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AGENDA

We respectfully acknowledge that MiraCosta is on the traditional territory of the Luiseño/ Payómkawichum people. Today, this meeting place and surrounding areas are home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/ Payómkawichum people and remain the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, present and past: keepers of history, culture, wisdom, and knowledge.

I. Call to Order

II. Remote Member Attendance

Description: Academic Senate will consider remote participation of members under the provisions of AB2449, if any.

III. Roll Call

IV. Persons Wishing to Address the Senate [Time 9:05; 15 minutes]

Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.

V. Changes to Agenda Order

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 4, 2024

VII. Action Item, Second Read (vote required)

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. AP4026: Philosophy and Criteria for International Education - Hull

[Time 9:20; 2 minutes]

Description: AP4206 underwent a comprehensive review in Spring 2023 with CPC. Here AAC is suggesting minor modifications due to a reorganization that took place in summer 2023. Updated office name and the position title of the coordinator in the last paragraph. This comes back to AS for approval.

B. AP43XX Student Travel Guidelines (new AP)- Hull and Mortaloni

[Time 9:22; 2 minutes]

Description: A group met throughout 2023 to create student travel guidelines, which included representatives from all constituencies (classified professionals, faculty, administrators, students) with representation from Athletics, Title IX, Student Affairs (Student Conduct), Associated Student Government, Student Life & Leadership, Fiscal Services, Risk Management, Human Resources, and Student Equity. This comes back to AS for approval.

BP 2510: Collegial Governance and Participation in Local Decision Making

The board recognizes the Academic Senate as the body that represents the faculty (fulltime and associate) in collegial governance relating to academic and professional matters.

1. Curriculum
 2. Degree and certificate requirements
 3. Grading policies
 4. Educational program development
 5. Standards or policies for student prep. and success
 6. Governance structures, as related to faculty roles
 7. Accreditation processes, including self-study and annual reports
 8. Faculty professional development policies
 9. Processes for program review
 10. Processes for institutional planning and budget dev.
- +1 Academic calendar • Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

The Board or its designees will consult collegially with the Academic Senate on all of the listed academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

VIII. Action Item, First Read

A. BP 4300: Field Trips and Excursions - Hull [Time 9:30; 5 minutes].

Description: *Removal of language related to restricted travel from AB 1887 and inclusion of procedures for international travel for field trips.*

B. AP 4300: Field Trips and Excursions - Hull [Time 9:30; 5 minutes]

Description: *Revision of procedures for out-of-state and international travel for field trips.*

C. Recommended Ranking for Full-Time Faculty Positions - Hull [Time 9:35; 20 minutes]

Description: *AAC forwards a recommended ranking for full-time faculty hire requests for Academic Senate review and approval.*

D. Funding Request for Faculty Field Day Event – Coronado [Time 9:55; 5 minutes]

Description: *A team designing an annual Field Day for faculty and students "devoted to play, friendly competition, relaxing activities, and outdoor fun" requests the Academic Senate fund \$600 to purchase equipment. A "demo day" is planned for December 6th. After this trial event, the team will return to the Senate to request funds for the full event.*

IX. Information / Discussion

A. Five-year Dual Enrollment Plan - Lindstrom [Time 10:14; 40 minutes]

Description: *Over the past two years, we engaged both MiraCosta and our K-12 district stakeholders in strategic planning conversations. We looked at the data, identified target student populations, researched best practices on state and national levels, and discussed goals and strategies that we would like to collectively pursue in the next five years for dual enrollment. We used Strategic Enrollment Management (SEM) planning framework to guide these conversations and write a five-year dual enrollment plan. Here is a [LINK](#) to the draft of the plan.*

X. Reports (Written, Included Via Links Below)

A. Academic Senate President – Mitchell ([access report](#))

B. College Superintendent/President – Cooke ([access report](#))

C. Classified Senate – Banks ([access report](#))

D. Associate Student Government – Tarman ([access report](#))

E. Senator Reports – ([access report](#))

To submit a Senator Report, contact the Academic Senate President and share your report in writing before the meeting.

XI. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu

Audio recordings of AS meetings may be available and requested for up to 30 days. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.



UNOFFICIAL MINUTES

We respectfully acknowledge that MiraCosta is on the traditional territory of the Luiseño/ Payómkawichum people. Today, this meeting place and surrounding areas are home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/ Payómkawichum people and remain the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, present and past: keepers of history, culture, wisdom, and knowledge.

I. Call to Order – The meeting was called to order at 9:01am.

II. Remote Member Attendance

Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*

No members of Academic Senate requested remote participation under the provisions of AB2449.

III. Roll Call

Members present: curry mitchell (President), Robin Allyn, Daniel Ante-Contreras, Sunny Cooke (Ex-officio), Leigh Cotnoir, Sean Davis (Vice-president), Erica Duran, Julie Graboi, Sarah Gross, Jim Julius (Coordinating Officer), Jeffrey Murico, Ghada Osman, Brian Page, Nate Scharf, Alexis Tucker Sade, Krista Warren, Afifa Zaman

Members absent:

Others present: Carl Banks, Tim Flood, Stacey Hull, Nick Mortaloni, Denée Pescarmona, Aaron Roberts, Jack Tarman

IV. Persons Wishing to Address the Senate

Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.

Alexis Tucker Sade wanted to recognize and wish Jimmy Carter a happy 100th birthday.

V. Changes to Agenda Order – None.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of September 20, 2024

The consent calendar was approved by unanimous consent.

VII. Action Item, First Read

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. AP4026: Philosophy and Criteria for International Education – Stacey Hull

Description: *AP4206 underwent a comprehensive review in Spring 2023 with CPC. Here AAC is suggesting minor modifications due to a reorganization that took place in summer 2023. Updated office name and the position title of the coordinator in the last paragraph.*

This AP went through comprehensive update spring 2023. In the summer there was a reorganization of the department and changes were made to the name of office and the job position title. This AP will return for approval at the next meeting.

B. AP43XX Student Travel Guidelines (new AP) – Stacey Hull and Nick Mortaloni

Description: *A group met throughout 2023 to create student travel guidelines, which included representatives from all constituencies (classified professionals, faculty, administrators, students) with representation from Athletics, Title IX, Student Affairs (Student Conduct), Associated Student*

Government, Student Life & Leadership, Fiscal Services, Risk Management, Human Resources, and Student Equity.

Mortaloni, Dean of Student Affairs, convened a working group created this new AP for student travel guidelines for in- and out-of-state travel, as well as international travel, including overnight trips. They received feedback from groups who utilized student travel such as theater and athletics then came together for a discussion. There was lack of consistency and clarity. This new AP will fill that gap. Included in the AP are general guidelines, behavioral expectations, lodging, transportation, and meals.

When it was noticed there is no DEI language, the Senate was informed that all of this has training materials associated with it and DEI is addressed throughout the training. There is a PDF with all tools in one document for training.

It was noticed that under general guidelines, there is an exception around permanency for classified. It is open-ended around faculty. However, it was noted that associate faculty can travel with students. More clarification was suggested to include full-time or associate faculty. Under lodging, in addition to health, medical, and cultural considerations, it was asked if religious accommodations are acceptable as an obvious reason to request an individual room. A more clarifying sentence might be good such as, "...all attempts will be made by the district to honor requests for an individual room for when there is health, medical, and cultural considerations." Anyone who is traveling with students should be able to honor this. This should also be included and embedded into the training materials and point to the AP.

Two friendly amendments to the AP were made:

1. Establish full-time or associate can travel with students.
2. Illustration of a granted consideration for an individual room.

It was asked that under behavioral expectations, if there is a procedure for if a student is in violation. It was noted that this is also discussed at length in the training materials.

This new AP will come back for approval at the next meeting.

VIII. Information / Discussion

A. Facilities Futures Plan Presentation and Proposal (FFP) – Tim Flood

Description: *Tim Flood will present the Facilities Futures Plan and Proposal for review and discussion.*

Flood noted that this has been a labor of love over the past two years and they are seeking feedback from all constituent groups.

He shared and discussed the attached PowerPoint presentation with Senate.

Flood will be visiting all constituent groups. The floor was opened up for comments and questions. It was suggested that a more inviting invitation could help to elicit better participation in surveys for more outreach.

It was noted that the Letters hub shares a lot of office space with Math. It was asked what the intentions are behind the Letters Hub. As they get further into design, they be working with constituent groups to help with design. There is a need for more faculty space, student space, support services, tutoring areas, etc.

It was asked if more growth is anticipated for on ground classes. It would be nice to see a plan where we can get more students back to campus. It was noted that spaces will be defined with cap load ratio. A new space could be a one- or two-story building. This is yet to come and the plan gives the ability to expand or contract and look at what we will need over the next 50 years. These discussions will occur as we go over the educational plan. Seeing a flexible plan because we don't know what we might need in the future. Things will change and shift based on what services students will need and use.

MSU (Warren / Graboi) to extend the conversation for an additional five minutes.

It was asked if there might be an opportunity to include art faculty and art students to create rotating spaces to facilitate that part of the budget. It was noted that the art community will have a more active role with an opportunity for art to be stored and displayed. In addition to wall space, encourage other ways to display art such as sculptured seating.

It was suggested that a community garden at the CLC would be nice.

When asked about the cameras around campus, it was noted that the video goes to campus police; however, they are not monitored all the time. It was also noted that in the security master

plan there are no faculty on the advisory group. It consists of campus police ITS, a consultant, Tim Flood, and Kitchell. Mitchell will follow up with Flood to see if a faculty member can be added to this group.

B. Faculty-led, A.I. Taskforce

Description: *Presentation by the A.I. Taskforce to finalize the charge and achievable goal, focusing on the 10+1 area.*

A document (attached) was shared that outlined the faculty-led A.I. taskforce, their charge and goal. The charge of the taskforce is to research, design, and run a 5th Friday conference for faculty with multiple options for engagement. It is hoped that students will be interested in their own breakout workshops. This taskforce is only for faculty, and they will coordinate with other classified and admin planning teams to design a 5th Friday conference that offers topics for all employee groups.

The goal is to design an event that makes two clear statements that it is vital; 1. all faculty should engage in the AI conversations, and 2. faculty explore AI topics and technologies according to their agency.

Members of the taskforce would include representation from MOE, PDP, ACPs, and CE Programs, prior faculty AI taskforce members, and emerging faculty leaders in the AI space including CSIT, CS, etc.

The timeline of the work is to deploy a survey, recruit facilitators, plan the event schedule, reserve rooms, and confirm amenities services.

MSU (mitchell / Duran) to extend conversation for an additional ten minutes.

Discussion continued and faculty might want to advocate for a couple of evening sessions to allow more participation. It was noted that in the spring, the add/drop dates for classes is within the first two weeks so many may not be able to attend. Perhaps resources could be made available afterwards and ongoing for those who cannot participate.

One of reasons for the 5th Friday was that it establishes an important institutional goal to understand AI and it makes the conversation about AI something that all employees should be engaging in.

It was asked what arcade style means. It is a single space organized by genres of topics and content such that it is up to the person walking in to decide what and how they will experience the topics offered. They will go to the things they want to go to instead of being directed by a rigid schedule or by single session keynote speakers.

The schedule also needs to accommodate non-classroom faculty and evening sessions.

Erica Duran and Robin Allyn volunteered to be on the taskforce along with Sean Davis and Jim Julius. They will follow up with classified professionals, administration, and students.

IX. Reports (Written, Included Via Links Below)

A. Academic Senate President – *curry mitchell* ([access report](#))

B. College Superintendent/President – *Sunny Cooke* ([access report](#))

C. Classified Senate – *Carl Banks* ([access report](#))

D. Associate Student Government – *Jack Tarman* ([access report](#))

E. Senator Reports – ([access report](#))

To submit a Senator Report, contact the Academic Senate President and share your report in writing before the meeting.

X. Adjournment – The meeting adjourned at 11:01am.

MiraCosta College supports international education to provide a comprehensive educational experience that empowers students to make reasoned decisions in both the international and domestic contexts through the use of critical analysis informed by a globalized perspective. The college offers a variety of international education programs that are designed to develop and enrich multicultural awareness, intercultural competence, and understanding of global issues and trends through curricula that encompass world cultures and perspectives and programs that encourage participation in international experiences.

MiraCosta College will strive to accomplish the following:

- A. Develop courses of study in as many fields as possible to increase students' understanding of global issues and cultural differences.
- B. Offer courses in languages other than English to train students to communicate effectively in international contexts and to enhance their understanding of other cultures.
- C. Provide opportunities for students to participate in study abroad programs and/or virtual international exchanges to enrich their academic training, perspectives, and personal development.
- D. Develop and provide opportunities for all MiraCosta College students and faculty to engage and interact with students abroad to share their views, perceptions, and experiences in life.
- E. Develop innovative public educational forums and venues to explore global issues and showcase world cultures.
- F. Recruit and retain qualified students and scholars from other countries to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people.
- G. Facilitate faculty exchange and collaborative partnership programs with institutions in other countries.
- H. Initiate collaborative research undertakings to address issues of global significance.

- I. Recruit and retain the world's best and brightest faculty to educate MiraCosta College students as globally competent citizens.
- J. Accomplish all the above stated goals adopting equity-minded practices that work toward the MiraCosta College commitment of closing the equity gap.

Study Abroad Program Requirements

The vice president of instructional services and vice president of student services must approve international education programs, experiences, and initiatives such as the following:

- A. Any agreements with groups of community colleges to offer international education courses and/or programs through study abroad consortia.
- B. Any full-time faculty member's assignment to teach a semester abroad.
- C. Any travel across international borders for educational programs.
- D. International excursions must comply with Board Policy/Administrative Procedure 4300, Field Trips and Excursions.

Additionally, the Board of Trustees must approve all international employee travel, per Board Policy 7400, Employee Travel.

Students participating in semester-length study abroad programs must have at least 12 credit hours of college coursework completed and must have earned a minimum cumulative GPA of 2.5 or higher (except in cases where a lower-GPA is part of an approved consortia agreement or partnership).

Travel and host country accommodations for study abroad programs will be provided through contracts with commercial vendors that meet standards of excellence and reputable service as determined by the college.

International Education

Courses developed or adapted specifically for international education must be approved by the Courses and Programs Committee and must be as rigorous as any offered on campus. In particular, the curriculum should foster and enhance international perspectives, increase fluency in foreign languages (when relevant), and promote understanding of the host culture. These courses must be approved in accordance with Education Code and Title 5 regulations and be taught by faculty members meeting the minimum qualifications for providing instruction.

Department colleagues may work together to investigate international education opportunities they may wish to pursue. Faculty members should discuss their plans with their department chair and secure support from their dean prior to presenting their proposal to the vice president of instructional services for consideration.

Students participating in international education experiences must be enrolled at MiraCosta College or at a consortium-member or partner institution. Students enrolling in study abroad experiences must be over the age of 18 (unless they are emancipated minors). The college considers all international activities to be part of a learning experience, and each participant to be an ambassador of MiraCosta College.

Therefore, students, staff, and faculty participating in international education, including study abroad, educational excursions, or field study, must obey all civil and criminal laws of any country visited and must comply with the district's board policies and administrative ~~procedures, procedures.~~

International Education Guidelines

~~The Institute for International Perspectives (IIP)~~ The International Office (IO) provides support for faculty and students interested in study abroad programs. The ~~IO~~ IIP and International Education Advisory Committee also maintains a list of procedures and guidelines that outlines how to design, promote, and operate a study abroad program approved by the district. Faculty members are encouraged to talk to the ~~IIP coordinator~~ Student Services Coordinator for study abroad and/or the International Education Advisory Committee about any questions concerning study abroad opportunities and requirements.

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The purpose of these guidelines is to provide district employees and students with information about traveling with students for college-sponsored events and activities. These guidelines are applicable to all travel-related activities, including local, within the state of California, out-of-state, and international travel with students.

General Guidelines

- All overnight trips with students require at least one employee in a permanent position or faculty member (**full-time or associate faculty**) to be present during the trip. All exceptions require approval from the department's Dean/Director, Associate Vice President, or Vice President.
- The responsible employees should have emergency contacts for all participants.
- All student travel requires a Field Trip Form (and/or Field Trip Form for Minors) to be completed and signed by students (and if applicable, their Parent/Legal Guardian) prior to travel.

Behavioral Expectations

- It is an expectation that all participants follow local laws and district policies during travel.
- Drugs, alcohol, and/or smoking are not permitted during the official itinerary of any MiraCosta-sponsored travel activity or event.
- The district reserves the right to end travel at any point for a student who is in violation of the student travel guidelines and/or behavioral expectations.

Lodging

- The district strongly prefers that students and employees stay in hotels during overnight travel. All exceptions (AirBnB, VRBO, etc.) require approval from the department's Dean (if applicable) and Vice President (or Associate Vice President).
- During overnight travel, the requirement is one student per bed.
- Employees and students should always sleep in separate rooms.
- All participants (employees and students) need to sleep in a room that locks.
- Employees may not room with other employees where there is a power and/or reporting dynamic. Examples can be found in AP 3430: Prohibition of Harassment and include, but are not limited to, supervisors and their employees.
- Overnight rooms are for MiraCosta-sponsored participants only and non-students may not stay overnight. Exceptions (e.g. parent/guardian of a minor student, aide for ADA Accommodations, etc.) may be considered in unique circumstances by the department's Dean, Associate Vice President, or Vice President.

- Students should participate in the process of roommate selection, and the district reserves the right to assign roommates when needed. Final decisions on room assignments are within the sole discretion of the district.
- Students **should be provided with individual rooms when requested due to health, medical, and cultural considerations.**

Transportation

- When travel includes the use of a personal vehicle, rental car, or MiraCosta vehicle, drivers must be an approved driver with the district.
- Students should be picked up and dropped off at a district site. Exceptions may be considered in unique circumstances by the department's Dean, Associate Vice President, or Vice President. Any differences to pick-up and drop-off locations should be planned in advance. If there is a change during the trip, employees should document the circumstances and notify their supervisor and Risk Management.
- Students can choose to drive themselves in their personal vehicle; however, if they make this choice, they will not be reimbursed for mileage, parking, or other related expenses.
- Student employees may drive other participants in their personal vehicle if they are an approved driver with the district and they have received approval to drive to the event by the department's Dean.

Meals

- For overnight trips, the department may decide between paying for meals on a per diem basis (daily meal allowance) or based on the student field trip amount in AP 7400: Employee Travel. The option to use per diem rates applies to overnight trips only; one day field trips must use the student field trip amount.
- Whenever possible, it is strongly recommended that departments offer the meal per diem amount (daily meal allowance) for students during overnight trips.

The superintendent/president shall establish procedures that regulate the use of district funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

Field trips are viewed as an extension of the classroom, and they must be approved in advance by the appropriate dean and/or superintendent/president and be supervised by district faculty or staff members.

The district may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from district funds. Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

If a trip destination for a class field trip or a student organization activity is outside the state of California, the written approval for the trip must be obtained from the appropriate vice president and/or the superintendent/president. In addition, the director of risk management must be informed in writing. Detailed guidelines for field trips will be maintained in district administrative procedures. If a trip destination for a class field trip or a student organization activity is outside the country, written approval for the trip must be obtained from the appropriate vice president and the superintendent/president. All out of country travel must be board approved in advance of the travel start date.

~~Travel to restricted states (AB 1887) is not permitted with state categorical funds and other funds unless it meets allowable exceptions and is approved by the division vice president and superintendent/president. Although AB 1887 does not apply to the California Community Colleges, as explained by the California Attorney General's Restricted Travel List Memo, state categorical funding cannot be used for travel to states subject to California's ban on state-funded and state-sponsored travel. States that are currently subject to California's ban on state-funded and state-sponsored travel are listed on the California State Attorney General website. MiraCosta College is honoring the legislation by voluntarily imposing the travel restrictions and allowable exceptions described in AB 1887.~~

See Administrative Procedure 4300.

The district may conduct field trips and excursions for students in connection with courses of instruction or college-related social, educational, cultural, athletic or performing arts activities or competitions to and from places in California, or any other state, the District of Columbia, or a foreign country.

The district shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the district.

The district shall, at the discretion of the appropriate vice president, offer several alternatives to transport students, instructors, supervisors, or other personnel. [district District](#) vehicles are available on a first-come, first-served basis and limited to the seven-county region (counties of San Diego, Los Angeles, Orange, Imperial, Riverside, San Bernardino, and Kern) for day trips. Review Administrative Procedure 6530, District Vehicles, for overnight trips and trips outside of San Diego County. District vehicles must be authorized by the director of facilities for travel into Mexico or areas outside of the seven-county region. Mexican auto insurance requirements apply. Options for field trip transportation may also include contracts with professional transportation services-

When a district vehicle is used, the district shall maintain liability insurance. If travel is to and from an international destination, the liability insurance shall be secured from a carrier licensed to transact insurance business in that country.

The district may pay expenses of instructors, chaperones, and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the vice president of business and administrative services. The district may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical-program funds, if the funds are used consistently with the funding source.

No student shall be prevented from making a field trip or excursion that is integral to the completion of the course because of lack of sufficient funds. The district shall coordinate efforts of community-service groups [and / or the MiraCosta College Foundation](#) to provide funds for students in need of them.

The following statement shall appear in the excursion liability release and agreement form:

MiraCosta Community College District

Page 1 of 2

Effective Date: 3/2/10, 12/1/15, 6/17/21
Periodic Review: 12/15
References: Education Code §35330(d)
Title 5, §55220
CCLC Update: #13, 8/07

Steering: AAC / AS/ADMIN

As a condition of my participation in these excursions, I understand that California Education Code §35330(d) provides that:

“All persons making the field trip or excursion shall be deemed to have waived all claims against the district, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving all claims.”

Students participating in international education experiences must be enrolled at MiraCosta College or a consortium-member institution. Students enrolling in study-abroad experiences must be over the age of 18 (unless they are emancipated minors). The district considers all international activities to be part of a learning experience and each participant to be an ambassador of MiraCosta College. Therefore, students, staff, and faculty participating in international education, including study abroad, educational excursions, or field study, must obey all civil and criminal laws of any country visited and must comply with the district's board policies and administrative procedures.

If a trip is local and takes place during a scheduled class meeting, the instructor will submit, two weeks prior to departure, a completed and signed excursion liability release and agreement form(s) to the appropriate dean with a copy of the syllabus for the course. The risk and safety manager shall be notified in writing a minimum of thirty (30) working days prior to the departure date for all travel outside California or the United States

Instructors must include pertinent information for planned field trips in the class syllabus. Students are responsible for making their own transportation arrangements to and from field trips unless district-sanctioned vehicles will be utilized. All field trips, unless utilizing district-owned vehicles, will begin and end at the ultimate destination. A field trip that does not take place during normal class time and/or does not use district-sanctioned transportation, regardless of location, must be included in the class syllabus ~~or~~ and it will be considered optional, and alternative assignments must be given to students who cannot participate.

If the trip requires transportation using district vehicles, the instructor must arrange for district-approved drivers and reserve a district vehicle. (See Administrative Procedure 6530, District Vehicles.)

~~If the trip destination is outside California or involves travel to an international destination, prior written approval from the appropriate vice president and/or the superintendent/president is required. Plans for any trips outside the United States by the aforementioned parties must be submitted to the appropriate vice president for review and comment approval prior to confirmation of travel arrangements, including selection of agents, guides, flights, etc. The director of purchasing and material management shall also be consulted before entering into any contract that mentions and/or refers to the district. All international travel must be approved by the appropriate vice president, superintendent/president and the board of trustees in advance of the travel start date.~~

Commented [DP1]: Revise out of state—VP. Out of country board approval

Commented [DP2]: Revise to update for out of country travel.

Excursion liability release and agreement form B-169 and form B-169M (for minors) can be found online on the Student Activities webpage.

For overnight field trips, the district strongly recommends students complete the participant's voluntary general information sheet found under the above webpage. These forms are destroyed after each field trip as the district does not retain any student medical information unless an incident requiring temporary retention of the form is needed in a student accident insurance claim report. This completed form would be submitted to the director of risk management for claims processing.

~~Plans for any trips outside the United States by the aforementioned parties must be submitted to the appropriate vice president for review and comment prior to confirmation of travel arrangements, including selection of agents, guides, flights, etc. The director of purchasing and material management shall also be consulted before entering into any contract that mentions and/or refers to the district.~~

Students on College-authorized field trips will not be penalized for absences incurred in other classes during the field trips. When possible, faculty members should make reasonable accommodations to allow students on College-authorized field trips to complete work missed during a field trip. Faculty may request documentation of the field trip from students.

Commented [DP3]: Revise to update for out of country travel.

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RECOMMENDED PRIORITIZATION OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 27, 2024

In this hiring cycle, 17 departments requested a total of 25 full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC prioritization taskforce read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration for evaluating and prioritization provided to plan authors. On September 20, 2024, the taskforce met for the first time to share their request ranking order, engage in robust discussion of the justifications provided by the plan authors, the potential for each request to positively impact the campus community, and gather questions for plan authors. The taskforce met again on September 27, 2024 to continue discussions and complete the final prioritization. The taskforce's rationales for prioritization are provided for each of the requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

The taskforce members (listed below) were unanimous in the following prioritization of the faculty hiring requests.

Shafin Ali, Economics

Kris Peck, Student Accessibility Services

Kyle Arriola, Chemistry

Robert Kelley, Psychology

Denée Pescarmona, VP Instruction

Tyrone Nagai, Letters

Lauren McFall, Library

Alketa Wojcik, VP Student Services

Stacey Hull, Biology

Christopher Sleeper, History

Lauren Greenwald, Art

1. **Ethnic Studies (1 of 2)**

In Fall 2022, a new Ethnic Studies Department was created at MiraCosta College, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, one full-time faculty in their third year of tenure review, one full-time faculty in their first year of tenure review, and four associate instructors are teaching courses in Ethnic Studies, and the new hire is being sought to directly support the two full-time faculty members to develop this new program, course offerings, and future certificate program.

For Fall 2024, ETHN 100 had the 12th highest enrollment numbers across the college. There were 403 enrollments (up from 109 in Fall 2023) across 11 sections of ETHN 100. There was a fill rate of 93% and 54 waitlisted enrollments. When the new PACS 100, NAIS 100 and BLST 100 are approved for Area F Ethnic Studies and CSU/UC Transfer, the department anticipates an increase in the numbers of sections offered and expects courses to have a similar fill rate. In addition, the Ethnic Studies Department will need to expand its offerings of ETHN 100 to meet increased student demand as the amount of SOC 207 course offerings will decrease once it is no longer cross-listed with Ethnic Studies in Fall 2025.

Given the unique situation that Ethnic Studies is a brand-new department, the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community, build relationships with faculty and students, and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Starting this semester (Fall 2024), California community colleges now require the completion of one ethnic studies course as a general education requirement and in 2025-2026 all high school students will be required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one untenured full-time Ethnic Studies faculty serving as the department chair and another full-time faculty in their first cycle of tenure, there is a significant unmet need in the department.

2. Biology (Human Physiology)

The Biology department is requesting a replacement position for their retiring faculty member, John Thomford in Spring 2025. John has been the long-standing lead instructor for BIO220, Human Physiology, which is a critical component of the pre-health course sequence students heading to nursing and other healthcare related programs need as prerequisite coursework. This is by far the largest student population the Biology department serves; approximately 70% of course sections are in the pre-health pathway and they had 1846 enrollments in these classes in AY22/23, and in the physiology discipline alone, there were 377 enrollments across 16 sections in AY 23/24.

Program data including enrollments, fill rates, FTES and WSCH/FTEF demonstrate that Biology is a thriving department that maintained stronger enrollments than the college as a whole throughout the pandemic. Labor market statistics also demonstrate a continued strong demand for this pre-health pathway course and the nursing and healthcare related programs that it serves. Full time faculty leadership is required to coordinate and effectively scaffold the curriculum across these difficult courses to support student success, and to facilitate dialogue and collaboration with the Nursing Programs at MiraCosta, CSUSM, as well as other programs at the four-year institutions our students transfer to.

Leading this curriculum requires expertise not only in Human Physiology, but Human Anatomy as well. In the past, full time faculty have taught 4 of the 8 physiology sections the department offers per semester. This semester (Fall 2024), full time faculty taught 2 (25%) of the 8 physiology

sections offered, representing a significant loss of full-time faculty leadership. One associate faculty member is currently teaching overload to cover two sections due to the difficulty we have in recruiting associate faculty with physiology expertise. Without a full time, faculty replacement for the physiology lead instructor, part time associate faculty will teach 100% of these course sections and the loss of faculty leadership in this large pre-health course sequence would be catastrophic.

3. Biology (Human Anatomy and Physiology)

The Biology Department is requesting a replacement position for the Human Anatomy and Human Physiology Faculty Co-lead. MiraCosta's friend and colleague Raymond Clark had served in this role until he passed away in spring of 2024. BIO210-Human Anatomy and BIO220-Human Physiology are two critical components of the pre-health course sequence students heading to nursing and other healthcare related programs need as prerequisite coursework. The department had 1846 enrollments in these classes in AY22/23. Full time faculty leadership is required to coordinate and effectively scaffold the curriculum across these difficult courses to support student success and retention. The department offers 18 sections of anatomy and 16 sections of physiology each year and coordinating instruction across these large multi-section lab-based courses requires leadership by full time faculty. Prior to the loss of our colleague, full time faculty taught 33% of anatomy sections and 50% of physiology sections. This semester, the first without Raymond, full time faculty taught 2 of 9 anatomy (22%) and 2 (25%) of the 8 physiology sections the department offered, representing a significant loss of full-time faculty leadership in these important pre-health sequence courses. Without a full-time faculty replacement for the human anatomy and human physiology co-lead, part time associate faculty will be teaching 78% of anatomy sections and 75% of physiology sections (if the department is successful in the physiology hire replacement request). The loss of faculty leadership in this large pre-health course sequence would be devastating to our program.

4. Career Studies (Experiential Education Specialist)

The purpose of this request is to hire a replacement for MiraCosta College District's only career counseling faculty member/experiential education specialist, Donna Davis, who is retiring in December 2024.

The career counseling faculty member/experiential education specialist serves as liaison to faculty colleagues regarding experiential education and work-based learning; interprets and advises District leadership and appropriate governance committees regarding implementing and complying with Title 5 sections 55250-55254; authors and updates AP4103, the District's Experiential Education Handbook, and the curriculum and SLOs across all disciplines for internship studies, occupational work experience education, and general work experience education courses; and provides orientations to new experiential education instructors, also known as faculty mentors, each semester, across all disciplines.

The career studies department's program review data reveal that student enrollment in experiential education classes have increased 60.32% over the previous two years and 49.21%

over the past year. The department has also exceeded projected completion and SLO outcomes, with overall completion rates of 88% and retention rates of 76%, which exceeded the district's corresponding 83% and 70% rates.

While the focus of this faculty position is primarily on experiential education, this unique position allows students to access other core services such as employment preparation and career assessment. In addition to teaching experiential education, internship, work education classes and providing leadership in events such as MajorFest, Free LinkedIn Photo Shoots, and the Job & Internship Fair, the new hire will not only help MiraCosta students find relevant work experience/internships, but also, paid relevant work experience and internships to provide equitable opportunities, particularly for our disproportionately impacted students.

5. Philosophy

This Philosophy position is a replacement for soon-to-be retired faculty member Dr. Isabel Luengo. The Philosophy and Religious Studies (PHREL) Department consists of two totally independent disciplines – religious studies and philosophy – with separate designators, program reviews, associate faculty pools, and different ACPs. With Dr. Isabel's retirement in Spring 2025, there will be only one (as of yet) untenured FT Faculty member left teaching and managing the entire Philosophy discipline. That means 70.5% of FTEF for Philosophy will be taught by AF. The pool of highly qualified AF is very limited because people with graduate degrees in Philosophy are highly marketable.

Philosophy classes are very popular, and not a single section has been canceled despite a global pandemic and a move to all online learning. With high enrollment, Philosophy students are still achieving an academic success rate of 76% (compared to MiraCosta's rate of 70%). In addition, students from all demographics are showing good success rates in Philosophy classes. With transfer changes due to CalGETC, the department has worked to modify their PHIL 100 course to fulfill the critical thinking and writing component, which provides one alternative to ENGL 201 and 202 within the same area. There is no way Philosophy can sustain their efforts with only 1 FT faculty member. And, in a time when critical thinking is more important than ever, this is particularly concerning.

6. Automotive Technology (1 of 2)

The Automotive Technology department requested a full-time faculty hire due to the retirement of Steve Vail in Spring 2025. Replacing the outgoing faculty member with a replacement hire will continue the current and new direction of improving the program to enable students to complete the cycle of training to employment in a quick and reasonable amount of time. During the past 18 months, the department has partnered with 5 manufacturers including Audi, Mercedes-Benz, Toyota/Lexus, Ford/Lincoln and Subaru. These manufacturers offer their online training resources and some equipment, which are integrated into curriculum and courses and leads to better success with mastering manufacture specific training objectives/skills. In turn, this leads to higher job placement rates for students.

Industry relationships, outreach, equipment choices and grants are ongoing and require constant management. These include annual Perkins and Strong Workforce grant requests and their quarterly reports; research and writing Program Review narratives and requests, and new and evolving technologies which require curriculum updating. Diverse input and opinions are necessary to maintain and equip the large physical instructional space of approximately 10,000 sq. ft. (not including the outside instructional areas (5 lifts) and parking compound). Many grant requests related to facilities, instructional areas and equipment are outside the support staff's duties and/or fall under the purview of full-time faculty.

The automotive technology program annually ranges from an average 55% to a high of 62% Latinx population (higher than the college average of 44%). Additionally, the department serves many in the Veteran population and are observing an increase in female enrollment. The department has procured modern equipment, technology, and staff trainings that close equity gaps for our students by providing higher-level skills that lead to higher paying jobs. The new hire will help support the department's efforts with all of this.

7. Earth Science, Geology, and Oceanography

The Earth Sciences, Geology, and Oceanography (EGO) department is seeking a replacement hire for John Turbeville, who is retiring at the end of Fall 2024. Without a replacement hire, the total percentage of these sections taught by associates would rise to about 64%. The fill rate of these course offerings, 77%, indicates a stabilization of post-pandemic losses. Additionally, the hiring of associate faculty to teach these sections is incredibly difficult, as there are very few people in San Diego County who have a Master's in Earth Science, Geology or Oceanography who are not already employed full time.

Beyond the classroom, the department contributes to the college's offering of programs (e.g., the Oceanography program is the only GE lab science option offered as part of the Business Administration for Transfer Program at the San Elijo campus), clubs (e.g., Sustainability Club), advisory boards (e.g., Sustainability Advisory Committee), no-cost and low-cost course materials (e.g., free access is provided to students to comprehensive online textbooks for Earth Sciences, Geology, and also Oceanography), and aids in both the new Roots of Justice Program and the Scripts GEO-Scholar Program. A replacement hire is needed to maintain this active level of involvement. Finally, with a replacement hire, having three faculty enables each to provide leadership for one of the three disciplines (Earth Science, Geology, and Oceanography), such as scheduling, associate faculty staffing and program review, in addition to priorities such as equity, CSLOs, compliance with lab and field trip safety, student success and retention, and no-cost/low-cost student materials.

8. Biology (Majors Evolution/Biodiversity/Organismal)

The purpose of this request is to replace one of the department's retiring faculty members, Jeff Ihara, who has been the long-standing lead instructor for BIO202. This course is the Evolution/Biodiversity/Organismal Biology half of a two course sequence biology majors take

before transfer. Most of the students who take the majors series are biology majors intending to transfer to a four-year institution as a biology or related major (eg. agriculture, conservation/resource management, environmental studies, cognitive science, bioengineering). Many of our students intend to pursue post-graduate or professional degrees. A smaller proportion are returning students who already have a bachelor's degree but are changing career paths and applying to post-graduate professional programs like Physician Assistant or Physical Therapy programs and need these classes to satisfy prerequisites before they apply. Biology majors make up a significant proportion of the students that are served and full-time faculty leadership is critical for maintaining the high quality program currently offered.

Program data including enrollments, fill rates, FTES and WSCH/FTEF demonstrate that we are a thriving department that maintained stronger enrollments than the college throughout the pandemic. Labor market statistics also demonstrate a continued strong demand for this pre-transfer course and the biology related degrees that it serves. The expertise required to lead this diverse curriculum is significant, and it is extremely difficult to recruit associate faculty with expertise in all three of these biology sub-disciplines. As a result, the department has a hard time staffing BIO202 sections, which often leads to the FT faculty lead taking on overload to teach 3 of the 4 sections. Without a replacement, the loss of faculty leadership would be catastrophic for our biology majors pre-transfer program, and would endanger our ability to serve our students enrolled in the Biology Associate's Degree for Transfer.

9. Career Studies (ACP Career Counselor)

The purpose of this hire request is to support student success and retention by requesting an ACP career counselor position that is supported in the Five-Year Plan for Guided Pathways.

While academic counselling can do some career counselling, a trained career counsellor follows the Pathways Navigation Project's stance of career planning before education planning, helping students find out who they are, what their skillsets are likely to be and what would be a good major for them, and therefore works with them at a much more granular level. Students are benefitted as they have an opportunity to explore careers and commit to a career before they commit to a major and their path. In addition, the ACP career counselor also will collaborate with ACP academic counselors, Instructional Faculty Liaisons on ACP Success Teams, colleagues in the Career Studies Department, and the greater campus community of faculty and professional staff to develop and deliver high impact services to close disproportionately impacted students' equity and achievement gaps. Thus, this faculty will contribute to the new initiative of serving disproportionately impacted students who are Black/African American, Latinx, and over 25 years of age being served through the ACP Success Teams, enabling them to make informed choices about their major and career options available to them.

Since the Academic and Career Pathway (ACP) Success Teams were implemented in 20-21, the demand for career counseling has exploded. Year over year since 20-21 the number of students receiving career counseling has increased between 22% to 32% each year. In the two-year period from 20-21 to 22-23, career counseling increased by nearly 40% (39.22%) and from 20-21 to 23-

24, it more than doubled (386 to 834, RPIE). The new hire will actively work towards meeting the nearly 40% increase in demand created by ACP Success Teams. The department's three-year comprehensive program review data indicate that this demand will only continue to increase in the current post-Pandemic economy.

10. Art

This full-time faculty request is for a discipline-specific area lead in 2D Art with an emphasis in Painting. The Art Department currently has 5 full-time studio art instructors teaching individual areas of specialization: Drawing, Design, Photography, New Genre, and Ceramics / Sculpture. There is no discipline lead in Painting or Printmaking. There is significant need for additional full-time faculty to provide leadership in these existing areas as well as spearhead other avenues of anticipated growth. The Art Department has historically had a full-time instructor in Painting until 2021, when the last Painting lead retired. The 2D Art instructor would oversee management of the curriculum and associate faculty for all painting classes, as well as providing additional support for the printmaking and drawing classes. This position would have significant long-term institutional value, as it would also strengthen our community partnerships and college visibility while also advancing the college's commitment to diversity, equity, and inclusion.

This full-time faculty request aligns with the following short-term goals for the department: to further diversify our faculty to reflect the needs of our disproportionately impacted students. Among these goals are adding more 2D courses during the academic year and in summer, serving student requests and economic developments, and ensuring critical full-time faculty support for the 2D Area. This hire would also be responsible for furthering our commitment to community programming and engagement, with initiatives such as partnerships with service learning and the career center, and public events that serve our student population while bringing the broader community to campus, while also contributing to other areas of need like overseeing the Public Art collection and the Gallery operations.

From a long-term perspective, this faculty member will revise existing and develop future curricula to allow for growth in the 2D area, integrating illustration and digital components and increased collaboration with Media Arts & Technologies (MAT). The department seeks to better serve transfer students as well as local degree-seeking students. Painting and drawing remain a foundational requirement for the majority of students majoring in 2D art. Areas of interest range from painting and drawing, life drawing, and human figure studies, to animation, illustration, and printmaking.

11. English as a Second Language (ESL) Noncredit

The noncredit English as a Second Language (ESL) program has experienced rapid and major growth in recent years, and a full-time faculty hire is necessary to address the current and long-term program needs to serve English language learners in the community. Currently, 78% of the noncredit ESL sections are being taught by associate faculty. This situation is not equitable and negatively impacts ESL students, given the importance of full-time faculty in promoting student

success, retention, course completion, and attainment of student learning outcomes. Additionally, fill rates are high (82.2 - 80.6%) and there is student demand for an increase in course offerings (with 80 students on the waitlist waiting to be placed in classes). Demand for ESL teachers throughout the country is high, further adding to the difficulty in staffing and offering much needed sections to the ESL student population (e.g., especially evening in-person sections).

ESL students are among those most in need of equitable assistance. Many of the noncredit ESL learners experience very volatile life situations, as immigrants and refugees at various stages of language proficiency and cultural adjustment. The noncredit ESL program provides citizenship courses to meet students' needs. Full-time faculty organize several CLC/noncredit events (Diversity Day, Reading Festival, National Adult Education Honor Society, Expressions publication). In terms of noncredit students in general, in 2022-23, there were 994 CARE referrals submitted in support of basic needs, with 7,368 visits to the CLC Food Pantry. The majority of ESL learners are adult women, juggling other adult responsibilities including employment and parenting on a daily basis; the noncredit ESL program requests a new full-time hire, as it strives to meet these students' needs by offering diverse teaching modalities (synchronous online instruction, in-person, hybrid, and hyflex) to provide equitable access to education.

12. Library (Equity and Student Engagement Librarian)

The purpose of this plan is to hire a full-time librarian to fulfill duties in instruction, information literacy, outreach to disproportionately impacted and historically marginalized student populations, and Academic and Career Pathways (ACPs). Program review data for "Student Services: Library Overall" show that the use of library services is correlated with a higher proportion of course completion, number of units taken, and overall degree completion compared to the college average. In addition, the Library serves a higher proportion of students compared to the college from almost every disproportionately impacted group. This position will continue to build on our existing foundation ensuring MiraCosta College students are information literate, which is an essential critical thinking skill for future academic goals, job markets, and everyday life. This position will accomplish this through consistent and purposeful outreach to both students and faculty as well as the re-envisioning and development of library orientations and student success workshops.

The librarian will develop, implement, and partake in programming which promotes diversity, equity, and inclusion. The librarian will also increase information literacy instruction and ensure it is inclusive and equitable. One major component of this position request deals with the promotion of the library as an integral part of the campus through instruction, exhibition, marketing, and liaising with student groups such as Puente, Umoja, Mana, Raffy, Uprise, Transitions, LGBTQIA+, and others. The department lost a full-time librarian due to retirement in 2022, which reduced the number of full-time librarians by 20%. This is a loss of 15 hours at the reference desk, 5 hours of institutional service, and 20 hours of specialization and planning.

13. Student Accessibility Services (SAS)

This position is for a full-time Student Accessibility Services (SAS) Counselor, who will work primarily at the Community Learning Center (CLC), where an office is assigned to SAS, providing consistent service to the CLC as an SAS liaison for staff, faculty, and administrators, and supporting noncredit and adult high school students. This SAS counselor will also support students enrolled in or planning to enroll in credit courses and support efforts to bridge noncredit and credit enrollment for students with disabilities.

This past year saw the highest number of MiraCosta students ever in need of SAS services, and the trend is only expected to increase going forward. Present staffing, with reliance upon multiple associate faculty in lieu of full-time faculty is not sustainable at the level needed to ensure the timely, reliable, predictable and consistent levels of services to potential, new and continuing students as well as an appropriate level to support District colleagues. This challenge is compounded by the fact that competition for qualified associate and full-time SAS counselors is high, making the hiring and retaining of well qualified associate faculty SAS counselors much more difficult.

The position requested is to be partially funded through a combined use of categorical funding (50% funded through annual DSPS Allocation) and General College Funds (50%). Given MiraCosta College's SAS student population growth, there is a strong need to increase support for students with accessibility issues. These students with disabilities, when participating with SAS, are in general successfully completing courses, earning academic degrees, and certificates, and transferring at the same rate as their peers.

14. Ethnic Studies (2 of 2)

The series of state and local-level efforts to drive antiracist education and Ethnic Studies throughout our education system has already led to a dramatic increase in enrollment for one of our Area F/CSU Ethnic Studies requirement courses (ETHN 100: Introduction to Ethnic Studies).

While this past year, the Ethnic Studies Department has relied on one full-time ethnic studies faculty member and two associate faculty members to teach the Introduction to Ethnic Studies courses and full-time and part-time faculty members in Sociology to teach the cross-listed ETHN/SOC 207 course, this arrangement is not sustainable. Currently, MiraCosta offers 4 courses that meet the Area F Ethnic Studies requirement: ETHN 100, CCS 232 (Critical Issues in Chicana and Latina Studies), CCS 100 (Introduction to Chicana/o Studies), and ETHN 207/SOC 207 (Race and Ethnic Relations). Beginning in Fall 2025, the ETHN 207 cross-listing will be deactivated, and SOC 207 will remain as a sociology course. This move aligns with state-wide Ethnic Studies recommendations not to cross Ethnic Studies courses with other departments and focus on developing new curriculum and supporting existing Ethnic Studies course enrollment. This semester, Fall 2024, there were 6 ETHN/SOC 207 courses offered. The department expects to increase offerings of ETHN 100 to meet increased student demand.

This semester, the department will submit three new courses, NAIS 100 Introduction to Native American and Indigenous Studies, PACS 100 Introduction to Pacific Islander and Oceania Studies and BLST Introduction to Black Studies for Area F Ethnic Studies for CSU and UC transfer beginning Fall 2025.

The submission of this Hire Request for a new faculty member aligns with current short and long-term departmental goals - to meet the resolutions and institutional goals and step up to the occasion as our nation, state, and students demand. We need the support of an additional full-time Ethnic Studies faculty member that will be invested and dedicated to growing Ethnic Studies at MiraCosta. If the department does not hire a new faculty member, they risk falling short of the needs and expectations of students, as well as missing the historical opportunity.

15. Nursing and Allied Health (Psychiatric Technology)

The Psychiatric Technologist program is a new program to MiraCosta College. This program has been developed in response to strong community requests from various agencies in our surrounding districts. The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) requires a Program Director to submit for final approval. The curriculum for this program has been developed and NAAH is ready to submit for approval, but NAAH will need a Program Director on board prior to submitting for approval from the BVNPT. Without this full-time faculty position NAAH will not be able to secure approval to launch the Psychiatric Technologist program.

There is a significant behavioral health professional need in the community. This need has been identified by the agencies the Nursing Department works with, by the San Diego Workforce Partnership, who states the county is 8,000 workers short of the 25,000 behavioral health workers needed, and the Bureau of Labor statistics. Currently, there are no community colleges in San Diego County that offer this program. The closest program is being offered at San Bernardino Valley College.

16. Letters (1 of 2)

The Letters Department is requesting a full-time faculty member because the current full-time faculty are overextended. The majority of Letters full-timers hold institutional leadership positions, including Academic Senate president, Faculty Assembly president and vice president, Joyful Teacher-in-Residence, TREC and PDP committee chairs, and ASE program co-coordinators (the latter of which are unable to rotate due to limited ranks). What's more, one full-time colleague has been recruited to work for the National Puente Project, and others are on sabbatical or unbanking. New full-time faculty is also needed to support active involvement in many departmental, programmatic, and institutional projects—ASE, Title V, AB1705, AB1111, and AB928.

Departmentally, it has already become a great challenge to balance scheduling full-timers in on-ground classrooms, and the department has hired five new associate faculty just this year to

cover courses. It is important to point out that success rates for English transfer courses taught by full-timers were 68% compared to 59% in courses taught by part-timers; in the most widely offered and highest enrolled GE course, English 100, the success rate was 65% in courses taught by full-time faculty, whereas it was 56% under part-time instruction. This data confirms the need for a full-time faculty dedicated to helping substantively increase student contact hours and success rates.

The Letters Department has not hired new full-time faculty since 2019 and two tenured colleagues have retired since then. That's not to mention how in these past five years the pandemic and technology/AI have drastically impacted the discipline, and professional development in equitable multimodal pedagogies requires more new leading voices in the department.

17. Computer Science

Computer Science is requesting a full-time faculty hire to teach core transfer and career readiness courses. This new hire is intended to be an additional generalist who could help with the revision of their C++ courses, which have been almost exclusively taught by associate faculty since the retirement of a full-time faculty member in December 2019, to lead a Zero Textbook Cost project for CS150 (C++ Programming), and to integrate culturally sustaining content and practices. In this way the hire request directly relates to the institution's goal of increasing transfers and the student equity plan through CRP/CSP.

Computer Science anticipates continued growth in both their own program enrollment for the AS-T and AA degrees and also through tangential means, such as a new Data Science program requiring some CS courses and requests for dual enrollment courses at area high schools. Workforce demand indicates an expected continued growth in software developers and computer programmers which align with the two associate degrees. Computer Science expresses interest in increasing industry partnerships to increase job and internship opportunities. An additional full-time faculty member would provide bandwidth and increase capacity for the aforementioned programs and outreach.

Computer Science intends on closing equity gaps with a new hire via multiple mechanisms, i.e. mentorship of associate faculty, revision of curriculum, continuing work that has already been awarded grant funding, and more. The load of closing equity gaps would be more manageable by distributing that load over a greater number of full-time faculty.

18. Nursing And Allied Health (LVN)

NAAH is requesting a position to support the growth of the LVN program. The LVN program has been a standard at MiraCosta since 1965. Over the years, this program has evolved from being one part time program at MiraCosta, supported by 4 FT faculty members to our current state of a part time program and a full-time program supported by one FT faculty member and a 30% release time Director (1.3 FT faculty). The current need is for a second full time faculty member to support the LVN program. The nursing department currently runs two LVN programs, a part

time program which is geared towards working individuals and a full-time program which runs over 4 semesters. Full time faculty presence is needed in both these programs to ensure proper representation of the programs, program continuity, and ensuring appropriate program rigor. The full-time program is an expansion program which started Summer 2023 and has full enrollment. Filling this FT Faculty role will help meet the demand for admission to all the MiraCosta Nursing programs, including the expansion of the LVN program, which in turn helps the nursing employment needs in our county and the state.

Without this full-time faculty hire the LVN program will continue to be understaffed by qualified full time faculty members. Currently, NAAH has shifted roles and responsibilities of designated RN faculty to support the LVN program. This is done on overload and is creating challenges in appropriately staffing both the RN and LVN program. Currently one full time RN faculty is unable to teach the clinical component of their course due to their support of the LVN program. In addition, there is only one full time faculty member teaching clinical in the LVN program. It is important for full time faculty to have oversight for each cohort of students. In our current state, only one cohort is adequately supported by full time faculty.

19. General Counseling

The counseling department occupies a unique role within the college, as they engage with student's multiple times throughout their academic journey—often in ways that no other instructional department does. Unlike other departments that may have limited touchpoints with students, counselors address changing student needs and demands across many visits, which can stem from academic challenges, evolving goals, or navigating complex processes involving forms, checklists, and course requirements. In addition to their primary role, students frequently seek out counseling for support with issues related to other departments, such as admissions, financial aid, international student services, evaluations, student life, technical issues (e.g., PeopleSoft, MyEdPlan), and more. While counselors do their best to direct students to the appropriate offices, they often invest time in ensuring that students' immediate concerns are addressed, especially when related to academic matters that fall within our expertise.

The demand for accessible, agile, and responsive counselors is high, and the current full-time faculty to student ratio reflects this need. With 18 full-time counselors—some of whom have reassigned duties that limit their direct student contact—each counselor is responsible for approximately 530 students. Additionally, while there are 25 associate counselors, they are often here for short periods, as many are in search of full-time positions elsewhere or are funded through temporary initiatives. This reliance on temporary staffing impacts the consistency of services provided to students.

This full-time faculty hire request aligns with both short-term and long-term departmental and institutional goals. In the short term, this hire will focus on supporting new and continuing students by helping them identify their academic and career goals, effectively utilize campus resources, and create personalized success plans that consider their unique life circumstances

and comfort with online learning. These efforts directly contribute to student retention, completion, and the achievement of a livable wage post-graduation.

20. Nursing And Allied Health (LVN to RN)

Nursing and Allied Health is requesting a full-time faculty member to specifically support the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) students. Currently the LVN to RN students take one course over the summer or in the fall and are subsequently added to the existing RN cohort in the 3rd semester of the traditional RN program. Due to the unique needs of the LVN to RN students and to promote program expansion, NAAH is requesting a full-time faculty hire to support and manage the LVN to RN program. NAAH provides an example of the need for a full-time faculty member specifically dedicated to this unique group of students. For the first exam administered this Fall semester, six of the 32 students failed (did not reach the nursing minimum of 75%), of those six, one is currently experiencing a life crisis and the other five are LVN to RN students. A dedicated faculty member who can customize their teaching to this group of students will increase the success and retention rates. In addition, with this hire we can potentially increase our annual graduating RNs from a maximum of 64 to a maximum of 96.

All full-time faculty members of NAAH take lead positions in the LVN, LVN to RN, and RN programs. This is inclusive of but not limited to; developing individualized student success plans for students in need, developing and maintaining a relationship with clinical partners, participating in the development of skills and simulations days on campus, leading the team of AF associated with each theory course. Nursing is above the average for part time faculty use. Even with this potential hire, nursing will still be above average for use of associate faculty.

Providing FT Faculty support for the LVN to RN program ensures that NAAH is able to continue to provide programming that meets the needs of the working student, the student with outside priorities, and the student who is returning to school after a long period in the workforce. According to the Bureau of Labor Statistics' Employment projections 2022 - 2032, employment of registered nurses is projected to grow 6% from 2022 to 2032.

21. Transfer Center

The primary purpose of this request is to hire a full-time faculty member to address the growing needs of the department, particularly in supporting transfer focused students and disproportionately impacted students. This faculty member will play a crucial role in coordinating key programs such as the Transfer Success Program (TSP) and aiding the efforts of the honors programs, ACP STEM initiatives, and UC TAG programs. The hire is also intended to expand student services by enhancing communication methods, facilitating workshops, and providing targeted support for transfer and career guidance.

This aligns not only with the institutional goals of improving student success, retention, and equity, but also with supporting and increasing the transfer rate of marginalized populations and first-generation students, as per the new state mandate (Title V regulations for the Transfer Centers). With current faculty hours dedicated more towards the ACP project, the increase in

student interactions (which jumped from an average of about 63% during 2019-2021 to about 80.5% during 2021 to 2023) require a new faculty to be dedicated to transfer, particularly to close equity gaps. In the last academic year alone, there were almost 5.5 thousand counseling/advisement sessions, building over 1500 comprehensive student plans, with increased engagements with EOPS, PUENTE, UMOJA, RAFFY, MANA and ACP populations. In addition, the exponentially growing new CSU TSP program, necessitates a new hire to help serve this growing population and provide the necessary guidance and resources for these students.

22. Automotive Technology (2 of 2)

This request is for one of two new full-time faculty hire requests that the Automotive Technology Department is submitting.

The proposed full-time faculty hire will enhance the role of the Automotive Technology Department with the context of the wider campus community by: Committee participation and representation, networking, program development, state of the art and modernized instructional practices, and connections with industry contacts and relationships.

According to the most recent reports, approximately 14% to 20% of new car sales in San Diego County are for EV; that number is expected to be closer to 40% by some estimates in North County San Diego where Tesla charging stations are more prevalent. As the department progresses with transitioning to new technologies, such as EV technology, the department is focused on successful adoption and implementation of these technologies into the current program.

23. Sociology

The Sociology department is requesting a growth position to address the ever-growing demands on their full-time faculty. The huge student demand for ethnic studies classes has pulled two of the full timers away from core sociology classes. Though Sociology's intention is not to grow Race and Ethnic Relations (SOC 207), this class is a core class for sociology majors and the demand has grown as a result of the area F requirement. This demand has also caused a full-time faculty member to be completely anchored in ethnic studies courses.

This growth position would add much needed full-time leadership for the courses currently offered. The new FT faculty would anchor statistics (SOC 125) and research methods (SOC 205), so that their current full-time faculty can focus more of their efforts in SOC 207 to better serve students.

24. Letters (2 of 2)

The Letters Department is requesting a full-time faculty member because the current full-time faculty are overextended. The majority of Letters full-timers hold institutional leadership positions, including Academic Senate president, Faculty Assembly president and vice president, Joyful Teacher-in-Residence, TREC and PDP committee chairs, and ASE program co-coordinators

(the latter of which are unable to rotate due to limited ranks). What's more, one full-time colleague has been recruited to work for the National Puente Project, and others are on sabbatical or unbanking. New full-time faculty is also needed to support active involvement in many departmental, programmatic, and institutional projects—ASE, Title V, AB1705, AB1111, and AB928.

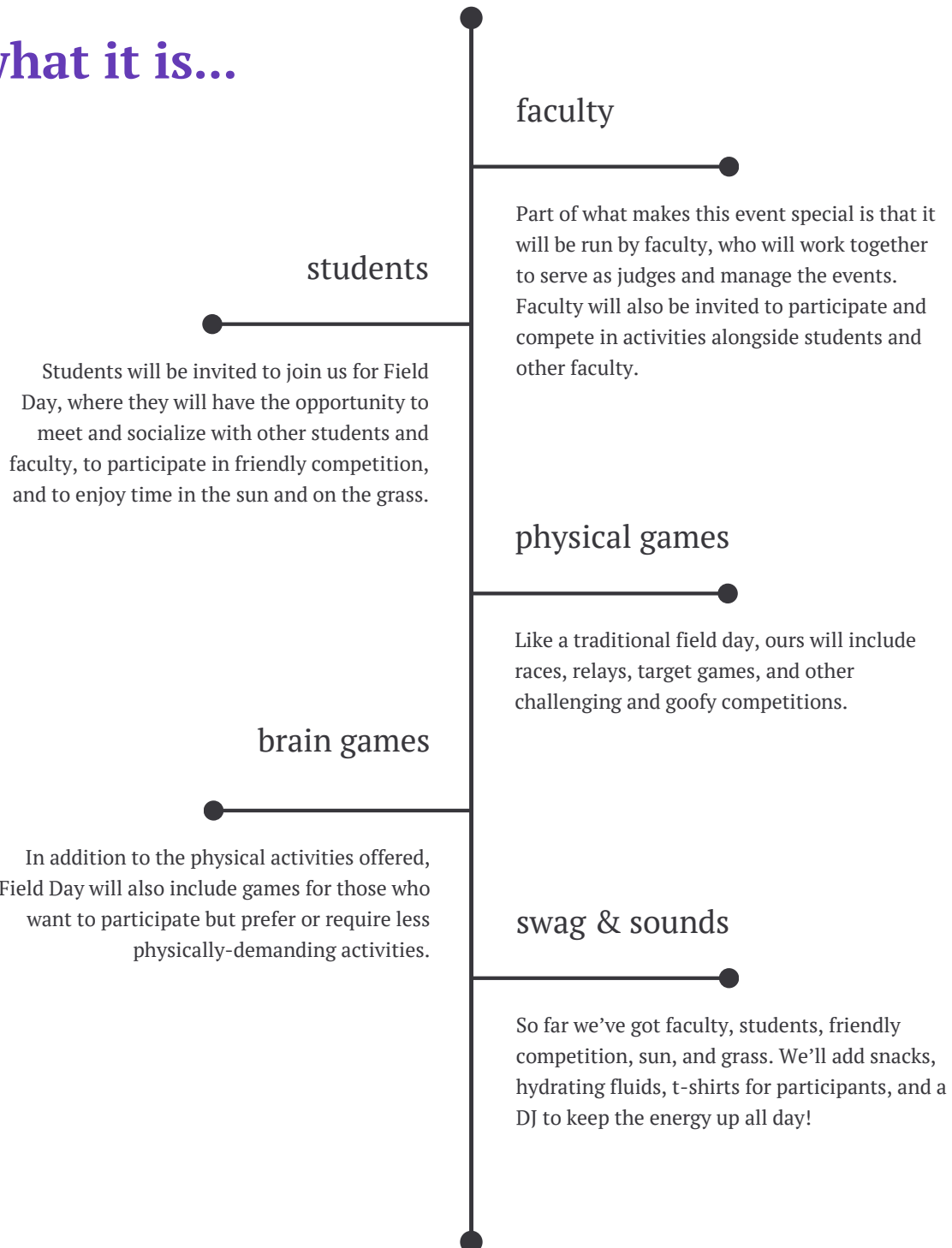
Departmentally, it has already become a great challenge to balance scheduling full-timers in on-ground classrooms, and the department has hired five new associate faculty just this year to cover courses. It is important to point out that success rates for English transfer courses taught by full-timers were 68% compared to 59% in courses taught by part-timers; in the most widely offered and highest enrolled GE course, English 100, the success rate was 65% in courses taught by full-time faculty, whereas it was 56% under part-time instruction. This data confirms the need for a full-time faculty dedicated to helping substantively increase student contact hours and success rates.

The Letters Department has not hired new full-time faculty since 2019 and two tenured colleagues have retired since then. That's not to mention how in these past five years the pandemic and technology/AI have drastically impacted the discipline, and professional development in equitable multimodal pedagogies requires more new leading voices in the department.

FIELD DAY

an annual day of outdoor play that brings students and faculty together for friendly competition, team work, and engagement outside the classroom

what it is...



FIELD DAY

an annual day of outdoor play that brings students and faculty together for friendly competition, team work, and engagement outside the classroom

why do it...

connection

Field Day provides time for faculty and students to interact with each other outside the classroom (which may also support our work within the classroom). Especially after the challenges of the pandemic years, we would all benefit from time together: present in the moment, sharing experiences, and free for a time from our never-ending to-do lists.

tradition

Feelings of pride and belonging in a college or university are fostered by the social traditions of the institution. Field Day can become that kind of vehicle for our faculty and students, a tradition we look forward to each year and that students fondly remember long after they've moved on, creating a positive and lasting connection to MiraCosta College.

movement

Field Day gets us outside, moving, talking, laughing, watching, competing, supporting, focusing, being loud, being strong, being clumsy, being together. These things contribute to self-care, to overall wellbeing, to improved mood, and to an increased sense of belonging.

fun

In addition to the connecting, Field Day is here for the games and the silliness. It's here to bring more fun into this sometimes heavy world of teaching and learning that we share with each other and with students.

invitation

Finally, Field Day is also an opportunity to introduce participants to the Intramurals program, which is open to both students and staff, so we can keep the good times rolling....

**YOU'RE INVITED TO PARTICIPATE IN
THE DEMO OF MIRACOSTA'S FIRST**

FIELD DAY

About Field Day

Field Day is a day devoted to play, friendly competition, relaxing activities, and outdoor fun. All students will be invited to participate, where they'll be able to socialize with their peers and have an opportunity to spend time with faculty outside the classroom. The day's activities will be run by faculty volunteers, with the goal of having a great time, creating connections among students, and fostering stronger relationships between students and faculty.

Join us on 12/6 from 12-2pm

**to experience some of the Field Day activities, for a bit of
fun and friendly competition with your colleagues in the
Academic Senate and Faculty Assembly**

Be sure to bring water and wear comfortable clothes

Field Day Team:

Amena (Philosophy), Sean (Sociology), Kyle (Chemistry), Donjay (Athletics)