I. Call to Order

II. Public Comment

III. Changes/Additions to the Agenda

IV. Minutes of the February 8, 2019 Regular Meeting: Review and Approval (attachment)

V. Reports/Discussion
   a. Hiring (Bailey-10 min)
   b. Calendar (Fohrman-10 min)
   c. Textbook Affordability (Tucker-Sade-5 min)
   d. SURF Updates (Willis-5 min)
   e. California Guided Pathways (Bailey, Fohrman, Smith, Mulhall-15 min)

VI. New Business
   a. AAC Full Time Faculty Hiring Prioritization Guide and Timeline Revision (Bailey, 20 min)
      Description: Revisions to the guide and proposed change to the timeline for reviewing and prioritizing full time faculty hires are brought by the taskforce for discussion and feedback (attachments)
   b. AP 4240 Academic Renewal (Bailey, 5 min)
      Description: Revision to remove limitation on number of times renewal may be petitioned is brought for approval. (attachment)
   c. BP 4030 Academic Freedom (Coobatis, Ante-Contreras, Mulhall, 20 min)
      Description: Revision is brought by the workgroup for discussion and feedback. (attachment)

VII. Old Business

VIII. Information
   a) Goal Setting and Comprehensive Planning (Chris Hill time certain 9:15)
      As part of the California Community College chancellor’s Office (CCCCO) Vision for Success framework, each community college is asked to locally develop a set of targets for a number of student success metrics. The metric categories align with the vision for Success goals and include degree and certificate completion, transfer, unit accumulation, and workforce outcomes. The purpose of the presentation is to share more information about these student success metrics and gather feedback on how work at MiraCosta may affect them in the future.

IX. Future Agenda Items
   a. Honors students priority enrollment
   b. BP 4030 Academic Freedom
   c. AP 4104 Contract Education
   d. BP/AP 4230 Grading and Academic Record Symbols
   e. BP/AP 4231 Grade Changes
   f. BP/AP 4250 Probation Dismissal Readmission
   g. AP 4255 Disqualification Dismissal Readmission
   h. BP/AP 4300 Field Trips
   i. AP 5070 Attendance Accounting
   j. AP 5500 Standards of Student Conduct
   k. AP 5520 Student Discipline
   l. AP 5530 Student Rights and Grievances
X. Adjournment

Next Meeting: Apr 12, 2019, 9:00 a.m.-11:00 a.m., in OC1202

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MiraCosta College
Academic Affairs Committee
Meeting Minutes

February 8, 2019
9:00 a.m., OC1202

Members Present: Shafin Ali, Daniel Ante-Contreras, Suzie Bailey (Chair), Angela Beltran-Aguilar, Christy Coobatis, Steven Deineh, Marti Essman, Jonathan Fohrman, Wendy Horton, Tricia Hoste, Stacy Hull, Joseph King, Dave Massey, Thong Nguyen, Alexis Tucker Sade, Dana Smith, Rosa Viramontes,

Members Absent: Yesenia Balcazar, Diane Dieckmeyer, Jodi Mulhall

I. Call to Order: 9:02 a.m.

II. Public Comment: None

III. Changes in/Additions to the Agenda:

IV. Minutes: [Essman/Ali] MSP - Approval of December 14, 2018 minutes.

V. Reports/Discussion
   a. Hiring (Bailey)-Taskforce established to revise and update hiring prioritization guide and align with new program review process. Members: Steven Deineh, Stacey Hull, Christy Coobatis, Daniel Ante-Contreras, Shafin Ali, Angela Beltran-Aguilar, Rosa Viramontes
   b. Calendar (Fohrman)-Taskforce is working on recommendations; major focus is on updating guiding principles for calendar development before presenting options. Given AAC’s calendar deadline in spring, taskforce work and 20/21 calendar development likely to occur contemporaneously.
   c. Textbook Affordability (Tucker Sade)-Met with Sean Davis to identify resources and discuss how to make them more accessible to faculty. Faculty from all disciplines are encouraged to attend the upcoming national OER conference, more details and invitation to faculty to follow.
   d. SURF Updates (Smith)-New SURF portal for students has been implemented, feedback from students being solicited. Faculty portal update is planned.
   e. California Guided Pathways (Smith, Fohrman, Bailey)-Smith presented a recap of the extended coordinating group meeting, which included review of student success data, and highlighted some of the alarming data for MCC students (eg 24% of first time students who register for 12 or more units, don’t successfully complete any.) Focus of the meeting was renewing efforts to redesign student experience at all levels to remove barriers, and integrating Six Success Factors / Caring Campus principles, with intensive support early in the semester. AAC discussed ways we can take a much more active role, eg integrating same principles into syllabus checklist. Fohrman summarized some key elements of the previous week’s CA Guided Pathways Institute, which focused on teaching and learning. There was discussion of the value of leadership that supports faculty holistically. Beltran-Aguilar highlighted the importance of Leila Safaralian’s departmental leadership in math’s equity focused student success work.

VI. New Business
   a. AP 5055 Enrollment Priorities (Bailey, Beltran-Aguilar)-Revisions include increasing unit cap for loss of priority, exempting high unit majors, and clarifying Bachelor’s student priority enrollment status [Horton/Coobatis] MSP-Approval of revised AP with stipulation that AAC will consider priority enrollment for honors cohort in future after gathering more information.
   b. Syllabus Checklist (Bailey, Smith)-Committee’s consensus was that the checklist needs substantial revision to make it more supportive of and useful for students. Bailey will reach out for collaboration with faculty with expertise in syllabus development to enlist their assistance.

VII. Old Business-None

VIII. Information-None

IX. Future Agenda Items
   a. BP 4030 Academic Freedom
   b. AP 4104 Contract Education
   c. BP/AP 4230 Grading and Academic Record Symbols
   d. BP/AP 4231 Grade Changes
   e. BP/AP 4250 Probation Dismissal Readmission
   f. AP 4255 Disqualification Dismissal Readmission
   g. BP/AP 4300 Field Trips
   h. AP 5070 Attendance Accounting
   i. AP 5500 Standards of Student Conduct
   j. AP 5520 Student Discipline
   k. AP 5530 Student Rights and Grievances

X. Adjournment: 11:05am
Academic Affairs Committee Hiring Guide
Areas of Consideration for Evaluating and Ranking Full Time Faculty Hire Plans

Connection to the College Planning Process:
- The hiring request is highly aligned with MiraCosta's mission and Comprehensive Master Plan (CMP), demonstrating a direct relationship to its institutional goals and strategic plan objectives and action plans.
- The request demonstrates substantial faculty dialogue both within and outside the program about how the hire advances institutional goals; this dialogue includes all discipline instructors.
- Data analysis clearly justifies the use of planning processes to justify the hire.
- Program review and/or the hiring plan clearly demonstrates innovation and creativity to substantiate the hiring request.

Student Success:
- Student success analysis includes thorough examination of the following:
  - Program completion (degree, certificate, transfer, workforce development, lifelong learning)
  - Successful course completion
  - Outcomes results include course, program, and institutional/GE review using authentic assessment, mapped course-to-program alignment, and multiple methods of assessment; assessment feedback loop clearly closed at all outcomes levels.
- Robust dialogue in multiple venues about the data reveals that hiring of a full-time faculty member will address student learning and achievement needs.
- Data inquiry includes trend and longitudinal analysis and disaggregation based on diverse learners and other critical areas (e.g., gender, ethnicity, age, first generation status, veteran’s status, distance education full-time vs. part-time status).
- Discipline has moved from reviewing findings to trying new ideas.
- Discipline is active in student success efforts.
- Discipline is reflective and provides critical assessment of the role played in student learning and achievement.

Leadership:
- The number of full time faculty to lead the program is critically low to coordinate course and program outcomes assessment and effective reflection, planning, and dialogue about student success.
- Department clearly relies on associate faculty to teach core courses.
- Meaningful faculty interaction is plainly needed to make identified improvements.
- Departmental alternatives to hiring to address needs are limited.
- Availability of associate faculty is very limited.

External Factors and Other Considerations:
- Program demonstrates a clear, articulated vision for its role and purpose at the college.
- The proposed hiring positively impacts the breadth and diversity of curricular offerings, programs, or services.
- External factors such as regulatory compliance, grant funding, safety considerations, and state mandates demonstrate need.
- Advisory or labor market committee/high school and community data indicate strong need.
- Fiscal implications of the hiring are modest.

Program Quantitative Data:
- Program efficiency, proficiency, and demand indicators reflect a pressing need to hire full-time faculty:
  - For classroom faculty requests: longitudinal enrollment growth exceeds CMP targets; WSCH to FTF significantly exceeds estimates; fill rates, full-time to part-time ratio, average enrollments, and other efficiency metrics show strong need for the hire.
  - For non-classroom faculty requests: program hours of service, number of student visits, lack of duplication with other department services, ratio of faculty to students, breadth of services offered, and groups of students served establish strong need for the hire.
Academic Affairs Subcommittee Hiring Taskforce
Areas of Consideration for Evaluating and Prioritizing Full Time Faculty Hire Requests
Draft Revision 03/02/2019

Area 1: Department and Institutional Planning
1. How does this full-time faculty hire request align with current short and long term departmental and institutional goals?
2. Is this hire request directly related to programs or initiatives that have been highlighted for support or strengthening for in the Comprehensive Master Plan, Strategic Plan, or other institutional plan?
3. Is this hiring request supporting innovation in the form of new programs, curricula, services, etc?
4. How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and institutional goals? Has this dialogue included all discipline or program faculty and dean?
5. How have college planning processes and data analysis been used to justify the hire request?
6. Is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc?
7. In the past five years, has the program/department submitted full time faculty hire plans or requests? If so, what positions were requested, where were they ranked among the plans, and were they approved?
8. How have recent hire plans been implemented by the program/department? Are those faculty still fulfilling the roles they were hired for?

Area 2: Student Success and Equity
1. What key trends have been noted in student success and equity data indicators such as:
   a. Program completion (degree, certificate, transfer, workforce development, lifelong learning)
   b. Successful course completion
   c. Achievement of course and program learning outcomes and demonstration of institutional core competencies
   d. Utilization of support services
2. What equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data indicators by ethnicity, age, gender, sexual orientation, homeless status, educational goal, course modality, full versus part-time status, etc?
3. In what ways is the department or program working to support student success and to be more effective in closing these equity gaps for students?
4. In what ways is the hiring of a full-time faculty member expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general?

Area 3: Leadership
1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?
2. What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement?
3. Are there discipline or program-specific leadership responsibilities this proposed faculty member will fulfill in addition to those typically expected of full-time faculty?
4. Is the department or program relying on associate faculty to teach core courses or provide key services?
5. Is the availability of associate faculty or other alternatives to hiring full-time faculty limited?

Area 4: Campus Impact and External Factors
1. What is the role or purpose of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?
2. Are external factors such as regulatory requirements or state mandates a consideration in prioritizing this faculty position?
3. Is the need for this position supported by labor market, advisory committee, or other community data?

Area 5: Program Quantitative Data

1. Over the past three years, what trends have been observed in the following program efficiency, proficiency and demand indicators:
   a. Instructional faculty requests: enrollment, unduplicated headcount, WSCH, FTEF, FTES, WSCH/FTES, number of sections offered, fill rates, full-time to part-time faculty ratio
   b. Additional metrics for non-instructional or hybrid program faculty requests:
      Faculty/student ratio, student contact hours, number of student visits, program hours of service

2. What additional demand indicators demonstrate a strong need to hire full-time faculty?
ACADEMIC AFFAIRS FACULTY HIRING
SUBCOMMITTEE TASKFORCE

Ranking of all full-time faculty request for both new and replacement faculty includes an analysis of both quantitative and qualitative data as outlined in the AAC Hiring Guide. Supporting evidence can be provided corresponding to five areas of consideration used in the scoring/ranking process:

- Connection to the College Planning Process
- Student Success
- Leadership
- External Factors and Other Considerations
- Program Quantitative Data

Please refer to the AAC Hiring Guide linked in the program review page in the Portal for more details about the types of evidence and analysis to include in the plan.

Timeline:

End of Week 74 of the Fall Semester (October 5, 2019/Sept 13, 2019): Departments who are requesting a full-time position submit their full-time faculty hire plan form request, providing supporting evidence of need under the five areas of consideration. During these first seven-four weeks of the semester, deans will work with disciplines to determine which should submit requests for full-time faculty positions. Department Chairs/Plan Authors notify the Academic Affairs SubCommittee Chair via email that their program is submitting a plan form to request a faculty position. Retiring faculty must submit their notification to HR by this deadline in order for a replacement position to be considered and ranked as such, rather than as a new faculty request.

Weeks 8–105-6 (October 8 – October 26/September 16-27): The AAC hiring taskforce members will individually review all requests and evaluate each according to the five areas of consideration outlined in the AAC Hiring Guide. Members will rank the position requests in priority order, and will keep notes on rationales for each ranking.

Week 11-7 (October 29/November 25/September 30-October 4): The AAC hiring subcommittee will meet to discuss each plan and determine a recommended priority ranking and write a rationale for each position’s ranking.

Week 12-8 (November 9/October 11): The Academic Affairs SubCommittee votes on the prioritization of the hiring requests.

Week 13-9 (November 16/October 18): The Academic Affairs SubCommittee chair forwards the recommended prioritization to the Academic Senate for their first read.

Week 14-11 (December 7/November 1): The Academic Senate votes on the prioritization of the hiring requests and forwards their recommendations to the Superintendent/President, who makes the final decision about the number of hires and their rankings. Human Resources and Deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.

Commented [BS1]: Under revision.
Academic renewal procedures permit a maximum of thirty (30) units of previously recorded substandard coursework to be disregarded in the computation of a student’s grade point average if it is not reflective of a student’s demonstrated ability.

The units proposed for exclusion must have been taken at MiraCosta College at least one (1) year prior to the petition, and the student must have completed a minimum of fifteen (15) units with a GPA of 2.0 or better (on a 4.0 scale) subsequent to the completion of the units the student is petitioning to exclude. No units may be excluded for coursework that has previously been used to fulfill degree, certificate, or transfer certification requirements.

A student may petition for exclusion of units at MiraCosta College only one (1) time. Students must meet with a counselor prior to submitting his or her petition for academic renewal to the office of Admissions and Records. Students should also consult with the Financial Aid Office to determine the potential impact of academic renewal on aid eligibility.

The excluded units remain on the record annotated as academic renewal. No excluded units can be reinstated. The permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history. These procedures shall not conflict with the district’s obligation to retain and destroy records or with the instructor’s ability to determine a student’s final grade.
Definitions

Academic freedom in the classroom is the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty because these conclusions may be at variance with those of constituted authorities, organized groups or individuals.

Outside the classroom, faculty members are entitled to full freedom in research and in the presentation and publication of the results, subject to the adequate performance of their other academic duties. Research for pecuniary return should be based upon an understanding with the MiraCosta Community College District, conforming to Board Policy/Administrative Procedure 3715, Intellectual Property Rights.

Academic freedom carries with it corresponding responsibility. Academic responsibility emphasizes the obligation to study facts, to present and interpret ideas concerning human society and all fields of knowledge. Since human knowledge is limited and changeable, faculty members will acknowledge the facts on which controversial views are based and show respect for opinions held by others. While striving to avoid bias, faculty members may nevertheless present the conclusions to which they believe the evidence points, both in the classroom and outside of it. However, controversial matters that bear no relation to the subject matter should not be introduced into classes.

Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times strive for accuracy, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

The superintendent/president and the Board of Trustees of MiraCosta Community College District will demonstrate their support for the principles of academic freedom by actively and openly working toward a climate that will foster this freedom.
Such participation will extend to the point of defending and supporting any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds his/her freedom of expression attacked or curtailed.

The academic freedom of students is the freedom to express and to defend their views, to question, and to differ with the views of their instructors or the district, without penalty.