issues is vital. While some people respond to typed emails, others prefer an actual conversation and in order to engage with many faculty, the President needs to be accommodating to different communication

styles. I plan on continuing to meet face-to-face with faculty to hear their issues and make sure their concerns are addressed.

Lastly, I'd like to get faculty together for a faculty meeting. When I arrived here in 2011, there were usually 1-2 all-faculty meetings held each year. These meetings were a great chance to see people we rarely saw, to chat with others, and to make personal connections (or reconnect). There would be an opportunity for online connections as well to make sure that all faculty have a chance to attend. Right now, we seem to often respond with email messages where the tone and inflection can be easily misinterpreted, and unfortunately, where we can avoid remembering that there's a person on the other end of the message. 10 years ago, all duties were handled by the AS and now that we have different parts of our jobs under AS and FA means there needs to be more intentional planning for unity.

3. What leadership roles have you assumed during your MiraCosta College career and which accomplishments are you most proud of?

My leadership roles include:

- FA Exec member (2014 – Present). Served in role as treasurer as well as negotiation team member in 2015 and 2018.
- Lead negotiator on Investigations (fall 2018-spring 2020)
- Fringe Benefit Committee Faculty Representative (2014 – present). Served as Ad-Hoc Benefits Task Force member when Collegial Negotiations Committee, under AS, was handling working conditions. I pushed to have family leave included in negotiations in 2018 from conversations with faculty about the negative issues related to the prior policies.
- FA Budget and Benefits subcommittee, chair (2015 – present). I've been focused on limiting our spending to build up the reserves that most other unions maintain with their higher contributions.
- Served on Math Department Equity Committee, attended CUE conference as part of the MiraCosta team (summer 2018), led presentations on equity in the classroom during department flex meetings and served as the lead instructor for the "equity in syllabus" initiative (spring 2019 and spring 2020).
- Selected to the Chancellor's Office Statistics Institute leadership team, presented targeted day long statistics workshops at MiraCosta and the CAP spring conference (fall 2019, spring 2020)
- BPC member (4 years). Served on a significant number of subcommittees including revising the ranking system for program review allocations, drafting a new resource allocation program, resource allocation sub-committee (budget), and education master plan addendum subcommittee.
- Math 52/95 Pathway Lead Writer (2014 – present). This created alternative pathways for students who are not heading towards STEM careers. This work also led to an alternative course being approved to satisfy Title V requirements for graduation.
- Math Department Pre-Transfer Committee Member (2011 – present), Chair (2012-14)
- Flex Workshops on Faculty Retirement options and Sick leave (2013 – present)

I'm very proud of the roles I've been able to serve my faculty colleagues during the past 9 years at MCC. It's been very rewarding to work with colleagues across many disciplines and at different levels to make sure they are paid correctly, and helping my coworkers plan for their financial future by educating them about pension concepts and other investments. From my role as a classroom teacher, I've been very proud of the new courses I was the lead author for; providing quality resources to students with creative commons license (for zero textbook cost) allows them to be able to focus more on the concepts and less on determining how to pay for expensive materials.

4. How does your previous service demonstrate your readiness to assume the presidency of the FA?

Anyone who is elected President needs to have experience with the issues related to our contract, experience with colleagues, students, and administrators, and experience solving problems and resolving conflict. I believe that my prior and subsequent comments demonstrate that I am ready to assume the additional duties of the FA President.

5. What would you do to ensure the creation of an inclusive Faculty Assembly Council that represents the full diversity of the MiraCosta faculty?

There have been a lot of changes in the 6 years that the FA has been in existence. One thing that seems to be constant is that the FA has been reactive - waiting for issues to come to us and then adapting a plan to respond. FA could be doing more to reach out and listen to all faculty as we hear their concerns. For example, there are many areas of diversity that need to be considered related to the work on FA to make sure that all faculty feel that their ideas, concerns, and values are being represented well. In conversations with faculty, there are workload issues that are not being addressed; we need an inclusive council representing all faculty while not creating a situation where faculty of color are asked to do more than others.

After attending the Center for Urban Education (CUE) summer session in 2018, I was able to take a leadership role in my department by offering professional development related to equity. Working with faculty outside my department on the CUE team was an excellent way to hear different perspectives. Experiences like this have shown me that it's important to have diversity of thought as well; FA Council needs to be a place where points and counterpoints are discussed and where other points of view are both respected and desired.

There are a lot of aspects of the working conditions related to the diversity that is present in categories like tenured/untentured, years of service, faculty roles like NC/credit or classroom/non-classroom, and even Career Education. All of these different hats bring different needs and issues that must be heard. But there is more to faculty working conditions than these differences; it is important to me that we listen to the voices of our faculty of color who have concerns that should be addressed. It is important to me that those voices not be ignored or downplayed.

6. How would you approach the upcoming negotiations in 2021? What long and short term strategies do you see as key to success?

The upcoming negotiations will require input from faculty and in the past, FA has emailed information related to negotiation requests and waited for faculty to respond. After using this process for the past two negotiations, I would be in favor of using a new approach that includes the option of emailed forms (as in the past), but also the option to meet with FA and discuss the issue. Prior submissions showed that many faculty are not clear about what's in the contract currently and how it may be interpreted by faculty and deans.

Since the last negotiation in 2018, I've been keeping a list of more than 25 items that have come up for possible consideration. This is part of the long-term strategy to keep concerns that arise in non-negotiation years still in mind for a future negotiation. Both long and short term strategies require a solid team formed with the other Exec and Council members as all faculty bring different skills and backgrounds that help with negotiations. There needs to be a more focused approach to building up leadership in FA and the negotiating team because there is no guarantee that the same group will be able or willing to serve in that role.

7. What do you think are the two or three most pressing issues facing the Faculty Assembly today?

- Unity. There is a lack of cohesion between the two faculty voices: Academic Senate and the Faculty Assembly. We need to do more as FA to bridge this gap and create a tighter group of faculty focused on key issues and understanding how the issues relate to the specific roles and focus of each group. Increasing communication between faculty on campus will create a stronger faculty group and decrease some of the tensions that have been felt on campus over the past few years.

- Information. The contract is our resource for determining how working conditions issues are handled, but it seems that many on campus are still unaware of the contractual guidelines and this creates frustration. We need to continue informing faculty about their rights under the contract and making it clear what processes should be followed when interacting with administrators on campus.

- Contractual and legal challenges. We will need to continue working to protect the rights of faculty colleagues in the light of the legal challenges to the California Rule (pensions). Now is no time to rest on past successes.

FACULTY ASSEMBLY VICE PRESIDENT

dara

Hello, everyone. Thank you for once again, trusting me to represent your interests as Faculty Assembly Council Vice President. Although I ran unopposed, I decided to write this candidate statement to thank you and to update you on where we've been and where we can go, together, for the next two years.

Addressing Ideas from the FA Constitution, Article 1, Numbers 1-8:

Even though I take on this responsibility outside the classroom, I am, at heart, a teacher; I am still not an administrator in training. Professionally, I am home as an English professor, specifically a compositionist. Everything I do outside of the classroom is to support my work in the classroom, and that carries over into my Faculty Assembly Council/Exec work. If I am supporting you as full-time faculty members, I am supporting student success because if your best interests are diligently championed, you can be more effective classroom teachers, counselors, librarians, etc. Since I have been eligible, I have been nominated for leadership positions every election cycle: both for the Senate and FA. After two years as your Faculty Assembly VP, I have accepted this role, less reluctantly, and with complete knowledge of the work, the expectations, and the commitment it takes to do a good job. Colleagues know I can be counted on for honest communication, open doors (both office and email), and courteous replies. If I don't know the answer to a question, I will find it for you, and I have maintained collegial working relationships with classroom and non-classroom faculty, across disciplines/schools. I have had valuable and meaningful interactions with administrators, both during and outside negotiations, so that they have come to expect reliably honest feedback, and an attention to detail. I have been able to grow in this role and become more comfortable in these settings through watching our current FA President during both friendly and tense negotiations. I have learned collegiality, honesty, the ability to compromise for the collective whole, and holding people accountable are what makes positive negotiations and what creates positive outcomes for those negotiations.

What leadership roles have you assumed during your MiraCosta College career or elsewhere?

Since I was hired, full time in 2006, I have been on at least one committee every year. I have been a lead instructor before the Letters Department split into different, smaller departments; I have been a department chair; I first served on PG&E before chairing PG&E; I was an Academic Senate Senator for several years; I served Faculty Assembly Council for from 2015 to 2018, working on the Ombuds Advisory Committee and going through the San Diego National Conflict Resolution Center (NCRC) Training. Over the past two years, as your VP, I have been on several negotiation teams: Contract, Investigations, Fringe Benefits, and Family Leave. I have attended, and will attend, the CCCI (California Community College Independents) conferences. During these meetings, I have seen, through the other colleges' experiences, just how effective our

current negotiations strategies have been. I also learn about current issues and how we can work to assure our working conditions are not negatively impacted.

What do you think are the two or three most pressing issues facing the Faculty Assembly today?

Three that come to my mind are continuing faculty outreach to assist in understanding our working conditions. We have another full contract negotiation ahead, and we need to maintain and build upon the positive relationships we have when it comes to working with the District and the Board. We must also plan and strategize for the upcoming Board elections. We must also plan and strategize for the upcoming Board elections, and the impacts those might have on upcoming negotiations. Dealing with these issues will require trusted, respected leadership, so I want to end this statement by saying in this election, I support Brad Byrom for FA President.

FACULTY ASSEMBLY OMBUDSPERSON

Mary Gross

What skills or experiences do you possess that would be a benefit to the Faculty Assembly's main purposes (see FA Constitution, Article I, numbers 1-8--however, there is no need to address each of the 8 purposes)?

I, Mary Gross, have been honored to serve as your FA Ombudsperson and part of the FA Executive team for the past four years. During this time, the position of Ombudsperson has evolved greatly from its initial inception. As you know, the FA was established as the exclusive employee organization of the full-time faculty, and since then, the FA Executive team, the negotiating team, and the larger FA Council have worked diligently to represent all its members in employment matters and have continued to negotiate updates to the comprehensive contract that articulates our employment rights and responsibilities. A great deal of my work as your Ombudsperson has involved ensuring that the contract is upheld and assisting faculty members when an alleged working-condition violation is identified. As a reopener to our first contract, I led the FA negotiating team in the development of a strong Grievance Procedure that now resides in our contract and articulates the process for resolving grievances. With this in place, I have assisted several of your colleagues to resolve grievances successfully at the informal level.

In addition to managing grievances, the Ombudsperson must work to assist in resolving conflicts between and among its members as well as providing Weingarten representation to faculty who are experiencing conflicts with administration and who desire assistance with issues faculty believe may result in disciplinary action. Again, I have been able to assist a number of your colleagues to advise and work through these issues and ensure they have representation when requested.

Finally, the increase in the number of faculty finding themselves the subject of Title IX and Title V complaints and the investigation that ensues has become the largest part of the Ombudsperson's work. Because ensuring the privacy of these individuals is utmost important, you may not be aware that your departmental colleague, committee member, or even officemate has had to endure an investigation or participated as a witness. Preparing faculty for the often lengthy, stressful investigative process requires the advocacy of the Ombudsperson to provide ethical, respectful, empathetic representation and guidance in the most confidential manner provided by law. I pride myself on the reputation I have developed with both faculty and administration who identify these very traits in my interactions with them. This has assisted my work as the strategic negotiator for a comprehensive Investigations, Due Process, and Discipline article that will afford faculty with many rights currently silent in the contract and AP/BPs. Because of my experience addressing these matters over the past four years, I have been able to assure the processes, procedures, and other rights necessary for the most equitable and faculty-focused concerns are articulated in the agreement. In this work and in my role as Ombudsperson, I have ensured first and foremost that the individual faculty member's

rights are upheld and this includes seeking legal counsel, actively advocating for the faculty member throughout the process and most specifically in the investigatory interview, and supporting him/her during this most trying time through resolution.

In assisting faculty in any of these Ombuds' situations, I have been able to utilize my skillset as a critical and strategic thinker, an organized and diplomatic leader, an objective and empathetic listener, and a collegial collaborator all to support my work as your faculty advocate. However, the work of the Ombudsperson cannot be done in isolation. The Ombudsperson must work collegially and collaboratively with the FA Executive team as well as FA Council to ensure the consistent and objective processing of faculty concerns, complaints, grievances, and investigations. As your Ombudsperson, I have been sensitive to the diversity of our faculty and the varied interests among us, and I understand that each person is unique and reacts to issues differently. Regardless of the circumstance, my work has been to ensure that both the faculty member and the Faculty Assembly as a whole are well represented and protected through any conflict that arises, and I reflect on each experience and make thoughtful and considered recommendations that will assist the FA in our work going forward whether through language recommendations in the contract or professional development to lessen the incidents that distract from our primary mission.

What leadership roles have you assumed during your academic and/or professional career?

My nearly thirty years as a public employee devoted to the work and mission of the Community College has provided me with a comprehensive perspective and many leadership opportunities which all have influenced and benefited my work as your Ombudsperson. I have served on the Academic Senate, multiple Collegial Negotiation Teams, and a number of Senate Committees including Academic Affairs, EOPS & Care Advisory, and Lodestar among others. For my department, I am the Lead Instructor and Department Chair. I also chaired the Basic Skills/ Student Success Committee as well as served as a Faculty Chair for Accreditation. Since the FA's inception, I have been an invested member, serving on its Council and then as your Ombudsperson. In addition to serving in the Ombuds role and Exec work described above, I also worked with a subcommittee of FA Council to make recommendations for revisions to the FA Constitution and Bylaws. These were then considered by the FA Exec and the full FA Council and received unanimous support. The Constitution was then put to a full faculty vote and garnered over 95% voting approval. Each of these roles has provided me with opportunities to work alongside faculty, staff, and administration. It has also allowed me to develop a broad and wide-ranging vision of the workings of the college and the diverse perspectives among us.

What do you think are the two or three most pressing issues facing the Faculty Assembly today?

First, the FA will be entering into the all-important negotiations for a full reopener of our contract this coming year. Each contract negotiation is critical to every single faculty member,

whether one on the verge of retirement or one undergoing tenure review. The effect of these negotiations will be lasting and cumulative. As such, the most critical issue we have facing us is the election of our FA President. We need an experienced, effective negotiator who looks to advancing the interests of ALL faculty, who has developed respectful and meaningful relationships with administration and especially our Board members, and who has a proven track-record of success. For all these reasons, I am endorsing BRAD BYROM for FA President, and I ask for your vote for him as well so we can continue the strong work of the FA.

Secondly, as an evolving and progressive college, MiraCosta and its employees, particularly faculty, will continue to be challenged with new and developing initiatives. As the exclusive representative of faculty for all working-related matters, the FA will constantly be involved with issues raised due to this evolution. It is critical that the FA leadership, particularly the Executive Team of which the Ombudsperson is a part, must be positioned to deal proactively vs. reactively as issues develop. Educating faculty and administrators to ensure the accurate interpretation and application of the contract is also critical to our success as an FA. Having strong, respectful working relationships with the Academic Senate and Administration will ensure that the elements of our contract are understood, upheld, and applied consistently.

Finally, addressing the increase in investigations of Title IX and Title V complaints against our members is a primary concern. The FA Exec and specifically the Ombudsperson must continue to educate faculty in understanding their rights, garnering necessary legal counsel on behalf of the FA, and preparing unit members for interviews. More work needs to be done to educate faculty on what can be done to avoid becoming the subject of an investigation, but as I have seen, oftentimes complaints can be made whether warranted or not. We also need to work to reduce the interpersonal conflicts between faculty and administrators/staff as well as among faculty which interferes with us doing our best work and serving students. We need to work with administration to ensure a workplace free of harassment, with limited conflict, and a process to assist with conflict resolution.

What would you do to keep Faculty Assembly members informed, and what would you do to elicit feedback on important issues from members?

As your Ombudsperson, my door is always open. Over the past four years, I have assisted over fifty of your colleagues to: resolve grievances successfully; ensure rights through the investigative process providing exceptional, solid representation; afford Weingarten representation at meetings with administration where unit members were concerned about potential disciplinary action; assist with informal mediation for conflict resolution; and, of course, simply listen to and offer advice and assistance regarding any working condition issue or concern. To keep faculty informed, I made it a priority to develop an Office of the Ombuds website so faculty can access information related to their working conditions; I regularly write articles for the FA Newsletter; I have facilitated a number of professional development workshops addressing the then proposed FA Constitution & Bylaw changes, Investigations, Weingarten Rights, and Conflict Resolution; and I have sought additional training on

Microaggressions and presented at DEqCCC how the FA and particularly the Ombuds can assist faculty as these incidents arise. Any faculty member can also submit a suggestion or request for agenda item through the FA website.

What skills or special training do you possess that would allow you to help others to resolve differences?

A critical and unique role of the Ombudsperson entails working to resolve differences, conflicts, or grievances. To do this well requires careful reasoning, an empathetic character, and the ability to advocate. Through my career, I have worked to develop these very skills. I have completed Mediation Training through the National Conflict Resolution Center. This training provided me with mediation concepts and processes as well as communication strategies for active listening, acknowledging, and reframing. As a language educator, I understand the art of communication and the delicate balancing act of skills required to hear and be heard, to understand and be understood. I have also attended a number of California Community College Independents (CCCI) conferences where I have collaborated with other Grievance Coordinators to share experiences and tools to assist with resolving differences among professionals. I continue my own professional development in the areas of mediation, conflict resolution, and equity-minded practices. I know that my education, experience, and commitment to the community college mission have all benefited me in my ability to bring people together, encourage cooperation, and resolve differences collaboratively and professionally. It is with this same skill set that I promise to address the work required as your Ombudsperson for the next two years.

FACULTY ASSEMBLY EXECUTIVE MEMBERS

Jeanine Sepulveda

First, thank you for the nomination and consideration of my candidacy for this position. I truly appreciate the support of my colleagues and hope to do my best to serve the fulltime faculty as a member of the FAC Exec. My name is Jeanine and I'm the marine biology instructor in our bio department. I've been a fulltime faculty member here since 2004.

Experience/Skillsets

Our FA was established to provide unified representation of fulltime faculty in matters related to working conditions. As a member of FA council since its inception, I have served along with council members to help promote an open and inclusive dialog among faculty and with the district and represent the interests of fulltime faculty in issues related to negotiations and the equitable distribution of workload. Over my time in service on the council several improvements in our working conditions have been made, from salary to department chair reassigned time, workload performance factor adjustments for departments with performance-based courses, clarified FA bylaws and constitution and the development of the Ombuds role to name a few.

Over the years of service on council I have gained a more in-depth understanding of our contract and the important role that Exec plays in negotiating and mediating issues related to its implementation. Our FA Leadership has worked hard to build and maintain strong relationships with our college board and administration. I feel that we collectively benefit from the experience and thoughtful approach to negotiations that have taken place thus far and I look forward to working more closely with current leadership as we move forward.

My primary areas of service as a councilmember have been on the research subcommittee that gathered information to support Exec in our last contract negotiation. My role in that subcommittee was to research performance factors and reassigned time distributions across campuses throughout the state to determine trends among district allocations. Likewise, I have also served on the elections subcommittee, which garnered community support for our district board elections.

Leadership and institutional service

Other experiences that may benefit the FA's main goals include those centered on past institutional service. I've been a member of Academic Affairs and Professional Development committees as examples, served on numerous hiring, TRC and PRC committees and had a leadership role as department chair. My leadership approach is an inclusive one; I like to work collaboratively with others for a common goal and seek as much input from as many perspectives as we can before making decisions.

Pressing issues / Keeping lines of communication open

I think the most pressing issues facing the FA today center on inclusivity and the need to continue our work as a college to build a sense of community among faculty and staff alike. The role of council in this issue is to equitably support the needs of our faculty, be a resource for you when working conditions questions arise and maintain a flow of information so that you know your voice matters. We work together with the Academic Senate, respecting their important work centered on academic and professional matters, to maintain an open dialog about any working conditions issues that may overlap with senate purview.

We have an upcoming contract negotiation. While honoring the confidentiality of negotiations, my goal is to maintain transparency with constituents about the work that the council performs. I think it's important for faculty to know that they have a diverse team of council members that represent many sectors of our campus and perspectives on life and work. Garnering your input about what you think is a pressing issue or area of our contract that should be re-evaluated or updated is the most important.

Mark Whitney

What skills or experiences do you possess that would be a benefit to the Faculty Assembly's main purposes?

Over my many years here at the College, I have tried to bring solutions, rather than complaints, when problems arise. However, I believe the best solutions are those that are developed through collaboration and consensus on the part of those directly involved. I am somewhat of a provocateur, as I tend to be the person at the table who is most apt to say, "what's up with that?" (particularly during long, uncomfortable silences), but in doing so I'd rather see a problem or concern identified outright so a possible solution can be collectively developed. I believe myself to be measured in my judgments, forthright in my opinions and supportive of the ideas and efforts of others. These skills have been particularly beneficial in my work over the past three years contributing to the elements of our contract, participating as a member of our negotiating teams and as FA liaison to the Tenure Review and Evaluation Committee (TREC).

What leadership roles have you assumed during your academic and/or professional career?

I have served as the Child Development Center Director for ten of my twenty years here at the college. Back when committee work in the second year of the tenure process was encouraged, I co-chaired the Academic Master Plan Committee, gaining valuable perspectives on college-wide issues. I also served as our SLO Coordinator during a difficult transition year, ensuring that the integrity of our assessment process was preserved and strengthened. I have served as the Academic Senate Vice-President as well as a member of PG&E, and continue to serve as a Tenure Coordinator now on TREC. In this capacity and as a member of FA Exec, I was selected to Chair the Appeals and Review Committee (ARC). My responsibilities as a member of FA Exec have provided me the opportunity to participate on the negotiation team developing the contractual language for our tenure candidate tenure review and evaluation process (Part H of our contract), and I am currently involved in the negotiations specific to our tenured faculty member evaluation process.

What do you think are the two or three most pressing issues facing the Faculty Assembly today?

Maintaining the integrity of our working conditions requires consistent effort and a deep commitment to the interests of all full-time faculty. We collectively benefit by having a skilled and experienced colleague leading our upcoming negotiations on family leave and our full-time faculty evaluation process, important initiatives that will shape the faculty experience for years to come. I have worked closely with Brad Byrom for many years now, and have learned much about the importance of developing strong relationships and maintaining good communication with our Board Members as well as earning the respect of our college administrators. Consistency in FA leadership is essential at this particular point in time, especially as we begin our formal contract negotiations with the district. I am very proud of the work my FA colleagues have contributed to this endeavor, and look for your affirmation of Brad's leadership in our ongoing efforts to improve our working conditions.

What would you do to keep Faculty Assembly members informed, and what would you do to elicit feedback on important issues from members?

I am willing to take the initiative needed to reach out to those who might not feel they have a voice in our governance processes and to address the difficult issues at hand in a manner beneficial to all involved. I am approachable and am able to maintain confidentiality when issues or concerns rise to a level that require discretion. I have grown in my understanding of the unique issues pertaining to both our non-classroom and classroom colleagues and have worked diligently and consistently to translate our contractual policies into effective practices.

ACADEMIC SENATE REPRESENTATIVES

Zulema Diaz

Dear esteemed colleagues,

I'm completely humbled by this nomination to the Academic Senate. I am excited about the possibility to serve our campus community as one of your senators.

As I was undergoing my tenure process beginning in the fall of 2016, one thing that really struck me was the college-wide effort to support student success. As a result, I naturally gravitated towards those areas of the college where I felt I could help. My involvement with the English Assessment Subcommittee has been ongoing since discussions centered on AB 705 intensified. This work group consists of a collaboration between Letters Department faculty working with counselors and the office of instruction to ensure that our college not only meets the state-wide initiative for Community Colleges, but that we also consider how to best support disproportionately impacted students in our transfer-level courses. In addition, my engagement with the Latinx/Chicanx Heritage Month Committee has allowed me to produce memorable moments for both students and faculty outside of the classroom, in addition to creating visible public spaces where diversity on campus is celebrated. Finally, my dedication to the Outcomes Assessment Committee has been instrumental in teaching me about our institutional core competencies and the process of evaluation for student achievement.

My leadership roles while serving our campus community have only been made possible by the tremendous support I've received from my colleagues. My commitment to closing the achievement gap has been the inspiration for building a partnership between fulltime and associate faculty in order to discuss best teaching practices and culturally relevant material at the department level, and across the campus. I have organized workshops discussing the need to rethink how English 100 courses are taught at a moment when Latinx student enrollment is at its highest. In addition, I've helped design a workshop for both fulltime faculty and associates in the Letters Department where the focus was to reconsider how we scaffold the reading process throughout the semester. At the college level, I've collaborated with colleagues and helped organize a retreat centered on contemplative practices that foster student success with Dr. Laura Rendón as the keynote speaker and facilitator. Also, with the support from DeqCC and my department, I organized a workshop on how to revise your course syllabi to best suit the needs of disproportionately impacted students titled "Decolonize Your Syllabus."

Five of the most pressing issues facing the Academic Senate, are equitable hiring practices and mentorship of first-generation professional tenure track faculty. I also know that in the discussions on Guided Pathways the Academic Senate has a focus on student equity. Also, there's an emphasis on professional development and the need for culturally relevant material in order to improve student retention rates across the disciplines. I am also aware that at the moment, the Academic Senate is re-examining the mission, vision, and goals for the upcoming years where Student-Centered-ness is key. If I'm elected, I feel that my previous experiences

with the English Assessment Subcommittee, the Latinx/Chicanx Heritage Month Committee, my investment in addressing the achievement gaps within my department and across the college, and finally my involvement with the OAC, will be extremely useful and beneficial to push forth a vision for our college that not just focuses on transforming the lives of students, but of those that serve our learning community as well. (Meaning all of us).

I will do my best to be an effective communicator using various modalities via the cyber world or face-to-face encounters. Anyone is welcome to see me in my office, the cafeteria, or in the Student Center for both formal or informal conversations about issues of concern.

Himgauri Kulkarni

Which committees you served on and when?

During my time at MiraCosta, I have served on a variety of committees.

- 1.) Tenure Review and Evaluation Committee (TREC), previously called Professional Growth and Evaluation Committee - 9 years
- 2.) Diversity, Equity, and Cultural Competency Subcommittee (DEqCC) - 10 years
- 3.) Disabled Students Programs and Services Advisory Committee (DSPS), previously called Academic Accommodations Committee - 2 years
- 4.) Budget and planning Committee (BPC) - 4 years
- 5.) Equal Employment Opportunity Advisory Committee (EEOAC) - 2 years
- 6.) Diversity and Equity subcommittee of President's Alliance on Diversity, Equity, and Inclusion (PADEI) - 1 year
- 7.) Academic Affairs Committee (AAC) - 2 years.

Additionally, I have served on several hiring committees for staff and faculty in the Biology department. I have also served as an Equal Employment Opportunity (EEO) representative on hiring committees in other departments on campus.

My current committee work includes serving on DEqCC and the International Education Interest Group Advisory Committee.

Which leadership roles have you held?

As an actively involved faculty member, I have assumed many traditional and nontraditional leadership roles throughout my career at MiraCosta College. I held traditional leadership roles such as Biology Department Chairperson (2 years), Microbiology lead faculty (15 years) and chaired several faculty and staff-hiring committees in my 15 years at MiraCosta.

My non-traditional leadership initiatives include organizing and presenting workshops in microbiology professional organizations, innovation grant writing in order to secure resources for specific courses, and mentoring faculty and staff.

What do you think are the five most pressing issues facing the Academic Senate today, and how has your work over the past three to five years shown your commitment to these issues? I think that the most pressing issues facing the Academic Senate today are:

- 1.) Improvement of collegial communication among faculty members as well as improvement of communication between the faculty and other branches of the institution.
- 2.) Creation of innovative avenues for minoritized students to broaden their academic preparation and succeed in those endeavors.
- 3.) Building faculty-student relations by providing informal areas on campus to foster interaction.
- 4.) Improvement of collaboration with international institutions to foster greater understanding of various cultures across countries and continents.
- 5.) Creation of a proactive process in order to ensure a safe environment for student interaction and learning.

My committee work on campus has focused on matters of equity and inclusion, the foundation of any educational institution. I believe that the five issues that I have identified above connect intimately to the foundations of equity and inclusion.

As a member of Diversity and Equity subcommittee on TREC, I helped create the cultural competence criteria that was included in all the five areas of faculty evaluation. Two of the five areas include faculty-to-faculty collegiality, and faculty-student interaction.

As a member of a sub-committee on DEqCC, I have presented First Friday new faculty orientations and helped organize both faculty and student focused workshops during the flex week DEqCCC conference. These workshops included student panels, faculty panels, and a range of topics from pedagogy to self-care.

In my effort towards creating innovative avenues to encourage minoritized student participation in STEM fields, I designed an introductory biology course on infectious diseases using a universal topic to spark student interest in those fields. In collaboration with the Dean of Counseling and Student Development, Academic Success Program (ASE) coordinator, and ASE program Counselors, I offered this course to the ASE student cohort last fall. These type of endeavors foster greater collaboration among faculty members as well as improvement of communication between the faculty and other branches of the institution.

In my most recent role as a member of the International Education Interest Group Advisory team, I am working on collaborating with an international Institution on a virtual research project for students. The committee team has written a handbook that outlines the process for faculty to help foster a more immersive international education option for students.

In my effort to help create a safe environment for students on campus and classrooms, I completed LGBTQIA Safe Space and Undocumented/Mixed-Status Ally Training. I have also

attended numerous workshops on various issues that students face (home and food insecurity to name a few) and realize the importance of continued improvement and innovation in all of these areas.

What would you do to keep your constituents informed, and what would you do to elicit feedback on important issues from your constituents?

To ensure effective and efficient communication, it will be important for my constituents and me to know and understand each other. I plan to hold several introductory meetings to accommodate my constituents' schedules. In those meetings, I intend for us to come to consensus about the format of communication, which will include establishing the do's and don'ts when communicating. I hope that this will create an environment of mutual trust, and my constituents will feel comfortable sending their feedback when solicited. I am open to all channels of communication, including emails and/or other forms of technology, phone calls, and face-to-face meetings. I will send out information regularly via our established modes of communication to keep my constituents up to date on matters of the Academic Senate as well as to receive feedback on important issues.

Annie Ngo

Which committees you served on and when? I joined MiraCosta in 2017, and have been a member of the FA Council and PADEI committees since 2018. Within FA I am part of the communications subcommittee and have contributed content to the FA newsletter. In addition, I am a member of the Workgroup for Regional Career Ed Tutoring, which seeks to understand students' tutoring needs and is currently working on solutions to address those needs. I have also served / am currently serving on three hiring committees.

Which leadership roles have you held? While I have not held a formal leadership position while at MiraCosta, I believe that leadership is a process that can and should be exercised by all members at all levels of an organization. To exercise leadership is to raise issues or ask questions that press people to recognize the points of view or problems that they would rather not consider. Only then can we begin to mobilize our people and resources to address these challenges in front of us. In my prior career, I was a commodity manager for 15 years, leading cross-functional teams across the US and globally. In addition, I have participated in several Group Relations Conferences, and was the Associate Director of Administration in 2015.

What do you think are the five most pressing issues facing the Academic Senate today, and how has your work over the past three to five years shown your commitment to these issues? Fostering a culture of equity and inclusion at all levels of the college. Student success and the structural changes needed to achieve it (paradigm shift). Faculty voices to be heard in decisions that affect the college. Professional development and learning of faculty that aligns with the mission and goals of the college. Collegiality and improving relations amongst faculty, staff, and administration across the college.

I was fortunate to attend the Center for Urban Education's (CUE) Equity-Minded Teaching Institute which provided me with the opportunity to learn about equity-minded practices, test those practices in my classes, and collaborate with my colleagues who also attended the institute. I am also participating in the Strong Workforce Faculty Institute to find ways to improve student success in my courses by collaborating with colleagues, deans and researchers. These institutes and the committees I have been a part of demonstrate my commitment to equity and inclusion, student success, as well as collaboration and cooperation with colleagues to facilitate positive change.

What would you do to keep your constituents informed, and what would you do to elicit feedback on important issues from your constituents? While the Academic Senate posts detailed minutes, I believe it is also important to reach out to my constituents with urgent updates, issues, or votes that require consideration and feedback. I will use email to share the Academic Senate Agendas and Minutes, and any other relevant documentation or information. I would also encourage my constituents to meet with me face to face for deeper conversations on topics or issues that matter to them. I'm also very comfortable with survey design (I was a research assistant at USD for the Office of Accreditation & Assessment) and find it a good way

to collect information and feedback depending on the situation. Being informed and having the opportunity to express our perspectives is critical to democratic decision making.

Edward Pohlert

Which committees you served on and when?

I served the Academic Senate as a senator and vice president between 2010-2014 and chaired DEqCC between 2006 - 2018. In addition, the committees I served on this past decade include: Academic Affairs, BPC, Student Success, Collegial Negotiations, TREC, DEqCC, EOPS/CARE Advisory, Commencement Advisory, Matriculation Advisory, PADEI, Student Services Council, Guided Pathways Workgroup, Lodestars, Institutional Long Term Planning Workgroup

Which leadership roles have you held?

I was Academic Senate Vice President 2011-2012, 2013-2014; DeqCC Chair 2006-2018, Faculty Director 2003-Present, current ACTLA President <http://actla.info> , and developed and implemented numerous programs for institutionalization in academic support, student services, and educational equity.

What do you think are the five most pressing issues facing the Academic Senate today, and how has your work over the past three to five years shown your commitment to these issues?

First: The ability for faculty to be main architects of the future vision for MiraCosta College - administrators and faculty work together collegially in many different committees, sub-committees, etc...However the past four years, we've seen an erosion of joint decision making within the 10+1 primacy matters as defined by California education statute. We need to assert our primacy in educational development and processes for institutional planning and budget development.

Second: Our collective ethos is tied to our ability to professionally grow with opportunities that enhance teaching and learning in many faculty contextual roles. A main tenet of faculty retention is that professional development opportunities and activities are developed. These opportunities and activities need to reflect our new faculty hires that come from 1st generation, ethnically diverse, differently abled, gender varied identities, etc...The responsibility of organizational structures prioritizing faculty growth resides in the institutions potential commitment to a professional development coordinator for the entire district.

Third: Educational equity and inclusion as a concept can be ambiguous depending on statewide mandated interpretation, individual values, and/or sociocultural contexts impacting our students/communities. We must be brave and courageous to define what Equity and Inclusion is for our district and prioritize the curriculum, programs, and services that effectively empowers specific populations that have been historically marginalized at MiraCosta and in the college system as a whole.

Fourth: Our focus on classroom learning must be matched with outside of the classroom opportunities to engage with our students and each other. Some progress has been made by faculty meeting students within campus spaces (TASC, SJEC, STEM, Cafeteria, Fountain, Clubs/Organizations, Counseling Center to name a few) that enhance the human relationships that help students and faculty develop a sense of belonging. We must create more

formal/informal space that's culturally specific and create dialogues that develop between faculty, students, and staff.

Fifth: Our community in college needs to emerge as we build partnerships with community agencies/organizations/people that inform us of the context and realities of our surrounding populations that matriculate to MiraCosta College. Our responsibility to the community needs to be culturally relevant and sustain our newly crafted mission, vision, and values for the present and immediate future.

What would you do to keep your constituents informed, and what would you do to elicit feedback on important issues from your constituents?

With the privilege of having a Teaching and Learning Center on the 2nd floor of the library, my goal is to host monthly dialogues so that I may listen and provoke faculty constituents to think critically about the goals and objectives of the academic senate. In addition, we must be visible and engage students via informal gatherings in open spaces around each campus that put us in the role of collaborator, leader, role model, and educational activist. I look forward to your authentic engagement with all of us.