



FACULTY SENATE MEETING

November 30, 2020

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
November 16, 2020

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Jenny Fererro, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Adam Meehan, Susan Miller, Kateri Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Patrick O'Brien, Candace Rose, Sabrina Santiago, Elizabeth Stephens, Craig Thompson, Rocco Versaci, Ellen Weller, Reza Wrathall, Anastasia Zavodny

ABSENT: Jackie Martin, Fari Towfiq

GUESTS: Cynthia Cordova, Erin Feld, Barbara Hammons, Vikash Lakhani, Leigh Marshall, Alyssa Vafaei

Please note: All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER: The video conference meeting was called to order by Senate President Rocco Versaci, at 2:30 PM.

PUBLIC COMMENT:

Senator and PD Coordinator Kelly Falcone was told by Dean Chauderlot that tutors and students are facing a challenge during the tutoring session. The challenge is when using Canvas, faculty members are not assigning due dates or not using modules and the students then have a hard time finding the assignment they need assistance with. Senator Katie Farrell, a member of the Tutoring Committee will share this information with the tutoring chair.

ANNOUNCEMENTS:

Senator Alexander Doyle Bauer announced that due to workload issues for Dean Ly, the Library Department has been asked to move from the Social & Behavioral Sciences Department to the Languages & Literature Department. Unfortunately, it is not guaranteed that the ADA position will be transferred as well. This is not official yet and there is no defined timeline. Senator Doyle Bauer asked Senators to any questions or concerns to her about this matter.

ASG representative Kateri Mouawad announced that the student survey was emailed today and thanked Senators for their assistance in getting this done.

Senator Teresa Laughlin reminded Senators about the food distribution event on November 21st. Turkeys and other non-perishable food items will be available. She asked everyone to share the information with anyone who may be in need of food for a Thanksgiving meal. Kateri Mouawad mentioned that ASG donated 500 school supply bags for Palomar students.

Senate President Rocco Versaci reminded Senators about the December 11 deadline for submitting applications for the Hayward Award. Senator and Curriculum Co-Chair Wendy Nelson noted that she is beginning the paperwork to nominate Senators Ben Mudgett and Candace Rose, and Dean Nichol Roe for their work on the military leadership program. This item will be added to the November 30th agenda.

President Versaci announced that Council will be meeting this week on Thursday at 12:30 PM. The ZOOM ID has not changed.

AGENDA CHANGES: No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/W. Nelson

Faculty Senate approval of minutes dated November 9, 2020 as amended (see Exhibit 1).

Abstentions: Patrick O'Brien

The motion carried.

ACTION

A. Curriculum – No action required.

Senator Wendy Nelson reminded that November 20 is still the deadline for courses to be launched for the DE addendum offered in spring 2021.

B. Committee Appointments

Motion 2 MSC: Laughlin/Lawson

Faculty Senate approval to confirm committee appointments and to confirm the results of the ballot for the Hiring Committee for Dean of CTEE (see Exhibit 2).

Sierra DeSimone – EME

Jason Jarvinen – Cooperative Education

Anita Talone – Drafting

Jennifer Anderson – CFT

The motion carried.

Senator and Committee on Committees Chair Anastasia Zavodny shared the Hiring Committee for Dean of CTEE document indicating that four (4) of the five (5) faculty positions assigned to this committee have volunteers included on the document. Two candidates are confirmations only (DeSimone and Jarvinen) while the remaining two clusters or sets of applicants must be selected through a vote. At this time, no faculty from Public Safety have volunteered to serve.

Senator Teresa Laughlin questioned why this Public Safety assignment couldn't be converted to an at-large position and Zavodny stated that over the last year, HR has pushed back maintaining that if no one from the department volunteers, the faculty seat remains unfilled per provisions set in AP7120.

Senate President Versaci suggested that we also select a faculty member from another CTE department and submit that name to HR as an alternate with the hopes that HR will approve. Senate Secretary Molly Faulkner, a dance instructor under the broader category of CTEE volunteered to serve.

Senator Zavodny emailed the voting document to Senators.

Motion 3 MSC: Weller/Laughlin

Faculty Senate approval to submit a fifth name today to HR to fill the Public Safety seat and to serve as an alternate on the Hiring Committee for Dean of CTEE.

Ayes: Erin Hiro, Teresa Laughlin, Beatrice Manneh, Kateri Mouawad (Advisory Only), Ellen Weller

The motion failed.

Senate Vice President Jenny Fererro expressed her concern that there hasn't been an opportunity for faculty outside of the top coded CTE departments to volunteer. Before submitting the fifth name to HR, Fererro feels there needs to be that opportunity.

Motion 4 MSC: O'Brien/Weller

Faculty Senate approval to confirm the ballot for an alternate seat selected from the two remaining unsuccessful applicants who applied for the Hiring Committee for Dean of CTEE.

Nay: Jenny Fererro

Solange Wasif – Design & Manufacturing

The motion carried.

Several Senators advised President Versaci to submit the fifth committee member selected, Solange Wasif to HR.

Senator Zavodny stated that a call went out for volunteers to serve on the DEqCC committee and noted a close date of last Friday, November 13 at noon. During Council on Thursday, November 12, Zavodny shared that fewer than needed volunteers answered the call and there was question or confusion as to whether this information would be coming to Senate with names redacted. Minutes from November 9 Faculty Senate indicated that this information was to be presented today in an anonymous format. During Council, Versace requested the ballot be held and the deadline extended.

Zavodny also added that Committee on Committees met this morning and discussed this new formulation for committees. Senate President Versaci expressed his concerns about this process stating that asking the Chair of Committee on Committees to redact names and identity of applicants, the Chair is a voting member of Senate who knows more information than the rest of the voting Senators. In addition, Versaci believes that while the statement written by the applicant is important, he doesn't feel that its the only basis we should consider when voting. A strong convincing statement doesn't necessarily mean he/she would be the best person for the job. Instead of moving us into the direction of limiting information, we should rely on all information and proceed with a fuller discussion about the applicants.

Senate Vice President Jenny Fererro advised that removing bias is important but removing names from applicants doesn't remove that bias since we most likely will know who the applicant is by reading their statement. Fererro also suggested that by keeping the applicants identify known, this will provide an opportunity to consider how many committees this person is currently serving on, their workload, and their availability to effectively serve on this committee.

Zavodny added that during Committee on Committees today, they discussed the issue of redacting other types of identifying information in the statement itself. And, if this is information going devoid of names, then it allows for the thoughtful examination of the statements as they were presented.

Senator Adam Meehan stated that when he began applying for committee seats, he didn't quite understand what the statement was supposed to include, how long it should be or what the process was. He expects that newer faculty are in this same position and we should clarify the instructions and explain the process more. He also added that having more information available to him when making a selection would be appreciated and valued.

Senator and Articulation Officer Ben Mudgett shared that he finds value in knowing more about an individual's experience and what they bring to a committee. He would be concerned about redacting information from an applicant. Senate has been trying to figure out ways to make sure the junior faculty get on committees.. There's an opportunity with the recent Senate resolution passed a couple weeks ago resolving that Faculty Senate be sensitive to and take action about advancing issues of equity, diversity and inclusion. Mudgett went on to suggest that we create a rubric where when we ask people to volunteer, their information will be evaluated against the defined rubric.

Senator Zavodny stated that as of today, she has ten (10) applicants for the DEqCC committee. President Versaci suggested she extend the application deadline to Friday, November 20 and plan to provide applicant information at the November 30 Faculty Senate meeting without redactions.

Next, Zavodny reminded Senators that a group was selected to serve as the Guided Pathways Pillar Three lead. Since that time, she has received information that Glyn Bongolan is working as the Pillar Three lead with the rest of the group members serving as leaders within the committee. This committee has not yet been formalized but the preliminary formation document states that the committee would be potentially open to all employees and not necessarily faculty. To address the lead issue, Zavodny stated that we could either nullify that vote, look to see what other solutions including putting out a call again, or for clarification sake, discuss the issue with the five individuals that were part of that team. We would explain that only one individual can be named as the team leader or they must all accept the team lead and then not work on a future position within the committee once its forms.

Senator Ellen Weller expressed her concern stating that it seemed like we were trying to stuff a committee with people that didn't exist as opposed to just who is going to lead. She thought that's the only thing that can come out of the vote that Glyn is the lead. To have other individuals preapproved for some future position or leadership within the committee makes no sense. She thinks that just reaffirming the understanding that the only thing that was approved was Glyn as the lead and no others. Zavodny stated that the motion approved all the individuals as the co-lead. Weller went on to say that clarification was provided before the vote and that a last minute email indicated that Glyn would act as the Co-Lead.

Motion 5 MSC: W. Nelson/Laughlin

Faculty Senate approval to affirm Glyn Bongolan as the lead for Pillar Three Guided Pathways.

Abstention: Anastasia Zavodny

The motion carried.

C. CVC-OEI Consortium (see Exhibits 3, 4 & 5)

Senator and DE Coordinator Erin Hiro shared additional information regarding the CVC Exchange that will help our students get classes and help faculty by increasing enrollment in online classes. The Chancellor's Office requires all community colleges to become a designated home college through the CVC. This will allow our students who need a class that is not available here at Palomar, log onto a statewide course exchange and sign up for a class without

registering at that college. The steps currently required for our students to take classes elsewhere are extensive and this program allows our students to take fewer steps.

The DE Committee recommends that since we must already become a home college we should also apply as a teaching college to help capture back those FTES. Hiro went on to display the exchange's website to show how easy it will become for our students to register for a class at another college. The website also includes a tool students can use to assist with selecting the right classes.

Hiro presented the CVC teaching college application and will work with ATRC to get the application completed by late spring or early fall of 2021.

Next, Hiro answered questions and addressed concerns. This exchange does allow our students to enroll in up to two (2) classes per semester at other colleges. It will not prevent our students from taking classes at other colleges even if there is a comparable course available at Palomar. Students are ultimately responsible for ensuring that classes taken through this program at other colleges meets Palomar's prerequisite and major requirements.

Additional comments and concerns were discussed among Senators including the fact that students are already shopping for classes and we can't change that so let's help make it easier for them to get in and out of community college in two years. Palomar Promise was brought up but after preliminary review, the Promise program would not be affected should the student take a class elsewhere through this exchange.

It was noted that Palomar already has courses ready to go that meet the new Ethnic Studies requirement and that should be an advantage for Palomar. It was also noted by Hiro that any online course can be included in the exchange but courses that have gone through the OEI process do receive priority listing.

Past-President Craig Thompson asked Hiro what the consequences might be if Palomar chooses not to become a home school. Hiro stated that she isn't sure but has been told by some colleagues that CVC currently funds many programs for Palomar including Canvas. Although it hasn't been stated, there is always a possibility that CVC would pull funding for these programs that Palomar cannot fund on its own, including Canvas.

Senator Molly Faulkner brought up the fact that some of the smaller programs have been put on two year course rotations. Every other year we will lose a series of students. This may kill us if students try to come in at an off year. Hiro acknowledged this issue especially since her own program is also in that two year rotation. Ultimately though, she is hoping the advantages for the students will be the pay off. Faulkner also questioned the effects of waitlists. Hiro hopes that should we have the opportunity to enroll even more students through the exchange, enrollment management would acknowledge the need to open a second course for those on a waitlist and new students coming through the exchange.

Senator Patrick O'Brien shared that as a counselor, he likes the idea for transfer students who are required to complete all the major prep courses before transferring and Palomar doesn't offer all the classes required. A student can still be considered a Palomar student and possibly get those classes through the exchange. In addition, there are limitations for financial aid students who are required to be full-time and to complete all classes at one primary school and this program allows for this. O'Brien also approved of Palomar students still receiving the benefit of priority registration for all Palomar classes. O'Brien also suggested that we check with Palomar Promise to ensure students are meeting the guidelines should they enroll in a class through the exchange. Senator Falcone suspects that since we will have access to all data, we should be able to determine that a student is meeting the Promise enrollment requirements.

Senator Lacey Craft noted that many students already have the resources and time to jump through hoops to take classes simultaneously at other schools but many students also don't. This program also has the potential to help close the equity gaps for many of our students.

Kateri Mouawad, ASG representative stated that a large population of student survey responders prefer face-to-face classes, however, easier access to required classes not offered at Palomar would be a huge help to our students. She went on to support passage of this vote to become a teaching college as well.

Senator Ellen Weller suggested that a review of any major's residency requirements be reviewed as well.

Motion 6 MSC: Hiro/Weller

Faculty Senate approval to recommend and to direct ATRC to immediately register as a home college with the CVC Consortium.

Nay: Craig Thompson

The motion carried.

Motion 7 MSC: Hiro/W. Nelson

Faculty Senate approval to recommend to Distance Education Coordinator Erin Hiro to work with administration on the application to become a teaching college with the CVC Consortium.

The motion carried.

Motion 8 MSC: Fererro/Zavodny

Faculty Senate approval to extend the meeting.

Nays: Teresa Laughlin, Ellen Weller

The motion carried.

D. Part-time Instructor Equity – Tabled.

INFORMATION ITEMS

A. Instruction Plan/Consideration for summer '21 & fall '21 – Tabled.

B. Superintendent/President Hiring Committee – Tabled.

C. Proposed Governance Change to AB705 Subcommittee (see Exhibit 6)

Erin Feld reported that the AB705 Subcommittee is currently meeting, the fourth Thursday of the month. This means that during the fall semester, the subcommittee only has two meetings because of Thanksgiving and winter break. Feld is here on behalf of chair, Cindy Anfinson to request the meeting be changed to the second Thursday of the month which would allow for four meetings in both semesters. In addition, the subcommittee members have agreed to extend the meeting time an additional half hour from 2:30 to 4 PM.

Senator Zavodny questioned whether the form should also reflect a reporting change from the as-yet-unformed SEA to Senate. President Versaci stated that the change to the governance task force probably won't occur until fall 2021.

Versaci stated that there's no real restriction that says the reporting relationship has to be one body, and he is in favor of putting in the

reporting relationship SSEC/SEA and Faculty Senate. All of these structures are going to have to be altered later when the new task force comes in.

Motion 9 MSC: Thompson/ Fererro

Faculty Senate approval to move back into Action.

The motion carried.

Motion 10 MSC: Laughlin/Zavodny

Faculty Senate approval of the meeting day change (second Thursday of the month), time change (2:30 to 4 PM) and reporting relationship change (SSEC/SEA and Faculty Senate) on the Governance Change form for the AB705 Subcommittee.

The motion carried.

D. SOAA Approval (see exhibit 7)

Senator Wendy Nelson suggested that because of time restrictions, we can place this item on Action for November 30. This will give Senators sufficient time to read it and bring back questions on the 30th. The document needs to go to the Chancellor's Office in March. We must get it to the governing board by the first meeting in February. It is going to SPC and to several different places. Rocco needs to sign off on this first so it's important that Faculty Senate provides feedback so that any changes can be made. Nelson finished by asking Senators to reach out to her or Sabrina Santiago should they have any questions.

E. ASCCC Fall Plenary Recap – Tabled.

REPORTS

President (Versaci)

I attended the Governing Board meeting on Tuesday, November 10. In my report, I told the trustees about our recent activity, highlighting the formation of the DEqCC committee and the approval of our antiracism statement. I also participated in the EDI presentation and focused on faculty equity initiatives, including the MATCH student edification project, the *It's Monumental* event being planned by Performing Arts, the decolonizing syllabi project, the AS101 section for employees, and the Equity Teaching and Resources site that we have been developing.

Jenny and I attended a meeting of the Emergency Operations Center (EOC) to discuss our request to designate a specific building from which faculty members could teach synchronously. They were looking for further clarification about this request, which we provided. Below is the response that President Kahn sent us after the EOC had time to discuss our meeting:

"Thanks again for spending time with the Policy team to discuss the challenges that faculty are facing in teaching synchronously and the idea of reserving a building and specific rooms to provide for a better remote teaching environment. I think we are all on the same page in getting faculty the resources they need to be effective in the classroom.

"We really liked this idea, and in particular Derrick [Johnson] (from risk management- cc'd here) thought we could use this concept as a template when we transition to more face-to-face teaching. After much consideration, it is our recommendation that at this time, faculty should continue to address their challenges with their chair and dean, so that

all potential resolutions can be addressed before we consider the idea of on-campus locations for synchronous teaching.

"With the County heading to the more restrictive purple tier, a decision based on the increase in COVID-19 cases in our region, we do not feel that the timing is right to move this proposal forward. However, as stated, let's continue the dialogue as this is a really helpful suggestion to be a part of transition planning."

SSEC (Versaci) This Council met on Friday, 11/13 (after these reports were submitted).

SPC (Versaci) SPC next meets on Tuesday, November 17.

IPC (Versaci)

IPC does not meet again until Wednesday, 12/9. IPC review of the PRPs is scheduled to begin on Friday, 11/6.

SSPC (O'Brien) No report.

HRPC No report.

FASPC (Antonecchia) No report.

PFF (Laughlin)

Our students and wider community are hurting this Thanksgiving. Recognizing that, the PFF and the Palomar College's Foundation each donated \$3,000 and along with an additional \$4,000 from the SDICLC we were able to buy 500 turkeys to distribute to our community. So mark your calendars, on November 21st the PFF and the CCE in collaboration with the SDICLC are going to distribute turkeys along with other Thanksgiving type food items in parking lot 12 from 8-10 am. Please spread the word to your networks. This may make a big difference for North County families in need.

COPE, working with a political consultant, worked tirelessly to elect three Board members. As of writing this report, only one, Roberto Rodriguez, was elected. Roberto is a teacher and CTA leader so we are optimistic he will consider the faculty point of view when making his decisions. It is disappointing that Nina Deerfield did not win reelection because she always was ready to listen to us, but we will attempt to develop relationships with the new Board members and reinforce our relationship with current Board members.

PFF is working on an inclusion statement similar to the Faculty Senate's (maybe with fewer "be it resolved" clauses)

Distance Education (Hiro)

The DE Committee's next meeting is Nov. 18 at 2:30 p.m. We are currently working on getting more than 200 faculty members certified to teach online before the spring semester. Please share this information with your department.

Per AP [4105](#), all faculty must be on the list of [Certified Instructors for Online Teaching](#) before they are allowed to teach an online class. This requirement was waived at the state and local level to allow us to provide our faculty with the opportunity to become certified. As you know, we have provided many opportunities for faculty to become certified since that waiver took effect in spring 2020.

As we approach spring 2021, the requirement is no longer waived. Any faculty scheduled to teach a class in spring 2021 must have completed their certification **by the end of this semester (December 18)**. Currently, there are 213 instructors scheduled to teach who are not on the list of those certified.

Please compare the list below to your S21 schedule and notify any faculty on the list below with a S21 assignment that they must pick one of the following ways to be certified ASAP or lose their class:

- Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops. Currently, that means taking and passing the self-paced [Palomar Online Education Training \(POET\)](#) course. Instructions to enroll in POET are [here](#).
- Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions. If you were trained somewhere else, send proof of that training to ehiro@palomar.edu.
- *Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate. Currently, that is the [OEI Course Design Rubric](#). See instructions for [How to do a Self-Evaluation of a Course](#). Send the completed rubric to DE Coordinator Erin Hiro at ehiro@palomar.edu.*

Guided Pathways (Nelson) No report.

Policies and Procedures (Lawson)

Board Policies on Antiracism, Legal Opinions, Prohibition of Harassment, Speakers at Board Meetings, Grading and Academic Record Symbols, and Computer and Network Use (among others) were approved by the committee on a second read. On first read, we have these issues: Discrimination and Harassment Complaints, Capital Construction, Records Retention and Discussion, and Institutional Code of Ethics up for review. Please visit <https://go.boarddocs.com/ca/pccd/Board.nsf/Public#> and find the Policies and Procedures information for 6 November to find these first read items and give Lawrence Lawson any feedback to take to P&P. Lawrence Lawson attended the meeting.

Budget (Ferrerro)

The Budget Committee met on 11/10/20. The committee heard from Debbi Claypool and Amber Cross about **contracts and purchasing**, including the contract database and process for keeping track of contracts, as well as the process for requisitions approval. The committee was presented with a **CARES Act update**: \$173K left in the Federal Block Grant (must be spent by 12/30/20), \$1.07mil left in the State Block Grant (must be spent by 6/30/21), \$2.03mil left in the CARES-Institutional fund (must be spent by 4/23/21), and \$521K left in the CARES-MSI fund (must be spent by 7/9/21). The top four categories of proposals for CARES funds are for technology, student kits and materials, training and overtime for remote instruction prep, and lost revenues/student refunds. Kendyl provided an **enrollment report** including a projected loss of 335 FTES for fall and explanations of why headcounts are down, including the fact that a DE Penalty results in a reduction of 12% in contact hours for fall lecture classes that were moved to DE. The committee also saw the **FY 19/20 Annual 311 and FY 20/21 Quarterly 311 Reports**. As previously reported, FY 19/20 ended with a slight surplus, and FY 20/21 is currently the same as the budget that was adopted last month.

TERB (Lawson)

TERB has approved a “soft” revision of the online course evaluation form that includes a new questions regarding an assessment of an online course’ accessibility (and provides a Faculty Senate and TERB approved tool to guide that assessment, the CVC-OEI rubric). As well, we’ve added questions from the face-to-face classroom observation form to also allow folks to answers questions about any live session viewed during the online course observation period. However, the observation must include an observation of the Canvas/LMS environment. A more robust revision of the entire form, to ensure we’re hitting accreditation standards as well as our own standards, will be considered for fall 2021 implementation.

As well, we're starting a conversation (for which we will solicit lots of feedback) on two fronts: (1) adding a third, outside, randomly appointed tenured faculty member to all peer (tenured) committees and (2) running *student* evaluations in all classes, every fall and spring semester, for the purposes of eliciting regular student feedback for instructors, and what that might mean for regular, three-year-cycle evaluations documentation.

Professional Development (Falcone) No report.

Sabbatical Leave (Lawson)

We met on the 5th of November, but Lawrence Lawson missed the meeting. There's another meeting next week. We are approving the next academic year's evaluations.

Faculty Service Areas (Mudgett) No report.

ASG (Mouawad)

- ASG is partnering with Faculty Senate to launch an end of semester survey to collect data that will be implemented for best practices by faculty and professors.
- We are continuing to recruit and put on virtual events for our Palomar students, our latest was a Halloween costume contest.
- ASG is now mobilizing itself to accomplish our year goals, and our subprojects. We are continuing our work with the overnight parking pass, establishing ourselves in our respective councils and committees, and are working towards establishing an online presence.
- ASG will be launching the student discount app free of charge to accommodate students due to these challenging times.
- ASG is looking into collaborating with CSUSM Mira Costa to offer support to students throughout the district—more details to follow.
- We're reaching out to as many professors, as we can to advocate for ASG and let students know ASG is here to help.
- We are working with faculty and staff to collaborate with giving out resources during the Covid 19 situation. Faculty is asked to let students in need know to seek out assistance from ASG.

ADJOURNMENT: The meeting was adjourned at 4 PM.

Respectfully submitted,

Margaret Faulkner
Molly Faulkner, Secretary

November 18, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

A. ACTION: New Credit Courses - effective Fall 2021													
	Subj.	Nmbr	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mul.	Grade Basis	Open Entry/	Justification	Reqs	Orig.
1	FASH	191	Fashion CAD	Specification No Tech. Design	No	CSU (Proposed)	Anytime/Fully/Partially Online	No	Grade/Pass/No Pass	Not Open Entry/Exit	To support students to create various fashion design presentation, which developed to meet the fashion industry's need for trained knowledge with advanced Fashion Design computer skills, such as digital fashion trend included apparel flat sketches development, Tech Pack, and production of industry patterns. This course will help the students to create digital portfolio for their fashion careers.	None	Rita Campo Griggs
2	WTE	102	Fundamentals of Water and Wastewater	Fundamentals Water/Wastewater	No	CSU (Proposed)	No	No	Grade/Pass/No Pass	May be Open Entry/Exit	Currently students begin their water technology coursework with "Calculations in Water and Wastewater Technology". This course provides the basic mathematical skills necessary to progress to more advanced classes in water technology. However, many students do not have a basic understanding nor a broad perspective of the water industry. Therefore we are showing students the calculations to processes that they may have never learned about. This fundamentals course would establish the foundation needed for students to begin their career at Palomar in water technology.	None	Jacob Shiba

November 18, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

B. ACTION: Credit Course Changes - effective Fall 2021													
	Subj.	Nmbr.	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mult.	Grade. Basis	Open Entry/	Edits	Reqs.	Orig.
1	CSWB	120	JavaScript and jQuery	JavaScript and jQuery	No	CSU	Anytime/Fully Online	No	Grade/Pass/No Pass	Not Open Entry/pen Exit	Expanding lab to 3 hours and reducing lecture to 2 hours to allow for more actual computer programming work to be done by students who learn more by doing than from listening to a lecture. Updated content, DE, required reading, textbook	Recomm. Prep: CSWB 110	Stephen R. Perry
2	CSWB	150	PHP with MySQL	PHP with MySQL	No	CSU	Anytime/Fully Online	No	Grade/Pass/No Pass	Not Open Entry/pen Exit	Expanding lab to 3 hours and reducing lecture to 2 hours to allow for more actual computer programming work to be done by students who learn more by doing than from listening to a lecture. Updated content, DE, required reading, textbook	Recomm. Prep: CSWB 110	Stephen R. Perry
3	DNCE	148	Afro-Cuban/Brazilian Drum and Dance Ensemble/Production I	Drum and Dance Production	No	UC/CSU	Emergency Only/Fully/Partially Online	No	Grade/Pass/No Pass	Not Open Entry/pen Exit	A name change to align with the preparatory classes of Afro-Cuban/Brazilian Dance. And to fulfill the DE modify requirement for Fall 2020 courses that will not be online after the state-wide emergency. Updated title, description, DE, outcomes	None	Margaret M. Faulkner
4	DNCE	248	Afro-Cuban/Brazilian Drum and Dance Ensemble/Production II	Drum and Dance Production II	No	UC/CSU	Emergency Only/Fully/Partially Online	No	Grade/Pass/No Pass	Not Open Entry/pen Exit	A name change to align with the preparatory classes of Afro-Cuban/Brazilian Dance. And to fulfill the DE modify requirement for Fall 2020 courses that will not be online after the state-wide emergency. Updated title, description, DE, outcomes	None	Margaret M. Faulkner

November 18, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

5	ENG	100	English Composition	English Composition	ENG 100 Impact Report	UC/CSU	Anytime/Fully Online	No	Grade Only	Not Open Entry/Open Exit	Updated prerequisites. Changed prerequisite from ENG 50, ENG 50A, eligibility for or ENG 100, as determined through the English placement process to Eligibility for English 100, as determined through the English placement process.	Prerequisite: Eligibility for English 100, as determined through the English placement process. <u>Eligibility for English 100, as determined through the English placement process.</u>	Adam Meehan
6	GCMW	115	Web Page Layout/WordPress.I	Web Page Layout/WordPress	GCMW 115 Impact Report	CSU	Anytime/Fully Online	No	Grade/Pass/No Pass	Not Open Entry/Open Exit	GCMW 215 Web Page Layout /WordPress II was submitted last year, but Web Page Layout /WordPress was not placed in a sequence "Web Page Layout /WordPress I". This proposal corrects this oversight. Updated title, outcomes, objectives, content	None	Lillian S. Payn

November 18, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

7	TA	106	Fundamentals of Costume Design	Costume Design I	TA 106 Impact Report	UC/CSU	No	No	No	Grade/Pass	Not Open Entry/pen Exit	1. Changes all necessary realignment with TMC: a. Updating course title to match listing on TMC; b. Condensing course curricula 106A and 106B back into one single course, per TMC; 2. Update to reflect that section heavily uses Work-Based Learning. 1. Changes all necessary realignment with TMC: a. Updating course title to match listing on TMC; b. Condensing course curricula 106A and 106B back into one single course, per TMC; 2. Update to reflect that section heavily uses Work-Based Learning. Update number, title, description, XB09, decreased lecture hours, methods of instruction, outcomes, content, assignments, methods of assessment, textbook.	None	Chris Sinnott
8	TA	109	Introduction to Stage Makeup	Stage Makeup	No	UC	No	No	No	Grade/Pass	Not Open Entry/pen Exit	This course change: 1. Removes all pre-requisites and updates course titles, bringing course into alignment with TMC; and, 2. Corrects the XB09 status: this Section is taught primarily through Work-Based Learning Activities. Update title, description, CB11, XB09, methods of instruction, outcomes, objectives, content, methods of assessment, textbook.	None	Chris Sinnott
9	TA	192A	Technical Theatre in Production I	Technical Theatre Production 1	No	UC/CSU	No	No	No	Grade/Pass	May be Open Entry/pen Exit	This course change: 1. Updates course titles, bringing course into alignment with TMC; and, 2. Corrects the XB09 status: this Section is taught primarily through Work-Based Learning Activities. Updated title, CB10, XB09.	None	Chris Sinnott

November 18, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

C. Action: Requisites - effective Fall 2021

Course	Course Title	Requisite (s)	Proposal
1 CSWB 120	JavaScript and jQuery	Recomm. Prep: CSWB 110	Credit Course Change
2 CSWB 150	PHP with MySQL	Recomm. Prep: CSWB 110	Credit Course Change
3 ENG 100	English Composition	Prerequisite: Eligibility for English 100, as determined through the English placement process. Eligibility for English 100, as determined through the English placement process.	Credit Course Change

D. ACTION: Distance Education

The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Fall 2021

Course Number	Title	Scheduling	Distance Ed	Originator
1 FASH 191	Fashion CAD	Anytime	Fully Online, Partially Online	Rita Campo Griggs
2 CSWB 120	JavaScript and jQuery	Anytime	Fully Online	Stephen R. Perry
3 CSWB 150	PHP with MySQL	Anytime	Fully Online	Stephen R. Perry
4 DNCE 148	Afro-Cuban/Brazilian Drum and Dance Ensemble/Production I	Emergency Only	Fully Online, Partially Online	Margaret Faulkner
5 ENG 100	English Composition	Anytime	Fully Online	Adam Meehan

E. ACTION: Distance Education and Course Reviews

The following courses have completed the course approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below. These proposals are effective Fall 2020.

Course Number	Title	Scheduling	Distance Ed	Originator
1 ART 102	Foundations of Drawing	Emergency Only	Fully Online	Hwang Kim
2 ART 103	Intermediate Drawing	Emergency Only	Fully Online	Hwang Kim
3 ART 104	Design and Composition	Emergency Only	Fully Online	Hwang Kim
4 ART 121	Intermediate Life Drawing	Emergency Only	Fully Online	Hwang Kim
5 ART 156	Glass Casting I	Emergency Only	Fully Online	Michael Hernandez
6 ART 278	Glass Casting II	Emergency Only	Fully Online	Michael Hernandez
7 BIOL 211	Physiology	Emergency Only	Fully Online	Richard Albistegui-DeBois
8 CHDV 105	Observation and Assessment	Anytime	Fully Online, Partially Online	Laurel Anderson
9 CHDV 105A	Observation, Assessment, and Participation Lab: Preschool	Emergency Only	Fully Online, Partially Online	Laurel Anderson
10 CHDV 105B	Observation, Assessment, and Participation Lab: Infant/Toddler	Anytime	Fully Online, Partially Online	Laurel Anderson
11 CHDV 105C	Observation, Assessment, and Participation Lab: Early Inclusion	Anytime	Fully Online, Partially Online	Laurel Anderson
12 CHDV 201	Practicum in Early Childhood Education	Anytime	Fully Online, Partially Online	Laurel Anderson
13 CHDV 201A	Supervised Field Experience in Early Childhood Education	Anytime	Fully Online, Partially Online	Laurel Anderson
14 CHEM 110	General Chemistry	Emergency Only	Fully Online	Patricia Brandon
15 DT 104	SolidWorks II	Anytime	Fully Online, Partially Online	Anita Talone
16 EME 106L	Emergency Medical Technician Skills (Laboratory)	Anytime	Partially Online	Sarah DeSimone
17 ESL 31	Writing Support for the Sciences for Non-Native Speakers	Anytime	Fully Online, Partially Online	Lawrence Lawson
18 FASH 139	Pattern Making/Fashion Design	Anytime	Fully Online, Partially Online	Rita Campo Griggs

November 18, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

19	GEOG	115	Natural Disasters and Environmental Hazards	Anytime	Fully Online	Catherine M.	Jain
20	GEOL	120	Planets, Moons, and Comets	Emergency Only	Fully Online	Sean	Figg
21	KINE	100	Introduction to Kinesiology	Emergency Only	Fully Online, Partially Online	Diana	Boldt
22	KINE	102	Physical Education in Elementary Schools, Movement and Theory	Emergency Only	Fully Online, Partially Online	Diana	Boldt
23	N ART	978	Glass Casting for Older Adults	Emergency Only	Fully Online	Anthony	Fedon
24	N ESL	975	Accelerated Written Communication	Anytime	Fully Online, Partially Online	Lawrence	Lawson
25	PHOT	160	Photography: Professional Practices	Emergency Only	Fully Online	Scottt	Klinger
26	TA	108	Stagecraft and Scene Design for Theatre and Television	Emergency Only	Fully Online, Partially Online	Chris	Sinnott
27	WELD	145	Pipe Welding	Emergency Only	Partially Online	Ashley	Wolter

Committee Appointments *Ballot Information*

To: Faculty Senate
From: Anastasia Zavodny
 Chair, Committee on Committees
Date of memo: November 22-24, 2020
Vote scheduled for: November 30, 2020

Call Information

Position: Eight (8) Faculty at-large positions
Committee: DEqCC Subcommittee
Report
Structure: Faculty Senate

Timeline of the Call

The call for this position was first announced via email to faculty on November 5, 2020. The initial close date was Friday November 13th at noon PST. During Council on Nov 12th, the decision was made to extend the call another week. The final call closed on Friday November 20, 2020 at noon PST. In total, 10 emails were sent by the Committee on Committees Chair to faculty regarding the formation of this new subcommittee. This ballot information (anonymized) was initially sent to Senate Nov 22nd; this complete version is presented Nov 24th.

Structure of the Call

The call for this position asked all volunteers to answer the following required questions:

- *Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?*
- *What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?*
- *What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?*
- *How do you plan on staying current on matters of diversity, equity and inclusion?*

Volunteers

For the **eight (8) Faculty at-large** positions on the *DEqCC Subcommittee*, we **received fourteen (14) volunteer submissions**. You will be asked to confirm up to 8 individuals (*you do not need to confirm all 8 if you do not wish to*).

As always, Senate strives to place faculty based on the information presented to Senate by the volunteers themselves, and not based on popularity or hypothetical situations.

Application materials for these volunteers follow below for your review. *All formatting is as submitted.*

Table of Contents

(for quick hyperlink reference)

Table of Contents

Committee Appointments.....	1
Ballot Information.....	1
Call Information.....	1
Timeline of the Call.....	1
Structure of the Call.....	1
Volunteers.....	1
Table of Contents.....	2
Volunteer Information for Senate Ballot.....	3
Volunteer # 1.....	3
Volunteer Information for Senate Ballot.....	4
Volunteer # 2.....	4
Volunteer Information for Senate Ballot.....	5
Volunteer # 3.....	5
Volunteer Information for Senate Ballot.....	6
Volunteer # 4.....	6
Volunteer Information for Senate Ballot.....	8
Volunteer # 5.....	8
Volunteer Information for Senate Ballot.....	10
Volunteer # 6.....	10
Volunteer Information for Senate Ballot.....	11
Volunteer # 7.....	11
Volunteer Information for Senate Ballot.....	12
Volunteer # 8.....	12
Volunteer Information for Senate Ballot.....	14
Volunteer # 9.....	14
Volunteer Information for Senate Ballot.....	17
Volunteer # 10.....	17
Volunteer Information for Senate Ballot.....	20
Volunteer # 11.....	20
Volunteer Information for Senate Ballot.....	21
Volunteer # 12.....	21
Volunteer Information for Senate Ballot.....	22
Volunteer # 13.....	22
Volunteer Information for Senate Ballot.....	24
Volunteer # 14.....	24
Rubric/ Notes for Vote.....	25

Volunteer Information for Senate Ballot

Volunteer # 1

[Link to Index](#)
[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 1:** Michael Mufson, Performing Arts, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

I've been engaged with antiracism activism on our campus and in the community for many years, especially using my platform in the theatre arts to engage with these issues. I am a practiced disrupter of the status quo. This is an exciting opportunity for the college to genuinely transform its culture, and I would like to be a part of it. Also, I acknowledge that I am a White, cisgender, privileged man; as such, I would like to make space for more diverse lived experiences and voices in positions of power and would gladly give up participation on this committee if a truly diverse group of faculty volunteer for it.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

Listen a lot! Engage in outreach and productive, solution-oriented dialogue to better understand the systemic obstacles from multiple perspectives. Design events and programs based on the information gathered. Engage in ongoing reflection about the process and project.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

Lack of diversity amongst the faculty. Entrenched bureaucratic systems that resist change. Generally overworked and overwhelmed employees on all levels of the college make it difficult to make time and space for the challenging work of addressing the internal and external impacts of immersion in White Supremacy Culture. Ayanna Pressley reminds us that joy is an act of resistance. I see this work as an opportunity to build community by embracing the joy of getting to know each other and working together towards a beautiful aspiration.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

I continue to be involved with SURJ (Showing Up For Racial Justice), The North County NAACP, and the North County Racial Justice Coalition. It is important to devote attention to diverse voices and perspectives, which I do through the art I patronize and make, and the media I seek for news, information and insight.

Volunteer Information for Senate Ballot

Volunteer # 2

[Link to Index](#)
[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 2:** Peter Ovwiovwio, Business Administration, PT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

Its who I'm. I had worked in similar roles at Miracosta and in corporate America. Its my passion to see equity and diversity across the spectrum

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

Lend my voice and expertise

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

Information. Lots of faculty barely understands where and why diversity and equity matters

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

Reading and participating in diversity and equity matters

Volunteer Information for Senate Ballot

Volunteer # 3

[Link to Index](#)
[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 3:** Alan Lechusza Aquallo, American Indian Studies, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

As an instructor who values socio-political equity and justice for ALL members of the collective community, and one who has decades of activism and support for multiple disenfranchised communities, I welcome this opportunity to better address the issues, values, and realities for those who remain marginalized.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

It is incumbent that a Voice for Indigenous/Native and ally communities to be heard. This would be my position; as an agent for the voice of those who must be heard.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

Those who pride themselves with a position of "power" need to recognize, and accept that historical doctrines of inequity and borders are no longer valued - nor accepted - given the current cultural and global conditions. To challenge these institutionalized "norms," it is necessary to found alternative methodologies and directives for local/national/global inclusivity.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

I currently practice - and do not foresee any reason to dismiss - constant reviews of multiple media sources with divergent and oppositional positions as a discipline to be up-to-date on the perspectives and ideologies of those who speak on a local/national/global platform.

Volunteer Information for Senate Ballot

Volunteer # 4

[Link to Index](#)

[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 4:** Alyssa Vafaei, Disability Resource Center, PT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

I see myself as providing two things:

1) I bring the disability perspective and experience, which is often overlooked or not mentioned in conversations, books, webinars, and podcasts regarding diversity, equity, and cultural competency. I am in my 5th year as a DRC Counselor; I have excelled in almost all of the ASL courses (minus interpreting) Palomar has to offer and have had great relationships with our Deaf faculty members; I have an advanced degree in Counseling, and while my transcripts don't reflect it, my Sacramento State program taught every class through a multicultural lens; and I have struggled with ADHD my entire life.

2) I am white. This may seem a counterintuitive argument, but I am well aware of the disproportionate burden that is put on BILPOC faculty to take on (read fix) institutional challenges with diversity, equity, and cultural competency. Until I took a class in an Organizational Leadership EdD program at the University of San Francisco (which I unfortunately did not complete before relocating to San Diego), I assumed it was best for everyone if these initiatives if BILPOC were at the helm. But we read research pieces all semester long on how this hurts BILPOC faculty in attaining full professor/tenure at most universities, which require significant research and published works to be produced for consideration. Not to mention the emotional labor BILPOC already carry daily working at an institution dominated by white faculty and administration.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

I would use the relationships I have built with some faculty who have come around to thinking outside the box in regards to accessibility, to start broader conversations on diversity, equity and cultural competency efforts. As a white faculty member, I would seek to relieve the burden of my BILPOC colleagues, by taking on difficult conversations and help others to respect their emotional health.

To provide an example of what I've done in my own department (the DRC), my Director started a Book Club when we were all feeling disconnected early on in the pandemic. I knew, I had to pick a book on racism. Our department is primarily white, and our student population (at the DRC) is disproportionately BILPOC (as is common in Special Education). I struggled to choose "the right" book for my colleagues, who I know are on a spectrum of political and religious beliefs, which often play into perspectives on racism. I found myself wanting to find the most gentle or approachable book, so as not to scare my mostly white colleagues off. Then

I realized this thinking was incredibly problematic. So I chose the book with possibly one of the scariest titles for white people: "Me & White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor" by Layla F. Saad, a Black, Muslim, woman. We just had our first meeting over Zoom, and I laid ground rules to make the space safe for everyone, especially our two Latina members, to make sure they were not burdened with the emotional labor of speaking for all Latinx people or for telling us we're "the good white people" because we're DRC Counselors. I made it very clear that "the work" needs to be done by white people, and not BILPOC, which Saad makes very clear in her book. While I was very nervous to facilitate this book, I was empowered by the knowledge and belief in how critical it is to get the work done. I do not consider myself an expert in these matters, but I like to think of myself as an evolving equity champion.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

Based on my experiences working with faculty at Palomar as a DRC Counselor, which often plays out in conversations where I am having to advocate for a student's rights under disability law, I am very cognizant of the bias and assumptions our very own faculty hold about marginalized student populations. Typically bias isn't isolated to one group, so I imagine these same faculty could prove a challenge in other arenas, such as efforts to advance equity, inclusion, and cultural competency in their curriculum, participation in meetings and committees, and interactions with all faculty, staff and students.

I would attempt to overcome this by partnering with faculty who have shown to be champions in these efforts already. It is how we at the DRC have found ways to help reluctant faculty to see how to make their classes more accessible to all students, not just disabled students (think Universal Design). I imagine holding PD and roundtable discussions, co-lead by champion faculty, to have open conversations about their journey from ignorance and complicity, to awareness and actively improving teaching methods and curriculum to reach all students.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

It is already a habit of mine to consume books, webinars, and podcasts on matters of diversity, equity and inclusion, in particular the conversations on antiracism past and present. I am happy, and have the privilege, to pay my own way to accessing books and webinars. Serving on this subcommittee would provide me an opportunity to be more than just a consumer of this knowledge, but also someone who acts on what she learns, and shares it with her community.

Volunteer Information for Senate Ballot

Volunteer # 5

[Link to Index](#)

[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 5:** Tina-Marie Parker, English as a Second Language, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

The DEqCC is charged with "disrupting the status quo." As a relatively new full-time faculty member at Palomar (started January 2019), I have a relatively fresh perspective on the systems in place here. I am able to bring experiences and insights from other community colleges throughout SD County, where I worked only recently. I have also recently undergone the hiring process here and at other schools, and can speak to this experience from the candidate's position. Further, as an ESL instructor, I see every day how systems in place disadvantage those with non-academic English, cultural differences in communication, and limited technology knowledge or access. Before becoming an ESL instructor, I spent two years working with students with developmental disabilities in Vermont. It is important to me that students and faculty with disabilities are included in this conversation and the work done by the DEqCC. I have worked hard to incorporate equitable teaching methods into my classes - low or zero-cost textbooks, Service Learning, Project-Based Learning, and modifying readings by English level within the same class. I've had students create their own grammar textbooks, so that their stories and experiences are reflected in their learning. In Fall 2019, I led a workshop for content faculty titled Supporting ESL Students Across the Disciplines, which largely focused on intercultural communication and understanding the needs of English Language Learners. I have experience hosting workshops and was the Program Chair for the 2016 California TESOL Conference.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

I am not an expert on diversity, equity, cultural competency, or inclusion. I have not perfected this work on myself, in my classroom, or in my larger community. My mistakes and need for learning allow me to connect with others in a down-to-earth way and to engage in open and honest conversations. I am willing to try new things and share both failures and triumphs. I am able to plan and coordinate workshops and conferences that can engage a wider audience on campus.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

The first challenge is recognizing blindspots and then addressing them. To recognize these, we need input from BILPOC faculty and students. We need to read and understand research on these issues. We then need to demonstrate these blindspots and their effects to the college as a whole, creating buy-in for it to be addressed. Often things stay the way they are because of

technology issues, money, and the extra work that change requires (at least, these are often the stated reasons, and they tend to shut down the conversation). I would be adamant about not allowing excuses like these to drive decisions.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

For a long time, I have engaged in PD related to equity in the classroom. I've taken a class on Project-Based Learning and attended many workshops at different colleges on Service Learning, as these practices are shown to benefit traditionally marginalized students. My M.Ed. is in TESOL, Literacy, and Culture, and cultural competency and diversity are a large part of almost all ESL education, conferences and workshops. I attended a 2020 summer virtual webinar series entitled "Becoming an Antiracist: A Learning Series for White Educators." When deciding on a career to pursue, I was hesitant to become a teacher because I'd had so many teachers that appeared to be burnt out, that had seemingly stopped trying to innovate or improve. I promised myself that I would never do this. Today, it is clear that matters of diversity, equity, and inclusion should be a top priority for all educators, and I only see myself continuing to learn.

Volunteer Information for Senate Ballot

Volunteer # 6

[Link to Index](#)
[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 6:** Paul Kurokawa, Performing Arts, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

I am excited about the direction that our college is taking in regard to race relations. The issue is one that I have had an intense interest in since childhood, and I would like to contribute whatever I can to the discussion.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

Not sure

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

Challenges to the goals of such a committee are not necessarily in the desired outcomes, but rather in their methods. I understand both sides of the spectrum in regard to possible solutions presented by the committee and would present balance and counter-balancing viewpoints that take into account the perceptions of the general public.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

Being part of the public discussion - articles, papers, videos, news pieces, discussion.

Volunteer Information for Senate Ballot

Volunteer # 7

[Link to Index](#)

[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 7:** Hossna Sadat Ahadi, Counseling, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

I have led many equity efforts at Palomar College since being employed in 2018 until now. I'm the founder of two affinity groups: Asian Pacific American in Higher Education and Empowered Womxn at Palomar College. I have led and facilitated Black Minds Matter on campus, Critical Race Theory bookclub, Black Lives Matter healing circles, API healing circle, and organized the Fall 2020 antiracism main plenary session. I continuously research, and present webinars and trainings related to antiracism, decolonizing education and becoming an abolitionist educator. I'm also a proud instructor/mentor to formerly incarcerated students at Palomar College.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

Being a faculty member of color, I will present a different perspective that will elevate the voices of communities that have been racially-minoritized and marginalized in the education system. I will provide continuous support for my colleagues to reflect on the ways of dismantling inequities and improving equity, diversity, and inclusion. I also have a strong research background and passionate about social justice education.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

The biggest challenges to advancing equity, inclusion, and cultural competency include lack of institutional support, lack of self-reflection, deficit-mindset thinking, denial of systemic racism, attachment to colonialism/Eurocentrism, and making a group lead equity efforts rather than everyone playing a vital role in it. I have overcome these challenges for my own growth, but this work requires commitment and collaboration from all.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

Researching, reading, attending webinars, and engaging in dialogue with my students, colleagues, and community.

Volunteer Information for Senate Ballot

Volunteer # 8

[Link to Index](#)
[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 8:** Lisette Lasater, English, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

I would be an ideal member of this committee because of my existing commitment to equity practices in my teaching and in my service, as well as my desire to collaborate with others to take these practices campus-wide. Culturally competent and relevant teaching practices are the cornerstone of my pedagogy, and I look forward to the opportunity to continue to develop those practices through shared governance for the benefit of all students, faculty, and staff.

As an adjunct at MiraCosta College I worked with the Diversity, Equity, and Cultural Competence Committee and the Social Justice and Equity Center to plan events for Latino Heritage Month, and was inspired by how the committee both provided resources for faculty and created an inclusive campus for all. I welcome the chance to bring all my experience to this committee, and to make Palomar an equity leader in higher education.

My teaching practices and investment in equity are also informed by my own experiences as a student who felt largely invisible as I navigated my way from community college to a doctoral degree. Much has changed in higher education since I was a student, and I look forward to working with fellow committee members and the Senate to continue to make positive change.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

I'm excited to bring my existing knowledge of culturally relevant and competent pedagogy to the committee, as well as my experience with collaborating across fields and disciplines to publicly create meaningful experiences around diversity, equity, and inclusion. I bring to this committee a vision for how the arts can bring people together to both recognize the rich diversity of our lived experiences, and to grapple with difficult questions. I believe we can infuse every aspect of our campus, from operations to instruction, with equity-minded practices to fulfill the mission of the committee and of the College.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

I am gratified for the urgency the Senate has brought to implementing diversity, equity, and inclusion at the institutional level, and for the potential this committee has to move from theory to action. A challenge I see is implementing committee suggestions at the departmental and individual level; people must truly believe and be committed to equity, which often means asking the difficult questions about existing practices and personal beliefs. Getting comfortable

with discomfort is an important step, and something I see the committee facilitating not just through professional development training, but through acting as leaders on the micro-level within their own departments/areas.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

Staying relevant in equity-based teaching practices is something I currently do and will continue to do. As a committee member I look forward to sharing resources and knowledge, as well as learning about new opportunities. I also make a habit to bookmark equity initiatives I see happening on other campuses, which is a way not only to discover ideas we can implement at Palomar, but also invites opportunities for collaboration. I am a frequent attendee at any equity-based professional development offered at Palomar (for example, Black Minds Matter and the Critical Race Theory book club), as well as by the ASCCC and other outside organizations (I am an alternate for the CCELA convenings).

Volunteer Information for Senate Ballot

Volunteer # 9

[Link to Index](#)

[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 9:** Cynthia Cordova, Counseling, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

My purpose in higher education is to empower students by facilitating their learning and acknowledging their own cultural wealth as a means to help them fulfill their potential. As a first-generation Chicana, I distinctly remember feeling as if I did not belong in college because I did not see many people like me in my first semester of community college. It made me wonder why this might be and what this meant about people from my community not being represented in college. Fortunately, this was also my first semester in the Puente Program as a student, a place where I felt that I did matter. I learned about my own culture and that my community did belong in college. This is when I decided that I would dedicate myself to create meaningful change in higher education in the name of marginalized students. I am committed to disrupting the status quo by challenging systems of inequity for racially minoritized students and employees, holding myself and the institution responsible and accountable for the mission that is preached towards diversity, equity, inclusion, and cultural competency.

I operate through a social justice and equity-minded lens with an awareness that the higher education system was not built with people like me in mind. These experiences inform my counseling approach as a holistic one by recognizing the multiple roles of the student and applying student development and equity theoretical frameworks. I incorporate culturally relevant and responsive pedagogy in my classes to ensure community building and a sense of belonging. I advocate for my students by completely embodying my role as the Puente Counselor and Co-Coordinator. My journey in all aspects of Puente as a student, mentor for the last six years, and Puente Counselor/Co-Coordinator at two different colleges, along with my previous role as the Former Foster Youth Counselor/Coordinator and closely working with the Umoja Program demonstrates my value for diversity, equity, inclusion, and cultural competency. I am an ideal member for DEqCC as the mission aligns with my goals of analyzing institutional practice and policy by applying equitable frameworks across the campus. My professional and personal mission is to expand successful programmatic practices beyond pockets of the institution towards racial equity. Inclusion of BIPOC employees in decision-making is necessary in aligning equity intention with equity action. I recognize the need for the DEqCC committee and my role in creating spaces for equity where there are none and then to ensure that they transcend beyond institutionally constructed parameters.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

As a member of DEqCC, I would share culturally relevant and responsive pedagogical practices with the campus. Puente's Pedagogy of Cariño is an inspiring example of demonstrating genuine care for students by taking the initiative as educators to truly learn

about students' cultural experiences and embed them inside and outside the classroom. These types of teaching/counseling practices also stem from my experiential knowledge of equity frameworks related to student development theories, including Racial/Ethnic Identity Development, Critical Race, Validation, Marginality and Mattering. I have experience with creative strategies in engaging students and faculty in learning these concepts through team and community building exercises, case scenarios, art and writing.

As an equity champion, I will facilitate establishing our college identity as a true Hispanic Serving Institution and commit to intentionally meeting the needs of the Latinx student population. I will also take a proactive approach in supporting BIPOC students and employees, such as acknowledging cultural celebrations, community issues, and visibly demonstrating college support for BIPOC students, faculty, and staff, without over-reliance on BIPOC campus members to carry out these efforts. I will assist in creating a shared understanding of inclusiveness through trainings and discussions with the goal that it will extend beyond safe spaces onto a safe college, especially for Undocumented and LGBTQ student populations. As a DEqCC member, I will support the campus in assuming individual and collective responsibility for our renewed vision, mission and values, as well as measurable outcomes in reaching racial equity and becoming an antiracist campus.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

One anticipated challenge in advancing equity, inclusion, and cultural competence at our college will be reaching consensus on how to maintain institutional accountability. I will address this challenge by helping our college use clear language in diversity, equity, inclusion, and cultural competence in order to have a shared understanding of equity-mindedness and to identify policies and procedures that create racially disproportionate impact on students and in hiring and retaining BIPOC employees. I will overcome this challenge by asking for support within the DEqCC committee, shared governance, and from other campus members, along with supporting disaggregated data to help inform our direction.

The second challenge is the perception of antiracism as a moment rather than a movement towards racial equity. I will bring attention to this challenge by posing difficult, but necessary questions in assessing our readiness in becoming antiracist. Critical inquiry is another contribution I would bring to DEqCC. Our acknowledgement that systemic racism exists is one step towards owning our responsibility and role in perpetuating systemic barriers. I am willing to ask critical questions, such as: how do we ensure becoming "antiracist" is not viewed as another initiative that will come to an end? How have our college practices been compliant rather than intentional towards racial equity? If we commit to becoming an antiracist campus, how do we begin to acknowledge that we have been a racist campus?

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

I will stay current on diversity, equity, and inclusion by actively researching equity concepts related to college programs, campus culture, and leadership styles. I am currently in the Ed. D. Community College Educational Leadership program at San Diego State University and my research area consists of equity programs, implementation of student equity plans, and

analyzing community college policy vs. practice. I am continuously researching how equity theoretical frameworks and existing successful practices are used to inform community college policy-making. I will ensure to seek input from students and campus employees, especially BIPOC members. I am also currently learning about community college responses to the pandemics of COVID-19 and racial injustice, from siloed solidarity statements to the Chancellor's Office Call to Action items and implications for institutional racism in higher education and crisis preparedness.

Volunteer Information for Senate Ballot

Volunteer # 10

[Link to Index](#)

[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 10:** Lawrence Lawson, English as a Second Language, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

There are a number of ideal candidates on Faculty Senate whom I would support over myself. However, in the event they are not able to apply, I would make a good candidate to lead the Faculty Senate's effort with DEqCC because of the work I have been doing in my department (ESL) advocating with and for our students across the campus through policy and curriculum, on Faculty Senate in regard to our antiracism resolution and focus, and on campus in regard to antiracism in terms of my nascent leadership on the White Allies for Antiracism at Palomar College and inclusive leadership on the Governance (Structure) Task Force and other committees. While lacking detail in this short form, my work in those areas provides a framework for the type of leader I would be on this committee. In addition to professional qualifications, my personal orientation toward diversity, equity, and cultural competence is a good fit for DEqCC's role and mission. The negative consequences of a lack of focus on diversity, equity, inclusion, and cultural competency within an institution or community disproportionately falls on the shoulders of our BILPOC peers, and the struggle against those negative consequences (and the struggle against the root cause of those consequences) also disproportionately falls on the shoulders of our BILPOC colleagues. White-identified folks need to step up and work with our BILPOC colleagues to take action for the values expressed by the DEqCC mission, and that's a personal reason I am submitting interest in this position.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

For me, the main way to engage others is to not shut them down because they have different opinions--even if I disagree and know I will continue to disagree and feel the opinion isn't in line with my (or my group's) values. Sometimes, even strongly opposed views can lead to some useful insights. It's possible to hear and reflect on opposing viewpoints, take something meaningful from the conversation, yet still not deviate from the core values of a particular mission. My orientation is that opposing viewpoints, even viewpoints in direct opposition to the values expressed by DEqCC's mission, should not be squashed or dismissed without public examination for three reasons. First, a good-faith (on all sides) examination allows the clear articulation of someone's meaning beyond a slogan or a superficial representation of a particular point of view. If a point of view collapses publicly under scrutiny, the larger group gains through the thoughtful dismissal of that particular point of view (whereas without such open discussion, the spectre of the unexamined or haughtily dismissed argument could continue to do damage to the larger group's goals). Second, if an argument mostly collapses but some insight is useful for the larger group's task, that's a benefit to the larger group's goals. Third, the opposing point of view may be more correct than incorrect and could help move the committee toward its goals. That said, I also recognize that bad-faith arguments are sometimes

levied as a distraction or a destructive force, so my thoughtful approach to assessing what's good faith and what is not would benefit this committee's leadership. For example, entertaining opposing viewpoints that are clearly intended to harm students, faculty, staff, and the institution in the area of equity, diversity, and cultural competence (such as, theoretically, unsupportive or hateful points of view toward DACA students or non-CIS gendered members of the Palomar College community) is not useful and could be harmful. There is a large space in public discourse for engaging opposing views made in good faith that does not extend to hateful points of view and/or points-of-view made in bad faith, and I feel well-equipped to civilly navigate the border between those two things. So, to summarize, I would engage folks by exposing all arguments to sunlight, bringing forward those ideas and actions that move the committee forward in toward achieving the mission set forward by Faculty Senate, and speaking out against points-of-view intended to do harm to our equity and diversity goals and the folks those goals are meant to help. In terms of inspiration, that strikes me as a part of this question that is difficult to answer without leaning into hubris. All I'd say here is that, over time, I have stood up for important ideals on our campus in a way that has inspired others to do the same in a way that moves our college forward, and examples of that are able to be brought forward by many folks on campus.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

There are a few challenges to advancing these issues at Palomar College. The first issue is treating groups of people like a monolith. A challenge for this group is to seek broad input and develop action plans that do the most good for a group or groups while at the same time understanding and acknowledging not all members of that group will publicly support that action plan as beneficial for their group--and may, actually, publicly denounce it. Understanding that reality, DEqCC should be very clear that no group is a monolith and that individual differences within (and not simply among) groups exists and have a communication approach that identifies and discusses the concerns and perceived disconnect respectfully but transparently. The second issue, as I mentioned earlier, is that the burden (and remedying) of negative consequences has largely fallen on the shoulders of our BILPOC colleagues. They should not be doing the work of fixing institutional racism on their own. However, white-identified folks such as myself should also not be doing the work for our BILPOC colleagues--instead, it should be done **with** them. Sometimes, the result of that collaboration is to constantly check in with our BILPOC colleagues for every step taken--which can also be a large burden on them. Our BILPOC colleagues have jobs and lives, and it's not their duty to temperature-check every syllable every entity on campus utters on the issues of equity, diversity, and cultural competence. That said, the conversation cannot exist without their participation. So, the challenge is collaboration without overburdening. That's partially solved, long term, by supporting recruitment strategies that increase the diversity of our faculty and staff so there are more folks on board at Palomar College who can do this important work. That's partially solved, short term, by bringing more white-identified folks up to speed on issues of equity, diversity, inclusion, systemic racism, and cultural competency so that there are more allies on campus who "get it" who can pitch in and enact some of the necessary change. That's also partially solved by constantly seeking input from BILPOC colleagues (or making space for them at the table) in such a way that says "your input and participation is valued and necessary but voluntary" where appropriate so that our BILPOC colleagues can

decide for themselves how involved they want to be and don't feel required or tokenized.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

I plan to continue to listen to voices who represent difference lived experiences different than my own through conversation, reading, and media consumption. I've learned so much this past decade on these issues, and I have a *lot* more to learn and understand. My main focus, right now, is on how institutions can improve the experience for our BILPOC colleagues so that they feel safe, included, and valued at an institutional level, and my learning and reading is related to that. My approach is to listen, vet, and implement, and my currency revolves around those three areas. I am continuing to learn how to have conversations with folks of all backgrounds around equity from my place of privilege. Staying current also involves continued reflection on my role, my experiences, and my viewpoints. Last, I stay current by monitoring counter-arguments and bad-faith arguments related to DEI issues because knowing what opposition may arise locally is helpful when designing action plans and communications around them.

Volunteer Information for Senate Ballot

Volunteer # 11

[Link to Index](#)
[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 11:** Natalia Volodina, Life Sciences - Biology, PT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

I am multicultural first generation Russian-American and have biracial children

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

I am concerned for the future of my daughters so I would like to promote involvement of Palomar college in the community to promote STEM and STEAM projects and maybe even scholarships among the targeted population (for example through school partnerships, offering science scholarships and showing good example)

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

Opportunities for faculty members to mentor students and build true relationships are often lacking at Palomar college due probably to its nature as a community college. Minority students could develop academic relationships with faculty members who can give them opportunities to visit personally with alumni who had become successful in the chosen field and who can show good example of work ethic and not just getting a grade so that "I could get into a nursing program". While that type of practice occurs regularly at many colleges, it sometimes only happens with the best and brightest, or the most mainstream, students. We should seek to develop opportunities for minority and underrepresented students to engage and be a part of the extracurricular activities that often lead to the internships or job offers or successful further studies. If minority students do not get access to the people who are connected to others in various industries, then by default they do not get access to the best employment opportunities.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

Reading news and Chronicle of Higher Education, Inside Higher Ed and similar publications on those matters

Volunteer Information for Senate Ballot

Volunteer # 12

[Link to Index](#)
[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 12:** Elizabeth Stephens, Counseling, PT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

personal and professional journal includes collaborating with others to cultivate a sense of belonging. For example, have collaborated on project that brought together International students, LGBTQ+ club, ESL , Math dept, Art dept, and other depts and community organizations to adopt various building on campus and create murals in efforts to enhance our sense of belonging, diversity, and inclusion on campus.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

look at our data and institutional practices together; invite others to share their experiences and thoughts, ask for guidance and support from deans, administrators, scholars, and colleagues from other colleges/universities to work collaboratively towards specific improvement goal(s) and/or policy change.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

Misinformation or not enough understanding on how dominant culture may oppress individuals/groups of people. Would work with colleagues to engage in ongoing self-reflection, look at our strengths and weaknesses within our organizational practices, implement plan to overcome obstacles/resistance, and help facilitate projects or presentations that may help change inequitable practices that may impact underserved or marginalized cultural groups.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

continue to actively participate in PD, webinars, and collaborations with our colleagues, and other community stakeholders

Volunteer Information for Senate Ballot

Volunteer # 13

[Link to Index](#)

[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 13:** John Armenta, Speech Communication and ASL, PT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

Not only have my personal beliefs been in line with the mission and goals of the DEqCC, I have strived to incorporate these beliefs into my teaching practice. As educators, we must make our classrooms open and welcome to every student who enters.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

One issue I see with many so-called “diversity programs” in large institutions is that they still shape their programs and policies using language that is too often dismissed by detractors as “politically correct.” To be effective, I would push the DEqCC to change the narrative of equity and inclusion away from the 1990s tropes of “fairness” over to more appropriate narratives around justice. To this point, it is less about “giving” access to marginalized people, but also “getting” access to them—stressing that everything about the institution will improve with a more diverse faculty, staff, and student body. Changing the narrative framework would also help in working with faculty who are reluctant to engage with these matters. It would help them understand the importance to the long-term health of Palomar College.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

Well-meaning, but toothless statements on the importance of diversity and inclusion seem to be the norm at most colleges. Thankfully, we at Palomar seem to be treating these issues with the seriousness they deserve. But we need to recognize that a change in leadership in the administration or Governing Board could easily change that. Another challenge is treating diversity and inclusion training for faculty and staff as a “requirement” rather than an opportunity. This has the effect of creating reluctance among faculty who are not already sympathetic, and resentment among faculty who are already hostile.

When considering matters of curriculum, equity, inclusion, and cultural competency are typically relegated to the social sciences and humanities. These issues rarely appear in syllabi for STEM fields. Of course, Palomar is not alone here; this is really true of most colleges. Faculty in all disciplines need to consider how their fields have contributed to racist, imperialist, and colonial projects and what they can do to challenge that history and move their fields forward. For example, the fields of biology, economics, and statistics, just to name a few, have been used to give “scientific” weight to racist and even genocidal policies. Diversity, equity, and cultural competency are issues for all fields in all departments.

The last challenge I see is the fact that voters are against affirmative action programs as

evidenced by the clear defeat of Prop 16. This is not something that the DEqCC could possibly address on its own. But it is something to consider for any policies or programs that are recommended: a majority of voters do not support the idea of equity and inclusion being formalized in our College or any other. The DEqCC should also consider external messaging as part of any recommendation it presents to the Faculty and the College.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

Obviously, pay attention to what is happening around me, both on campus and in the community. This means keeping an open and ongoing dialogue with other faculty, students, and staff. Also important is discussing these matters with colleagues in similar positions at other colleges and universities in order to share ideas and programs that work well, and avoid repeating mistakes others have already made.

Volunteer Information for Senate Ballot

Volunteer # 14

[Link to Index](#)
[Link to Rubric/Notes](#)

Volunteer: **Volunteer # 14:** Veronica Aguilera, EOPS/CARE, FT

Question #1:

Given the mission/role of the DEqCC Subcommittee, what makes you an ideal member of DEqCC?

I've worked at Palomar College over 15 years, as an EOPS and CARE Counselor. The EOPS program was born under the civil rights movement, where it's mission was (and is) to assist students that are underrepresented and historically disadvantaged. EOPS is the by all means a program of equity and diversity, perhaps among the first program to recognize the importance of culture, identity and to provide an inclusive environment and sense of belonging to students. Personally and professionally, I am aligned with this philosophy and believe that the entire campus should reflect this work and so I would be interested in working with this subcommittee to make this happen on an institutional level.

Question #2:

What would you do within your role on the DEqCC Subcommittee to engage and inspire others as an equity champion?

I would promote the work that the committee does in my department and program and encourage my colleagues to participate.

Question #3:

What do you see as the biggest challenge(s) to advance equity, inclusion, and cultural competency at Palomar College? How would you overcome these challenges?

The biggest challenge is to understand the importance of the work, which is where professional trainings and opportunities to learn can help with this challenge.

Question #4:

How do you plan on staying current on matters of diversity, equity and inclusion?

I consider myself to be a life long learner and I would personal continue to engage in any of opportunities of learning on these subjects which can include trainings, readings, coursework, etc.

Rubric/ Notes for Vote

Use this section as your own personal space to take notes for reference on the information presented.

Please make note of the committee's role, mission, and projects when evaluating the volunteer submissions. Information on the scope of the committee has been included in the email with this Volunteer Information packet for your reference.

While we are seeking to fill eight (8) open Faculty At-Large positions on this subcommittee, it is important to note that you are under no obligation to confirm eight individuals. Therefore, please consider making note only of those whom you would wish to confirm (this need not be eight individuals).

As always, Senate strives to place faculty based on the information presented to Senate by the volunteers themselves, and not based on popularity or hypothetical situations.

Should you have any questions, please contact the Chair of Committee on Committees. Please note that discussion on the volunteers shall be held until their agendaized Senate meeting.

Thank you.

(Rubric is on the following page)

[Link to Index](#)

<u>Volunteer</u>	<u>My notes/ comments</u>
<u>Volunteer #1</u> <i>Michael Mufson</i>	
<u>Volunteer #2</u> <i>Peter Orwiovwio</i>	
<u>Volunteer #3</u> <i>Alan Lechusza Aquallo</i>	
<u>Volunteer #4</u> <i>Alyssa Vafaei</i>	
<u>Volunteer #5</u> <i>Tina-Marie Parker</i>	
<u>Volunteer #6</u> <i>Paul Kurokawa</i>	
<u>Volunteer #7</u> <i>Hossna Sadat Ahadi</i>	
<u>Volunteer #8</u> <i>Lisette Lasater</i>	
<u>Volunteer #9</u> <i>Cynthia Cordova</i>	
<u>Volunteer #10</u> <i>Lawrence Lawson</i>	
<u>Volunteer #11</u> <i>Natalia Volodina</i>	
<u>Volunteer #12</u> <i>Elizabeth Stephens</i>	
<u>Volunteer #13</u> <i>John Armenta</i>	
<u>Volunteer #14</u> <i>Veronica Aguilera</i>	

CCCCO GUIDED PATHWAYS 2021: SCALE OF ADOPTION ASSESSMENT (SOAA)

Revised November 12, 2020

Institution Name: Palomar College

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2021. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs of study</u>

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2021.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Pillar 1- Clarify the Path

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> ● Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? ● How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? ● How are financial costs, potential debt, and economic benefits of program completion (including high school to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1A. META MAJORS:</p> <p>Programs are organized and marketed in broad career-focused academic and communities or "Meta Majors". (Note: This practice was added to the SOAA in February 2019)</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <p>Term, if at scale or scaling:</p> <ul style="list-style-type: none"> • The College spent two years discussing and exploring how it would organize its degrees and certificates into clusters or meta majors. The Guided Pathways Committee finalized the initial meta majors after much feedback from the campus community. Finally, feedback was solicited from CSUSM, MiraCosta and high schools within the district. That feedback was used to make the final adjustments to the current Meta Majors. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Create marketing materials and an education/information campaign to inform students, faculty, staff and community about Meta Majors. (<i>Strategic Enrollment Management Plan – A2.1</i>) • Connect Support Services to Meta Majors in a systematic fashion. Meta Major Student Success teams (counseling, tutoring, faculty advising) • Develop process for evaluating Meta Majors and making changes to the groupings. • Identify specific Meta-Major clusters; group programs by the difficulty of math required for successful completion and by shared skill sets. • The Palomar College Career Technical Education and Extended Studies Division and the Marketing, Communications and Public Affairs

		<ul style="list-style-type: none"> Information about the Meta Majors was placed on the College web site. The landing page explains the META Majors and links them to the Palomar Pathways Mapper where a student will find maps for degrees and certificates within those Meta Majors. CTE videos connecting degrees/certificates to careers were placed in the Palomar Pathways Mapper. <p>Term, if at scale or scaling: 2020</p>	<p>Office have applied for funding that will enable them to develop a tactical digital marketing strategy to increase awareness and enrollment of specific target audiences for the following Career Tech Ed programs: Fire Academy, Police Academy, Wastewater and Water Technology, and Machining. <i>(Strategic Enrollment Management Plan – A2.1, 3.1)</i></p>
<p>1. a. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - X On campus /individual training - Technology - Reporting/data 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

	- Other		
<p>1B. PROGRAMS DESIGNED FOR CAREERS/FUTURE EDUCATION:</p> <p>Every Program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p>X Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • Faculty participated in workshops to re-think / re-write program learning outcomes based on transfer and/or employment. These program outcomes were then aligned through curriculum mapping to course outcomes to ensure that students meet both course and program outcomes. The new outcomes were placed into META, TracDat and the Palomar Pathways Mapper. • Information about employment is included in the degree and certificate maps in the Palomar Pathways Mapper. • Disseminated information about job placement assistance services to all students. • Launched a new apprenticeship program - Military Leadership • A Career Continuum draft has been developed and is being refined. • Work-based learning coordinators have been assigned to each division. <ul style="list-style-type: none"> ○ Work-based learning is being identified through the curriculum process and courses with WBL 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Provide marketing materials for dept./program web sites that include: occupations and wages, labor market information, and lists of potential career/majors achievable by discipline. • Integrate Career Development Continuum into the overall processes at the College (including onboarding). • Offer pre-apprenticeship program to incarcerated population. (<i>Strategic Enrollment Management Plan – A1.5</i>)

		activities and opportunities are being flagged in META.	
		Term, if at scale or scaling:	
1. b. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
1C. COLLEGE WEBSITE DESIGNED FOR CAREERS/FUTURE EDUCATION: Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	Progress to date: <ul style="list-style-type: none"> The Palomar Pathways mapper is located on the College's website, and it includes information on occupations and employment. The Palomar Pathways mapper also includes maps for transfer to CSU and UC. Palomar College has been working with CSUSM on the CSU-CCC Transfer Pathways project to 	Next Steps and Timeline for Implementing Next Steps: <ul style="list-style-type: none"> Complete the CSUSM maps for all degrees and provide a way for students to see all four years PC + CSUSM. (<i>Strategic Enrollment Management Plan – A2.2</i>) Ensure a process for appropriate grade level language and translation options on the website. Arrange all websites for accessibility and use consistent institutional language. Create an Enrolled Student Profile that analyzes historical admissions data to support enrollment management projects and help

		<p>map 4-year pathways for students on both campuses.</p> <p>Term, if at scale or scaling:</p>	<p>ensure equitable access to enrollment for disproportionately impacted populations. <i>(Strategic Enrollment Management Plan – A3.1)</i></p> <ul style="list-style-type: none"> • Create a process to ensure standardized admissions and on-boarding process instructions are available to students, parents (when applicable), employees and community members on the web site. Ensure bilingual formats are available to address language barriers. • Integrate promotion of the mapper into the overall K-12 outreach strategy for the college. • Work with CSUSM Outreach to jointly promote the PC+CSUSM portion of the mapper. <i>(Strategic Enrollment Management Plan – A1.5)</i>
<p>1. c. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

<p>1D. PROGRAM MAPS:</p> <p>Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • All degrees and certificates have been mapped. Maps include courses and sequences for certificates, AA degrees and transfer to CSU, UC and CSUSM. • The Palomar Pathways Mapper was launched in June 2020 and includes all degree and certificate maps. • Transfer maps have also been developed and entered into the mapper tool • Information about the maps and the Palomar Pathways mapper has been place on several locations on the web site. • Information about the maps and the Palomar Pathways mapper has been promoted to students in CANVAS. • Information about the maps and the Palomar Pathways mapper has been shared with the community. • Counselors are using the maps and the Palomar Pathways mapper when meeting with students and make adjustments to maps when needed. <p>Term, if at scale or scaling: 2020</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Need to identify critical courses and other key progress milestones. • Finalize process for updating information in the Palomar Pathways Mapper. • Align systems so that all course and program information so is accurate and consistent in Degree Planner, Palomar Pathways mapper, META, PeopleSoft. (<i>Strategic Enrollment Management Plan – A2.2</i>) • Implement a process for ongoing updating of Mapper.
--	--	--	--

<p>1. d. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Seamless connection CSUSM maps</p> <p>Time to focus and collaborate on processes.</p>
<p>1E. AB705- MATH ALIGNED TO PROGRAM:</p> <p>Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale 	<p>Progress to date:</p> <ul style="list-style-type: none"> • Math courses that are required for each major are clearly outlined in degree and certificate maps in the Palomar Pathways mapper. • The Math Department created a guide with recommended course sequences to help students. The guide is located on the Math Department's website and the Math + English First web site. • Analysis of student performance data in math courses is currently being reviewed as part of AB 705 work. <p>Term, if at scale or scaling: 2020</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Align math sequence to Meta Majors. • Once student performance data is reviewed changes and adjustments to courses curriculum and sequencing should be discussed.

1. e. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
--	--	--	---

Pillar 2- Enter the Path

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> ● Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? ● For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? ● Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			

<p>2A. NEW STUDENT CAREER EXPLORATION & ED PLAN:</p> <p>Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> Palomar College has made plans to implement the practice at scale. Different entities (Job Placement, Career Center, Service Learning, and Cooperative Education/Work Experience) used to work in silos formed the E3 (Explore, Experience, Employment) in order to collaborate and develop a seamless path for students. With the united efforts from the E3 group and Guided Pathways support and representation, a Career Continuum draft has been created and presented to key administrators and faculty. Discover Palomar brings high school students to Palomar College and provide survey/intake process so support services and resources are identified early. Discover Palomar includes orientation, academic planning, registration assistance for new students. It also allows students to meet with counselors to develop abbreviated and comprehensive educational plans. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> Decisions are currently at the administrative level to determine how past practices (working in silos) can be integrated to form an entity to support students as they go through their career pathway. Discussions from E3 group include outreach, marketing, gaps within Career Continuum draft, personnel, facilities, leadership, Career Continuum process, and technology. The E3 group is waiting for a follow up meeting after their Career Continuum draft (proposal) was presented to key administrators and faculty to determine the next step of implementation. Student Services is developing a structure that will allow for a more concerted effort in “Entering the Path” at the K-12 level.
---	--	---	--

<p>2. a. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Administrative critical decision to implement practice to scale. 	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>2B. AB 705- GATEWAY COURSE SUPPORT:</p> <p>Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale 	<p>Progress to date:</p> <ul style="list-style-type: none"> • Discussions are taking place to determine how tutorial services (including STAR, Writing Center, ESL, STEM, Math Center, LRC) will better serve Palomar Students for academic support. Currently, each entity work in silos and doing well serving students needing their support and guidance. • Communicating ME (Math and English) first to full-time and part-time students is implemented. Students are emphasized to take (and complete) ME within their first year at Palomar College. • Define “gateway courses” are being discussed but no decisions or which constituent can make 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Continued discussions to integrate all tutorial services to be finalized at the end of Fall 2020 or Spring 2021. • Develop strategies for communicating ME first to all new/incoming students and to continuing students who have not completed their ME. • Determine constituent/entity at Palomar College to help define “gateway courses.” • AB-705 workgroup and sub-committee continue to fulfill the Guided Pathways goals, tasks, and initiatives. • Continue to develop and provide support to students in the Math Center and Writing Center by implementing a special ticketing system for students in special programs such as DRC, EOPS, Athletics.

		<p>decision. Major programs are in place and courses critical to completing these programs have not been researched and determined.</p> <ul style="list-style-type: none">• IRP shared data related to the Math and English “gateway” courses to AB-705 groups and Guided Pathways. A student survey was also created and collected to determine impact on changes in assessment and placement. A comprehensive research plan has been created to determine impact of AB-705. The research plan addresses placement, enrollment, impact, success, outcomes and student experiences. A faculty survey is currently being discussed and developed.• STARFISH is currently being used as an “early” alert tool for EOPS, Athletics, DRC, etc. The purpose is to apply and transition Student Services programs from using paper format to online/technology format.• Professional Development offered training and support (through workshop, training, or conferences) for faculty in topics including equity minded practices, diversity and inclusion,	
--	--	--	--

		<p>technology training, retention and success practices.</p> <ul style="list-style-type: none"> AB-705 workgroup and sub-committee continue to support and follow through on Guided Pathways goals, tasks, and initiatives. <p>Term, if at scale or scaling:</p>	
<p>2. b. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>2C. AB 705- SUPPORT FOR MATH COMPLETION IN 1ST YEAR:</p> <p>Special supports are provided to help academically underprepared students to succeed in the</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> Math Department has identified “gateway” math courses and has created support classes (already approved by Curriculum) to help academically underprepared students to succeed. Additional support includes Math Center, online Tutoring, STEM Tutoring, and STAR Tutoring. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> Determine “gateway” courses in STEM fields Collect more data on “gateway” math courses with support classes to determine impact and success (compared to traditional courses) Determine innovative support for underprepared students (Learning Community, learning outside the classroom, etc.)

<p>program-relevant “gateway” math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)</p>		<ul style="list-style-type: none"> • Math Department has created a Math course sequence flowchart for STEM pathway and Non-STEM pathway. These are currently viewed online, disseminated through flyers/marketing materials, and constant communication with Student Services (such as Counseling, EOPS, TRIO, Veterans, etc.) for student access. (<i>Strategic Enrollment Management Plan – A2.1</i>) • Math Department also offers professional development opportunities for full-time and part-time faculty to teach “gateway” math courses with support. • The Math Department has developed a Pre-Calculus course with no trigonometry to align with CSUSM curriculum. • A Math Department CANVAS site was created to share ideas, resources, best practices, and materials. • Math Across the Curriculum continues to develop examples of how to integrate quantitative literacy into all curriculum. • Sent Math faculty to California Accelerated Project workshop. 	<ul style="list-style-type: none"> • The Math Department will revise the course sequence chart once the Meta Majors are identified. • Ensure supports are automatically built into the Math courses, such as requiring students to visit the Math, Tutoring, or STEM Center, deploy tutoring services intentionally at key times in the semester. • Continue to develop and provide support to students in the Math Center by implementing a special ticketing system for students in special programs such as DRC, EOPS, Athletics.
---	--	---	---

		<ul style="list-style-type: none"> Math Department and faculty participate in AB-705 subcommittee and workgroup. <p>Term, if at scale or scaling: 2020</p>	
<p>2. c. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>2D. AB 705- SUPPORT FOR ENGLISH COMPLETION IN 1ST YEAR:</p> <p>Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. (Note:</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> English/ESL Department has identified “gateway” English courses and has created support classes (2-unit English 49 already approved by Curriculum) to help academically underprepared students to succeed. Additional support includes Writing Center, online Tutoring, ESL, and STAR Tutoring. An English Department CANVAS site was created to share ideas, 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> Identify innovative support for underprepared students (Learning Community, learning outside the classroom, etc.) Collect more data on “gateway” English courses with support classes to determine impact and success (compared to traditional courses) Ensure supports are automatically built into English courses, such as requiring students to visit the Writing Center, deploy tutoring services intentionally at key times in the semester through Starfish

<p>This practice was added to the SOAA in February 2019)</p>		<p>resources, best practices, and materials.</p> <ul style="list-style-type: none"> • Offered tutoring for all students in all classes where writing and reading are required. • Sent Math faculty to California Accelerated Project workshop. • IRP presented English Department data on success, retention, student survey results placement, and AB-705 impact. • English faculty participate in AB-705 subcommittee and workgroup to support the Guided Pathways and AB-705 goals and task as well as understanding the English Department's impact to Palomar College as a whole. <p>Term, if at scale or scaling: 2020</p>	<ul style="list-style-type: none"> • Continue to develop and provide support to students in the Writing Center by implementing a special ticketing system for students in special programs such as DRC, EOPS, Athletics.
<p>2. d. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

	Reporting/data - Other		
<p>2E. SUPPORT FOR UNPREPARED STUDENTS:</p> <p>Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p>X Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ul style="list-style-type: none"> Starfish Early Alert system is in place for faculty to use so students get notification early in the semester and to utilize academic services. Implemented an introduction and training to Starfish Early Alert program to all faculty for tutoring and referrals only. Skillshops are offered at San Marcos, Escondido, and Rancho Bernardo locations. Math and ESL partnered to implement the Math Vocabulary workshop starting Spring 2020 for ESL students taking math classes. Math department continues to offer Bridge to College Math program and Math Jam. During Spring and Fall 2019, the English Department and Adult Education faculty developed the Palomar Prep. (<i>Strategic Enrollment Management Plan – A1.3</i>) Counseling Services and Tutoring Services were extended to online and at all college locations. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> Continue to provide workshops on student engagement and development. Develop a plan for supporting immigrant and AB-540 students. Complete the curriculum alignment project between Palomar Faculty and Adult school partner Faculty to provide “Palomar Prep” courses for students unprepared for college-level courses. Develop a strategic plan on how to increase intensive support for unprepared students. Develop structure within Student Services that will work to collaboratively address strategies and interventions for at-risk students.

		<ul style="list-style-type: none"> • The Tutoring committee created a flyer promoting all tutoring services at all campus locations. • ESL embedded tutoring in Community-Based non-credit classes to support immigrant and AB-540 students. • Equity-minded professional developments were offered on campus focusing on Micro-Aggressions and Critical Race Theory. <p>Term, if at scale or scaling:</p>	
2. e. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier:</i>	<i>Support Needed – Detail: (1,000 character)</i>
2F. CONNECT TO HIGH SCHOOL:	<input type="checkbox"/> Not occurring	Progress to date: <ul style="list-style-type: none"> • Outreach, GEAR Up, EOC, Talent Search, and Upward Bound continue to market pathways for 	Next Steps and Timeline for Implementing Next Steps: <ul style="list-style-type: none"> • Continue to renew and update CCAP agreements with local high school districts.

<p>The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>purpose of Dual Enrollment. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <ul style="list-style-type: none"> • K-12 Special Admit forms are in electronic format for HS Counselors, parents, and students. • Implemented Highway 78 (Math Competition) in March for middle school, high school and Palomar College students. • Initiated conversation with Vista Unified School District through Career Super Highway meetings. • High school teacher and Palomar Faculty in Math, English, and ESL meet (four times a year) to discuss and strategize transition from high school to college. • Dual Enrollment – an organizational structure has been created and is being vetted. <i>(Strategic Enrollment Management Plan - A1.2)</i> <p>Term, if at scale or scaling:</p>	<ul style="list-style-type: none"> • Implement organizational structure and expand the Dual Enrollment Program. <i>(Strategic Enrollment Management Plan - A1.2)</i> • Develop the Guided Pathway Ambassador Program to support community outreach and in-reach. • Initiate dialogue to develop and onboarding process for high school students. • Once develop, focus on middle and high school students to determine early career/educational goal (career continuum).
<p>2. f. Support Needed? Type of Support - place an X next to one or more:</p>	<p>- Policy guidance - Connections with other GP teams - Regional training</p>	<p><i>challenge or barrier:</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

	- On campus /individual training - Technology - Reporting/data - Other		
--	---	--	--

Pillar 3- Stay on Path

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> ● How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? ● How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? ● How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? ● How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
3A. ED PLANS & PROGRESS TOWARD COMPLETION:	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale	Progress to date: <ul style="list-style-type: none"> ● College is examining process for student declaration of major to ensure that the college is monitoring students in the correct programs. 	Next Steps and Timeline for Implementing Next Steps: <ul style="list-style-type: none"> ● Strengthen practices to increase confidence in selection of major such as implementation of career planning before education planning

<p>Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<ul style="list-style-type: none"> • Enrollment Services opened Academic Advising Reports use to all district counselors and to students to audit their progress toward their program. • Counseling Department is examining the use of momentum points to track students' progress through a Counseling Continuum to facilitate completion • Piloted program completion monitoring process through CTE completion/retention grant leveraging Academic Advising Report in PeopleSoft <p>Term, if at scale or scaling:</p>	<ul style="list-style-type: none"> • Determine best audit reporting system for student usage • Develop strategies for executing CTE completion/retention pilot at scale • Create a systematic evaluation process • Student retention/completion efforts to be addressed systematically through a partnership with Student Services and Instruction.
<p>3. a. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier:</i></p> <ul style="list-style-type: none"> • Need a requirements document as a rubric to examine software. • Need consultants for technical implementation and upgrades of software. 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • Advocacy for certain upgrades in Starfish software in addition to further negotiation of price. • Improved CCCApply process especially in the area of selecting a major.

<p>3B. STUDENT SEES COMPLETION AND PROGRESS:</p> <p>Students can easily see how far they have come and what they need to do to complete their program.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date:</p> <ul style="list-style-type: none"> • Palomar Pathways Mapper launched for student use at the beginning of their journey. • The college launched the use of the Academic Advising Report in Peoplesoft and allowed student access to their own degree audit. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Develop student campaign to share what the tools are, how to use them, and explain why they want to use the tools. • Counseling Department integrate tools into their efforts with students. • Create systematic communication process. • Create a systematic evaluation process.
<p>3. b. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Need a requirements document such as a rubric to examine software. • Need consultants for technical implementation and upgrades of software. • Time to create work flows to accompany the technology. • Accuracy of the programs given that many students are pursuing degrees outside of Palomar which exposes the limitations of degree audit tools. 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • Unified numbering system in California Community Colleges (CCC). • Easy exchange of transcripts across CCCs.
<p>3C. EARLY ALERT AND INTERVENTION:</p>	<input type="checkbox"/> Not occurring	<p>Progress to date:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p>

<p>Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p>X Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<ul style="list-style-type: none"> Implemented Starfish Early Alert pilot. <i>(Strategic Enrollment Management Plan - A2.2)</i> Created a more intentional process to reach out to students on academic probation level <i>(Strategic Enrollment Management Plan - A1.1)</i> <p>Term, if at scale or scaling:</p>	<p>a. Integrate counseling department and instructional efforts with the use of technological tools such as a dashboard and Early Alert for all students. <i>(Strategic Enrollment Management Plan - A2.1, 2.2)</i></p> <p>b. Create processes focusing on part-time students and marginalized students.</p> <p>c. Create a systematic evaluation process.</p>
<p>3. c. Support Needed? Type of Support - place an X next to one or more:</p>	<p>- Policy guidance</p> <p>- Connections with other GP teams</p> <p>- Regional training</p> <p>- On campus /individual training</p> <p>- Technology</p> <p>- Reporting/data</p> <p>- Other</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Time to focus and collaborate on processes. Consultant help for integration with system of record 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> Advocacy for certain upgrades in Starfish software and further negotiation of price.
<p>3D. HELP WITH ALTERNATIVE PATHWAYS:</p> <p>Assistance is provided to students who are unlikely to be accepted into limited-access programs,</p>	<p><input type="checkbox"/> Not occurring</p> <p>X Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p>	<p>Progress to date:</p> <ul style="list-style-type: none"> Nursing Department has developed its own internal process to work with students for readmission into the Nursing program. <i>(Strategic Enrollment Management Plan - A3.1)</i> 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> Survey campus for programs with application processes to determine which programs are competitive and need alternate pathways. Develop a process for supporting students denied access into selective programs

such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	<input type="checkbox"/> At scale	<ul style="list-style-type: none"> New Certificate and Associate degree option for Pre-Allied Health was created. <p>Term, if at scale or scaling:</p>	<i>(Strategic Enrollment Management Plan - A2.1, A3.1)</i>
3. d. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Time to focus and collaborate on processes. 	<i>Support Needed – Detail: (1,000 character)</i>

<p>3E. PURPOSEFUL CLASS SCHEDULING:</p> <p>The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> X Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ul style="list-style-type: none"> Enrollment Management software, AD ASTRA, was purchased and trainings have begun. (<i>Strategic Enrollment Management Plan – A3.1</i>) Academic Advising Report in system of record is further developed to include external transcripts for a more accurate audit. Starfish Degree Planner has capability to report demand for classes based on education plans in the system. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> Examine which systems to move forward with and examine interface with the system of record Pilot usage of various systems and determine how to utilize each system Participation in <i>Degrees When Due</i> California State Cohort as an effort to close the equity gap through degree reclamation. Application submitted, acceptance pending.
<p>3. e. Support Needed? Type of Support - place an X next to one or more:</p>	<p>- Policy guidance</p> <p>- Connections with other GP teams</p> <p>- Regional training</p> <p>- On campus /individual training</p> <p>- Technology</p> <p>- Reporting/data</p> <p>- Other</p>	<p><i>Challenge or barrier:</i></p> <ul style="list-style-type: none"> Multiple systems that predict demand for courses seem to pull efforts in different directions. 	<p><i>Support Needed – Detail: (1,000 character)</i></p>

Pillar 4- Ensure Learning

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> ● How is the college ensuring that underrepresented students participate in program-relevant activities and experiential learning opportunities? ● As Faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support Faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? ● What opportunities exist for Faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? ● Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			

<p>4A. ALIGNMENT OF PROGRAM OUTCOMES:</p> <p>Program learning outcomes are aligned with the requirements for success in further education and employment outcomes targeted by each program.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic X Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • The College has implemented a systematic Instructional Program Planning and Review process to ensure that program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. • Institutional-level “Program Maps” have been created and program outcomes are aligned with GE/ILO and course student learning outcomes (SLOs), university transfer, employer expectations and labor market data. • Departments are in the process of reevaluating/revising SLOs including connecting them with tangible skills needed in particular careers. • A Work Based Learning (WBL) team was created to brainstorm and suggest how the College could further facilitate student educational and career success, including ascertaining contemporary labor market demands to 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • All departments will submit reports to the Curriculum Committee showing where program outcomes have been introduced, developed and achieved across the program course requirements. • The college will continue to reconcile and strengthen the alignment between course program, and GE/ILOs and transfer and employment outcomes.
--	--	--	---

		<p>training faculty to appropriately match SLOs.</p> <ul style="list-style-type: none">• General Education subcommittee is reviewing all courses within the GE pattern and ensuring the course SLOs align with the general education SLOs (e.g. ethnic studies, written communication, etc.) <p>Term, if at scale or scaling:</p>	
--	--	--	--

4. a. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
--	--	--	---

<p>4B. ACTIVE LEARNING:</p> <p>Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale X Scaling in progress <input type="checkbox"/> At scale got </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • The College has an Active Learning Leaders Committee, comprised of multidisciplinary full-time and part-time faculty, that support AL and learner-centered teaching. • Faculty-led Active Learning and Professional Development (PD) committees recommend, develop and provide extensive and comprehensive, scientifically-based PD workshops that support Active Learning. • The College held its 7th annual Active Learning Leaders Conference in Spring 2020. • The College hosted Leaders of Learning Academy in Spring 2020. <p>Term, if at scale or scaling: 2020</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Development of a Teaching Excellence Committee focused on instruction that would include active and applied learning.
---	--	--	--

4. b. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
--	--	--	---

<p>4C. EXPERIENTIAL LEARNING:</p> <p>Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program Faculty intentionally embed into coursework.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic X Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • The College has a career center that offers work-experience courses, service learning opportunities and partners with local industry to provide paid and non-paid internships and Job Placements (JP). • Some programs and faculty do intentionally embed Experiential Learning (EL) into coursework, but it is not an institutionalized practice for all students in all programs of study. • The College used Strong Workforce funds to hire JP and part-time Work Based Learning (WBL) coordinators and to develop a WBL website. In conjunction with coordinators, several faculty-led committees, relying on WBL assessments of 56 disciplines/programs at the College, are providing workshops to governing bodies, faculty and students to promote and systematically institute EL across the broader curriculum. • Palomar College STEM Program operates a STEM Center that conducts student 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • The Career Continuum (E3 group) committee will present their analysis to the academic senate, governance leadership and other key players regarding the existing infrastructure gaps that must be addressed and remedied in order to meet GP goals. • The College will identify and implement technology to centralize workflow processes, assist in case management of students, centralize WBL and JP opportunities and more easily promote these opportunities to students. • Pending funding and staffing, regular internships will be developed for each area of study.
---	--	---	---

		<p>outreach, provides counseling and enhances engagement in the STEM learning process and provides a social and academic environment conducive to persistence in STEM careers.</p> <ul style="list-style-type: none">• The GP Career Continuum (E3 group) committee has conducted a comprehensive initial analysis of labor market needs, student needs, modes of integrating adequate and appropriate EL into coursework, and the college infrastructure services available and needed to support EL. <p>Term, if at scale or scaling:</p>	
--	--	--	--

<p>4. c. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • In order to facilitate the job/career preparation and placement of Palomar students in paid and unpaid internships and paid employment, including adequately meeting the culturally-specific needs of the majority Hispanic student population at the College, funding is required to hire additional career counselors and WBL faculty and staff. <i>(Strategic Enrollment Management Plan – A1.4)</i> 	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>4D. ASSESSING PROGRAM OUTCOMES:</p> <p>Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> X Scaling in progress <input type="checkbox"/> At scale 	<p>Progress to date:</p> <ul style="list-style-type: none"> • The College has integrated SLOs into the Canvas Learning Management System in order to measure the student levels of achievement. • Disciplines are evaluating and using SLO data for course and program improvements. • Programs are reviewing and aligning course SLOs to program SLOs to ensure that students have the opportunity 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Through the PRP process, continue to share learning outcomes across departments and programs and assess institutional impact on Disproportionally Impacted Students. • Create a process where program outcomes can be assessed through assessment and discussion of course SLOs results.

career/technical programs.		<p>to achieve program learning outcomes.</p> <ul style="list-style-type: none"> • Faculty are starting to use aligned course assessments to assess program outcomes achievement. • The Outcomes Subcommittee is continuing to work with SLO facilitators to improve SLOs, develop outcomes maps, and align outcomes. • The College annually assesses GE/ILOs through Canvas using course level artifacts and assessment structures. <p>Term, if at scale or scaling: 2020</p>	
4. d. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

<p>4E. USING RESULTS OF PROGRAM OUTCOMES:</p> <p>Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • Instructional programs are assessed on an on-going and systematic cycle of evaluation, integrated planning resource allocation, implementation and reevaluation. Evaluations is based on analyses of both quantitative and qualitative data. Departments complete either a Comprehensive or Annual PRP, determined annually. Departments have the option to complete an annual PRP in addition to their discipline's PRPs. Non-Instructional areas complete Non-Instructional PRPs. Completed PRPs are reviewed by the Departments Chair, Dean and Instructional Planning Committee (IPC). • Faculty-led committees (e.g. Learning Outcomes Sub-committee, Professional Development) evaluate outcome data to recommend professional development trainings and campus wide student support mechanisms. <p>Term, if at scale or scaling: 2020</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> • The College and departments are to reduce inequities by analyzing annual PRP data, identifying opportunities to improve, and incorporate necessary strategies. • The College will continue to provide PD workshops on how to integrate KSAs into the classroom.
--	--	--	--

4. e. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
4F. DEMONSTRATE STUDENT LEARNING FOR EMPLOYMENT BEYOND TRANSCRIPT: The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring X Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	Progress to date: <ul style="list-style-type: none"> • The College has established faculty-led work groups that explore best practices for career exploration and proactive student support services and make recommendations to address this aspect of the guided pathways framework. • Palomar has identified an institutional eportfolio software program, Portfolium, which is already integrated into Canvas that will document and showcase the knowledge, skills and experience students possess as demonstrated through their coursework. • Instructions for using Portfolium have been developed and are available to 	Next Steps and Timeline for Implementing Next Steps: <ul style="list-style-type: none"> • A systematic process needs to be developed for all faculty to use Portfolium across all departments/programs. • Continue to promote Portfolium to faculty and students as a tool for students to market themselves to future employers, college's and university. Work with faculty to integrate Portfolium into program curricula. • The College will develop a mechanism to provide practical training for students to translate how student learning in the classroom meets job requirements to increase student employability. • The College will identify, evaluate, implement and support technology systems that help students to attend workshops, events, training, and networking within the field they are pursuing.

		<p>faculty and students. Several workshops on how to use Portfolium have been led by both Palomar students and faculty.</p> <ul style="list-style-type: none"> • Palomar faculty and students are leading workshops to promote Portfolium as a tool to overcome the “imposter syndrome” in students. This eportfolio gives students a platform to share their accomplishments within a safe community and to promote their skills to a larger career and academic community. • The College was recently selected by the Chancellor’s office as a pilot for Credit for Prior Learning (CPL). It has developed educational materials for students and faculty and held workshops at Palomar and other Colleges. A roll out of the BETA program is expected for Spring 2021. <p>Term, if at scale or scaling:</p>	
4. f. Support Needed? Type of Support - place an X next to one or more:	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

	<ul style="list-style-type: none"> - Regional training - On campus /individual training - Technology - Reporting/data - Other 		
<p>4G. TARGETED PROFESSIONAL DEVELOPMENT BASED ON NEED:</p> <p>The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic X Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale 	<p>Progress to date:</p> <ul style="list-style-type: none"> • The college collects and analyzes Palomar demographic student data and educational progress to evaluate itself (using CCSSE as well as other assessments) in order to provide culturally relevant, equity-minded professional development for faculty and staff. • A PD plan was created that aligns PD goals with institutional goals and needs and PD workshops are regularly offered for continuous learning. • Based on the findings and recommendations of the 2016-17 study conducted by the Office of Institutional Research and Planning, in collaboration with the Community College Equity Assessment Lab (CCEAL) at SDSU, to assess institutional efforts relevant to 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <ul style="list-style-type: none"> • Implement a staff PD requirement equitable to the faculty requirement. • Continue to offer PD training as identified in Guided Pathways' exemplary practices. • Continue to provide PD training as recommended by CCEAL/M2C3. • Through data analysis, evaluate and determine whether training and practices implemented resulted in student success and/or reduction in disparities. • The CCSSE report will be presented to Faculty Senate of the College's results for faculty to set goals.

		<p>underserved students of color, PD to address validation, sense of belonging, culturally relevant teaching, microaggressions, and intrusive practices are offered to faculty and staff.</p> <ul style="list-style-type: none"> • A subcommittee on Diversity, Equity, and Cultural Competency was created by the Academic Senate in Fall 2020 to address institutionalized racism. <p>Term, if at scale or scaling:</p>	
<p>4. g. Support Needed? Type of Support - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

Tenure and Evaluations: Starting a Conversation

The TERB Committee is bringing these *discussion items* to the campus for feedback. These are ideas we've begun looking at (and have made no decision on) and would like broader campus feedback.

Item A: Peer Review Committees

We'd like to discuss reconfiguring Peer Review Committees (evaluation committees for tenured faculty) so that, in addition to the Chair and Second, the committee includes an Outside Member assigned by the TERB Coordinator/VPI (just as with probationary committees and out-of-cycle peer evaluations).

+s	-s
<ul style="list-style-type: none"> • Strengthens Peer Process • Brings new perspectives into peer formative development engendered by the evaluations process • Likely increase in required observations for peer evaluations process • ... 	<ul style="list-style-type: none"> • Another evaluation duty for faculty • Peer review committee less in evaluatee's control • Likely increase in required observations for peer evaluations process • ...

Item B: Student Evaluations

We'd like to discuss the +s and -s to running student evaluations in all classes every fall and spring semester.

+s	-s
<ul style="list-style-type: none"> • Student feedback is more routinely valued and respected • Students get used to the evaluations system and completing evals becomes more routine (driving up response rates) • Faculty can reflect on student feedback every semester • If used in future evaluations (subject to a renegotiation of process), more data available for evaluators (less a "snapshot in time" and more "trend analysis" for evaluatees) • ... 	<ul style="list-style-type: none"> • Opens conversation of if student evals outside of three-year-cycle can be used in regular evaluations • Greatly increased workload for Tenure and Evaluations Office • Increased cost to District (likely) • Evals would remain mostly online (though that is likely anyway) • ...

GENERAL INSTITUTION

REV 10/2/2020

BP 3430 PROHIBITION OF HARASSMENT**References:**

Education Code Sections 212.5, 44100, 66252, and 66281.5;
Government Code Sections 12923, 12940 and 12950.1;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e
Age Discrimination in Employment Act of 1967 (ADEA)
Americans with Disabilities Act of 1990 (ADA)

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of **sexual unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or because they are perceived to have one or more of the foregoing characteristics. and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or because he/she is perceived to have one or more of the foregoing characteristics.**

The District seeks to foster an environment in which all employees, **and students, and volunteers** feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, or volunteer who believes they have been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in A.P. 3435 Discrimination and Harassment Complaints and Investigations. The District requires supervisors to report all incidents of harassment and retaliation that come to their attention.

Proposed changes by CCLC noted in yellow highlight, HRS proposed changes in aqua highlight

Date Adopted: 6/11/2013

(Replaces former Palomar College Policy 102)

Any student or employee who believes that he/she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435 titled Discrimination and Harassment Investigations and Training. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities, and compensation.

To this end, the Superintendent/President shall ensure that the District undertakes education and training activities to counter discrimination harassment and to prevent, minimize, and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures as defined by law pursuant to federal and state law and regulations that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, volunteers, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents. The Assistant Superintendent/Vice President, Human Resource Services is the responsible District officer charged with receiving complaints of harassment and coordinating the investigation.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, and students, students, employees, and volunteers. New employees and volunteers shall receive a copy of these documents at time of hire, particularly when they are new to the institution. They. These documents shall be available for students and employees on the District website and in all District administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

Also see BP 3410 titled Nondiscrimination, BP/AP 3420 titled Equal Employment Opportunity, AP 3435 titled Discrimination and Harassment Investigations and Training,

Proposed changes by CCLC noted in yellow highlight, HRS proposed changes in aqua highlight

Date Adopted: 6/11/2013

(Replaces former Palomar College Policy 102)

BP 4030 titled Academic Freedom, and appropriate provisions of applicable collective bargaining agreements/employee handbooks

Academic Freedom

This policy works with B.P. 4030 titled Academic Freedom and is not intended to inhibit or interfere with freedom of expression and freedom of inquiry within the framework of responsibility. It is understood that staff members exercising their rights under Academic Freedom will accept responsibility for both the substance and the manner of their messages.

Proposed changes by CCLC noted in yellow highlight, HRS proposed changes in aqua highlight

Date Adopted: 6/11/2013

(Replaces former Palomar College Policy 102)

AP 3430 PROHIBITION OF HARASSMENT**References:**

Education Code Sections 212.5, 44100, and 66281.5;
Government Code Sections 12940 and 12923;
Civil Code Section 51.9;
Title 2 Sections 10500 et seq.;
Title 5 Sections 59320 et seq.;
Title IX, Education Amendments of 1972;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and in conjunction with associated administrative procedure AP 3435 titled Discrimination and Harassment Investigations and Training, sets forth a procedure for the investigation and resolution of complaints of harassment by or against any ~~staff or faculty member or~~ student, employee, or volunteer within the District.

This procedure and the related policy protects students and employees in connection with all academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District ~~bus~~ vehicle or at a class or training program sponsored by the District at another location.

Definitions

- **General Harassment** -- Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, gender, gender identity, gender expression, sex, age, or sexual orientation of any person, ~~gender identity, gender expression, sex, age, or sexual orientation of any person,~~ military or veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy. ~~Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment.~~ Harassment shall be found where a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with their ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

For sexual harassment under Title IX, Complainants must proceed under BP 3433 Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Sexual Harassment under Title IX and AP 3434 Responding to Harassment

HRS proposed changes in aqua highlight (derived from CCLC recommended language)

Based on Sex under Title IX. For other forms of sexual harassment or gender-based harassment, Complainants should use this procedure.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment.

Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

- *Verbal:* Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race, nationality, sexual orientation or other protected status.
- *Physical:* Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against, or blocking another person, whistling, or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation, or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.
- *Visual or Written:* The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions.
- *Environmental:* A hostile academic or work environment may exist where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the

HRS proposed changes in aqua highlight (derived from CCLC recommended language)

subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her/their immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

- **Sexual Harassment:** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from, or in, the work or educational setting when:

- submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, progress, internship, or volunteer activity;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment (as more fully described below); or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the District.

This definition encompasses two kinds of sexual harassment:

"Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender alters the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender

HRS proposed changes in aqua highlight (derived from CCLC recommended language)

would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it unreasonably interfered with the person's academic or work performance or created an intimidating, hostile, or offensive learning or working environment.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

- **Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty members, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty members, or staff member employee must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee, to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

- ~~**Sexual Harassment**~~ — In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college

This definition encompasses two kinds of sexual harassment:

HRS proposed changes in aqua highlight (derived from CCLC recommended language)

182 ~~○ "Quid pro quo" sexual harassment occurs when a person in a position of~~
183 ~~authority makes educational or employment benefits conditional upon an~~
184 ~~individual's willingness to engage in or tolerate unwanted sexual conduct~~
185

186 ~~○ "Hostile environment" sexual harassment occurs when unwelcome~~
187 ~~conduct based on a person's gender is sufficiently severe or pervasive so~~
188 ~~as to alter the conditions of an individual's learning or work environment,~~
189 ~~unreasonably interfere with an individual's academic or work performance,~~
190 ~~or create an intimidating, hostile, or abusive learning or work environment.~~
191 ~~The victim must subjectively perceive the environment as hostile, and the~~
192 ~~harassment must be such that a reasonable person of the same gender~~
193 ~~would perceive the environment as hostile. A single or isolated incident of~~
194 ~~sexual harassment may be sufficient to create a hostile environment if it is~~
195 ~~severe, i.e. a sexual assault.~~
196

197 ~~○ Sexually harassing conduct can occur between people of the same or~~
198 ~~different genders. The standard for determining whether conduct~~
199 ~~constitutes sexual harassment is whether a reasonable person of the~~
200 ~~same gender as the victim would perceive the conduct as harassment~~
201 ~~based on sex.~~
202

203 **Consensual Relationships**

204
205 Romantic or sexual relationships between supervisors and employees, or between
206 administrators, faculty or staff members and students are discouraged. There is an
207 inherent imbalance of power and potential for exploitation in such relationships. A
208 conflict of interest may arise if the administrator, faculty, or staff member must evaluate
209 the student's or employee's work or make decisions affecting the employee or student.
210 The relationship may create an appearance of impropriety and lead to charges of
211 favoritism by other students or employees. A consensual sexual relationship may
212 change, with the result that sexual conduct that was once welcome becomes
213 unwelcome and harassing. In the event that such relationships do occur, the District has
214 the authority to transfer any involved employee to eliminate or attenuate the supervisory
215 authority of one over the other, or of an instructor over a student. Such action by the
216 District is a proactive and preventive measure to avoid possible charges of harassment
217 and does not constitute discipline against any affected employee.
218

219 Also see BP 3410 titled Nondiscrimination, BP 3420 titled Equal Employment
220 Opportunity, BP 3430 titled Prohibition of Harassment, AP 3435 titled Discrimination
221 and Harassment Investigations and Training, BP 4030 Academic Freedom, and relevant
222 provisions of applicable collective bargaining agreements/employee handbooks.
223

224 **Academic Freedom**

225
226 This policy works with BP 4030 titled Academic Freedom and is not intended to inhibit
227 or interfere with freedom of expression and freedom of inquiry within the framework of

HRS proposed changes in aqua highlight (derived from CCLC recommended language)

228 responsibility. It is understood that all employees exercising their rights under Academic
229 Freedom will accept responsibility for both the substance and the manner of their
230 expression.

231
232 Office of Primary Responsibility: Human Resource Services

REVISED

HRS proposed changes in aqua highlight (derived from CCLC recommended language)

Date Approved: 9/4/2013

From the Community College League of California (CCLC) website
<https://www.ccleague.org>

The Community College League of California is governed by a board of directors composed of five members from each of the organization's two policy boards, the California Community College Trustees (CCCT) Board and the Chief Executive Officers of the California Community Colleges (CEOCCC) Board, plus two representatives from the California Community Colleges Classified Senate (CCCCS). The League Board of Directors is responsible for the management of the business affairs of the organization and also establishes and evaluates the annual education policy agenda and annual legislative program. (<https://ccleague.org/about-us/board-directors>)

Board Policy and Administrative Procedure Templates

There are 398 board policy and administrative procedure templates that are vetted by the legal firm of Liebert Cassidy Whitmore. The language in the templates is indicated as legally required, legally advised, or suggested as good practice for boards and districts. The 398 policy and procedure templates are available to subscribing districts electronically on the Subscribers Website. (<https://ccleague.org/district-services/policy-procedure-services>)

2021 Hayward Award

Deadline to Register/Application Deadline:

Friday, December 11, 2020 - 5:00pm

Link to application materials: <https://www.asccc.org/events/hayward-award-0>

The Academic Senate is pleased to announce the call for nominations for the Hayward Award for “Excellence in Education.” Sponsored annually by the Foundation for California Community Colleges, this award honors community college full-time and part-time faculty who demonstrate the highest level of commitment to their students, college, and profession. Award recipients, nominated by their college academic senate and selected by representatives of the Academic Senate must have a record of outstanding performance of professional activities, as well as a record of active participation on campus.

Basic Information

- Each local senate can nominate one full- and part- time faculty member; however there can only be one honoree from each college.
- All faculty, classroom and non-classroom, are eligible for consideration.
- Previous nominees who did not receive the award may be re-nominated.
- Four recipients (two full-time and two part-time faculty) will be chosen and honored at the Board of Governors meeting in March.
- **Completed applications must be received in the Academic Senate Office by 5:00 p.m. on December 11, 2020.**

Enclosed are the application and criteria. More information can be found on the Academic Senate website at <http://asccc.org/events/hayward-award-0>. Note: the candidate’s name or college cannot be listed in the application. Please submit a **separate page** with the candidate’s contact information. Any application that includes the candidate’s name or college may be subject to disqualification. A minimum of three nominations must be received for the selection process to proceed.

Please submit one original and one copy of your entire application by email ONLY. Scanned applications must have the appropriate signatures and be emailed to awards@asccc.org. The Senate Office will notify you via email that your application has been received.

The selection process will be completed by February 2021. Winners will be honored at the March 2020 Board of Governors meeting. Please note, that the recipients of this award will be asked to submit a current photo. Although only four faculty recipients will be honored by the Board of Governors, we hope each college will honor its individual nominee.