ACADEMIC SENATE

Regular Meeting – October 16, 2026
Time – 9:00AM
Hyflex Meeting – SAN 1131and Via Zoom
3333 Manchester Ave., Cardiff, CA 92007

UNOFFICIAL MINUTES

I. Call to Order

The meeting was called to order at 9:01 AM.

II. Roll Call

Present: Adrean Askerneese, Afifa Zaman, Alexis Tucker Sade, Brian Page, Ghada Osman, Jim Sullivan, Jorge Guerrero, Julie Graboi, Katrina Tamura, Kristine Arquero, Polo Mariscal, Sarah Gross, Sean Davis, and Shawn Firouzian.
Remote: Krista Warren-Yagubyan. Robin Allyn joined after roll call.
Absent: None
Others present: Student representative Aidon Hutchinson, VPI Denee Pescarmona, Dean Lauren Halstead, Outcomes and Assessment Committee member Lynnie Trzoss, and Administrative Assistant Ana Aragon.

III. Persons Wishing to Address the Senate

Dean Halstead welcomed everyone to the San Elijo campus and shared campus updates and highlights. Senators made announcements and comments, including appreciation of faculty responsiveness to counseling faculty emails encouraging student engagement, an anecdotal story about Dr. Safaralian going above and beyond to support a student, access to food at San Elijo campus, and an inaugural scholarship offering by the MCC Academic Associate Faculty.

IV. Changes to Agenda Order

No changes to the agenda order were recorded in the meeting notes.

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 2, 2026

October 2, 2026, minutes amended to add Senator Sarah Gross as present in Agenda Item II, and the final sentence of Agenda Item III was revised to “the existence of community hour and a possible increase in student services appointments”.

A motion by Senator Firouzian, seconded by Senator Davis, to amend the minutes. Unanimous consent to approve amended minutes.

VI. Reports

A. Associate Student Government - *Hutchinson (access report)*

Hutchinson reported that the ASG Executive Vice President was impeached and the position is open. Hutchinson and other ASG members had lunch with Dr. Johnson and discussed food accessibility on campuses and accessible transportation to the San Elijo campus. ASG merchandise has arrived. See the written report for additional information.

VII. Discussion

A. Core Competencies MOU

Description: A discussion of 10+1 issues related to the College’s MOU with the FA related to core competencies. The Senate seeks to guide the FA on any 10+1 related ideas or concerns as they negotiate this MOU with the College.

Discussion of the Core Competencies MOU language was pulled because it is currently under negotiation. The discussion instead focused on the Core Competencies report, the faculty role in the selection, development, and revision of the assessment rubrics and criteria, and ways the findings can be used to support improvements in teaching and student learning. Senators who participated in the initial rubric selection and development process shared its historical background, noting that it was a well-organized collaborative, faculty-driven effort involving both full-time and associate faculty. They explained that the rubric was adapted from an Association of American Colleges and Universities rubric and modified to align with MiraCosta's needs. Suggestions for increasing awareness of the report were shared, including presenting assessment results and findings, incorporating opportunities for reflection following assessments, and collaborating with PDP and academic departments to broadly share the information. OAC member Tzoss invited faculty to continue providing feedback and suggestions.

B. Online Education Report

Description: Jim Julius will discuss the annual Online Education report with the Academic Senate as part of the Senate’s Goal 1 related discussions about the relationship between access, learning, and engagement

The Senate and Online Education Faculty Coordinator Jim Julius facilitated a roundtable dialogue on the annual Online Education Report regarding access, learning, and engagement in distance education. Senators reviewed key data points showing that more than half of MiraCosta students are enrolled exclusively in distance education courses and that the College's distance education FTES rates exceed state and regional averages. Discussion focused on whether the College is fully meeting the needs of students who may never physically visit campus and on how to better understand student needs through additional data collection, including qualitative data. Participants noted that online services support not only fully online

students, but also students balancing work, family, transportation, and other responsibilities, as well as students who take a combination of online and in-person courses. The committee acknowledged the College's significant investment in online support services, including counseling, tutoring, library services, SOAR orientations, and the Student Support Hub in Canvas, while noting that student surveys indicate that awareness and utilization of available resources remain ongoing challenges. Historical equity, retention, and success data were also reviewed, with discussion noting that distance education equity gaps have narrowed over time. Senators expressed interest in additional data regarding students who drop courses before census, factors influencing modality selection, the effect of college scheduling practices, differences among online, hybrid, synchronous, and hyflex modalities, and comparisons of equity outcomes across instructional formats and student populations.

The discussion also explored opportunities to strengthen student engagement, support, and access across instructional modalities. Participants raised questions about how to foster a greater sense of community for online students and recognized the importance of preparing students to be successful in different learning environments. Concerns were raised regarding student confusion about course modality definitions and the complexity of navigating College systems and services. Suggestions included collecting more detailed information about student drops and modality preferences, expanding analyses of student outcomes, strengthening instructional support for hyflex courses through instructional aides, embedded support personnel, faculty training, and improved infrastructure, and exploring the development of a centralized virtual campus hub. The hub would serve all students, regardless of modality, by providing streamlined access to departments, services, deadlines, counseling, and campus resources while fostering a stronger sense of community and connection similar to the on-campus experience. Additional discussion addressed Zero Textbook Cost initiatives, sustainability of grant-funded efforts, the role of faculty-developed learning materials, the impact of artificial intelligence on assessment practices, and the importance of using data to guide future decisions related to program development, instructional modalities, student services, and institutional planning. Senators consistently praised Julius's leadership and the work of the MiraCosta Online Educators committee, and Julius expressed appreciation for the collaborative efforts of faculty, staff, instructional support services, and student services professionals in advancing online education at MiraCosta College.

VIII. Reports

A. Classified Senate – *Streagle (access report)*

Streagle stated that there were no items to report on this meeting. President Sullivan invited Streagle to share thoughts about the Online Education report. She noted that current quantitative data points do not capture the student voice, the effects of institutional practices on student course choices, and credit vs noncredit hyflex course conversion complexities.

IX. Action Item, First Read

A. Recommended Ranking of Full-Time Faculty Hiring Requests - *Ante-Contreras*
Description: *The Senate will discuss the Academic Affairs Committee's rankings of 21 submitted full-time faculty hiring requests.*

AAC Chair Ante-Contreras expressed appreciation to the AAC and its hiring task force. He provided an overview of the review, discussion, and ranking process for this cycle's 200-page full-time faculty hiring request submissions. Based on feedback, the committee plans to refine the process for the next cycle, including streamlining the hiring request questions. The recommended rankings document submitted to the Senate was unanimously approved by the AAC. Senators Graboi and Tucker-Sade praised and expressed appreciation for the AAC's work, commending its efforts to ensure that all voices were heard and recognizing the significant time and dedication invested in the process.

Senate President Sullivan presented the committee with the option to approve the recommendations at the current meeting or allow additional time for review and feedback. The committee decided to move forward with motions to suspend the rules and approve the recommendations.

A motion by Senator Davis, seconded by Senator Firouzian, to suspend the rules passed unanimously, 14-0.
A motion by Senator Tucker-Sade, seconded by Senator Guerrero, to approve the AAC's recommended full-time faculty hiring rankings passed unanimously, 14-0.

B. Academic Senate Fall 2026 HyFlex Recommendations – *Sullivan*

Description: *This draft identifies three Senate recommendations emerging from our review and discussion of Hyflex class offerings at MiraCosta.*

The committee decided to table the agenda item until the next meeting.

A motion by Senator Graboi, seconded by Senator Tucker-Sade, to table Agenda Item IX.B passed unanimously, 14-0.

X. Reports

A. College Superintendent/President – *Johnson (access report)*

Absent, written report available for review.

B. Senate Leadership – *Allyn* (access report)

Senator Allyn reported on the Water is Life event, which will be featured in the upcoming Senate newsletter, and provided an update on the advancement of the 2026–2027 Senate goals through different committees and spaces. See the written report for additional details.

Senator Davis announced his decision to step down from his Senate position.

XI. Adjournment

The meeting was adjourned at 11:02 AM.

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