



OFFICIAL MINUTES

I. Call to Order

Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta College is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place at MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom and knowledge. The meeting was called to order at 9:01am.

II. Remote Member Attendance

Description: *AS will consider remote participation of members under the provisions of AB2449, if any.*
Nate Scharf requested attendance via the Just Cause provision of AB2449. Scharf's attendance via the Just Cause provision of AB2449 was approved by unanimous consent.

III. Roll Call

Members present: Robin Allyn, Angela Beltran-Aguilar, Erica Duran, Shawn Firouzian, Julie Graboi, Jim Julius, Don Love, curry mitchell, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Alexis Tucker-Sade, Krista Warren

Members attending via Just Cause: Nate Scharf

Members absent: Sunny Cooke (ex-officio), Candy Owens

Others present: Carl Banks, Theresa Bolaños, Scott Fallstrom, Denée Pescarmona, Wendy Stewart, Jim Sullivan

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.

V. **Changes to Agenda Order** – Time certain were noted. No changes to the agenda order.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of January 19, 2024

B. Ratify Committee Assignments 2023-2024

C. Ratify 2024-2025 Curriculum Packet, Part II – Bolaños, Fallstrom [Time certain 9:10am]

Description: *Every year the Courses and Programs Committee (CPC) reviews curriculum and submits it to AS for approval in multiple parts. Part II is a smaller packet and contains mostly courses and programs that have been modified. This is the second of three curriculum packets for this year.*

Consent calendar items B. and C. were approved by unanimous consent.

Item A. Approve Minutes of the Regular Meeting of January 19, 2024, was pulled from the consent calendar for discussion.

Changes to the minutes were shared to reflect a correction to the Senator Reports on January 19th as noted here: ~~Hossein Ravanbaksh~~ Shawn Firouzian announced that the Data Science Alliance of San Diego has accepted agreed to collaborate with the MiraCosta Data Science Club at the next panel on April 18th from 5-7pm for the upcoming panel of data scientists on April 18th, scheduled from 5-7pm on the Oceanside campus.

MSU (Firouzian / Graboi) to approve the Minutes of the Regular Meeting of January 19, 2024, as edited.

VII. New Business

A. Nomination for ASCCC 2024 Stanback Stroud Diversity Award – Jim Julius

Description: *The Awards Committee brings one faculty nomination for the [ASCCC Stanback Stroud Diversity Award](#) to Academic Senate. The Awards Committee is asking that AS suspend the rules to vote on this nomination in order to advance the application to ASCCC by the February 11th deadline.*

MSU (Warren / Love) to suspend the rules in order to vote on the nomination for the ASCCC 2024 Stanback Stroud Diversity Award in order to advance the application to ASCCC by the February 11th deadline.

MSU (Firouzian / Page) to approve the nomination of Edwina Williams for the ASCCC 2024 Stanback Stroud Diversity Award as presented.

The application for Edwina Williams is attached to these minutes.

VIII. Reports

A. Academic Senate President

AS President, Leila Safaralian, once again announced that the MiraCosta Ethnic Studies Program won the 2023-24 Statewide Exemplary Program Award. She recognized Dr. Olivia Quintanilla and shared that Quintanilla attended the Board of Governors for California Community Colleges to receive her award. She further thanked the many faculty who worked tirelessly to create the Ethnic Studies Program: Alicia Lopez, Luke Lara, Maria Figueroa, Bruce Hoskins, Tyron Nagai, JahB Prescott, Violeta Sanchez to name a few.

February is black history heritage month. A list of events being offered was sent in an email. Thanks to Dr. Wendy Stewart of the IDEA office, Umoja Community, Student Life and Leadership, Student Equity, Black Alliance, and all members on the Black History Month Planning Committee for their hard work. Dr. Batina Love will be visiting MCC today from 1:30-2:30 to give a keynote address in the Concert Hall and from 2:30 to 3pm there will be a panel discussion followed by a book signing from 3-3:45pm. AS and FA leadership met with the Election Committee to plan for the upcoming elections for both AS and FA. Look for an email about elections on February 12th. There are five open positions on Academic Senate including Vice President (1-year term) and four Senator positions with 2-year terms. Senators Angela Beltran-Agilar, Shawn Firouzian, Don Lone, and Candy Owens are completing their terms. There are also two Associate Faculty Senator positions to replace Hossein Ravanbaksh and Brian Page who are also completing their terms.

We are hosting our first dual enrollment strategic planning on February 6th at the San Elijo Campus in room 204. Dean Zhenya Lindstrom and her team have invited dual enrollment faculty and district K-12 partners for this conversation. If interested, ask Lindstrom or Safaralian for the RSVP link.

The first student-centered scheduling summits are planned for 2/29 and 3/29. The planning team including Safaralian, Thao Ha, Adrean Askerneese, and Annie Ngo met. Zhenya Lindstrom is leading this effort, and both days will be off campus at the Carlsbad Holiday Inn. On February 29th, it will take place from 11:30am – 4:30pm and on March 29th from 9am to 3pm. The February summit will focus on learning about the challenges that students face with our schedules and discussing student-centered scheduling principles. The March summit will engage participants in collaborative development of year-long student-centered schedules for priority programs and student populations, with the goal to inform AY 2025-26 scheduling. All department chairs and full-time faculty are invited to participate.

Department chairs are encouraged to forward the invitation to selected associate faculty who actively participate in scheduling or are otherwise involved in conversations around student completion, or the programs offered by the department. Associate faculty will be compensated for participation at their non-instructional rate of pay. Administrators and classified staff colleagues from various departments have also been invited to the summits. An RSVP is required by February 9, 2024. The summits are supported by the Strategic Enrollment Management grant from the CCC Foundation. Forward all questions to Zhenya Lindstrom, Dean of Instructional Services at zlindsrom@miracsota.edu.

B. College Superintendent/President

VP of Instruction Denée Pescarmona reported on behalf of Superintendent/President, Sunny Cooke. It was noted that enrollment is up 8% in FTES over last spring. We are on track to be at about 9500 FTES this year, a gain of about 500 over last year and getting us back to 10,000 FTES towards becoming a medium size once again where funding allocation is the biggest benefit.

MCC was selected as one of the top 150 community colleges in the nation and have been asked to submit an aspen prize narrative to talk about the good work we have done around our equity and closing achievement gaps. We have been selected for an interview and are now in the top 30.

On behalf of Dr. Cooke, it was noted that the college has been inundated with messages about the budget. The budget at the state level is looking at an \$80 billion dollar shortfall. The Governor's budget is trying to do what it can to protect K-12 and community colleges. We are the only community supported college in the region. Other colleges may need to reduce their FTSE to address the shortfall. We are able to have more important conversations about how we can support our students. At College Council yesterday, non-resident tuition was discussed, and it was noted that it changes year to year and has to be Board approved every February. MCC has always looked at who has the lowest rate in our region. The Chancellor's Office says we can no longer do that and so the rate for non-resident tuition will be \$406 this year, up from \$303 last year. We are fully accredited but need to submit substantive changes if 50% or more of our students take at least one distance education class. This is due March 1st.

C. Classified Senate

Interim CS President, Carl Banks, noted this is his last meeting as interim CS President. Omar Jimenez will return to his role as CS President as of March 1st. He also announced that immediate past-president, Vanessa DiBenedetto, is leaving MCC. She has worked in the background, and he wanted to recognize and thank her for her service. Banks will step into the role of VP. CS will be looking at their bylaws and will be going through them to make sure things make sense. He will also be working on a succession plan. CS has a leadership program, and they are looking to raise leaders to take on these roles in the future.

D. Associate Student Government

An ASG representative was not present to give a report. Safaralian noted she attended the last meeting of the ASG at the CLC. She announced that Hutchinson got a full-time job and will not be able to attend AS meetings as the ASG representative. ASG will find a replacement for her.

IX. Information / Discussion

A. AI, DE, and ZTC – Jim Julius, Jim Sullivan

Description: Jim Julius and Jim Sullivan will open a discussion on the possibility of a Senate statement or resolution on AI, equity, and social justice.

Julius noted the conversation at this meeting will be focused on AI and how we want to grapple with things and move forward as a Senate. Sullivan indicated he has been actively involved to facilitate campus conversation about AI. There were a variety of sessions last semester called dialogical investigation series with a variety of sessions on AI-related topics. They not only captured all these things that we can do with AI but also captured a lot of concern among faculty about the potential for AI to replace rather than expand and augment human thinking often articulated in the language concerns about academic integrity but actually a broader exploration of what is our relationship to this tool going to be. As well, how will the creation of knowledge be in some ways a partnership between the human mind and technological tools like AI. An area that has come up and requires a little more focus and attention is, perhaps, some leadership from the Academic Senate, which is the question of AI and equity. There was discussion regarding whether AI *can* exacerbate inequalities and set racial and cultural stereotypes, but it was noted by a faculty member that AI *is* exacerbating racial stereotypes and inequalities. It's not a *can*, it is an *is*. Sullivan then shared a conversation he had with Chat GTP about the role or exacerbating racial stereotypes by asking Chat GPT how does AI exacerbate racial stereotypes? After receiving the answer, he then asked can AI exacerbate racial stereotypes and received a list of cool points bias data, lack of representation, algorithmic bias, confirmation bias and user lack of contextual understanding propagation of high impact areas. Going even further, the vague "can" turned out to be "is" in really specifically culturally manifested ways. He went further to say that people are already using AI to promote biases; hate groups and people who are not interested in social justice and using it as a tool to advocate chaos and hatred. The bottom line is that this is not hypothetical; when we think about AI and social justice, it's not about something that might happen but about something that is happening now. Sullivan is not advocating banning AI but indicated we are in a very paradoxical situation as community college educators with AI.

For the full discussion among Senate members and Zoom guests, visit this [LINK](#).

Julius indicated they want this conversation to continue and create a taskforce to work outside of the Senate time and create a statement that the Senate might consider endorsing. Shawn Firouzian and Robin Allyn volunteered to be part of the taskforce. Allyn further suggested having a librarian involved and perhaps a student representative.

B. Closing Equity Gaps – Wendy Stewart

Description: *The Academic Senate continues to have thematic months this semester. For the month of February, we have invited Wendy Stewart to present data concerning equity gaps at MiraCosta.*

Chief IDEA Officer, Wendy Stewart, shared a slide show and noting there are a lot of different ways to look at data around equity gaps. The slideshow is attached to these minutes. She highlighted a few data slides and then focused on some trends in equity data when looking at the data over time and recent trends as to if there are shifts being seen especially coming out of Covid.

It was noted the college is at 44% for our LatinX students which is important because we are a Hispanic serving institution and have been so for over a decade. For an understanding of the breakdown of MCC's student groups, there is a trend in higher education where identified males are decreasing. MCC has a commitment to creating a racially just campus climate. MiraCosta's mission, vision, commitment, institutional values, and institutional goals were shared and noted that race plays a predominant role in our data. When looking at equity data across all populations disaggregated, intersectional data, race plays a predominant role in what we see in our equity gaps. Therefore, it is important when talking about things like racial justice and what it means to be a racially just campus climate, that this is data-driven metric, and it is not just the right thing to do but something that we have to do at MCC to close equity gaps. There are a lot of different types of data that inform our understanding of student equity gaps including SEA (student equity and achievement), Guided Pathways, Basic Needs, Focus Group, Survey, and Local, Statewide, and National.

It is also important to know where we are closing gaps or areas of decreased DI (disproportionate impact); some examples include, American Indian or Native Alaskan students, we have closed gaps in terms of retention, as well for Black or African American students, retention and completion, and Hispanic or LatinX students attempted transfer-level math and transfer. We have also closed multiple gaps for our students with disabilities. Other groups noted were current/former foster youth, LGBTQ+, and Native Hawaiian or Pacific Islander.

When trying to explain the student equity plan, the Chancellor's office changes what is required for every plan. Every three years we have done something different around disproportionate impact. When the plan was changed this year, it was far more race conscious and required us to look at systems and policies and practices, not just data. At MCC the perspective is that if there is a gap, it needs to be addressed regardless of if it is the most or widest gap.

A snapshot of multiple data sets was shared to show where we might be losing students including at 12+ units, transfer math and English, 24+ units and so on. Some things that our data tells us about equity gaps includes basic needs impacts DI, race/ethnicity and age play a role in equity gaps, there are significant and persistent gaps going back to 2013 for Black/African American and LatinX students, and gaps are increasing for males in multiple areas.

For the full presentation and discussion with Senators, click this [LINK](#).

X. Senator Reports

Safaralian shared the MCC publication Future IS that she received from Julie Graboi. Mikala Hutchinson is featured with her picture. Graboi noted she represents the best of our students at MCC. Tucker Sade congratulated the 10 MANA students who presented as undergraduates at the conference Association for Social Anthropology.

Warren noted that the AF union is entering into negotiations for the next three-year contract. AF should reach out with ideas how we can do better at MCC.

Allyn announced a save the date for the Health and Wellness Expo on March 12th from 11am to 2pm on the Oceanside campus. They will be highlighting careers in the health and wellness industry and partnering with CSSM and Palomar College.

Julius noted that on March 1st there will be a NCEA ZTC pathways event. More info coming soon. Also announced that coming this spring will be facilitated learning opportunities that has six hours of asynchronous online and four hours of Zoom meetings critically analyzed OER through the lens of universal design for learning. There will be one or two cohorts and they will receive a \$150 stipend.

XI. Adjournment – The meeting adjourned at 11:13am.

<p>Describe your efforts to create an inclusive and supportive campus climate.</p>	<p>This educator has dedicated themselves to creating an inclusive and supportive campus climate for students, staff, faculty, administrators, and community members through creating safe spaces for opportunities for conversation, developing diversity training and education, and collaborating with others to amplify the voices of people from historically underrepresented communities. For example, in their first year of teaching at the college, they coordinated a campus event that brought together several student clubs, such as the Gender Sexuality Alliance, Umoja Community Club, Puente, and MEChA to celebrate Dia de los Muertos and bring awareness to vital social justice issues that have and continue to result in the loss of life (e.g., racism, discrimination, health disparities, poverty, police brutality, etc.). This three-day event brought people together in a safe and inclusive space where they learned about the history of Dia de los Muertos, student service programs, and community resources. Over 200 participants engaged in meaningful discussions that encouraged them to develop solutions at the local level to combat social justice issues. Through narratives and storytelling, this instructor taught students how to convey to a diverse audience the ramifications of societal inequity that impact indigenous and marginalized populations in a supportive environment. (198 words)</p>
<p>What effective teaching and learning strategies have you implemented?</p>	<p>This educator has demonstrated numerous evidence-based teaching and learning strategies within and outside the classroom. Critical service learning has been the cornerstone of this educator's teaching pedagogy. Since 2017, they have consistently collaborated with nonprofit and public organizations to develop culturally responsive and social justice-oriented service learning projects for students to make meaningful connections with their course curriculum, explore academic and career pathways, and promote community advocacy. Through their +40 service learning courses, more than 700 students have dedicated over 7,500 volunteer hours in the local community. They continue to encourage students to actively engage in inquiry-based learning and problem-solving through their unwavering commitment to experiential learning. This educator is deliberate and purposeful in ensuring that each service learning experience connects to the student learning outcomes and the student's lived experience through critical reflection activities. Along with critical service learning, they incorporate open educational resources (OER) into their courses to make higher education affordable and ungrading models to promote growth mindsets. By switching their courses to OER six years ago, they have saved their students roughly \$62,000 in textbook cost. (182 words)</p>
<p>Describe activities that have facilitated student access, retention, and success</p>	<p>This educator is heavily involved in designing and promoting pathways for disproportionately impacted students. As an advocate for social justice in education, their mission has been cultivating sustainable policies, programs, and procedures, including modifying existing systems</p>

	<p>to promote access, retention, completion, and transfer. For example, they were the first faculty member on campus to participate in the pilot of the Learning-Aligned Employment Program, which is a statewide form of work-study that provided three low-income students with the opportunity to work in a job that aligned with their academic and career goals to gain knowledge of foundational research and professional experience. In addition, they developed the first off-campus agreements through federal work-study to provide job opportunities for students to work as paraprofessionals. They built a bridge for students to engage in paid internships and supervised 26 federal work-study students since 2017, many of whom have transferred to 4-year universities and secured full-time careers in their respective majors. This educator is also well-versed in grant writing, raising over \$80,000 to create scholarships, tutoring/mentoring programs, and technology and food distributions. Their community and campus-wide initiatives have helped students alleviate debt and meet their basic needs to remain steadfast in degree attainment. (200 words)</p>
<p>Describe activities that have fostered student engagement in campus life.</p>	<p>This educator has used their role and talents to develop several student-centered programs and events to retain and engage students. During the pandemic and post-pandemic, hybrid and online modalities have been the primary vehicle for student engagement. Without hesitation, this educator applied their innovative skills with their knowledge of programming, grant writing, and work-based learning to create remote and hybrid opportunities for students to get involved, gain leadership experience, and promote a culture of belonging. In 2020, they applied for and received a \$33,000 grant through Blue Shield to implement a health literacy initiative which provided academic and enrichment services at local Title I elementary schools and a homeless shelter through service learning, work-study, and internships. With these funds, over 100 elementary students received free homework help and mentorship. More than 800 hot and bagged meals were distributed to families facing food insecurity. Service-learning students, work-study, and paid interns within the program were also able to share their experiences during two Social Justice Symposiums, which this educator converted from an in-person event to a digital platform. The spring event included 81 student presenters and 125 attendees. The fall event had a total of 133 student presenters and 187 attendees. (200 words)</p>

What does our data tell us about equity gaps?

Academic Senate ♦ February 2-2-2024

Wendy Stewart
Interim Chief IDEA Officer
wstewart@miracosta.edu



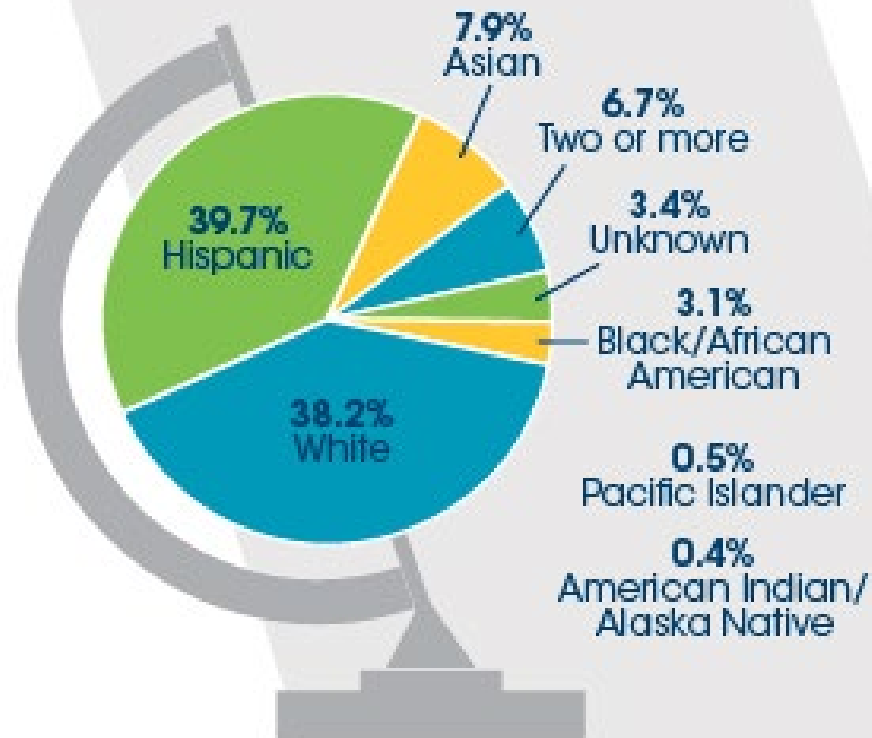


**ORGULLOSAMENTE, A
HISPANIC SERVING
INSTITUTION**

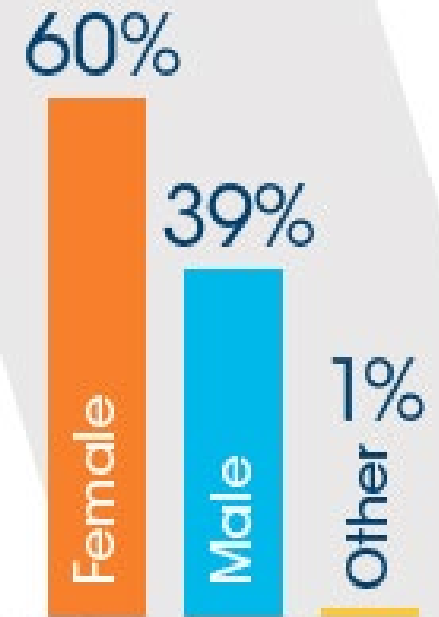
MIRACOSTA COLLEGE

Who We Are

ETHNICITY



GENDER



Institutionalized commitment to IDEA

MISSION

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

VISION

MiraCosta College will be a leader and partner in transforming lives and communities through learning.

COMMITMENT

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicax communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

INSTITUTIONAL VALUES

Community / Diversity & Inclusion / Equity / Excellence / Innovation
Institutional Accountability & Responsibility / Integrity / Mutual Respect
Student-Centeredness / Sustainability & Stewardship

INSTITUTIONAL GOALS

GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment.

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential, maintain a sustainable and transparent financial model, and reduce the environmental impact of our physical resources.



Revised 6/22/21

**Community
Diversity &
Inclusion
Equity**

**... is committed to
creating a racially just
campus climate ...**



Data that informs our understanding of student equity gaps . . .



Areas of Decreased DI

- American Indian or Native Alaskan students - retention
- Black or African American students - retention and completion
- Current/former Foster Youth - transfer-level math and persistence
- LGBTQ+ students - retention and transfer
- Hispanic or Latinx students - attempted transfer-level math and transfer
- Native Hawaiian or Pacific Islander students - attempted transfer-level math, 24+ units, 48+ units, 60+ units
- Students with disabilities - earned 12+/24+/48+ units, transfer-level math, transfer-level math and English
- Veterans - completion

Student Equity Plan 2022-2025

Populations Experiencing Disproportionate Impact

		Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Second Term	Transfer	Completion
Top 5 DI Populations Across Data	Black or African American	✓	✓			
	Male			✓		✓
	Hispanic or Latino		✓		✓	✓
	Native Hawaiian or other Pacific Islander		✓			
	Adult Learners (age 25+)		✓	✓		
Additional Gaps		<ul style="list-style-type: none"> NHPI White 	<ul style="list-style-type: none"> Female First Gen NAAN 	<ul style="list-style-type: none"> First Gen 	<ul style="list-style-type: none"> Low income First Gen NHPI NAAN 	<ul style="list-style-type: none"> Black/AA First Gen LGBT (18-19)

Guided Pathways Fall Cohorts (21, 22, 23)

12+ units	Persist F2S	Ed Plan	Trfr Math	Trfr Engl	24+ units	48+ units	Cert/Award	Degree	Trfr
Adults	Adults	Adults	Adults	Adults	Adults	Adults	Adults	Adults	
		Another Sexual Orientation	Another Sexual Orientation		Another Sexual Orientation	Another Sexual Orientation			
Black/ African American	Black/ African American		Black/ African American		Black/ African American	Black/ African American	Black/ African American	Black/ African American	
Lesbian		Bisexual Males		Asexual Gay Males	Asexual	Asexual Questioning Male	Asexual		
First Generation	First Generation		First Generation		First Generation	First Generation	First Generation	First Generation	First Generation
Latinx	Latinx		Latinx	Latinx	Latinx		Latinx	Latinx	
			Low Income		Low Income				
		Intersex Males		Intersex Males Multiple Gender Identities	Intersex Males Males	Males	Intersex Males Males	Intersex Males Males	
SAS			SAS		SAS	SAS	SAS		

Basic Needs Impacts DI
Food Insecurity, Housing Insecurity, Transportation



What does our data tell us about equity gaps?

- Basic Needs impacts DI (*Food Insecurity, Housing Insecurity, Transportation*)
- Race/Ethnicity and Age play a role in equity gaps
- There are significant and persistent gaps going back to 2013 for Black/African American and Latinx students
- We see equity gaps in multiple areas across multiple data for Adult Learners, Black/African American, First Generation, Latinx, Male, Native Hawaiian Pacific Islander
- Equity gaps are increasing for Males in multiple areas
- Better data for gender identity and sexual orientation