



OFFICIAL MINUTES

I. Call to Order

Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of 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 **9:00am**.

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: Angela Beltran-Aguilar, Robin Allyn, Sunny Cooke (ex-officio), Erica Duran, Shawn Firouzian, Julie Graboi, Rachel Hastings, Jim Julius, Don Love, curry mitchell (President-Elect), Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Nate Scharf, Alexis Tucker-Sade, Krista Warren

Others present: Mikala Hutchinson, Jeff Ihara, Zhenya Lindstrom, Lori Schneider

IV. Persons Wishing to Address the Senate – None.

V. Changes to Agenda Order – None.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of August 11, 2023

B. Approve Minutes of the Retreat Meeting of August 11, 2023

C. Ratify Faculty Committee Assignments for AY 2023-24

D. Approve one Equivalency for Counseling – Jeff Ihara

The Consent Calendar was approved by unanimous consent.

VII. Reports

A. Academic Senate President

Academic Senate President, Leila Safaralian, reported that at yesterday's college council, they announced enrollment updates. Overall, the credit headcount is up over 8% and noncredit is up 20% as compared to fall 2022. An email was sent on August 30th regarding the Strengthening Student Success Conference which will be held at the Hyatt Regency San Francisco Airport in Burlingame, CA from October 11-12 with optional post-conference workshops on October 13th. The registration link is included in the email.

An AS senator is still needed to attend ASG meetings on the 2nd and 4th Fridays of each month from 10am to noon. The Equivalency committee is looking for one more full-time faculty member who can join their committee. They meet at 4:30pm on the Tuesday prior to each AS meeting. Advise constituents of this opportunity. They can contact the AS President directly, if interested.

The ASCCC Fall Plenary Session is scheduled for November 16-18 in Irvine either in person or virtually. Contact the AS President and Debby Adler if interested in attending by September 15th. AS has a regular meeting on November 17th, therefore, curry mitchell will facilitate the meeting on that day while Safaralian and Jim Julis attend Plenary in person. Spring Plenary will take place in San Jose.

Mikahla Hutchinson announced that to be more inclusive of all campuses, ASG has decided to alternate the locations of their meetings this year at all three campuses. Their next meeting will be at the CLC

followed by one at the SEC. The students want to get away from called the OC the main campus. They also want to increase the student body presence at the other campuses.

mittchell noted that the taskforce for the calendar project met for the first time yesterday and reviewed the inclusive and transparent process. They will look at Ed Code and at what is going on regionally, including other community colleges and how they structure their time, as well as our local K through 12 districts. They want to build three or four models of potential calendars and present them in town hall-type meetings in the spring. A survey will come out early September asking what values the calendar should reflect and what changes might impact us such that we are not able to pursue our values. Also, what should be off the table. They will use that piece to inform the models they build. There is a website where they will give updates so the entire district will know what the taskforce is doing.

Thao Ha and Adrean Askernese provided a Guided Pathways (GP) report presented by Safaralian. They thanked all who attended the Redesigning Student Success activities during All College Day. Many faculty, staff, administrators, and students attended to participate, helping the GP team strategize how we can better serve students. They are in the process of reviewing the feedback received to strategize the next steps. The GP team will engage board members on September 7th about implementing the GP work.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, welcomed all to the fall semester. Shared the good news that enrollment is up. A lot of hard work went into outreach to students to make it easier for them to register. Students want to come back. As enrollment goes up we can offer more sections and staffing to teach those classes. However, we had to cancel some full sections because we could not find faculty to teach. Every institution in SDICA is going up a bit in enrollment. The last thing we want to do is cancel a full section of classes for students who did everything right to enroll in them. HR has been asked to advertise for faculty positions.

Thanks was given to all who have participated in the welcome events for students these last two weeks. There will be two Board of Trustee events. The first one is a Board workshop this Thursday in an intimate setting, basically a study session where Board members can ask questions. They will focus on three topics. First, is the report from the Guided Pathways team on their progress in implementing as well as outcomes seen thus far. The next topic is the adopted budget. BPC is having an open session today. The last topic is the facilities futures plan. Julie Bollerud will send out the PowerPoint slide presentation to the entire campus. The following Thursday is a regular board meeting and they will meet ASG student leaders. At the all district webinar, Shannon Stubblefield, VP of the Office of Advancement talked about the Foundation's focus, moving forward, and raising funds. There are three buckets of funds they are raising money for: 1. Resilience fund for students – emergency grants; Federal support has expired. The goal was raising \$10K and a \$10K match through San Diego Gives and they have already raised that money; 2. The next bucket of money is through our HIS Title V grant. We will match up to \$120K a year for five years if the Foundation raises an equivalent amount. Therefore, the Foundation raises \$120K, the grant puts in \$120K and so over five years you would have \$1.2 million. This is an innovative strategy and allowable in the grant but other colleges have not done this. The Foundation brought in a gift from a donor of \$50K this year and \$50K next year. The deadline is 9/30 for this year's contribution. We're at \$94K of the \$120K we are trying to raise. If you know of anyone in the community who would like to help, let us know; and 3. the last is the annual fund which is for whatever is the greatest priority for our students. Dr. Cooke announced she received an early copy of the book from Tyrone Nagia who is working with the Transitions Scholars, "From Streets to the Seeds" written in the words of our own transitions scholars. All are invited to read these stories of resilience, inspiration, and hope.

Safaralian provided background about how equivalencies have been approved at Academic Senate. Senate was informed that it may not be in line with the Brown Act and a link to the equivalencies may have to be distributed to the campus community. Hayley Schwartzkopf has been invited to the AS meeting of 9/15 to discuss this issue; however, the legal team said we can continue to do what we have been doing. Dr. Cooke said the short answer is that she did not fully understand the process. She assumed that there were an equivalent number or, at least, a regular number of people that are not new employees to the institution and people that are new employees to the institution. Her understanding was that there was a packet of materials being sent to people reviewing this. However, she learned that reviewing equivalencies

is really akin to the hiring process and going into a system to review and then making a recommendation. This is fine. Therefore, since people are being sent into a system to review and they are not receiving a packet of information. it was decided Schwartzkopf does not need to come and explain this further.

C. Classified Senate

Acting VP for CS, Lori Schneider reported on behalf of Ingrid Phillips who is out on medical leave. Omar Jimenez got a new job at the college, is on probationary status, and so he cannot serve as CS President. Carl Banks will serve as interim CS President until Jimenez can return to the role. CS just completed deciding on their three goals for this year including, communication, engagement, and professional learning being rolled out by the district. They are still working on committee appointments of which about 90% of the positions are filled. CS started a leadership program five years ago to build leaders who would serve on CS or committees. Applications have just gone out for the leadership program. Any classified employee can apply. It includes 26 hours of coursework and the deadline to apply is 9/15th. Only five candidates are accepted per year. Seventeen classified professionals have completed the program, four have served as officers, six on senate, and all have been on committees. Thanks were given to Jim Julius for attending Classified Senate as the AS representative.

D. Associated Student Government

ASG representative, Mikala Hutchinson, reported successful last couple of weeks hosting welcome days and activities on all three campuses. Yesterday was club rush. On the second day of their ASG retreat, they did a tour of Chicano Park in Barrio Logan where they met with local activist and professor at Palomar College, Dr. Guirerra, to learn more about diversity, culture, and significant oppression of the Chicano community. On April 22, 1970, we tried to industrialize that area and take away the neighborhood. They had lunch at the oldest Mexican restaurant in San Deigo, Las Cuatro Milpas, founded in 1933 by the Estudillo family and still family-owned. ASG is still building their teams of senators and students at large. Please send interested students to ASG. They conducted campus safety walks and identified issues at all three campuses with law enforcement and the respective Deans at each campus. ASG had Brown Act training with Kristen Huyck. They are working on appointing a student to the calendar taskforce to support the student body.

VIII. Information / Discussion

A. Dual Enrollment Report – Zhenya Lindstrom

Description: *Vice President of Instruction, Zhenya Lindstrom, will present an overview of the [Dual Enrollment program](#), including state policy updates, access and success data, strategic pathways planning, general program improvements, and challenges and opportunities for the future.*

The definitions of dual enrollment, concurrent enrollment / enrichment, and dual credit were explained. Dual enrollment is a college course-tak by students who are simultaneously enrolled in high school or adult education programs. Concurrent enrollment is not defined in CA law or regulations but locally is when high school students pursue college classes on their own. Outside of CA, these programs can be called dual credit when students earn credits through college courses and count both at the college and the high school. Dual enrollment is, if implemented with equity and intentionality in mind, a strategy of guided pathways. Students have the opportunity to explore early on so when we build our programs, we look at providing an opportunity for students to explore something they might not have been exposed to in their high school. This also helps students with an easier transition to college since they have already gone through the application and registration steps through dual enrollment. They come to the college with credits and allows them to progress towards their degree faster. CCAP is a program that is intentional for students who are not considered college-going students. These partnerships are normally with the districts that have lower college going rates of their graduates. We have an agreement in place with the Oceanside district. This created more structure for dual enrollment partnerships between community colleges and high school districts. The current Chancellor's Preliminary Plan for Dual Enrollment includes a ninth grade strategy to have every ninth grade student develop a college education plan with at least 12 college credits by the time they graduate high school. A study was done on dual enrollment in CA. The CCAP partnerships are incentivizing more college going for students of color and first generation college students. There is a [data dashboard](#) with current information about the program's success rates at all three districts; OUSD, CUSD, and SDUHS. Discussion ensued concerning not enough faculty to teach all the dual enrollment courses. Ninth grade students may not have the maturity to take college level courses. A

student grade of “F” does not erase from the transcript even if it does not affect their GPA. Three college units equals 10 credits at the HS. New faculty to the program are oriented and are taught to recognize students with an IEP and learn to refer them to SAS. It was asked what is the curriculum being taught and how is that curriculum being informed by a pedagogical perspective. Why aren't the UCs and CSUs doing this? What are they saying about these dual enrollment classes? It was noted that they are actually doing it with summer programs and targeting high school students. It was noted that it is difficult for dual enrollment faculty to engage with the college. Their schedules do not allow for interaction with the college department. There is a conversation happening with the San Diego district and they are trying to be intentional with the process. San Diego pays their faculty to teach the classes; MCC pays for the other two districts as long as they teach outside their school day. It was also noted that AP HS instructors feel their role is being encroached on. The demographics of students taking AP courses is not as diverse as students taking dual enrollment classes. The mission is not to compete with AP but to create a pathway for students to college. The program is working towards a more structured pathways, high expectations and high supports, engaging culturally responsive teaching and curriculum, and strong cross-institutional partnerships. There are 20 sections for CCAP pathways. There have been some mapping sessions with the district and the help of the career leaders project to talk about their vision and common goals for dual enrollment to build pathways. There are pilots happening such as a business internship with Oceanside students planned for the spring. Some challenges mentioned were misaligned calendars, manual registration processes, and lack of classroom space at the high school. There are also many opportunities to continue to improve the program and not just to expand by being intentional.

B. AS Goal Setting – Leila Safaralian

Description: *Discussion will continue from the Academic Senate retreat of August 11th, to create SMARTER goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism. We will recap the emerging themes, topics, issues, ideas, and goals that surfaced during the retreat.*

After reviewing what was collected from the last meeting, they looked at three areas that could be the focus of the AS, not the goals of the AS, this year, including AI in Teaching and Learning, Digital Badging (non-credit & OAC), and Integrate and Coordinate AS + District Committees. Last year the goals included teaching and learning, onboarding, and enrollment management. It was noted that it is difficult to find a common time for the taskforces to meet and so some shared a Google doc to share ideas and add comments.

AI can definitely be a focus for AS. We already have a number of faculty offering sessions on a monthly basis and there is a resource page. OAC is having a conversation about and working on digital badging. Several subcommittees of AS are working together; CPC, OAC, MOE, DEqCC and AAC. SURF came up as something that needs to be improved. AAC has a SURF taskforce working on this. Jim Sullivan as the Joyful Teacher attended the retreat and AS is very connected with the C3. These are things as a focus of AS and are already happening. Teaching and Learning came up as the number one goal and resources for our faculty. At the end of last year, Robin Allyn and her taskforce created a draft of the six ways to have culturally responsive teaching practices. Based on what was heard and discussed, perhaps a space can be created for faculty to discuss and express diverse understanding of high impact practices and create a variety of examples of these effective practices and can also go beyond the six examples shared here. Tucker-Sade feels it doesn't feel like teaching and learning is the priority of the College. She spent last week talking with constituents and colleagues and heard this echoed a lot about concerns beyond specific resources. The concern of thinking about are we being a college or are we, to quote constituent, “a student service center that also occasionally teaches classes?” Are we still putting T&L at the heart of what we do? Not limited to the classroom but how are we supporting the students in the classroom for the central goal to educate our students. There is a sentiment that we are moving away from what the mission of a Community College is. How can we bring it all together rather than siloing? There is a struggle working across areas and a pressure to standardize classes and follow the HS model without academic freedom. How does that harm and not serve our population if we are being pressured to standardized? Scharf noted that when looking at the numbers, the Latinx numbers trending up. What can we do to share some of those best practices to reach other students?

Hastings added that in talking about the online teaching component, how are we looking at those teaching strategies to make students more successful? What methodologies are most efficient for us and are they reaching those demographics? Her concern is about equity gaps in the online environment as a justification for face-to-face classes. The students don't have the tools to be online.

Safaralian asked where are the practices for in-person classes? It would be good to have a collection of these in one place so everyone has access to them.

Hutchinson spoke about the use inclusive course materials and reiterated the availability of grant funding for zero-cost textbooks.

Firouzean noted the success of UMOJA and there are a lot of faculty involved in the program. It is a good model to look at.

Duran further noted there is a shallow pool to get training on how to address equity gaps such as how to teach African American males in an online Hyflex space, adult learners, LGBTQ. Where are those trainings? The main OC campus is scary for some students. How do we make sure they feel comfortable; how are we providing the 2.0 and 3.0 trainings. This begins at outreach events. We need to make stronger connections in our community so all students feel welcome and not just first generation students.

It was suggested visiting each other's classrooms for ideas, creating mentorships and collaboration among all faculty.

MITCHELL suggested some ways to distill today's conversation and broke the conversation into three areas:

1. program completion and the hidden and confusing roadblocks that impede students, expensive textbooks,
2. classroom practices including online and on-site, but also thinking about design, anti-racist approaches, and
3. identifying communities such as teaching, district, and regional communities with outreach events.

This will come back for more conversation at the next meeting. Bring ideas to next meeting.

IX. Senator Reports

Jim Julius announced we are on the cusp of a lot of zero-cost textbook grant funding from the state. Lauren McFall has been engaging with departments and we will be able to apply for a lot of that money. Applications are due in two weeks. It is up to \$200K per pathway and continuing ed or CE certificate pathways.

X. Adjournment – The meeting adjourned at 11:06am.