

Regular Meeting – October 18, 2024

9:00am – 11:00am

Hyflex Meeting – Room OC1068 and Via Zoom in  
accordance with AB2449: Information below  
1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/717046932>

Meeting ID: 717 046 932

Find your local one tap mobile number: <https://miracostaedu.zoom.us/u/ad9liYSZ6Y>

Join by Skype for-6.7.3 (c)4.4 (a3.7 7 (4 (o)1( o)1)3.2 (5)-2P4 (f8-15.7 ( )JEMC /Link #MCID 5 #2DC 0.02 0.384 0.757 rg-0.013 Tc 0.013 Tw (

VIII. Action Item, First Read

A. BP 4300: Field Trips and Excursions - Hull [Time 9:30; 5 minutes].

Description: *Removal of language related to restricted travel from AB 1887 and inclusion of procedures for international travel for field trips.*

B. AP 4300: Field Trips and Excursions - Hull [Time 9:30; 5 minutes]

Description: *Revision of procedures for out-of-state and international travel for field trips.*

C. Recommended Ranking for Full-Time Faculty Positions - Hull  
[Time 9:35; 20 minutes]

Description: *AAC forwards a recommended ranking for full-time faculty hire requests for Academic Senate review and approval.*

D. Funding Request for Faculty Field Day Event – Coronado

[Time 9:55; 5 minutes]

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Regular Meeting – October 4, 2024

9:00am – 11:00am

Hyflex Meeting – Room OC1068 and Via

Zoom in accordance with AB2449

1 Barnard Drive, Oceanside, CA 92056

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*Government, Student Life & Leadership, Fiscal Services, Risk Management, Human Resources, and Student Equity.*

Mortaloni, Dean of Student Affairs, convened a working group created this new AP for student travel guidelines for in- and out-of-state travel, as well as international travel, including overnight trips. They received feedback from groups who utilized student travel such as theater and athletics then came together for a discussion. There was lack of consistency and clarity. This new AP will fill that gap. Included in the AP are general guidelines, behavioral expectations, lodging, transportation, and meals.

When it was noticed there is no DEI language, the Senate was informed that all of this has training materials associated with it and DEI is addressed throughout the training. There is a PDF with all tools in one document for training.

It was noticed that under general guidelines, t

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MiraCosta College supports international education to provide a comprehensive educational experience that empowers students to make reasoned decisions in both the international and domestic contexts through the use of critical analysis informed by a globalized perspective. The college offers a variety of international education programs that are designed to develop and enrich multicultural awareness,

- I. Recruit and retain the world's best and brightest faculty to educate MiraCosta College students as globally competent citizens.
- J. Accomplish all the above stated goals adopting equity-minded practices that work toward the MiraCosta College commitment of closing the equity gap.

**Study Abroad Program Requirements**

The vice president of instructional services and vice president of student services must approve international education programs, experiences, and initiatives such as







Students should participate in the process of roommate selection, and the district reserves the right to assign roommates when needed. Final decisions on room assignments are within the sole discretion of the district.

Students **should be provided with individual rooms when requested due to health, medical, and cultural considerations**

### **Transportation**

When travel includes the use of a personal vehicle, rental car, or MiraCosta vehicle, drivers must be an approved driver with the district.

Students should be picked up and dropped off at a district site. Exceptions may be considered in unique circumstances by the department's Dean, Associate Vice President, or Vice President. Any differences to pick-up and drop-off locations should be planned in advance. If there is a change during the trip, employees should document the circumstances and notify their supervisor and Risk Management.

Students can choose to drive themselves in their personal vehicle; however, if they make this choice, they will not be reimbursed for mileage, parking, or other related expenses.

Student employees may drive other participants in their personal vehicle if they are an approved driver with the district and they have received approval to drive to the event by the department's Dean.

### **Meals**

For overnight trips, the department may decide between paying for meals on a per diem basis (daily meal allowance) or based on the student field trip amount in AP 7400: Employee Travel. The option to use per diem rates applies to overnight trips only; one day field trips must use the student field trip amount.

Whenever possible, it is strongly recommended that departments offer the meal per diem amount (daily meal allowance) for students during overnight trips.

The superintendent/president shall establish procedures that regulate the use of district

The district may conduct field trips and excursions for students in connection with courses of instruction or college-

Steering:

AAC / AS/ADMIN

As a condition of my participation in these excursions, I understand that California Education Code §35330(d) provides that:

“All persons making the field trip or excursion shall be deemed to have waived all claims against the district, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taki





For Fall 2024, ETHN 100





over the past year. The department has also exceeded projected completion and SLO outcomes, with overall completion rates of 88% and retention rates of 76%, which exceeded the district corresponding 83% and 70% rates.

While the focus of this faculty position is primarily on experiential education, this unique position allows students to access other core services such as employment preparation and career assessment. In addition to teaching experiential education, internship, work education classes and providing leadership in events such as MajorFest, Free LinkedIn Photo Shoots, and the Job & Internship Fair, the new hire will not only help MiraCosta students find relevant work experience/internships, but also, paid relevant work experience and internships to provide equitable opportunities, particularly for our disproportionately impacted students.

## 5. Philosophy

This Philosophy position is a replacement for soon-to-be retired faculty member Dr. Isabel Luengo. The Philosophy and Religious Studies (PHREL) Department consists of two totally independent disciplines—religious studies and philosophy—with separate designators, program requirements, and a different ACP. With Dr. Isabel Luengo's resignation, there will be only one (as of yet) untenured FT Faculty member left teaching and managing the entire Philosophy discipline. That means 70.5% of FTEF for Philosophy will be taught by AF. The pool of highly qualified AF is very limited because people with graduate degrees in Philosophy are highly marketable.

Philosophy classes are very popular, and not a single section has been canceled despite a global pandemic and a move to all online learning. With high enrollment, Philosophy students are still achieving an academic success rate of 76% (compared to MiraCosta average). In addition, students from all demographics are showing good success rates in Philosophy classes. With transfer changes due to CalGETC, the department has worked to modify their PHIL 100 course to fulfill the critical thinking and writing component, which provides one alternative to ENGL 201 and 202 within the same area. There is no way Philosophy can sustain their efforts with only 1 FT faculty member. And, in a time when critical thinking is more important than ever, this is particularly concerning.

## 6. Automotive Technology (1 of 2)

The Automotive Technology department requested a full-time faculty hire due to the retirement of Steve Vail in Spring 2025. Replacing the outgoing faculty member with a replacement hire will continue the current and new direction of improving the program to enable students to complete the cycle of training to employment in a quick and reasonable amount of time. During the past 18 months, the department has partnered with 5 manufacturers including Audi, Mercedes-Benz, Toyota/Lexus, Ford/Lincoln and Subaru. These manufacturers offer their online training resources and some equipment, which are integrated into curriculum and courses and leads to better success with mastering manufacture specific training objectives/skills. In turn, this leads to higher job placement rates for students.

Industry relationships, outreach, equipment choices and

before transfer. Most of the students who take the majors series are biology majors intending to transfer to a four-year institution as a biology or related major (eg. agriculture, conservation/resource management, environmental studies, cognitive science, bioengineering). Many of our students intend to pursue post-graduate or professional degrees. A smaller proportion are e.g. dental students who already have a bachelor's degree but are changing career paths and applying to post-graduate professional programs like Physician Assistant or Physical Therapy programs and need these classes to satisfy prerequisites before they apply. Biology majors make up a significant proportion of the students that are served and full-time faculty

24, it more than doubled (386 to 834, RPIE). The new hire will actively work towards meeting the

success, retention, course completion, and attainment of student learning outcomes. Additionally, fill rates are high (82.2 - 80.6%) and there is student demand for an increase in course offerings (with 80 students on the waitlist waiting to be placed in classes). Demand for ESL teachers throughout the country is high, further adding to the difficulty in staffing and offering much needed sections to the ESL student population (e.g., especially evening in-person sections).

ESL students are among those most in need of equitable assistance. Many of the noncredit ESL learners experience very volatile life situations, as immigrants and refugees at various stages of language proficiency and cultural adjustment. The noncredit ESL program provides citizenship classes. Full-time faculty organize several CLC/noncredit events (Diversity Day, Reading Festival, National Adult Education Honor Society, Expressions

13. Student A

This semester, the department will submit three new courses, NAIS 100 Introduction to Native American and Indigenous Studies, PACS 100 Introduction to Pacific Islander and Oceania Studies and BLST Introduction to Black Studies for Area F Ethnic Studies for CSU and UC transfer beginning Fall 2025.

The submission of this Hire Request for a new faculty member aligns with current short and long-term departmental goals - to meet the resolutions and institutional goals and step up to the occasion as our nation, state, and students demand. We need the support of an additional full-time Ethnic Studies faculty member that will be invested and dedicated to growing Ethnic Studies at MiraCosta. If the department does



cover courses. It is important to point out that success rates for English transfer courses taught by full-timers were 68% compared to 59% in courses taught by part-timers; in the most widely offered and highest enrolled GE course, English 100, the success rate was 65% in courses taught by full-time faculty, whereas it was 56% under part-time instruction. This data confirms the need for a full-time faculty dedicated to helping substantively increase student contact hours and success rates.

The Letters Department has not hired new full-time faculty since 2019 and two tenured colleagues have retired since then. The department's reliance on part-time faculty since the pandemic and technology/AI have drastically impacted the discipline, and professional development in equitable multimodal pedagogies requires more new leading voices in the department.

### 17. Computer Science

Computer Science is requesting a full-time faculty hire to teach core transferable courses. The department is currently teaching 17 courses, with 10 courses being taught by part-time faculty. The department is currently teaching 17 courses, with 10 courses being taught by part-time faculty. The department is currently teaching 17 courses, with 10 courses being taught by part-time faculty.

time program which is geared towards working individuals and a full-time program which runs

and comfort with online learning. These efforts directly contribute to student retention, completion, and the achievement of a livable wage post-graduation.

## 20. Nursing And Allied Health (LVN to RN)

Nursing and Allied Health is requesting a full-time faculty member to specifically support the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) students. Currently the LVN to RN students take one course over the summer or in the fall and are subsequently added to the existing RN cohort in the 3rd semester of the traditional RN program. Due to the unique needs of the LVN to RN students and to promote program expansion, NAAH is requesting a full-time faculty hire to support and manage the LVN to RN program. NAAH provides an example of the need for a full-time faculty member specifically dedicated to this unique group of students. For the first exam administered this Fall semester, six of the 32 students failed (did not reach the nursing minimum of 75%), of those six, one is currently experiencing a life crisis and the other five are LVN to RN students. A dedicated faculty member who can customize their teaching to this group of students will increase the success and retention rates. In addition, with this hire we can potentially increase our annual graduating RNs from a maximum of 64 to a maximum of 96.

All full-time faculty members of NAAH take lead positions in the LVN, LVN to RN, and RN programs. This is inclusive of but not limited to; developing individualized student success plans for students in need, developing and maintaining a relationship with clinical partners, participating in the development of skills and simulations days on campus, leading the team of AF associated with each theory course. Nursing is above the average for part time faculty use. Even with this potential hire, nursing will still be above average for use of associate faculty.

Providing FT Faculty support for the LVN to RN program ensures that NAAH is able to continue to provide programming that meets the needs of the working student, the student with outside priorities, and the student who is returning to school after a long period in the workforce.

Acc di g i 1 li i

student interactions (which jumped from an average of about 63% during 2019-2021 to about 80.5% during 2021 to 2023) require a new faculty to be dedicated to transfer, particularly to close equity gaps. In the last academic year alone, there were almost 5.5 thousand counseling/advisement sessions, building over 1500 comprehensive student plans, with increased engagements with EOPS, PUENTE, UMOJA, RAFFY, MANA and ACP populations. In addition, the exponentially growing new CSU TSP program, necessitates a new hire to help serve this growing population and provide the necessary guidance and resources for these students.

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he late fall which are able to be added to the list. What is needed is a full-time colleague has been recruited to work for the National Puente Project, and others are on sabbatical or unbanking. New full-time faculty is also needed to support active involvement in many departmental, programmatic, and institutional projects ASE, Title V, AB1705, AB1111, and AB928.

Departmentally, it has already become a great challenge to balance scheduling full-timers in on-ground classrooms, and the department has hired five new associate faculty just this year to cover courses. It is important to point out that success rates for English transfer courses taught by full-timers were 68% compared to 59% in courses taught by part-timers; in the most widely offered and highest enrolled GE course, English 100, the success rate was 65% in courses taught by

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an annual day of outdoor play that brings students and faculty together for friendly competition, team work, and engagement outside the classroom

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