RECOMMENDED RANKINGS OF FULL-TIME FACULTY REQUESTS-Draft
Academic Affairs Hiring Taskforce
October 1, 2021

In this hiring cycle, 9 departments requested a total of 10 replacement and growth full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified, but only an estimated 4 to 5 positions are to be funded. The subcommittee discussed a deep commitment to all positions being funded, especially within those departments requesting replacements that ranked lower. Members of the AAC hiring subcommittee read each full-time faculty hiring plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide rubric provided to plan authors. On October 1, 2021, the subcommittee met and shared their request ranking order, engaged in robust discussion of the justifications provided by the plan authors, and the potential for each request to positively impact the campus community. The subcommittee's rationales for ranking are provided for each of the ten requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

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

Shafin Ali, Economics
Daniel Ante-Contreras, Letters
Adrean Askerneese, Counseling
David Bonds, Mathematics
Claudia Flores, Child Development
Jonathan Fohrman, acting VP Instruction
Yana Gardiner, Nursing and Allied Health
Tricia Hoste, Non-Credit ESL
Stacey Hull, Biology

Dave Massey, Dance
Lauren McFall, Library
Thong Nguyen, Chemistry
Kris Peck, Student Accessibility Services
Beth Powell, Mathematics
Steve Torok, Music
Richard White, Computer Studies and Information Technology
Alketa Wojcik, VP Student Services

1. Ethnic Studies: (Growth)
After creation of a new Ethnic Studies program at MiraCosta College, which demonstrates the commitment of the college values toward diversity & equity centered career pathways, a full-time instructor position is necessary to ensure that this new program is established and grown effectively. Currently, only associate instructors are teaching courses in ethnic studies, and the new hire will be the only full-time faculty member to develop this new program. This new hire will be expected to increase student success by expanding ethnic studies courses, teaching current courses, and aligning program goals with the new state requirements for students to complete coursework in ethnic studies in order to graduate.

2. Child Development: (Replacement)
The Child Development full-time faculty hire request will serve as a replacement for a senior faculty member with 21 years of experience at the College. Many of the foundational endeavors associated with the Child Development Center and linked to the department

(including inclusive classroom practices, project-based learning, natural playscapes, and connections with numerous California Department of Education initiatives) require continued full-time faculty leadership provided by this proposed hire. The request is directly related to the department's efforts in support of the College's Mission and Institutional Goals of closing equity gaps (Goal 1), collaborating with community and industry partners (Goal 2), and bridging classroom learning and real-world experiences (Goal 3). It is also consistent with key elements of the College's Long-Term Planning Framework (2020-26) linking mission, vision and commitment, and values to goals and strategies.

Specifically, this full-time hiring request will allow the department to better support the needs of more diverse learners, improve retention and success rates, strengthen online course offerings, develop new courses, credential programs, and provide greater connections with those populations who receive more comprehensive student support (e.g., Puente, RAFFY, Umoja, MANA and UPRISE). In addition to the department's efforts to support under-served populations of students, this replacement position will allow the department to place additional focus and emphasis on closing equity gaps and strengthening our participation in and contributions to the Strong Workforce initiative.

Multiple sections of key CHLD GE and transfer courses will not have a full-time faculty presence and state education initiatives and associated curriculum development will be more difficult to complete without the proposed hire. The 2019-20 Program Review documented the continued imbalance of the associate to full-time faculty ratio (80%/20%), with only three full-time colleagues teaching 100% due to the reassigned time associated with the Department Chair and Center Director. The need to update all 22 courses to align with the newly developed CDE Master Plan for Early Learning and Care specific to workforce competencies, incentivizing career pathways, and implementing support program standards will require the leadership of this requested full-time colleague.

3.   Computer Science: (Replacement)
This full-time faculty hire is intended to replace June Porto, who retired in December 2019. Besides focusing on advanced/capstone courses (primarily CS113: Basic Data Structures and Algorithms), as well as a new Software Engineering course, the new hire (with significant industry experience) will address equity-gaps in terms of retention/success of African-American/Black, Chicanx/Latinx, and Pacific Islander students, as well as the diversity/inclusion of those student populations, while they persist through the department's main courses (those for transfer and certificate/associate degrees): CS101: Intro to CS Principles, CS111: Intro to CS I - Java, CS112: Intro to CS II - Java, CS113: Basic Data Structures and Algorithms, CS220: Computer Architecture and Assembly Language and avail five new sections of mostly advanced courses from Spring 2022 (CS113, CS112, CS151: Advanced C++ Programming, CS138: Programming with Python). Leadership will be provided to help build further internships (the CS department is a "Level Two Preferred Provider" of a regional working group "Advancing San Diego") in a workforce with a 90% demand-supply gap. Besides strong job training, the CS department's course content,

curriculum and field strongly aligns with Math & Sciences (providing interdisciplinary collaborations), is the Academic and Career Pathway (ACP), and coincides with developing Student Equity Plans and Academic Success and Equity (ASE) programs. The new hire would also aide in future departmental endeavors, such as creating formal relationships with ACE programs (Umoja, Mana, and Puente), continuing to revolutionize the curriculum through innovative research-based practices (active-learning, culturally responsive pedagogy), and maintaining support of active clubs (Women in Computer Science (WiCS), Empowering Chicanx and Latinx in Exploring STEM (EChALE STEM), and CS Club) to help close equity gaps. The department has already drawn on MiraCosta's Student Equity Plan's definition of disproportionate impact (DI) and observed an overall success rate of about 59% over the period 2013-2020 for groups in CS which passed the Percentage Point Gap, with Hispanics, Black / African-American and Pacific Islanders having percentage figures of about 60%, 54% and 50% respectively. These success rates increased in 2020-2021 to about 72% overall, 63% (Hispanics), 64% (Black / African-American) and 75% (Pacific Islanders). Women of color were more successful than men of color, and experienced positive growth (from 16% during 2013-2020, to 22% during 2020-2021). The new hire will continue this proactive engaging trend.

CS experienced substantial growth in FTES in the last seven years (128%), two years (14%) and last year (5%). WSCH over the time periods 2017-2020 and 2019-2020 grew by 4.6% and 6.3% respectively. WSCH/FTET (8 years–2012 to 2020) average of 374 was 9.5% over MCC 2021 average (341). Since 2011 and through the pandemic, CS has maintained a steady growth rate (averaging 2 new sections every year), with Enrollments, Student Retention and Student Success between 2015-16 to 2019-20 increasing by 26%, 11% and 10% respectively. FTEF taught by associate faculty was 85% in 2017-2018 and 77.5% in 2018-19 (2020-21 data was not available), with the availability of qualified associate faculty being extremely limited due to competition from a high-paying industry. The new full-time hire would continue to alleviate the load that full-time faculty carry, as well as provide another leader and role-model for our current and future associate faculty.

4.   Counseling-ACP Social and Behavioral Sciences: (Growth)
One of the college's critical priorities to support student success is the implementation of Guided Pathways through Academic and Career Pathways (ACPs) of which our counselors occupy a central role in creating Comprehensive Educational Plans (CSEP) for our disproportionately impacted (DI) populations (Latinx, Black/African American, and students aged 25+). The Counseling Department is deeply committed to serving students from disproportionately impacted (DI) populations and Social and Behavioral Sciences ACP is the largest ACP in the number of students that we serve. This position will be dedicated to serving students in the Social and Behavioral Sciences ACP and will serve as the lead Counselor on the Student Success Team. This position is critical to institutionalizing ACP efforts towards closing the Equity gap in addition to providing counseling services to the general student population.

5.   Nursing and Allied Health, Certified Healthcare Simulation Educator: (Growth)
Keeping up with the clinical requirements for our Nursing and Allied Health department is challenging, especially once COVID-19 occurred. Fortunately, MiraCosta College (MCC) was one of two nursing programs in the county who was able to continue the current students on the graduation track. A large part of this accomplishment was using nursing simulation as clinical hours for our students. The Board of Registered Nursing (BRN) visited MCC in September to review and accredit the nursing program. Implementation of a Simulation Curriculum Coordinator throughout the Nursing and Allied Health Department was a recommendation to meet current nursing school requirements that aid our nursing students in meeting clinical hours. Many schools have implemented simulation because clinical placements were difficult to find and caring for multiple patients to prepare students for transitioning to the practice environment cannot take place due to student-to-faculty ratios, high patient acuity, and patient safety considerations which limits their practice readiness after they graduate. It is imperative to support the investment in the new building and simulation lab with the appropriate faculty. Research conducted by the National Council of State Boards of Nursing (NCSBN) showed substantial evidence that substituting high-quality simulation experiences for up to half of traditional clinical hours produces comparable end-of-program educational outcomes and new graduates that are ready for clinical practice. A full-time faculty level presence will reduce the threat to the continued clinical success of MiraCosta nursing students due to diminishing clinical placements. This is supported by further development of simulation technology and research supporting student outcomes. This position will participate in curriculum development, expansion of simulation to all content areas, and evaluation of the simulation program

6.   Counseling-Generalist: (Replacement)
This position is a replacement of a .4 Generalist/.6 IIP Counselor, though the needs of the Department may dictate this position to be a full generalist replacement instead. The general Counseling Department serves the larger student population, both credit and noncredit, and has dedicated many counselors towards special populations. This position would have dedicated hours to the non-special populations. Additional program-specific leadership responsibilities will include: Attending training specific to student learners, developing comprehensive strategies to offer both individual and group counseling services during nontraditional hours across different modalities.

This position would also collaborate across Counseling Departments (EOPS, SAS, Transfer Center, and the Career Center), Instructional partners, and various stakeholders in developing effective practices and services. It should also be noted that this backfill position would allow the department to offer another dedicated COUN100 course for our general student population.

In the Academic Year (AY) 2020, the department assisted 15,001 students in full and drop-in appointments, in AY 2021, we are on pace to exceed this number. In response to the political

and social environment, compounded with impact of COVID and the estimated 1,000+ undocumented students in credit and non-credit (per 2017-2018 data), there has been an effort to institutionalize support of undocumented students through the UPRISE program. This counselor/coordinator will work to ensure that services across the campus are delivered and programming is adjusted to serve this student population. Therefore, the department has provided a dedicated reassigned time of .50 to the full-time Counselor serving this program to serve as coordinator and counselor.

7.   Philosophy: (Replacement)

This Philosophy position is a replacement for retired faculty member Dr. Louisa Moon. 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. Moon's retirement in 2020, there is currently only one full-time faculty member left teaching and managing the entire Philosophy discipline. That means 72% of FTEF for Philosophy is being taught by associate faculty. The pool of highly qualified associates is very limited because people with graduate degrees in Philosophy are highly marketable, which raises the concern that Philosophy classes will rely on sub-par instructors. This is especially concerning for upper division Phil 302 Bioethics, a requirement of the Biomanufacturing Bachelor's Degree.

Philosophy classes are very popular, and not a single section has been canceled despite a global pandemic and a move to all online learning. In 2019-2020, Philosophy enrollment went up 3.5% from the prior year, fill rate (at 91.6%) went up 1.5%, section counts (at 36) went up 2.9%, FTES went up 3.3%. With high enrollment, Philosophy students are still achieving an academic success rate of 79% (compared to MiraCosta's rate of 71.7%). Furthermore, students from all demographics are showing good success rates in Philosophy classes.

Philosophy faculty have been leaders in ACP work and equity within the Honors department. In addition, 8 classes have been converted to Zero Textbook Cost courses in the last year. A discipline that has done so much good with only 2 full-time faculty members is being cut in half. There is no way Philosophy can sustain their efforts with only 1 full-time faculty member. And, in a time when critical thinking is more important than ever, this is particularly concerning. Philosophy is an antidote against irrationality and trains the mind to think with reason.

8.   Art-Painting and Drawing: (Replacement)

This full-time faculty hiring request is a replacement for the recently retired Painting and Drawing area lead in the Art Department. This area in the Art department comprises almost 30% of all courses offered. The responsibilities of the lead Painting and Drawing faculty in the Art Department are those of a core or foundational faculty member. Painting and Drawing have been and remain a mainstay of visual ideation and visual communication. This hiring request replaces a much-needed pillar of the department, and also fulfills a continuing

responsibility to teach basics of 2D composition, contemporary and traditional painting, color, value, and the navigation from three to two-dimensional representation. These are increasingly important skills for the digital economies of the future workforce and are proving so in increased demand in recent years.

In the 2019-20 academic year, 22 of 24 sections, or 91%, of the Art Department's 24 sections of Drawing, were taught by associate faculty. Currently, these courses have a 91% fill rate, and they account for 8.7 (23%) of the Art Department's total 38.2 annual FTEF. Combined painting and drawing classes for 2019-2020 academic year numbered 32 total. With 2 full-time faculty teaching in these areas, 66.5% of course were taught by associate faculty. Loss of a replacement hire for the Painting and Drawing position would result in an increase to 87.5% of painting and drawing classes taught by associate faculty. As we continue to have high success rates among historically underrepresented groups of students, we also see that this may yield changes demographically as a more diverse population enters the workforce and creative sphere. This faculty lead will help guide student centered curricular updates in educational and technological shifts in visual creative industries of the present and future for our diverse student body.

This request aligns with the Art Department's commitment to a contemporary, relevant, sustainable, and equitable approach to curriculum and long-term success in transfer degree completion. Furthermore, this request aligns with broader and longer-term commitments to maintaining productive and inclusive environments that support creative pursuits at individual and community levels. This request aligns and intersects with a number of Institutional and Strategic goals at MiraCosta College particularly the commitment to maintain equitable access and enhancement of student success and cultural enrichment. Lastly, replacement of this position demonstrates an ongoing commitment to offer vibrant and robust arts programs at MiraCosta College

9.   English as a Second Language (credit program): (Replacement)
Credit ESL is seeking a full-time faculty replacement for Melissa Lloyd-Jones who retired May 2021. Not replacing this hire means that the sole full-time faculty member remaining must manage the full department and its many initiatives. With only one full-time faculty member, only 4 of the ESL and English 100 ML/ESL offerings of over 30 sections total are taught by full-time faculty, resulting in a FT to PT ratio of 13% FT to 87% PT. The remaining full-time faculty member will be retiring in four to six years. Hiring a new full-time faculty replacement now would ensure that they receive the proper mentorship and support necessary through a tenure process before the next retirement. The replacement hire would be responsible for Student Learning Outcome work, expansion of classes at San Elijo Campus, and take the lead on dual enrollment. The new faculty position would also work with the Noncredit ESL department to continue to ensure curriculum alignment in efforts to transition immigrant students who have foreign degrees and seeking to advance into their professions and or further career study.

Credit ESL has been a leader in implementing the requirements of AB 705 legislation for ESL well ahead of targets, working to create a self-assessment placement instrument, ensuring students can complete the program if they start at the entry level in one year (vs. three allowed) to transition to English 100, successfully closing some equity gaps. For ESL, the law requires that students entering a Credit ESL program must have the pathway to move to Transfer English in no more than a three-year timeframe while our MCC program does so in one year or less. Credit ESL allows F1 Visa and other students on various Visas to meet their mandates to remain in the United States. Institutes for International Perspectives (IIP) students must enroll as full-time in order to maintain their status and take various ESL and other general education courses during their first year. The program's overall population serves 50% California residents (mostly Latinx), 40% out of country (International population) and 10% out of state. The program serves the "lifelong learning" mission of community colleges as well as supports students seeking degrees, certificates, or transfer, 77% of the ESL population in their program. The Credit ESL program's overall success rate in ESL classes is 83% as compared to English and the college's overall success of 70%.

10.   Chemistry-Organic/Allied Health Support: (Growth position approved in 2019-20)
This full-time faculty hire will ensure that new sections of organic chemistry are properly staffed, as well as provide leadership for the allied health chemistry courses, CHEM 112/116. 56.6% of chemistry courses were taught by part-time faculty (2019-2020). The new hire would reduce this down to 51.1%. The student caps for the organic chemistry courses for science majors (CHEM 210/211) were recently reduced from 30 to 20 students. The reduction was done for laboratory safety reasons. This change necessitated additional section offerings. CHEM 210/211 are 9-LHE courses, so a full-time faculty member can only teach a maximum of two sections, and even that is overload. Organic chemistry faculty are the most challenging to hire as few instructors possess both the specialized educational background and direct teaching experience. This makes staffing these courses with associate faculty difficult. These challenges have locked our current full-time organic faculty in to teaching only these organic chemistry courses. For this reason, our allied health chemistry courses have been without a full-time faculty presence. The new hire would provide the needed stability in the rigorous organic chemistry sequence for science majors as well as leadership in our allied health chemistry courses. With regards to equity, both CHEM 210 and CHEM 211 serve diverse, underrepresented populations. In CHEM 210 during 2020-21, the ethnic breakdown was 41% white, 29% Hispanic, 19% Asian, and 5% 2+ races. For CHEM 211, the numbers were 42% white, 33% Hispanic, 14% Asian, and 6% 2+ races. Having one-third of students identify as Hispanic is a testament to the success of our program in reaching this typically underrepresented group within STEM. A full-time faculty member is critical in preparing students for careers in STEM and allied health fields.