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AGENDA

I. Call to Order

II. Roll Call

III. 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 allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.

IV. Changes to Agenda Order

V. Consent Calendar

A. Approve Minutes of the Meeting of February 5, 2021

VI. Reports

- A. Academic Senate President – *Lara*
- B. College Superintendent/President – *Cooke*
- C. Classified Senate – *Schneider*
- D. Associated Student Government – *Clark*
- E. Redesigning the Student Experience – *Ha*

VII. Old Business

A. Approve Resolution on the Creation of an Ethnic Studies Department – *Robles López, and Figueroa*

Description: *Based in part by recently passed legislation AB 1460 (Weber) on the Ethnic Studies lower-division requirement for the CSU's and the impact on community college students, a resolution drafted by Alicia Robles López and María Figueroa comes back to Academic Senate for a second read and approval.*

VIII. Information/Discussion

A. Technology Master Plan – Status Update – *Conrad (Time Certain: 9:30am)*

Description: *This is a follow-up to the Technology Survey results which were given in the fall and status update for the Technology Master Plan (TMP) currently under revision by the Technology Advisory Committee. The revised TMP will come for information, review and commentary to the Academic Senate in April and May.*

IX. Academic Senator Reports

Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

X. Adjournment

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the coronavirus (COVID-19). Meetings will be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to the agenda.

Therefore, Academic Senate (AS) meetings will be held via Zoom. 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 1-800-735-2929 or 1-800-735-2922.

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 <http://www.miracosta.edu/governance/academicsenate/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 are available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or dadler@miracosta.edu.



UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño and Kumeyaay people and to pay respect to elders, both present and past, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:03am**.

II. Roll Call

Members present: Robin Allyn, Ingrid Bairstow, Yessenia Balcazar, David Bonds, Rick Cassoni, Sunny Cooke (ex-officio), Steven Deineh, Thao Ha (Coordinating Officer), Himgauri Kulkarni, Luke Lara (President), Edward Pohlert, Susan Pynes, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (Vice President), Krista Warren

Members absent: Zulema Diaz

Others present: Joanne Benschop, Ian Clark, Diane Dieckmeyer, Maria Figueroa, Zhenya Lindstrom, Alicia Lopez, Nick Mortaloni, Tyrone Nagai, Al Nyman, Leola Powers, JahB Prescott, Alicia Robles López, Violeta Sanchez, Lori Schneider, Rhonda Welch-Scalco

III. Persons Wishing to Address the Senate

None.

IV. Changes to Agenda Order

None.

V. Consent Calendar

A. Approve Minutes of the Special Meeting of January 15, 2021

B. Ratify the 2021-2022 Curriculum Packet, Part II

Consent Calendar items A and B were approved by unanimous consent.

VI. Reports

A. Academic Senate President

Academic Senate President, Lara, acknowledged Black History Month beginning the meeting with Nina Simone's song, "It is a New Day." As well, recognized MCC's Black counseling colleagues leading a five-webinar series on Equity-centered Counseling led by Wendy Stewart, Done Love, and Devon Boone. Congratulations to MCC librarians for being featured in the [Community College Daily](#) and honored for valuable library resources answering chats and using personal phone calls and emails to students. Lastly, the AS Elections Committee will be providing information on February 15th. Faculty were asked to consider running for AS positions. Positions available will be a President-elect, Coordinating Officer (CO), and Academic Senators. The CO will be an associate faculty member this round.

B. College Superintendent/President

Superintendent/President, Cooke, noted that as of today, MCC is less than .5% down in FTE enrollment in courses, but less than 8% down in headcount, the actual number of students enrolled last spring. During the monthly district webinar Covid-related updates were provided. As well, there was an extensive update on the construction at all campus sites. Projects and updates can be seen on the MCC dashboard. The next webinar will take place March 3rd at 1pm. At that time, there will be more information about what will happen in the fall semester. Also congratulated the MCC library staff who reach out to students and help them feel supported and cared for during these challenging times. Acknowledged Black History Month and noted a number of events will be available. College Council discussed the reorganization of Purchasing and Human Resources. The college looks at every position and looks to see if it is the best structure. Academic Information Systems (AIS) is moving out of Instruction to a more college-wide function under Tim Flood. This is an infrastructure piece and generally

does not impact faculty. AIS supports student services and this structure will reflect that. There is also a need to hire a permanent dean in the AIS role. The February 18th Board meeting will highlight sabbatical projects from Joanne Benschop and Angela Beltran-Aguilar who will share their sabbatical reports.

C. Classified Senate

Classified Senate VP, Schneider, noted that CS had a successful retreat.

They are working on their strategic objectives (goals):

- Improve communication with classified constituents
- Educate and empower classified professionals concerning systemic racism and violence
- Improve CS committee appointment process

CS is finalizing professional development activities for spring break with a focus in training and technology and offer health and wellness workshops.

D. Associated Student Government

ASG VP, Clark, noted that student senate elections are approaching. They are reaching out to students about the importance of joining ASG. The ASG body has seen a dramatic reduction because of fewer students enrolled, especially a reduction of international students. ASG is asking for a tuition adjustment for international students to make it easier for them to attend. Also, discussed the question of whether students are required to do certain things on certain days within an asynchronous class. Lastly, honored Black History Month noting that Black History is American History and should be included throughout all curriculum and not just in February.

E. Redesigning the Student Experience

Faculty Lead, Ha, noted attending a statewide webinar yesterday which will be discussed under Information/Discussion – Scale of Adoption Assessment later in this meeting.

VII. Old Business

A. Approve AP 5530 – Student Rights and Grievances

No discussion took place.

MSU (Ha / Safaralian) to approve AP 5540 Student Rights and Grievances as presented.

VIII. Information/Discussion

A. Scale of Adoption Assessment (SOAA)

Redesigning the Student Experience Leads, Lindstrom, Lara, and Ha presented the Scale of Adoption Assessment (SOAA). The SOAA is an annual assessment of the progress MiraCosta has made toward implementing the Guided Pathways framework, which we have branded “Redesigning the Student Experience,” and what actions steps are still required to implement at scale. A working draft of the SOAA will be presented and input will be requested from the Academic Senators by February 19th (direct comments on the [SOAA google doc](#)). The SOAA is due to the Chancellor by March 1, 2021.

The guided pathways framework consists of four main pillars. Assessment outlines essential practices. Lindstrom shared an example of one of the practices in terms of rating the practice. She noted that faculty will be able to add comments or questions in the Google document. The SOAA outlines what has been done in regard to scaling that practice and then identify next steps. It was suggested that for Academic Senate to pay attention to recommendations and read the practice first in an area of interest related to your work. Pilar 4 is ensuring students are learning and notice these are practices related to what happens in the classroom or related to curriculum or related to assessments. Some of these practices are still not systematic. It was suggested senators look at these practices and provide input since they are related to the classroom and teaching and learning. At the end of the document, there are a couple of prompts that are required; one on student engagement specifically how we engage students in guided pathways framework implementation, how we align our courses to the student education plans, our next steps, and an optional success story. It was also noted that AS has reviewed this document for the last couple of years and is for us to assess our own progress and help guide our work.

B. Background and Implications of AB 1460

Robles López, Figueroa, Sanchez, and Prescott provided a presentation on background information and implications of legislation AB1460.

Summarized the origins of Ethnic Studies with three main points:

1. Ethnic Studies is a formal field of study; it is a formal discipline.
2. From its inception, it was centered around four groups – LatinX, Black, Asian and Native American communities.

3. By nature and necessarily it is political, born out of the Civil Rights movement. AB 1450 (WEBER), requires CSU Ethnic Studies as a graduation requirement to be implemented in 2021-22. This legislation is specifically about the CSUs. The CSUs made this a lower division, 3-unit GE requirement and created AREA F – Ethnic Studies and reduced 3 units from AREA D. AREA F must meet 3 of 5 core competencies as defined by the CSUs. CCC's have an important role in providing transfer GE at the CCC. The benefits of Ethnic Studies were presented, along with additional Ethnic Studies movements within the CCC system, including potential Title 5 changes, minimum qualifications, associate degree expansions, and planning (e.g., hiring and creation of an ES department). Discussion ensued regarding what kinds of employment students can pursue after majoring in Ethnic Studies.

IX. Academic Senator Reports

As the legislative liaison to the statewide Academic Senate, Edward Pohlert shared a document and asked it be shared with constituents. He noted that the priorities for statewide Senate include: Ethnic Studies Discipline; Aligning transfer pathways; Increasing diversity of faculty; Baccalaureate offerings and to remove pilot designation; and Financial aid reform.

Robin Allyn noted a career event this Wednesday with a career panel encouraging all to attend.

X. Adjournment – The meeting adjourned at 10:59am.

A Resolution of the MiraCosta College Academic Senate Creation of an Ethnic Studies Department

WHEREAS, California adopted AB 1460 in August 2020 (codified in California Education Code Section 89032), which created an Ethnic Studies general education graduation requirement for the California State University (CSU) that will commence in the 2021–22 academic year and which will require campuses to provide lower division courses in Ethnic Studies that must be housed or cross-listed in an Ethnic Studies Department starting in Fall 2021; and

WHEREAS, the Academic Senate for California Community Colleges called "for developing Ethnic Studies as an AA degree discipline/program and/or a component of the General Education Curriculum" as far back as 1988 with Resolution Number 5.04 and as recently as the fall 2020 plenary adopted Resolutions Numbered 9.03 and 9.04¹, which respectively recommended "the California Code of Regulations Title 5 §55063 be amended to include an ethnic studies graduation requirement for California community college associate degrees" and establishment of "an ethnic studies general education requirement for California Community colleges by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies"; and

WHEREAS, Ethnic Studies is an interdisciplinary academic discipline clearly defined by the California Community Colleges Chancellor's Office² focused on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including Ethnic studies, Chicana and Chicano studies, Latina and Latino studies, African-American studies, Black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, Indigenous studies, Filipino studies, La Raza studies, and Central American studies; and

WHEREAS, establishing distinct epistemological and pedagogical practices aimed at transforming oppressive systems while improving student achievement outcomes is central to the historic mission and contemporary scope of Ethnic Studies³, granting it greater "influence on course offerings," the "power to define itself intellectually and academically," and the ability "to build a sound, coherent, and intellectually challenging program" rather than a "haphazard sampling of whatever courses may be available through a number of different departments"; and

WHEREAS, MiraCosta College does not offer Ethnic Studies designated courses due to the limited number of Ethnic Studies discipline faculty among tenured and associate faculty who successfully meet the minimum qualifications; and

WHEREAS, creating an Ethnic Studies Department, especially with at least one full-time faculty expert to help lead the department, empowers faculty to work on curricular and programmatic innovations with Ethnic Studies pedagogy and paradigms, which would not be possible if Ethnic Studies was entirely reliant on existing subject areas/departments/disciplines and programs;

¹https://asccc.org/sites/default/files/Fall%202020%20Adopted%20Resolutions%2011.9.2020%20FINAL_0.pdf

²<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Educational-Programs-and-Professional-Development/Minimum-Qualifications>

³See "The History, Development, and Future of Ethnic Studies" by Evelyn Hu-DeHart, "The Co-opting of Ethnic Studies in the American University: A Critical View" by Jesse M. Vazquez, and "What is and is NOT Ethnic Studies" Letter to the State Assembly members Medina and Weber by Kenneth Montiero.

NOW THEREFORE, BE IT RESOLVED, that the MiraCosta College Academic Senate in accordance with the recent Academic Senate Resolution of the Declaration that Black Lives Matter and a Call to Action (R. 1-20), support the creation and expansion of Ethnic Studies courses with respect and acknowledgement of the academic field of study, historically rooted in distinct epistemological and pedagogical practices; and

BE IT FURTHER RESOLVED, that this resolution serve as the basis to establish high priority for one full-time Ethnic Studies faculty position in the upcoming faculty request ranking process; and

BE IT FURTHER RESOLVED, that the MiraCosta Academic Senate support an independent Ethnic Studies workgroup led by a tenured faculty member who possesses the appropriate minimum qualifications in Ethnic Studies, to facilitate discussions on appropriate course proposals and specific steps towards the development of an Ethnic Studies department; and

BE IT FURTHER RESOLVED, that the Academic Senate work with the college administration, its appropriate shared governance committees, as well as the relevant faculty, to create a Department of Ethnic Studies no later than the 2021-2022 academic year with the goal of hiring at least one full-time faculty expert in an Ethnic Studies discipline and a college commitment to the ongoing health and development of the department.