THE FACULTY SENATE

PALOMAR COLLEGE

FACULTY SENATE MEETING

December 7, 2020

EXHIBITS

Exhibit 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
November 30, 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, Jackie Martin, Adam Meehan, Susan Miller, Kateri Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Patrick O'Brien, Candace Rose, Sabrina Santiago, Elizabeth Stephens, Craig Thompson, Fari Towfiq, Rocco Versaci, Ellen Weller, Reza Wrathall, Anastasia Zavodny

ABSENT:

GUESTS: Diane Boldt, Cynthia Cordova, Vikash Lakhani, Leigh Marshall, Alyssa Vafaei, Jon Walker

P**lease 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 Committee on Committees Chair Anastasia Zavodny made the following statement:

> I would like to apologize to my fellow senators for the flood of emails received last week. I was mistaken in initially sending a redacted ballot as a precursor to the final ballot. While I felt it would strike a happy balance of getting initial information to you early as I worked to verify the names of each volunteer (as auto-fill can be an issue on these forms), I did not anticipate the consternation and confusion this would cause for some, nor their proclivity for "reply all" emails. Please forgive me.
>
> In light of some of the comments made in the emails, I would like to seek clarification. I'm calling upon this leadership to immediately provide Senate with training in the Brown Act, provided by an expert trained in the Brown Act and its role within Academic Senates in our community college system.
>
> Lastly, may we all remember our role as campus leaders. These are stressful times, and it is easy to overreact. But we need each other's support and understanding, now more than ever, so that we can focus on meeting our students' needs and helping them to succeed.
>
> Thank you for your time.

Senate Secretary Molly Faulkner announced that Palomar Performs will provide a Zoom performance of A Christmas Carol this coming Friday and Saturday. www.palomarperforms.com

Senator and DE Chair Erin Hiro reminded Senators that the deadline for faculty certification for spring is December 18 at noon. Additionally, the part-time faculty deadline is tomorrow, December 1 at noon.

ANNOUNCEMENTS:

To continue ASG' s outreach efforts, ASG representative Kateri Mouawad is seeking out faculty who will allow an opportunity for ASG to present during any of the spring online classes. ASG is making great strides in these efforts and was recently able to provide 250 bags of school supplies to needy students at the Thanksgiving Giveaway Event. If any faculty are interested, they can either email Kateri at KMouawad@palomar.com or complete the form at https://docs.google.com/document/d/1pcp6z1l6t9GbJuJgk_aW7oWycNwfQKv7IcE6jAz5fjE/edit?usp=sharing

Senate President Rocco Versaci reminded Senators that the Governance Task Force is looking for feedback on the final revision. Governance Structure Handbook Revision Website. Feedback Form Senator, TERB Coordinator and task force member Lawrence Lawson noted that the feedback deadline was last week but if any Senators submit feedback today, it will be considered before it goes to SPC tomorrow, December 1.

President Versaci reminded Senators about the Phi Theta Kappa student event this coming Friday, December 4. A sign up link was sent to all faculty this morning. This two-hour event will share videotaped student testimonials about their own experiences with racism. Discussions will occur as well. Faculty are the intended audience of this powerful event so he encouraged everyone to sign up.
https://docs.google.com/forms/d/e/1FAIpQLSeEL1I5qqLstMzcenEzR2BUuXjezsN1hHRA4-pc5IJ5u1zL8A/viewform

President Versaci also shared planning information he recently received from VP Shayla Sivert. The main points of the email include the following:

- Administration is moving forward with planning for summer 21 scheduling, just as they did initially for spring 21 that is any public safety in any essential infrastructure workforce classes to be offered will be offered face to face.
- EOC (Emergency Operations Center) is working on the criteria circumstances by which we will begin to bring others back to campus.
- Deans will be working with Chairs in December on the schedule. Anyone hoping to bring a class from online to face to face will have to plan to offer the online class synchronously with a clear schedule in place. This will be a schedule that will be adhered to if it ends up going face to face.
- Everyone will start discussing fall 2021 in December and January. Once February hits, scheduling work will go fast. If you have questions about your classes for those semesters, take them to your Chair or Dean soon.

Senator and Curriculum Chair Wendy Nelson commented that the timeline for planning for fall 2021 during December and January is not good because faculty are not here or available. She hopes final scheduluing decisions get pushed to early February when faculty can weigh in on descisions.

AGENDA CHANGES: No agenda changes

APPROVAL OF MINUTES

Motion 1   MSC: Thompson/Towfiq   Faculty Senate approval of minutes dated November 16, 2020 as amended (see Exhibit 1).

Abstention: Jackie Martin

The motion carried.

ACTION

A. Curriculum

Motion 2 **MSC**: W. Nelson/Thompson   Faculty Senate approval of curriculum actions taken November 18, 2020 as amended (see Exhibit 2).

The motion carried.

Senator Wendy Nelson also shared that Curriculum will be taking action during a December 16 meeting. These actions need to be approved by Faculty Senate during a special Faculty Senate meeting on either December 17 or 18. Versaci asked Senators to email availability to him for December 17 and 18 for a one item meeting.

B. Committee Appointments

Motion 3 **MSC**: Zavodny/Towfiq   Faculty Senate approval to accept the results of the ballot for the DEqCC committee members (see Exhibit 3).

No vote taken (see Motion 4).

A few Senators explained they didn't have sufficient time to review the statements over the break. Senator and Committee on Commitees Chair Anastasia Zavodny shared that Exhibit 3 which includes 14 applicants for eight positions was originally emailed to Senators on Sunday, November 22 (redacted version), on Tuesday, November 24 (not redacted version) and then again yesterday, November 29.

Senator Wendy Nelson asked if a window of time could be put in play so Senators could read the statements and vote electronically. We spend a lot of time discussing how to vote and then voting on these positions during our regular meetings. Zavodny replied that the Brown Act requires Senate to carry out all discussion and voting during a public meeting but raised the idea of conducting a special meeting for these types of elections.

Senator Will Dalrymple asked if we are to make voting decisions entirely on the applicant's statement or if we can conduct open discussion to share additional information with the body. Versaci stated that open discussions about applicants have not been part of the process in the past but is advocating for this to occur in the future.

Senator and DEqCC Co-Chair Eduardo Aguilar suggested that we wait for the vote since several Senators have not had the time to sufficiently review the statements.

To save time, Senator and PD Chair Kelly Falcone asked if the Google voting doc could be sent out prior to the meetings for Senators to complete and to just review the results during the meeting. Zavodny stated this process would not be in alignment with the Brown Act as well and suggested that Senate participate in a Brown Act training session to ensure we are following the requirements.

Senator Teresa Laughlin questioned the time sensitivity of this vote and Zavodny indicated that the initial call stated this committee would be seated this fall.

Zavodny noted that an additional faculty member submitted a statement after the deadline but their statement was not included here and not included on the ballot.

Motion 4 **MSC**: Thompson/Laughlin   Faculty Senate approval to suspend the vote for selection of the DEqCC committee members until December 7.

Nays: Jenny Fererro, Craig Thompson, Beatrice Manneh, Jason Jarvinen, Lawrence Lawson, Patrick O'Brien, Reza Wrathall

Abstentions: Anastasia Zavodny

The motion carried.

President Versaci shared that a call will be going out soon for members of the presidential hiring committee. The Governing Board gave VP Beam the go ahead for approving a timeline. Currently the committee will consist of 18 members to include two students, three administrators, one CAST member, four classified members and eight faculty. Faculty consists of one from each division and one part-time faculty. A community member may be added as well. HR needs this information by December 15 which means we must approve by the 14th. It is unclear if the divisional faculty requirement is in effect.

Senator Laughlin suggested that in lieu of selecting divisional representation because sometimes that can be problematic, at-large faculty may be selected as well. Laughlin went on to say that we're already paring down faculty voice so much that she thinks there's a good argument to be made that we need a full contingent of faculty on that presidential search whether or not they can't come from each division. And if we don't get one from each division we still need somebody to sit in that chair who's committed to finding us a good president.

Senator Kelly Falcone stated that we often have this discussion regarding divisional representation of faculty on various committees. She agrees that divisional representation is important but she would like to see Senate take the stance that when a division isn't represented, an at-large faculty member can fill the position.

Senate Vice President Jenny Fererro asked that clarification be made regarding faculty who may be on sabbatical during this time as well as asking for clarification on selecting faculty alternates to serve if needed.

Senator and Articulation Officer Ben Mudgett stated that his position doesn't belong to a specific division so in terms of equitable opportunity to participate in shared governance, we should include at least one at-large position.

Senator Zavodny asked if we should add questions for this presidential hiring committee call and based on this discussion, the call should go out tomorrow, December 1. Several Senators recommended that the new antiracism statement adopted by Faculty Senate be included on the call form itself.

Versaci will confirm faculty representation issues with HR before moving forward.

C. SLOAC Co-Coordinator Appointment

Senate President Versaci reported that no one has responded to the SLOAC Co-Coordinator call to be filled for the remaining academic year. Currently Senator Katy Farrell cannot continue through the spring semester. Versaci will send out an additional call and recognizes that faculty are not volunteering right now so close to the end of this semester but hopes this will change at the beginning of the new spring semester. A part-time faculty member is not eligible but should also not be put in a position to hold full time faculty accountable for work. In addition, institutional knowledge needed for this position is not usually found in a part time faculty member.

Senator Patrick O'Brien suggested that SLOAC Co-Chairs reach out individually to each SLOAC facilitator to ask if they would be interested in stepping in to this position. Also, each facilitator should get the word out in their own departments as well. Maybe these personal communications might make a difference.

Both Senator Jackie Martin and Senator Falcone suggested this may be an opportunity to review this position. Maybe we ask ourselves, does it fulfil what we need to fulfill? Could this become a position that is more appealing? Martin added that we may want to address SLOs assessments and outcomes at the college in general because at many four year institutions, SLOs are actually working through their teaching and learning centers. It is important work but also a lot of work and maybe the 40% release time is not sufficient.

Senator Adam Meehan added that often times, the faculty who have enough knowledge to do this work also realize that the release time is often insufficient to get the job done right. Negotiating more release time won't happen quickly enough but this becomes a big disincentive for some.

Senator Farrell indicated that the team creates a priority list each semester and they complete as much work as possible. After more discussion it was determined that another call will go out with a deadline date of December 11

D. SOAA Approval

Motion 5 **MSC**: W. Nelson/Thompson   Faculty Senate approval of the Guided Pathways 2021 Scale of
                                                  Adoption Assessment (SOAA) (see Exhibit 4).

Senator Wendy Nelson shared the SOAA document which is our planning document that will be reviewed by different governance structure committees so that everyone knows what's expected to meet some of the central practices. The document will be submitted to the Chancellor's Office and needs President Versaci's sign off.

Senator Craig Thompson questioned the language on page 12 regarding integrating all tutorial services since we just opposed this integration. Senator Nelson stated the language could be changed in the document.

Senator Jackie Martin stated that the document looks sufficient and shared that it isn't really looked at that critically at the Chancellor's Office level. Martin thinks it's more of our own comfort level with the product that we're putting forth.

Senator Fari Towfiq also mentioned that she sees some contradiction in the tutoring areas of the document. Senator Nelson asked Towfiq and Thompson to send her tutoring issues right away and this will come back to Action next week.

Vote on Motion delayed.

INFORMATION ITEMS

A. Part-time Instructor

Senator Will Dalrymple provided a quick update of the part-time faculty workgroup. At the first meeting, they discussed the issues they were trying to map out and the scope of what they were working with. In the course of those discussions they decided it would be useful to seek out concrete and specific information so that they would have a more data-driven process. This involved some research and involved sending out a survey to all faculty. He said senators likely saw this a couple of weeks ago and it closed last Friday. They received

volumes of information and are now summarizing it and identifying themes and mapping it out to make it actionable. The document will go out to Senate by Friday and will include exhibits.

Senator Dalrymple believes the document strikes a good balance and it gives us a good place where this work can start. And it really fits in with the other equity work that Senate is engaged with. Dalrymple asked Senators to give it a good read before the meeting on December 7.

B. TERB Ideas Regarding Peer Review & Student Evaluations (see Exhibit)

Senator and TERB Coordinator Lawrence Lawson requested that this item get bumped to next meeting to allow for more discussion time. Before that meeting, he encouraged Senators to read through the discussion items that include adding an outside member to all peer review committees just as they have for probationary. The idea is to strengthen the peer process and to make it more fair. The second one is running student evaluations in every class every fall and spring and then giving the results to the instructor after the grades are posted. This student feedback will become more valued and respected. Instructors will have a chance to reflect on student feedback every semester.

C. Proposed Change to AP3430 (see Exhibit 5).

President Versaci began the discussion stating that this came up at SPC on November 17. At that time, he raised some objection to it and its coming back for a second read tomorrow at SPC. Versaci went over it quickly and hopes to have the force of the Senate behind him when he reiterates his objections again tomorrow at SPC.

Versaci shared the newly proposed harassment policy and a very specific thing he is concerned about in AP3430, lines 81 to 85 which reads:

Visual or Written: The display or circulation of visual written material that degrades an individual 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.

Versaci's concern with this is that unlike the other elements which are behavioral, this one can certainly be applied to classroom materials. And while there are disclaimers elsewhere in the policy about academic freedom, the complaint could still be broad and then this would have to be legislated through HR. Linda Beam's comments about how it would probably work out for the instructor were not very comforting.

As someone who uses a lot of visual materials in his classes including cartoons and drawings and things of a potentially controversial nature like the graphic novel *Maus*, this concerns Versaci and this is something that could possibly curtail or chill academic freedom in serious ways.

Versaci's larger concern is that a lot of this language is supplied by the CCLC (Community College League of California) which is not a governing body. This is a group largely made up of college presidents and trustees. Versaci put some information on the last page of this document about their board makeup which does not include any faculty members. And this is a group that administrators often use to get policy language from. This group also holds an annual conference where we've had faculty members go and the ways that they separate newly elected trustees from the faculty voice are shocking.

Senator Laughlin, a member of Polices & Procedures asked for clarification from Versaci who feels this particular disclaimer should be removed entirely due to the nature that HR will be the adjudicators.

Senator Lawson, also a member of Policies & Procedures advocated for adding a line about academic freedom there. Harassment on campus can come in those forms outside of the classroom and that needs to be dealt with. He went on to say that even if HR wasn't referenced, HR would be part of any due process.

Senator Falcone suggested that the Academic Freedom clause be moved to the top of the section and agrees with Lawson that this disclaimer should be left in. She also mentioned that she read a student's reply on the recent student survey about her instructors showing memes that are offensive to her.

Senator Sabrina Santiago added that there is a contradiction there now between academic freedom and what is being written that is supposed to be derogatory or offensive. The meme issue is really interesting to her because that's one of her assignments she would give about gender. If her students submit memes about gender and some of the stuff is offensive to one person or another. How do you deconstruct the concepts if you're not allowed to even talk about them, or we're afraid that we're going to get fired because it's just not popular right now? Santiago teaches sociology and the hot topics keep changing depending on the semester and the year. Things she could talk about before is causing others to meltdown.

Senator Dalrymple believes that maybe part of the problem is just the way that it's written in here. There is no language suggesting that visual written text used with the intent of and if you put the word intent that can be very problematic. But he thinks the point is there's ways that are essential to the educational process. And there are other ways that are for inappropriate purposes and we need to have the right policies in place to handle both. Senator Lawson responded to this by saying it's going to be difficult to put language into this policy that addresses both of those issues to the satisfaction of people on the other side, either side of the spectrum. It just comes back to that academic freedom piece that's meant to be broad enough to cover that. And then, of course, when things occur in the classroom that people are upset about like the one Sabrina mentioned with memes that are being shared. They might complain and this might be activated. You would then have the discussion about the academic freedom and the academic merits of those memes in the classroom.

Versaci confirmed Senator Laughlin's question whether this should go back to policies and procedures to have a conversation about that specific part of this policy. Laughlin went on to say that further discussion would be productive in policies and procedures. It's a very open discussion and people are very open minded to people's concerns. Versaci' s concern is totally reasonable and if we can wordsmith it in a way that makes it better, then it will just be stronger for everybody.

VP Fererro confirmed that academic freedom is covered in the contract. Any language in AP3430 that contradicts the language in the contract can be overridden.

Senator Ellen Weller pointed out inconsistency between *Visual or Written* and *Environmental* clauses. Under *Environmental*, it says "may exist where it is permeated by …directed at an individual or group. V*isual or Written* doesn't reference directed at an individual or group. She went on to say how she can't talk about the history of jazz without the materials to discuss it. These class materials are not directed towards any student and they may be offensive. We need to be able to talk about these things in an academic environment.

Senator Craig Thompson mentioned that there's a chilling effect on our non- protected faculty. He knew of probationary faculty when something like this occurs, they're very hesitant to approach these kinds of sensitive, but really essential topics again. So Thompson agrees that something needs to be done.

Kateri Mouawad spoke of the students' perspective that the more protection available to faculty on these issues, the better it is for the students in her opinion. If not, students will be losing out on really important discussions that need to be talked about.

Versaci will ask at the SPC meeting that this matter go back to Policies & Procedures.

D. Hayward Award – Tabled.

REPORTS

President (Versaci)
I attended SSEC on November 13 and SPC on November 17 (see reports below). A group of us—me, Hossna Sadat Ahadi, Kelly Falcone, Jack Kahn, and Julie Lanthier-Bandy met on Friday, November 20 to discuss applying (as an institution) for the Association of California Community College Administrators (ACCCA) Award for Progress in Diversity. The application consists of four questions and supporting documentation, and the deadline is December 15. The group discussed the questions, brainstormed responses, and looked at the notes/narratives already prepared by Hossna. We will continue to work on the application, which will be ready by the deadline. Information on this award is available here: https://www.accca.org/i4a/pages/index.cfm?pageid=3300

SSEC (Versaci)
This Council met on Friday, November 13. The Council received an update from Cindy Anfinson, who is the Chair of the AB705 Subcommittee, and she presented the work that they have been doing. She also clarified the difference between her subcommittee and the AB705 Workgroup, which is focused more on the logistics of AB705 implementation, whereas the AB705 Subcommittee is focused on pedagogy and other teaching-related issues. The Council also discussed the possibility of meeting monthly (as opposed to semi-monthly) as well as clarifying specific tasks moving forward and into the Council's upcoming iteration under the new governance structure (where it will be combined with IPC and SSPC).

SPC (Versaci)
SPC met on Tuesday, November 17. Some highlights:
- Lawrence Lawson and Mireya Gutierrez-Aguero gave an update and highlighted some changes to the proposed Governance Structure Handbook. These changes were made in response to discussions across campus in various shared governance committees and councils. Here is the text of an email sent campus wide by Mireya, along with important links, a request for feedback, and directions for doing so:

- As you may be aware, the Governance Task Force (GTF) members have engaged in meaningful and productive dialogue around equitizing our governance structure. Recently, GTF made four changes to Governance Structure Handbook, and we need your feedback. Please take a moment to visit the following link Governance Structure Handbook Revision Website. (It's hosted on the TERB website, but you can ignore the TERB information on the sides of the site). The website provides the following:
    - Describes the four major changes made in response to SPC feedback
    - Governance Structure Handbook
    - Updated Council Flowchart
    - Feedback Form
    - Implementation Timeline

    We would greatly appreciate your feedback on the recommended changes, and we are keeping the feedback form open until Wednesday, November 25th, 2020 at p.m. Thank you for your time.

- The timeline for implementing the new governance structure was also discussed. Various conversations across campus (including my and Jenny's meeting with Jack on 11/13) expressed concern about trying to have this in place at the beginning of spring 2021. In light of these concerns, the official launch is being pushed to Fall 2021, and during the spring, the new Councils will co-exist as "shadow councils" so that groups may ease into the transition and—more importantly—identify the work that needs to be done, the seats that need to be filled, and the operational committees that need to be formed (or continued).
- First reading was given to various policies and procedures. I raised concerns about AP3430 (Prohibition of Harassment) and its new language about "visual or written material" (see Information Item B on the Senate's 11/30 agenda). My concern is that this new language could very easily be applied to classroom materials (unlike the previous scope of harassment, which focused on behavior and actions) in ways that could impinge upon or chill academic freedom.

IPC Report (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. SSPC next meets on Wednesday, 12/9.

HRPC – No report.

FASPC (Antonecchia) – No report.

PFF (Laughlin)
The food distribution on 11/21 was a smashing success. The PFF and the Palomar College's Foundation each donated $3,000 and along with an additional $4,000 from SDGE so we were able to buy 500 turkeys to distribute to our community. There were 350 cars waiting in the parking lot by 7:30. It is sad to see how many families in our community need help this Thanksgiving, but it is wonderful to see the Palomar community come out in force to help!

There will be a toy drive in lot 1 on December 4th. Please bring an unwrapped, factory packaged toy to lot 1 between 7 am- 2 pm. Please no stuffed animals or toy weapons. The PFF is donating $5 per toy donated to the SICLCs efforts to bring holiday cheer to needy union families. Facilities will place a NEW (never used) 6 ft. bin In Lot 1 for the collection of unwrapped new toys in manufacturer's packaging. For sake of visualization, the bin is one that you might see in a hotel and is often used to transport laundry.

Distance Education (Hiro)
- There are currently 720 faculty certified to teach online and about 190 who still need to be certified to teach in spring. The deadline to get paid is Dec. 1. The details of the MOU are on the PD website. The deadline to get certified by the DE Coordinator is Dec. 18.
- CVC Consortium - The ATRC started the process of making us a Home College and the DE Coordinator is beginning work on the application to be a Teaching College.
- The Committee discussed the issue of faculty using publisher course packs and not connecting them to the Canvas course. That causes problems for authentication of the roster, student confusion, and goes against AP 4105.
- The DE Committee approved a plan to support all faculty using course packs:
  o Require linking Course Pack through Canvas if full or partial integration is not implemented
  o Encourage full Canvas Integration
  o DE Committee should disseminate info on the advantages of Canvas integration and offer PD for instructors to implement full or partial integration
- Proctorio - The DE Committee heard a student complaint about the proctoring program as well as feedback from schools who are banning it because of accessibility and privacy concerns. The committee will continue to study this issue.
- Zoom transfers - The DE Coordinator will send out a second email reminding faculty that on Dec. 20, Palomar will take over managing Zoom accounts. It will make using Zoom easier for faculty users. We had two faculty volunteers test out the new Zoom over the last few weeks to work on the problems.

- Here is what faculty need to know about the Zoom transfer:
  - Faculty must resist scheduling Zoom meetings after Dec. 20 because the Zoom URLs will look different. Here is an example:
  - BEFORE: https://cccconfer.zoom.us/my/nmanea?pwd=MWt0aEQrmdNFc1ZJeGlZdURUQit2QT09
  - AFTER: https://palomar-edu.zoom.us/my/nmanea?pwd=MWt0aEQrmdNFc1ZJeGlZdURUQit2QT09
  - Since the URLS are different, all faculty will have to update the links for their recurring meetings in the spring semester.
  - If faculty use Zoom Reports to look at student participation or to take attendance, they must download those reports before Dec. 20. Zoom reports will disappear on Dec. 20. Here is how to do it.
  - Faculty testers were able to keep their old Zoom recordings, but the links changed and caused some problems. ATRC and Zoom are working on this. Zoom is not meant to be a video storage. If you are going to be using a Zoom recording in the future, download them now.
  - Faculty will log in to Zoom on the Single Sign On page.

Guided Pathways (Nelson) No report.

Policies and Procedures (Lawson)
The committee met on Friday, December 4. Please review the 1st/2nd read items and let me know if you have any comments that you'd like me to bring to P&P.

Budget (Fererro) - The Budget Committee next meets on Tuesday, December 8.

TERB (Lawson) - No report. TERB next meets on Monday, November 30 to discuss various issues.

Professional Development (Falcone) No report.

Sabbatical Leave (Lawson) - The committee met to review and approve sabbatical leave applications.

Faculty Service Areas (Mudgett) No report.

ASG (Mouawad)
- ASG and Faculty Senate successfully launched an end of semester survey. Data is presently being compiled and will be distributed as soon as the information is compiled.
- ASG will be featured at the PTK Antiracist national meeting to speak about the importance of shared governance participation by students.
- We are revamping our website and increasing social media outreach.
- ASG officially voted to support the CVC for Palomar, to become a home college and teaching college.
- ASG President Remy Arnold will be resigning at the end of the fall semester. ASG wishes Remy the best, and we are thankful for all her work and effort. Vice President Kateri Mouawad will be filling the vacancy, with more details to follow on who will fill the soon-to-be vacant Vice President position.
- ASG is discussing compensation, and what which positions that would apply to.

ADJOURNMENT: The meeting was adjourned at 3:59 PM.

Respectfully submitted,

Margaret Faulkner
Molly Faulkner, Secretary

Exhibit 2

December 2, 2020 Curriculum Committee Actions

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

	Subj.	Nmbr	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mul.	Grade Basis	Open Entry/	Justification	Reqs	Orig.
A.	**ACTION: New Credit Courses - effective Fall 2021**												
1	CSNT	151	AWS Academy Cloud Architecting	AWS Academy Cloud Architecting	CSNT 151 Impact Report	CSU (Proposed)	Anytime/Fully Online	No	Grade/Pass/ No Pass	Not Open Entry/ Open Exit	The justification for this program and the four AWS Academy courses is to provide students a learning opportunity in cloud computing. As business organizations continue to move their network infrastructure to the cloud, technology professionals will need to adapt and learn how to architect, manage and support cloud computing operations. Forbes Magazine has ranked AWS certification as one of the top 15 most valuable IT certifications. Additional research suggests that there is over a 120% growth rate for jobs requesting cloud computing skills between 2013 and 2017. Furthermore, Global Knowledge's 2017 IT Skills and Salary Report states that 68% of IT decision-makers reported a gap between employee skill levels and organizational needs in cloud computing.	None	David Meske

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

2	CSNT	152	AWS Academy Cloud Developing	AWS Academy Cloud Developing	CSNT 152 Impact Report	CSU (Proposed)	Anytime/Fully Online	No	Grade/Pass/ No Pass	Not Open Entry/ Open Exit	The justification for this program and the four AWS Academy courses is to provide students a learning opportunity in cloud computing. As business organizations continue to move their network infrastructure to the cloud, technology professionals will need to adapt and learn how to architect, manage and support cloud computing operations. Forbes Magazine has ranked AWS certification as one of the top 15 most valuable IT certifications. Additional research suggests that there is over a 120% growth rate for jobs requesting cloud computing skills between 2013 and 2017. Furthermore, Global Knowledge's 2017 IT Skills and Salary Report states that 68% of IT decision-makers reported a gap between employee skill levels and organizational needs in cloud computing.	None	David Meske

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

3	CSNT	153	AWS Academy Cloud Operations	AWS Academy Cloud Operations	CSNT 153	CSU (Proposed)	Anytime/Fully Online	No	Grade/Pass/No Pass	Not Open Entry/ Open Exit	The justification for this program and the four AWS Academy courses is to provide students a learning opportunity in cloud computing. As business organizations continue to move their network infrastructure to the cloud, technology professionals will need to adapt and learn how to architect, manage and support cloud computing operations. Forbes Magazine has ranked AWS certification as one of the top 15 most valuable IT certifications. Additional research suggests that there is over a 120% growth rate for jobs requesting cloud computing skills between 2013 and 2017. Furthermore, Global Knowledge's 2017 IT Skills and Salary Report states that 68% of IT decision-makers reported a gap between employee skill levels and organizational needs in cloud computing.	None	David Meske
4	NURS	60	Heathcare Academy - Summer Program	Healthcare Academy	None	No	No	No	Pass/No Pass	Not Open Entry/ Open Exit	This summer academy is valuable for the beginning student who is interested in a healthcare career and learning CPR. It has been a popular Summer program for 2 years. Many high school students take the course and realize they have an interest in obtaining a degree in a healthcare field.	None	Loren Pope

B.	ACTION: Credit Course Changes - effective Spring 2021										
	Subj.	Nmbr.	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mult.	Grade. Basis	Open Entry/ Exit	Edits	Reqs.	Orig.

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

| 1 | PHIL | 250 | Philosophy in Literature | Philosophy in Literature | None | UC/CSU | Anytime, Fully/Parti ally Online | No | Grade/Pa ss/No Pass | Not Open Entry/ Exit | Added DE, updated SLOs, CB11, methods of instruction, textbooks | None | Lee F. Kerckhove |

C ACTION: Credit Course Deactivations - effective Fall 2021

	Subj	Nmbr	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mul.	Grade Basis	Open Entry/O	Justification	Reqs.	Originator
1	CSIT	170	Visual Basic I	Visual Basic I	No	CSU	Yes	No	Grade/Pa ss/ No Pass	Not Open Entry/ Exit	No longer a technology which is taught. Industry uses different languages.	None	Ronald Burgher
2	DR	10	Educational Assessment/Gu idance	Educational Assessmnt/ Guidance	No	No	No	No	Pass/No Pass	Not Open Entry/ Exit	Course is no longer taught	None	Sherry Goldsmith
3	DT	113	Solid Modeling for Engineering I	Itro to Creo/Solidw orks	DT 113 Impact Report	UC/CSU	No	No	Grade/Pa ss/No Pass	Not Open Entry/ Exit	This course no longer articulates with SDSU. 8 weeks of SolidWorks and 8 weeks of Creo were insufficient to be competent in either software. he content of this course can now be found in DT114 Creo I and DT103 SolidWorks I	None	Anita Talone
4	DT	196	Special Problems in Computer Aided Drafting	Special Problems in CAD	No	CSU	No	No	Grade/Pa ss/No Pass	Not Open Entry/ Exit	We currently have DT197 which is inclusive of DT196. we do not need two of these courses. The Programs listed in the "impact reports" have been changed, and do not include this course any longer.	None	Anita Talone

5	FIRE	180	Fire Prevention 1A	Fire Prevention 1A	No	CSU	No	No	Grade/Pass/No Pass	Not Open Entry/ Exit	The curriculum for this course has been deactivated by the certifying authority - the California State Fire Marshal. The new curriculum is now offered as part of Fire 171C that was approved last academic year and offered Fall 2019. This course is listed as an elective for certificates and A.S. degrees in Fire Technology - General, Fire Technology - Emergency Management, and Fire Academy (Certificate only). This course has not been offered in over ten years.	None	Ed Sprague
6	FIRE	181	Fire Prevention 1B	Fire Prevention 1B	No	CSU	No	No	Grade/Pass/No Pass	Not Open Entry/ Exit	The curriculum for this course has been deactivated by the certifying authority - the California State Fire Marshal. The new curriculum is now offered as part of Fire 171C that was approved last academic year and offered Fall 2019. This course is listed as an elective for certificates and A.S. degrees in Fire Technology - General, Fire Technology - Emergency Management, and Fire Academy (Certificate only). This course has not been offered in over ten years.	None	Ed Sprague

7	FIRE	194	Fire Instructor 1B	Fire Instructor 1B	No	CSU	No	No	Grade/Pass/No Pass	Not Open Entry/Exit	The curriculum for this course has been deactivated by the certifying authority - the California State Fire Marshal. The new curriculum has been integrated into a new course (Fire 172A) that was approved last academic year and was offered January 2020. The course is an elective for the certificates and A.S degrees in Fire Technology - General, Fire Technology - Emergency Management, and Fire Academy (certificate only). This course has not offered in over ten years.	None	Ed Sprague
8	GCIP	190	Copyright for Graphic Designers & Web Developers	Copyright Grphc Dsgnr/Web Dev	GCIP 190 Impact Report	No	Yes	No	Grade/Pass/No Pass	Not Open Entry/Exit	Not offered lately	None	Lillian S. Payn
9	GCMW	190	Copyright for Graphic Designers & Web Developers	Copyright Grphc Dsgnr/Web Dev	GCMW 190 Impact Report	No	Yes	No	Grade/Pass/No Pass	Not Open Entry/Exit	Not offered lately	None	Lillian S. Payn
10	PHSC	100	Introduction to Physical Science	INTRO TO PHYSICAL SCIENCE	No	UC/CSU	No	No	Grade/Pass/No Pass	Not Open Entry/Exit	The PHSC program has been transferred from Physics & Engineering to Earth, Space & Environmental Sciences (ESES) department. This course is redundant with PHYS-101 and causes confusion for students. We are therefore deactivating PHSC100 to better promote PHSC101 which articulates with CSUSM and is required for degree program in ESES.	None	Daniel F. Finkenthal

11	PHSC	100L	Introduction to Physical Science Laboratory	INTRO TO PHYSICAL SCIENCE LAB	No	UC/CSU	No	No	Grade/Pass/No Pass	Not Open Entry/Exit	This lab accompanies PHSC100 which is being deactivated for reasons stated in the PHSC100 deactivation proposal.	Completion of, or concurrent enrollment in: PHSC 100	Daniel F. Finkenthal
12	PHSC	101L	Principles of Physical Science Laboratory	PRINCIPLES OF PHYS SCIENCE LAB	PHSC 101L Impact Report	CSU	No	No	Grade/Pass/No Pass	Not Open Entry/Exit	The PHSC program has been transferred from Physics & Engineering to Earth, Space & Environmental Sciences (ESES) department. This laboratory portion of the PHSC101 is not required by any program or degree and routinely fails to attract sufficient enrollment resulting in class cancellation.	Corequisite: PHSC 101	Daniel F. Finkenthal
13	PSYC	140	Introduction to Psychological and Social Services	Intro Psyc and Social Services	PSYC 140 Impact Report	CSU	No	No	Grade/Pass/No Pass	Not Open Entry/Exit	The program this course supported has been deactivated. This course will no longer be taught.	Concurrent: PSYC 140L	James Fent
14	PSYC	140L	Introduction to Psychological and Social Services Lab	Intro Psyc and Social Services	PSYC 140L Impact Report	No	No	No	Grade/Pass/No Pass	Not Open Entry/Exit	The program this course has supported has been deactivated. This course will no longer be taught.	Recommended Preparation: AODS/PSYC/SOC 255	James Fent
15	SOC	140	Introduction to Psychological and Social Services	Intro Psyc and Social Services	SOC 140 Impact Report	CSU	No	No	Grade/Pass/No Pass	Not Open Entry/Exit	The program this course has supported has been deactivated. This course will no longer be taught.	Concurrent: PSYC 140L	James Fent

D. ACTION: Distance Education
The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Spring and Fall 2021

	Course Number		Title	Scheduling	Distance Ed	Originator
1	CSNT	151	AWS Academy Cloud Architecting	Anytime	Fully Online	David Meske
2	CSNT	152	AWS Academy Cloud Developing	Anytime	Fully Online	David Meske
3	CSNT	153	AWS Academy Cloud Operations	Anytime	Fully Online	David Meske
4	PHIL	250	Philosophy in Literature	Anytime	Fully Online, Partially Online	Lee F. Kerckhove

	ACTION: Distance Education and Course Reviews
E.	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	ACS	110A	Intercollegiate Basketball	Emergency Only	Fully Online, Partially Online	Karl	Seiler
2	ACS	110B	Intercollegiate Basketball	Emergency Only	Fully Online, Partially Online	Karl	Seiler
3	AJ	151	Introduction to Terrorism	Anytime	Fully Online	Jack	Hook
4	AP IW	701	Introduction to the Electrical Trade	Emergency Only	Partially Online	Jason	Jarvinen
5	AP IW	702	Electrical Theory, Practice and Blueprint Reading	Emergency Only	Partially Online	Jason	Jarvinen
6	AP IW	703	Inductance and Capacitance Theory	Emergency Only	Partially Online	Jason	Jarvinen
7	AP IW	704	Transformer, Motors, and Motor Controls	Emergency Only	Partially Online	Jason	Jarvinen
8	AP IW	705	Special Electrical Systems	Emergency Only	Partially Online	Jason	Jarvinen
9	AP IW	706	Specialized Electrical Applications	Emergency Only	Partially Online	Jason	Jarvinen
10	AP IW	713	Electrical Project Supervision	Emergency Only	Partially Online	Jason	Jarvinen
11	AP IW	714	Electrical Certification Preparation	Emergency Only	Partially Online	Jason	Jarvinen
12	AP IW	716	Photovoltaics	Emergency Only	Partially Online	Jason	Jarvinen
13	AP IW	725	Building Automation Systems	Emergency Only	Partially Online	Jason	Jarvinen
14	AP SC	702	Electrical Theory and Practices DC	Emergency Only	Partially Online	Jason	Jarvinen
15	AP SC	703	Electrical Theory and Practices AC	Emergency Only	Partially Online	Jason	Jarvinen
16	AP SC	704	Semiconductor Electronics	Emergency Only	Partially Online	Jason	Jarvinen
17	AP SC	705	Introduction to Digital Electronics and Signaling Devices	Emergency Only	Partially Online	Jason	Jarvinen
18	AP SC	706	Management/Alarms/Codes/Circuits	Emergency Only	Partially Online	Jason	Jarvinen
19	AP SC	707	Life Safety and Security System Applications	Emergency Only	Partially Online	Jason	Jarvinen
20	AP SC	708	Specialized Systems and Supervision Techniques	Emergency Only	Partially Online	Jason	Jarvinen
21	AP SM	701	Core-I	Emergency Only	Fully Online	Jason	Jarvinen
22	AP SM	703	Core-III	Emergency Only	Fully Online	Jason	Jarvinen
23	AP SM	704	Core-IV	Emergency Only	Fully Online	Jason	Jarvinen
24	AP SM	705	Sheet Metal Welding	Emergency Only	Fully Online	Jason	Jarvinen
25	AP SM	706	Plans and Specifications	Emergency Only	Fully Online	Jason	Jarvinen
26	AP SM	709	Foreman and Project Management Training	Emergency Only	Fully Online	Jason	Jarvinen
27	AP SM	710	Architectural Application	Emergency Only	Fully Online	Jason	Jarvinen
28	AP SM	711	HVAC I	Emergency Only	Fully Online	Jason	Jarvinen
29	AP SM	712	HVAC II	Emergency Only	Fully Online	Jason	Jarvinen
30	ART	156	Glass Casting I	Emergency Only	Fully Online	Michael	Hernandez
31	ART	200	Color Theory	Anytime	Fully Online, Partially Online	Lily	Glass
32	ART	278	Glass Casting II	Emergency Only	Fully Online	Michael	Hernandez
33	ARTD	150	Digital Concepts and Techniques in Art	Anytime	Fully Online, Partially Online	Lily	Glass
34	ARTI	100	Concept Sketching	Anytime	Fully Online, Partially Online	Lily	Glass

December 2, 2020 Curriculum Committee Actions

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

35	ARTI	210	Illustration I - Rendering Techniques	Anytime	Fully Online, Partially Online	Lily	Glass
36	ARTI	246	Digital 3D Design and Modeling	Anytime	Fully Online, Partially Online	Lily	Glass
37	ARTI	247	Digital 3D Design and Animation	Anytime	Fully Online, Partially Online	Lily	Glass
38	ARTI	248	Digital 3D Design and Sculpture	Anytime	Fully Online, Partially Online	Lily	Glass
39	AT	135	Front End Alignment and Wheel Service	Emergency Only	Partially Online	Anthony	Fedon
40	DNCE	270	Contemporary Ballet Production I	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
41	DNCE	272	Contemporary Ballet Production II	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
42	DNCE	273	Modern Dance Production I	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
43	DNCE	274	Contemporary Modern Dance Production I	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
44	DNCE	275	Modern Dance Production II	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
45	DNCE	276	Contemporary Modern Dance Production II	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
46	DNCE	278	Modern Jazz Production I	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
47	DNCE	288	Modern Jazz Production II	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
48	DNCE	289	Tap Production II	Emergency Only	Fully Online, Partially Online	Margaret M.	Faulkner
49	EME	220	Paramedic Refresher A	Anytime	Fully Online, Partially Online	Sarah	DeSimone
50	EME	221	Paramedic Refresher B	Anytime	Fully Online, Partially Online	Sarah	DeSimone
51	ENG	225	Literature of the United States I	Emergency Only	Fully Online, Partially Online	Leanne	Maunu
52	ENG	270	Popular Literature	Emergency Only	Fully Online, Partially Online	Leanne	Maunu
53	ESL	105	Accelerated Written Communication I	Anytime	Fully Online, Partially Online	Lawrence	Lawson
54	FASH	295	Directed Study in Fashion	Anytime	Fully Online	Rita	Campo Griggs
55	KINE	170O	Team Sports- Wrestling Strategies	Emergency Only	Fully Online, Partially Online	Karl	Seiler
56	KINE	170P	Team Sports- Wrestling Biomechanics	Emergency Only	Fully Online, Partially Online	Karl	Seiler
57	MIL	101	Military Warfighting Philosophy	Anytime	Fully Online	Candace	Rose
58	MUS	181	Computer Music II	Emergency Only	Fully Online, Partially Online	Wendy	Nelson
59	N ART	978	Glass Casting for Older Adults	Emergency Only	Fully Online	Michael	Hernandez
60	N CSIT	180	Wireless Networking	Anytime	Fully Online, Partially Online	Nicholas R.	Green
61	N CTED	905	Basic Tutoring Training and Certification	Anytime	Fully Online, Partially Online	Craig S.	Chamberlin
62	PHIL	121	Introduction to Ethics	Anytime	Fully Online, Partially Online	Lee F.	Kerckhove
63	PHSC	101	Principles of Physical Science	Emergency Only	Fully Online, Partially Online	Sean	Figg
64	PHYS	120	General Physics	Emergency Only	Fully Online	Daniel F.	Finkenthal
65	PHYS	121	General Physics	Emergency Only	Fully Online	Daniel F.	Finkenthal
66	PHYS	200	Fundamentals of Physics	Emergency Only	Fully Online	Daniel F.	Finkenthal
67	PHYS	201	Fundamentals of Physics	Emergency Only	Fully Online	Daniel F.	Finkenthal
68	PHYS	232	Principles of Physics	Emergency Only	Fully Online	Daniel F.	Finkenthal
69	TA	184	Creative Theatre Ensemble	Emergency Only	Fully Online, Partially Online	Michael A.	Mufson

Exhibit 3

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.*

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(for quick hyperlink reference)

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Volunteer Information for Senate Ballot

Volunteer # 1

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

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

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

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 a 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 students 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

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 Poject-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

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

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

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

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

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 DEcCC 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 groups 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

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

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

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

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 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 <u>no</u> obligation to confirm eight individuals. Therefore, please consider making note only of those whom you would wish to confirm (this need <u>not</u> 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 agendized Senate meeting.

Thank you.

(Rubric is on the following page)

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

Faculty Senate - DEqCC Committee - Voting Results

Last	First	Michael Mufson	Peter Ovwiovwio	Alan Lechusza Aquallo	Alyssa Vafaei	Tina-Marie Parker	Paul Kurokawa	Hossna Sadat Ahadi	Lisette Lasater	Cynthia Cordova	Lawrence Lawson	Natalia Volodina	Elizabeth Stephens	John Armenta	Veronica Aguilera	Select if choosing to ABSTAIN and vote for ABSOLUTELY NO ONE	Count
Falcone	Kelly	CONFIRM			CONFIRM			CONFIRM	CONFIRM	CONFIRM	CONFIRM	CONFIRM		CONFIRM			8
Versaci	Rocco			CONFIRM		CONFIRM		CONFIRM	CONFIRM	CONFIRM	CONFIRM						8
Lawson	Lawrence	CONFIRM		CONFIRM		CONFIRM		CONFIRM	CONFIRM	CONFIRM				CONFIRM	CONFIRM		8
Hiro	Erin	CONFIRM	CONFIRM		CONFIRM			CONFIRM	CONFIRM		CONFIRM	CONFIRM			CONFIRM		8
Rose	Candace	CONFIRM		CONFIRM	CONFIRM			CONFIRM	CONFIRM	CONFIRM	CONFIRM				CONFIRM		8
Dalrymple	Will			CONFIRM	CONFIRM	CONFIRM		CONFIRM	CONFIRM	CONFIRM	CONFIRM			CONFIRM			8
Nelson	Scott	CONFIRM		CONFIRM				CONFIRM	CONFIRM	CONFIRM	CONFIRM	CONFIRM			CONFIRM		8
Jarvinen	Jason		CONFIRM	CONFIRM			CONFIRM	CONFIRM	CONFIRM	CONFIRM			CONFIRM		CONFIRM		8
Laughlin	Teresa	CONFIRM	CONFIRM			CONFIRM		CONFIRM	CONFIRM	CONFIRM	CONFIRM				CONFIRM		8
Doyle Bauer	Alex	CONFIRM	CONFIRM				CONFIRM	CONFIRM	CONFIRM	CONFIRM	CONFIRM		CONFIRM				8
Fererro	Jenny	CONFIRM			CONFIRM	CONFIRM		CONFIRM	CONFIRM	CONFIRM	CONFIRM			CONFIRM			8
OBrien	Patrick	CONFIRM	CONFIRM	CONFIRM	CONFIRM			CONFIRM	CONFIRM	CONFIRM	CONFIRM						8
Nelson	Wendy	CONFIRM			CONFIRM	CONFIRM		CONFIRM	CONFIRM	CONFIRM	CONFIRM				CONFIRM		8
Manneh	Beatrice	CONFIRM		CONFIRM	CONFIRM	CONFIRM				CONFIRM	CONFIRM						6
Mudgett	Benjamin	CONFIRM		CONFIRM		CONFIRM		CONFIRM	CONFIRM	CONFIRM		CONFIRM		CONFIRM			8
Wrathall	Reza	CONFIRM	CONFIRM		CONFIRM	CONFIRM		CONFIRM	CONFIRM	CONFIRM		CONFIRM					8
Aguilar	Eduardo	CONFIRM			CONFIRM	CONFIRM		CONFIRM	CONFIRM	CONFIRM	CONFIRM			CONFIRM			8
Meehan	Adam	CONFIRM		CONFIRM	CONFIRM	CONFIRM		CONFIRM	CONFIRM	CONFIRM	CONFIRM						8
Faulkner	Molly	CONFIRM	CONFIRM	CONFIRM	CONFIRM			CONFIRM		CONFIRM	CONFIRM				CONFIRM		8
Martin	Jackie	CONFIRM	CONFIRM		CONFIRM	CONFIRM		CONFIRM	CONFIRM	CONFIRM							7
Craft	Lacey				CONFIRM	CONFIRM		CONFIRM	CONFIRM	CONFIRM	CONFIRM						6
Weller	Ellen	CONFIRM		CONFIRM	CONFIRM	CONFIRM		CONFIRM				CONFIRM		CONFIRM			8
Farrell	Katy	CONFIRM		CONFIRM	CONFIRM	CONFIRM		CONFIRM		CONFIRM	CONFIRM				CONFIRM		8
Thompson	Craig	CONFIRM		CONFIRM	CONFIRM		CONFIRM		CONFIRM		CONFIRM			CONFIRM	CONFIRM		8
Santiago	Sabrina				CONFIRM	CONFIRM	CONFIRM				CONFIRM		CONFIRM				5
Towfiq	Fariheh	CONFIRM		CONFIRM	CONFIRM			CONFIRM	CONFIRM	CONFIRM	CONFIRM				CONFIRM		8
Miller	Susan	CONFIRM			CONFIRM	CONFIRM	CONFIRM	CONFIRM	CONFIRM		CONFIRM			CONFIRM			8
Stephens	Elizabeth	CONFIRM	CONFIRM		CONFIRM		CONFIRM					CONFIRM	CONFIRM	CONFIRM			7
Zavodny	Anastasia			CONFIRM	CONFIRM			CONFIRM	CONFIRM	CONFIRM	CONFIRM	CONFIRM	CONFIRM				8
Total votes:		24	9	16	23	17	6	25	24	23	22	8	5	10	11	0	

Exhibit 4

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 <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In <u>column three</u>, 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 <u>column four</u>, 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@cccco.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
Equity Considerations in Area 1: ● 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?			
1A. META MAJORS: 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)	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** **Term, if at scale or scaling:** ● 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.	**Next Steps and Timeline for Implementing Next Steps:** ● Create marketing materials and an education/information campaign to inform students, faculty, staff and community about Meta Majors. *(Strategic Enrollment Management Plan – A2.1)* ● 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

		• 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. **Term, if at scale or scaling: 2020**	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. *(Strategic Enrollment Management Plan – A2.1, 3.1)*
1. a. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - X On campus /individual training - Technology - Reporting/data	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character*

	- Other		
1B. PROGRAMS DESIGNED FOR CAREERS/FUTURE EDUCATION: 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.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • 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. o Work-based learning is being identified through the curriculum process and courses with WBL	**Next Steps and Timeline for Implementing Next Steps:** • 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. *(Strategic Enrollment Management Plan – A1.5)*

		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:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology -Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
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.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • 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:** • Complete the CSUSM maps for all degrees and provide a way for students to see all fours years PC + CSUSM. *(Strategic Enrollment Management Plan – A2.2)* • 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

		map 4-year pathways for students on both campuses.	ensure equitable access to enrollment for disproportionately impacted populations. *(Strategic Enrollment Management Plan – A3.1)*
		Term, if at scale or scaling:	• 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. *(Strategic Enrollment Management Plan – A1.5)*
1. c. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

1D. PROGRAM MAPS:	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:**	**Next Steps and Timeline for Implementing Next Steps:**
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.		• 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. **Term, if at scale or scaling: 2020**	• 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. *(Strategic Enrollment Management Plan – A2.2)* • Implement a process for ongoing updating of Mapper.

1. d. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)* Seamless connection CSUSM maps Time to focus and collaborate on processes.
1E. AB705- MATH ALIGNED TO PROGRAM: Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2)	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • 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. **Term, if at scale or scaling: 2020**	**Next Steps and Timeline for Implementing Next Steps:** • 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:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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
Equity Considerations in Area 2: ● 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?			

| 2A. NEW STUDENT CAREER EXPLORATION & ED PLAN:

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. | ☐ Not occurring
☐ Not systematic
X Planning to scale
☐ Scaling in progress
☐ At scale | **Progress to date:**
• 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.

Term, if at scale or scaling: | **Next Steps and Timeline for Implementing Next Steps:**
• 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. |

2. a. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • Administrative critical decision to implement practice to scale.	*Support Needed – Detail: (1,000 character)*
2B. AB 705- GATEWAY COURSE SUPPORT: Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • 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	**Next Steps and Timeline for Implementing Next Steps:** • 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.

		decision. Major programs are in place and courses critical to completing these programs have not been researched and determined.	
		• 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,	

		technology training, retention and success practices. • AB-705 workgroup and sub-committee continue to support and follow through on Guided Pathways goals, tasks, and initiatives. **Term, if at scale or scaling:**	
2. b. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
2C. AB 705- SUPPORT FOR MATH COMPLETION IN 1ST YEAR: Special supports are provided to help academically underprepared students to succeed in the	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • 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.	**Next Steps and Timeline for Implementing Next Steps:** • 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.)

program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)		• 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. *(Strategic Enrollment Management Plan – A2.1)* • 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.	• 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.

		• Math Department and faculty participate in AB-705 subcommittee and workgroup. **Term, if at scale or scaling: 2020**	
2. c. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
2D. AB 705- SUPPORT FOR ENGLISH COMPLETION IN 1ST YEAR: Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note:	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • 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,	**Next Steps and Timeline for Implementing Next Steps:** • 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

This practice was added to the SOAA in February 2019)		resources, best practices, and materials. • 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. **Term, if at scale or scaling: 2020**	• 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.
2. d. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology -	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

	Reporting/data - Other		
2E. SUPPORT FOR UNPREPARED STUDENTS: Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • 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. *(Strategic Enrollment Management Plan – A1.3)* • Counseling Services and Tutoring Services were extended to online and at all college locations.	**Next Steps and Timeline for Implementing Next Steps:** **AY 2019-2020** • 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.

		• 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. **Term, if at scale or scaling:**	
2. e. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier:*	*Support Needed – Detail: (1,000 character)*
2F. CONNECT TO HIGH SCHOOL:	☐ Not occurring	**Progress to date:** • Outreach, GEAR Up, EOC, Talent Search, and Upward Bound continue to market pathways for	**Next Steps and Timeline for Implementing Next Steps:** • Continue to renew and update CCAP agreements with local high school districts.

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.	☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	purpose of Dual Enrollment. *(Strategic Enrollment Management Plan - A1.2)* • 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, highs 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. *(Strategic Enrollment Management Plan - A1.2)* **Term, if at scale or scaling:**	• Implement organizational structure and expand the Dual Enrollment Program. *(Strategic Enrollment Management Plan - A1.2)* • 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).
2. f. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training	*Challenge or barrier:*	*Support Needed – Detail: (1,000 character)*

	- On campus /individual training - Technology - Reporting/dat a - 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
Equity Considerations in Area 3: ● 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:	☐ Not occurring ☐ Not systematic X Planning to scale	**Progress to date:** • 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:** • Strengthen practices to increase confidence in selection of major such as implementation of career planning before education planning

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Scaling in progress ☐ At scale	• 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 **Term, if at scale or scaling:**	• 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.
3. a. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier:* • Need a requirements document as a rubric to examine software. • Need consultants for technical implementation and upgrades of software.	*Support Needed – Detail: (1,000 character)* • 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.

3B. STUDENT SEES COMPLETION AND PROGRESS: Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • 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. **Term, if at scale or scaling:**	**Next Steps and Timeline for Implementing Next Steps:** • 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.
3. b. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • 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.	*Support Needed – Detail: (1,000 character)* • Unified numbering system in California Community Colleges (CCC). • Easy exchange of transcripts across CCCs.
3C. EARLY ALERT AND INTERVENTION:	☐ Not occurring	**Progress to date:**	**Next Steps and Timeline for Implementing Next Steps:**

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.	X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	• Implemented Starfish Early Alert pilot. *(Strategic Enrollment Management Plan - A2.2)* • Created a more intentional process to reach out to students on academic probation level *(Strategic Enrollment Management Plan – A1.1)* **Term, if at scale or scaling:**	a. Integrate counseling department and instructional efforts with the use of technological tools such as a dashboard and Early Alert for all students. *(Strategic Enrollment Management Plan - A2.1, 2.2)* b. Create processes focusing on part-time students and marginalized students. c. Create a systematic evaluation process.
3. c. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • Time to focus and collaborate on processes. • Consultant help for integration with system of record	*Support Needed – Detail: (1,000 character)* • Advocacy for certain upgrades in Starfish software and further negotiation of price.
3D. HELP WITH ALTERNATIVE PATHWAYS: Assistance is provided to students who are unlikely to be accepted into limited-access programs,	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress	**Progress to date:** • Nursing Department has developed its own internal process to work with students for readmission into the Nursing program. *(Strategic Enrollment Management Plan - A3.1)*	**Next Steps and Timeline for Implementing Next Steps:** • 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	☐ At scale	• New Certificate and Associate degree option for Pre-Allied Health was created. **Term, if at scale or scaling:**	*(Strategic Enrollment Management Plan - A2.1, A3.1)*
3. d. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • Time to focus and collaborate on processes.	*Support Needed – Detail: (1,000 character)*

| 3E. PURPOSEFUL CLASS SCHEDULING:

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. | ☐ Not occurring
☐ Not systematic
☐ Planning to scale
X Scaling in progress
☐ At scale | **Progress to date:**
• Enrollment Management software, AD ASTRA, was purchased and trainings have begun. *(Strategic Enrollment Management Plan – A3.1)*
• 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.

Term, if at scale or scaling: | **Next Steps and Timeline for Implementing Next Steps:**
• 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 *Degrees When Due* California State Cohort as an effort to close the equity gap through degree reclamation. Application submitted, acceptance pending. |
| **3. e. Support Needed? Type of Support - place an X next to one or more:** | - Policy guidance
- Connections with other GP teams
- Regional training
- On campus /individual training
- Technology
- Reporting/data
- Other | *Challenge or barrier:*

• Multiple systems that predict demand for courses seem to pull efforts in different directions. | *Support Needed – Detail: (1,000 character)* |

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

Equity Considerations in Area 4:
- 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?

| 4A. ALIGNMENT OF PROGRAM OUTCOMES:

Program learning outcomes are aligned with the requirements for success in further education and employment outcomes targeted by each program. | ☐ Not occurring
☐ Not systematic
X Planning to scale
☐ Scaling in progress
☐ At scale | **Progress to date:**

• 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 | **Next Steps and Timeline for Implementing Next Steps:**

• 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. |

		training faculty to appropriately match SLOs. • 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.) **Term, if at scale or scaling:**	

4. a. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

| 4B. ACTIVE LEARNING:

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) | ☐ Not occurring
☐ Not systematic
☐ Planning to scale
X Scaling in progress
☐ At scale got | **Progress to date:**
• 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.

Term, if at scale or scaling: 2020 | **Next Steps and Timeline for Implementing Next Steps:**
• 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:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

| 4C. EXPERIENTIAL LEARNING:

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. | ☐ Not occurring
☐ Not systematic
X Planning to scale
☐ Scaling in progress
☐ At scale | **Progress to date:**
• 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 | **Next Steps and Timeline for Implementing Next Steps:**
• 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. |

		outreach, provides counseling and enhances engagement in the STEM learning process and provides a social and academic environment conducive to persistence in STEM careers. • 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. **Term, if at scale or scaling:**	

4. c. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • 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. *(Strategic Enrollment Management Plan – A1.4)*	*Support Needed – Detail: (1,000 character)*
4D. ASSESSING PROGRAM OUTCOMES: Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • 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	**Next Steps and Timeline for Implementing Next Steps:** • 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.		to achieve program learning outcomes. • 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. **Term, if at scale or scaling: 2020**	
4. d. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

| 4E. USING RESULTS OF PROGRAM OUTCOMES:

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | ☐ Not occurring
☐ Not systematic
☐ Planning to scale
X Scaling in progress
☐ At scale | **Progress to date:**
• 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.

Term, if at scale or scaling: 2020 | **Next Steps and Timeline for Implementing Next Steps:**
AY 2019-2020
• 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:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
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.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • 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:** • 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.

		faculty and students. Several workshops on how to use Portfolium have been led by both Palomar students and faculty. • 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. **Term, if at scale or scaling:**	
4. f. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

	- Regional training - On campus /individual training - Technology - Reporting/data - Other		
4G. TARGETED PROFESSIONAL DEVELOPMENT BASED ON NEED: The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • 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	**Next Steps and Timeline for Implementing Next Steps:** • 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.

		underserved students of color, PD to address validation, sense of belonging, culturally relevant teaching, microaggressions, and intrusive practices are offered to faculty and staff. • A subcommittee on Diversity, Equity, and Cultural Competency was created by the Academic Senate in Fall 2020 to address institutionalized racism. **Term, if at scale or scaling:**	
4. g. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

Exhibit 5

Summary of Findings

Equity and Inclusion for Part-Time Faculty Within Departments and the College

Faculty Senate Workgroup

Part-Time Faculty: Will Dalrymple, Anastasia Zavodny, Elizabeth Stephens, and Barbara Baer
Full-Time Faculty: Kelly Falcone and Jason Jarvinen
ASG: Kateri Mouawad

A few words
from Part-Time faculty…

"I am afraid to give specific personal experiences because I don't want it to make things more difficult for myself. I will say this though, working as a Part-Time instructor at Palomar has been the only job I have ever had in which I work in fear because I am powerless."

"Please don't share my name with my department because they may never hire me back if they hear my complaints. Can you make this confidential?"

"However, it is hugely significant when the faculty that teaches around 50% of the classes has no true academic freedom. Such "freedom" is truly only fully realized with tenure (ie, meaningful job security). Now the boundary between the Senate and Union concerns blurs. Put simply, where academic freedom is a necessary, but not sufficient requirement. Without it, equity will never exist."

"Please help us. Please do right by us. Please pay us more. please create job security for us. Thank you."

Office Hours…on a Bench?

I remember vividly the discomfort I felt when I walked towards the spot where my professor and I had agreed to meet.

His class was excellent—he was brilliant at providing constructive feedback, offering innovative ways of thinking, and giving help and support where needed. Still, the course was challenging, and I've found that one of the most important resources for my success in any class is office hours.

When I asked my professor if he had any available, he said he would be more than happy to help and asked if we could meet on a bench near the cafeteria. I agreed.

It was awkward.

Everyone could hear. I tried to ignore the odd glances that the image of a young girl sitting with an older man trying to discuss Foucault seemed to be receiving.

The sun glared down, and I had to squint my eyes in order to see him. When I asked why he'd chosen to meet on a public bench instead of in his office, he explained part-time faculty don't have offices.

I was shocked. How was that possible? It was the first time I'd heard there was even such a thing as part-time faculty. This was the path to academic growth? This was college?

There was something about the experience that felt undignified for both of us.

Kat M.
Palomar College student

Food for Thought?

Refrigerator at Palomar College

Introduction

In Fall 2020, Palomar College commenced the academic year with a renewed focus on Diversity, Equity, and Inclusion (DEI). Although DEI discussions have focused primarily on our students, the Faculty Senate was asked to discuss DEI in relation to our Part-Time faculty (also called Adjunct faculty). The problem, as suggested, was a lack of diversity, equity, and inclusion for Part-Time faculty of Palomar College in both experience and compensation. The Faculty Senate formed a workgroup to further discuss and better understand the problem and possible solutions.

The workgroup began by reviewing a draft Senate resolution focused on DEI for Part-Time faculty. In reviewing the draft resolution, the workgroup realized the need to include more voices from all faculty and thus decided the first step should be to collect additional feedback from both Part-Time faculty and Full-Time faculty, allowing the workgroup to better understand the problem and possible solutions from multiple perspectives. This summary of findings describes the method used to collect feedback from faculty, the resulting themes, and possible solutions. Due to the college's fiscal challenges, the possible themes were divided into budget-neutral themes and budget-impacting themes.

Method

The workgroup utilized an anonymous survey to collect qualitative feedback on the lived experiences of faculty in relation to Part-Time faculty equity. The survey asked the following five questions:

1. Are you a Full-Time or Part-Time faculty member?
2. What ideas do you have for how we might be able to increase equity of our Part-Time faculty colleagues?
3. What concerns do you have in relation to increasing equity of our Part-Time faculty colleagues?
4. Do you have any personal experiences or stories you would like to share to support the need to increase equity of our Part-Time faculty?
5. Do you have any additional questions, comments, concerns, or suggestions you'd like to share with the workgroup?

167 faculty submitted responses to the survey, which included 38 Full-Time faculty and 128 Part-Time faculty and 1 unknown.

The responses were robust and substantial.

The senate workgroup began by reviewing the feedback and identifying themes. The themes were then supported with specific quotes from the feedback and possible solutions.

Understanding the budgetary impacts of the solutions, the workgroup chose to categorize the solutions within budget-neutral solutions and budget-impacting solutions, first presenting the budget-neutral solutions that could be acted upon quickly, followed by budget-impacting solutions that could be supported by the Senate but addressed by the Union within negotiations. In some instances, there were both budget-neutral and budget-impacting solutions; both were included.

Themes, Quotes, and Possible Solutions

Theme: Lack of Inclusion Within the Department

Palomar College's value statements support the assertion that we believe in "Equity and the fair treatment of all in our policies and procedures," "Inclusiveness of individual and collective viewpoints in collegial decision-making processes," and "Mutual respect and trust through transparency, civility, and open communication." We know that the student experience is strengthened and their success increases when Part-Time faculty are included within the department and understand the process and policies of the department.

But a strong theme within the survey findings pointed to Part-Time faculty feeling disenfranchised, disrespected, and excluded from their departments and the college.

- "A friend of mine is also Part-Time and in their department the Part-Time are not allowed a key to the Part-Time office - they can only access the office when the ADA is there. I've taught nights a lot and many times have run into Part-Time who cannot get into the offices for the printer or whiteboard markers because the offices are locked and they don't have a key (they've never even been told they could get a key). All campus buildings were always locked by ~7pm when I taught nights - yet classes would go until 9 or 9:30pm (and most Part-Time have no keys). Speaking of: I've had many Full-Time say to my face that they'll never teach nights again now that they are Full-Time because they don't have to. This is a terrible mindset - bad for morale for Part-Time, bad for our students, and not collegial at all."
- "We can increase equity by including adjuncts on department communications and inviting us to all department meetings (we are members of the department too). Full-Time can stop saying "oh, adjuncts wouldn't be interested in this" as justification for not inviting us."
- "One meeting a semester does not quantify as an equity minded approach in the field of education."
- "I really feel there isn't much connectivity among all the faculty. I don't know all the people in my department. There isn't enough communication."
- "To work cohesively, we need to have opportunities for greater engagement. We are often told to have substantive and effective communication with our students but it doesn't seem like it is being modeled by our colleagues."

Possible Solutions: Budget-Neutral

The Faculty Senate, working in consultation with departments, can help to create and sustain a culture of inclusion for Part-Time faculty. Possible solutions include:

- Utilize the term "faculty" to mean *all* faculty, inclusive of Full-Time and Part-Time, and be purposefully inclusive in all communications.
- Invite all faculty to all department meetings. Allow Part-Time faculty to have a voice/vote in proceedings, as policies impact them as well.
- Department Bylaws:
    - Include Part-Time faculty in the development and implementation of department bylaws
    - Include a statement within the department bylaws that explains how Part-Time faculty participate in department meetings and decision-making processes.
    - Include a statement about how the department communicates to ensure inclusion of Part-Time faculty.
    - Develop and explain a process whereby Part-Time faculty are assigned a Full-Time faculty mentor to increase communication and support.

Theme: Underappreciated and Unacknowledged

Students' experience is strengthened and their success increases when Part-Time faculty are included and appreciated within the college as a whole. Many Part-Time faculty members report that they are treated like second-class instructors, rather than full colleagues. Contrary to Palomar's inclusion and equity policies. It is impossible to model inclusion and equity to our students if the college has created an inequitable two-tiered model.

A strong theme within the survey findings pointed to Part-Time faculty feeling underappreciated and unacknowledged:

- "When I was part time and then became full time, I noticed how some treated me differently depending on my status. A workshop on this may be helpful. Educate full timers that all faculty are equal regardless of being part or full time."
- "I was an adjunct for 14 years. The college talks about equity when discussing students, however looks away from the glaring inequity of part-time instructors."
- "Treat us as equals. Stop treating us like disposable untouchables."
- "Treat adjuncts as the equal colleagues we are. We teach the exact same classes, with all the same classroom responsibilities, yet many Full-Time colleagues seem to think of us as "mini-faculty" or teaching assistants. I teach more classes than Full-Time faculty (even Full-Time on max overload), yet I'm talked about as someone who hobby teaches, or isn't dedicated enough. We need an attitude and culture shift on this campus if true equity is ever going to be achieved."
- "Very few full time faculty realize that the part timers are doing the same job they are but at 2, 3 or 4 different campuses (and many have other jobs in addition). Changes are MUCH harder on them as they must adjust to new systems, textbooks, and even deadlines times 3. Financially, they struggle more. They have no guarantee of reemployment so they can spend hours in class prep and have the class canceled."

Possible Solutions: Budget-Neutral

The Faculty Senate, working in consultation with the College, can help to create and sustain a culture of acknowledgement and appreciation of Part-Time faculty. Possible solutions include:

- Recognize that Part-Time faculty teach the majority of FTEF.
- Become allies to Part-Time colleagues.
- Be respectful and supportive of the vast knowledge base Part-Time faculty have. Treat them as discipline equals.
- Recognize and respect that without Part-Time faculty the college would not survive. Full-Time employee pay is dependent on the low pay of Part-Time faculty colleagues who provide the same work for less money.
- Be purposeful about language used to address faculty, by ensuring the use of the term "faculty" is inclusive of Part-Time faculty.
- Recognize that Part-Time faculty teach at multiple colleges, the more consistent our policies are with other colleges the easier it would be for Part-Time faculty to succeed at each college (i.e. dates, terms, processes, etc.).

Theme: Full-Time Faculty vs. Part-Time Faculty Load and Assignment

Student success and experience is positively impacted by faculty who are committed to the college. The ability of our Part-Time faculty to commit to the college is based on the opportunity provided to them through workload.

Full-Time faculty are expected to fulfill a 100% load during regular semesters which includes: 15 hours of instructional time, 15 hours of preparation time, 5 hours of Institutional Responsibility, and 5 hours for Office Hours. On top of the 100% load, Full-Time faculty are allowed to teach 40% overload in regular semesters for a maximum load of 140%. During non-regular semesters, Full-Time faculty can teach overload in the amount of a maximum of 28 hours/week.

Part-Time faculty can teach a maximum of 67% load.

Article 20.11 of the PFF contract states, "The full-time faculty members of each department/program shall mutually agree upon a process whereby all full-time faculty employed in that department select their contract and then their overload assignments, if any. This process will take place before any part-time faculty member assignments are made." Thus, the general priority of class assignments as follows:

1. Full-Time faculty 100% load
2. Full-Time faculty overload
3. Retirees
4. Part-Time faculty by Prioritization Number

Note: Retirees have priority for a single class over Part-Time faculty, thus receiving both retirement compensation and course compensation. Retirees are not paid on the Part-Time faculty payment schedule, but rather are paid a rate equal to the rate at which they retired from.

- "I recall one semester having only two classes, and not having enough money to pay rent or food. I am never going to forget the feeling of failure and hunger. It still brings me to tears when I remember how it felt to have to divide a Jack in box $ 1 taco between me and my child for lunch for weeks. Unfortunately, I know that my story is not unique. Many of our part-time faculty live in poverty, or are on the brink of living in poverty from one semester to the next. But despite this, they still give so much. So it is imperative that we try our best to support our part-time faculty, and increase equity among our colleagues that do so much for so little."
- "There's supposedly a seniority list for assignments. I was assigned NO classes in the spring of 2020, after 13 years. I cannot believe I was bumped [due to] lack of enrollment. I believe there is a "caucus" that determines who the real "preferred" employees are."
- "Our Department made a decision years ago to not take more than one overload a semester to allow our adjunct to have 2-3 courses a semester."
- "We have no priority of assignment information available for us in the department. When I asked about it, I was ignored, and then when I asked again, I wasn't given a second class the next semester. Now, there were other people who had less time in the department who were given two classes, so I am suspicious that the question resulted in a class being withheld. This is exactly the type of treatment I've come to expect in the rather petty atmosphere of Palomar."
- "Pay; rehire priority that also adheres to preferences of times/days"
- "Cut back or even eliminate Full-Time faculty overload. We have Full-Time faculty on 140% load (or more) and don't participate in any shared governance or any other work at the college. Of course they have time to make more money, but don't have time to fulfill their other compensated contractual requirement??!??!? It is ridiculous that we don't hold our Full-Time faculty more accountable." [Full-Time faculty response]
- "I also notice some Full-Time faculty are teaching so many sections in one semester (and I don't understand - is there extra pay when Full-Time faculty teach more than the required sections?) and some Part-Time faculty are left with no classes or just one section for the semester."

The Faculty Senate, working in consultation with the departments, can help to develop "best practices" for departments to consider when creating their mutually-agreed-upon process for course assignments that takes into consideration the challenges faced by our Part-Time faculty. Possible solutions might include:

Department Bylaws that:

- Explain how courses are assigned.
- Understand and acknowledge how variations in load impact Part-Time faculty livelihood (and ability for cost-sharing of healthcare benefits).
- Take into consideration when Part-Time faculty are scheduled and attempt a "block scheduling" whereby courses are stacked together, similar to what we are attempting to do for our students.
- Do not constantly change times and dates in Part-Time scheduling as this may affect their classes at other colleges.
- Do not list Part-Time instructors as "staff" in the schedule.
- Take into consideration Part-Time faculty teaching online courses (which alleviates the stress of driving to multiple colleges/locations to attempt to earn a living).
- Explain how Part-Time faculty participate in discussions regarding class scheduling.
- Include an explanation about how the Part-Time prioritization process works within the department and ensure the process is transparent. Make sure everyone knows their base load and their ranking on the seniority list.
- Explain the process the department uses to hire Part-Time faculty to ensure DEI.

Theme: Job Security and Hiring Practices

An emerging theme in the survey responses focused on the lack of consistent job offerings, lack of job security, last-minute class cancellations, and concern over the College's current hiring practices. While intertwined with load and assignment, job security is an issue of continued expectation of employment. Acknowledging AB 1690, which places regulation on the prioritization of adjuncts for course offerings, it is clear from the survey responses that more can be done to provide equity for our adjunct faculty in this arena.

Lack of job security has a direct impact on our students' success. Faculty play an integral role in preparing a student for success. For example, letters of recommendation are frequently required for transferring to a 4-year college, applying to graduate school, and even in seeking employment. Faculty are frequently contacted to act as these references for students. Our students are not helped when they are unable to consistently contact previous instructors.

Hiring:

- "I suggest practices that narrow the divide between full- and part-time faculty... hire more adjuncts full time, raise pay, or develop a system like Cal State wherein some long term part-timers could have a stable 2-3 class rotation every semester with healthcare benefits."
- "Provide clear and accessible info on what departments are looking in their Full-Time hires"
- "Provide mentorship, guidance and support for Adjunct faculty who seek full-time positions."
- "Also, there is a lot of ageism at Palomar College which needs to be addressed. I guess what I find particularly disheartening is that everyone knows it, but doesn't do anything about it. If the college doesn't intend to hire older job applicants for Full-Time positions they should be upfront about it instead of pretending everyone has a fair shot."

Job Security:

- "TENURE! How about some job security? There's supposedly a seniority list for assignments. I was assigned NO classes in the spring of 2020, after 13 years. I cannot believe I was bumped for lack of enrollment. I believe there is a "caucus" that determines who the real "preferred" employees are."
- "I would like to see an employment option at Palomar for a status of permanent/tenure-track part-time positions. NOT to replace current FTEF with this status, but to replace the see-saw of adjunct assignments that nobody (departments or faculty) can count on from term to term. This might provide some stability for departments who don't have full-time class loads available for certain subjects, flexibility and incentive for great professors who don't want a full-time position, and protections/recognition for the faculty who teach them."
- "Respect seniority of adjuncts within the entire faculty."
- "Job stability and equal pay."

Possible Solutions: Budget-Neutral

As "faculty hiring policy, faculty, and faculty hiring procedures" is one of the 10+1+1 of Academic and Professional Matters and therefore directly under the purview of the Faculty Senate, the Faculty Senate should work to create and sustain a culture of job security and increased opportunities for consideration of our adjunct faculty for full-time positions. Possible solutions might include the following:

- Promote internal recruitment for positions by recommending a minimum number of Palomar adjuncts applying for a full-time position be granted interviews (established policy at other area community colleges).
- Evaluations should include discussion of interest and suitability for Full-Time positions so that Part-Time faculty understand promotion opportunities within their department.
- Collaborate with PFF to evaluate the current Prioritization system and make recommendations to better meet the spirit of the legislation.
  - Ensure all Part-Time faculty are given their priority number and ranking each semester (prior to the assignment of courses).
  - Ensure that current Part-Time faculty are offered courses up to the 67% maximum before hiring new Part-Time faculty.

Possible Solutions: Budget-Impacting

- Recommend hiring more Full-Time faculty, understanding that the stability and other benefits provided by a Full-Time position translate into a healthier worker and ultimately a better environment for student success.
- Afford Part-Time faculty job security after an initial period, as it is for art-Time K-12 teachers.

Theme: Inequity in Payment and Space for Office Hours

The ability to meet with students outside of class is necessary for supporting student success. Part-Time faculty do a tremendous amount of uncompensated work in less-than-adequate spaces.

Full-Time faculty are paid for 5 hours/week to hold office hours. Over a 16-week semester, this equates to being compensated for 80 hours for office hours. Part-Time faculty are paid a maximum of 10 hours. The Part-Time faculty payment for office hours is as follows:

- Four (4) office hours per semester for faculty members teaching three (3) or fewer units/non-credit hours.
- Seven (7) office hours per semester for faculty members teaching four to six (4-6) units/non-credit hours.
- Ten (10) office hours per semester for faculty members teaching seven to nine (7-9) units/non-credit hours.
- Office hours shall be compensated at fifty-five dollars ($55.00) per hour.

Part-Time faculty payment for office hours is not in direct relation to their teaching assignment, thus 4 hours for a 3-unit course, but 10 hours if teaching three 3-unit courses. Payment is also at a reduced cost of $55.00/hour when their entry-level to top-level hourly rate is as follows:

	Step 1/Grade A	Step 10/Grade D
Instructional Part-Time	$61.90/hour	$90.75/hour
Non-Instructional Part-Time	$60.90/hour	$89.61/hour

In terms of space to meet with students, the PFF Contract guarantees Full-Time faculty a private lockable office and guarantees the college provides a room at least 1200 square feet for Part-Time faculty to use, with no mention of private spaces for student meetings.

- "There are many empty offices in my dept. most full time work 2 days on campus per week, and some are completely online. Their offices sit dark and empty while part-timers crowd into a single adjunct office. We should share those spaces."
- "Integrate office space within the department for Part-Time use (we have to talk to students too)."
- "Provide office space in the department for Part-Timers (no "segregation") so they feel welcome and included -- space is more than symbolic"
- "Compensate for office hours properly. We spend many hours helping students that we cannot claim."
- "Make sure that Part-Timers have a well-equipped, convenient space to work and to meet with students - when we get back on campus."

Possible Solutions: Budget-Impacting
- Pay Part-Time faculty for Office Hours based on a percentage of Full-Time Office Hours payment. For example: Full-Time faculty are paid for 80 hours a semester for office hours (5 hours/week x 16 weeks). If a Part-Time faculty member works a 60% load, then 60% of 80 would equal 48 hours of payment for office hours.
- Part-Time faculty should have locked storage areas available to them in each department so that they can safely store notes, books, files, and their lunch.
- Part-Time faculty should not be treated differently than Full-Time faculty with access to department mailboxes, supplies, keys, or access to a refrigerator.

Theme: Inequity in Payment for Preparation Time

Compensation for the time necessary to prepare for class and grade students' work is integral to student success. Part-Time faculty teach the same courses as Full-Time faculty, and thus have the same preparation time requirements. However Part-Time faculty receive no pay for preparation or time spent grading (hours paid are classroom teaching hours only).

Full-Time faculty are paid 15 hours/week for "unscheduled preparation time." Over a 16-week semester, this equates to being compensated for 240 hours for preparation time. Part-Time faculty do not receive any pay for class preparation or grading student work.

- "Provide part-time faculty prep time. Especially during these times that we are working from home/online."
- "Pay us equivalently for hours taught including prep and office hours."
- "Equal Pay for Equal Work! Pay us for prep time and more office hours."
- "Pay for hours not "in" the classroom such as prep/lesson plans and grading time"
- "We are spread thin and though our hourly wage seems "sufficient" to the untrained eye, the reality is we work for less than minimum wage if we invest quality time into each of our classes. The hourly wage does not cover our prep time, grading (papers can take 1/2 an hour or more per student/40 students per class) and extra hours to tend to students' needs through online communication. To expect quality performance and interaction with our students means adding hours that can fairly compensate our time--or offer fair perks coverage for health issues that can result from our stressful jobs."

Possible Solutions: Budget-Neutral

- Departments can assist Part-Time faculty in reducing prep time by assigning similar classes each semester, after consultation with the Part-Time faculty for preference/expertise.
- Full-Time faculty can share notes and other teaching tools if a class that is assigned to a Part-Time faculty is new to them, to help reduce the initial non-paid prep time.

Possible Solutions: Budget-Impacting

- Pay Part-Time faculty for unscheduled preparation based on a percentage of Full-Time preparation time. For example: Full-Time faculty are paid 240 hours a semester for unscheduled preparation time (15 hours/week x 16 weeks). If a Part-Time faculty member works a 60% load, then 60% of 240 = 144 hours of pay for preparation.
- Pay for cancelled classes, which normally require many hours of preparation, should be a minimum of 10 hours.
- Provide additional compensation for Part-Time faculty teaching a prep for the first time, in recognition of the intense work required in preparation.
- Provide additional compensation for Part-Time faculty teaching a course online for the first time, as the conversion is time-consumptive and requires new pedagogy (other area community colleges already do this).

Theme: Inequity in Payment for Participation in Shared Governance

Students' experience is strengthened when faculty have the ability to engage in the college community through shared governance. Part-Time faculty will be more committed to Palomar college if engaged in governance work and will bring an important perspective to committees that Full-Time faculty do not have.

Full-Time faculty are paid for 5 hours/week for "Institutional Responsibility." Although very vague, the PFF contract describes Institutional Responsibility as that which "may be composed of participation on established committees and performance of any assigned activities." Over a 16-week semester, this equates to being compensated for 80 hours for Institutional Responsibility. Part-Time faculty have the opportunity for limited payment when participating in shared governance:

- The district provides $2,000/year to the Faculty Senate to pay Part-Time faculty senators $250/semester for serving in the Senate (4 Part-Time faculty maximum).
- Eleven committees/councils are listed as eligible for Part-Time faculty compensation at the rate of $15/hour.

Equity in Pay:

- "As a part-time faculty, participation in shared governance is offered for free, they volunteer their time. I notice that we have Full-Time faculty who get paid 5 hours each week for "institutional responsibility" and are not on committees or doing extra work. So, basically they are getting paid for not doing work, and the Part-Time faculty who are doing work are not getting paid. Maybe Full-Time faculty should be deducted pay and that money could go into a pot of money to pay Part-Time faculty for the extra work they are doing. That would be a way to be more equitable based on the work we are doing outside of the classroom."
- "Pay to serve on committees. Full time get indirect pay. We are expected to serve for free and attend our department meetings etc. We are constantly asked to give away our time, like this is a charity."
- "All these Part-Timers taking on extra positions or volunteering their time are just perpetuating this cycle. Most of us do not want to work for free but are pushed to do so to make ourselves more desirable when there may be a Full-Time position open."

Equity in Representation:

- "Full and equal representation on all committees."
- "Equity to me means having an equal voice and opportunity to participate within a program and other college activities such as hiring committees."
- "I know that many full timers claim part timers don't get involved. I have served on committees at my various colleges from one time or another, but can't be on one at all campuses. I've had to leave committees due to schedule conflicts because some departments don't respect my schedule."
- "I sit on a Palomar committee but am not given the same opportunity to participate, attend conferences, or get additional certification or training. Only the Full-Time are eligible on my committee."
- "I'd like to see more opportunities for Part-Time faculty to serve on committees."

Possible Solutions: Budget-Impacting

Pay Part-Time faculty for their participation based on a percentage of Full-Time Institutional Responsibility time. For example: Full-Time faculty are paid for 80 hours a semester for Institutional Responsibility (5 hours/week x 16 weeks). If a Part-Time faculty member works a 60% load, then 60% of 80 would equal 48 hours of payment for institutional responsibility.

Possible Solution: Budget-Neutral

As "Governance structures, as related to faculty roles" is one of the 10+1+1 Academic and Professional matters falling under the purview of the Senate, there are several possible solutions to address the concerns expressed by Part-Time faculty that their voice is not being heard in the shared governance process. Some of these possible solutions include:

- Being purposeful in language used for shared governance, specifically:
  - Calls for committees, task forces, and hiring committees.
  - Descriptions for positions within the shared governance structure.
- Reexamining the current practice of identifying shared governance volunteers by employment status (Full-Time/Part-Time).

- Ensuring Part-Time faculty are equally provided the opportunity to serve on all committees.
- Reexamining policies to ensure Part-Time faculty are equally eligible for leadership roles within shared governance.

Theme: Lack of Healthcare

Students' experience is strengthened and their ability to succeed increases when faculty stay healthy and present within the classroom.

Full-Time faculty are provided with health benefits; nearly all Full-Time faculty receive fully paid health benefits (either as an HMO plan or a grandfathered PPO plan).

Part-Time faculty become eligible for cost-sharing health benefits (ie, Part-Time faculty can pay for benefits) after one of two situations:

1. Completing a minimum of 45% load in three of four consecutive semesters, or
2. Completing an average of 45% load across four consecutive semesters.

Note that for Part-Time faculty, their benefits exist so long as they maintain the above criteria. Should the Part-Time faculty member lose classes, they will lose health coverage. Further, the cost-sharing opportunity is dependent upon not exceeding the District's overall maximum cost of $230,000/year ($115,000/semester). 29 Part-Time faculty participated in cost-sharing health benefits in Fall 2020.

- "Gave birth on a Friday, released from the hospital on Sunday and was back at work Monday morning at 730am because there is no paid maternity leave for Part-Time faculty. You shouldn't have to be grateful your child was born on the weekend."
- "My main concern is how some part-time faculty are being pushed off of healthcare coverage due to a lack of classes."
- "I have long been concerned with earning less, no health insurance (because you can't depend on meeting the unit load every semester), and lacking retirement benefits."
- "Yes, there is also no protection for maternity leave as part-time faculty. As part-time, I was ineligible for maternity leave. My department chair also made it clear that if I did not return immediately to teach, I would not be guaranteed any class (before priority numbers) so I returned to teaching only 2 months after having my child out of fear of not having employment. I returned to teaching dealing with a debilitating complication of the birth and "soldiered" on out of fear. Honestly, it was horrible."
- "As a former part-timer it was not easy to work at three schools w/o health insurance. I'm glad I did not have a family to support at the time."

Possible Solutions: Budget-Impacting

How can our faculty focus on the needs of our students, when their own needs aren't being met? Lack of healthcare in America can have devastating financial consequences, yet we are asking nearly all of our Part-Time faculty to work with no provided health insurance. While health benefits are a negotiated item, the Faculty Senate can use their influence to encourage the PFF and pressure the District to increase benefits for our Part-Time faculty (who teach the majority of courses at this college). Some possible solutions include:

Stability:

- Provide a longer-term healthcare plan (for example, a one-year health plan instead of the current 6-month plan). Part-Time faculty who qualify in the Fall semester should be assured coverage for the Spring semester even if they fall below load.
- Palomar College should work with other San Diego community colleges to create an adjunct health care insurance pool so all adjunct faculty, no matter which colleges they are teaching at, are covered.

Coverage:

- Ensure that health plans available to Part-Time faculty are comparable or identical to those offered to Full-Time faculty.
- Healthcare should include families/dependents.
- Campus student healthcare services could be made available to Part-Time faculty.

Eligibility/Criteria:

- The load to qualify should be 40% FTEF rolling average.
- Any cap on total payout for Part-Time healthcare should be removed.

A few final words
from Part-Time faculty…

"However, while I do believe there is a lot of inequity in the Full-Time/Part-Time situation, I appreciate the people on this committee and many others I have met and received emails from that do strongly care about this problem. I would like for all of you to know that I see you as a ray of light and feel encouraged by your work and kindness. It helps me to realize I am not alone."

"Thank you for taking up this issue. I know it has been tried before, and I'm so grateful this time looks to have traction. Please keep fighting to include us!"

"Appreciate your time and dedication as our representative body."

"Thank you for taking the time to identify opportunities to increase equity of Part-Time faculty."

"Thank you for trying to help the situation. There would be no hope of change without people like you.

Exhibit 6

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
• Strengthens Peer Process • Brings new perspectives into peer formative development engendered by the evaluations process • Likely increase in required observations for peer evaluations process • …	• Another evaluation duty for faculty • Peer review committee less in evaluee'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
• 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 evaluees) • …	• 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) • …

Exhibit 7

Service Learning Report 2020

Dear Colleagues,

Our Service Learning office would like to share an important update with our campus colleagues. In spring 2020, we submitted a request to our Institutional Research and Planning Department to compile success and retention data for students participating in Service Learning, an integrated learning strategy that connects course curriculum to civic engagement. We would like to take a moment to briefly share the results of the Service Learning Report 2020 with the campus community.

The following summarized table shows some important highlights in terms of success and retention for faculty who have integrated Service Learning as an optional or required standard in their courses from Fall 2015 to Summer 2019. Comparisons are made between similar courses without Service Learning as an option. As can be seen in the table below, success and retention for African American, Hispanic, First Generation, and Foster Youth increases to over 90% when Service Learning is integrated as an optional or required element of the course.

Success & Retention Rates
Fall 2015 – Summer 2019

	Non-Service Learning	Service Learning (Optional)	Service Learning (Required)
African American			
Success Rate	50.4%	92.3%	100%
Retention Rate	66.7%	100%	100%
Hispanic			
Success Rate	60.3%	95.4%	93.2%
Retention Rate	79.5%	100%	99.3%
First Generation			
Success Rate	61.5%	97%	94.7%
Retention Rate	78.3%	100%	99.7%
Foster Youth			
Success Rate	60.8 %	91.7%	98.3 %
Retention Rate	75.9%	100%	100%

Success Rate is defined as students who earned a grade C or better.
Retention Rate is defined as students who completed the course without a Withdrawal.

Additional findings between Fall 2015 to Summar 2019 shows that persistence to spring and second fall also increases when Service Learning is integrated as optional or required as part of the course for First-time Students.

While we share this data, we would also like to note the following:

- This data is based on Fall 2015 to Summer 2019, which is pre-COVID-19. Future studies will need to be done to assess the impact of COVID-19 on Service Learning and student/faculty experiences.
- During COVID-19, we have integrated virtual Service Learning opportunities.

As Integrated Learning (service learning, learning communities, etc.) is one of Palomar College's GE/Institutional Learning Outcomes, we encourage faculty to consider integrating Service Learning, whether optional or required, into their courses. It can also be integrated as an extra credit opportunity.

If you have any questions about the Service Learning Report 2020 and/or would like to discuss strategies to integrate Service Learning to complement your course objectives and student learning outcomes, our office is here to help guide you throughout the process.

Best wishes to all,

José Briceño & Angela Kong
Service Learning Office
Palomar College

Exhibit 8

PALOMAR COLLEGE®
Learning for Success
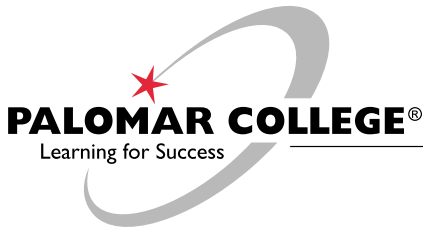
MEMORANDUM

TO: Faculty Senate

FROM: Kendyl Magnuson, Senior Director, Enrollment Services

Suzanne Sebring, Director, Occupational & Noncredit Programs

SUBJECT: Withdrawal deadline for Noncredit

There are some new requirements around noncredit that have made it necessary for us to put new processes into place. With these in mind, we would like to propose an adjustment to the withdrawal deadline for noncredit courses only.

Title V indicates that a withdrawal must occur on or before the 75% mark of the class. Palomar's policy is 50%. This has not been an issue with noncredit face to face classes. However, now that we have had to move noncredit to an online format, there are new requirements that make this policy difficult to manage and could, potentially, have an unintended negative impact on students.

For noncredit online courses, there is a different attendance accounting methodology. It is based on dual census dates at 20% of the course and, again, at 60% of the course term. Noncredit faculty have expressed the desire for students to have the ability to receive a "W" (withdraw) rather than a "NP" (no pass) for noncredit graded courses. Since the online environment requires dual census at the 20% & 60% mark, it makes sense to align the withdraw date with the second census. This would allow students who need to withdraw from the course, prior to the second census, to receive a "W" instead of a "NP." This is deemed even more important now that noncredit graded courses will be on the student transcript. Students that do not withdraw by the 2nd census (60%) deadline would receive a grade on their transcript.

As mentioned above, the change we are requesting would impact noncredit courses only. The withdrawal deadline of 50% for credit courses would not change. We are bringing this to you now as it is time sensitive. Due to COVID, all noncredit courses will continue to be online for spring and, for this reason, we must move to the dual census format. Adjusting the withdrawal policy to align with the second census will help us to serve students to the best of our ability.

Proposed Action: Create a new and separate Withdraw (W) deadline for noncredit at the 60% point of the course term.

Thank you for your consideration.

§ 55024. Withdrawal.
5 CA ADC § 55024
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 2. Grading and Academic Record Symbols

5 CCR § 55024

§ 55024. Withdrawal.

(a) The governing board of a district which decides to provide a withdrawal procedure shall adopt a policy which provides for withdrawal from credit courses consistent with the following:

(1) Withdrawal from a course or courses shall be authorized through the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less). The governing board, however, may establish a final withdrawal date which prohibits withdrawal after a designated point in time between the end of the fourth week of instruction (or 30 percent of a term, whichever is less) and the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less). The academic record of a student who remains in a course beyond the time allowed by district policy must reflect a symbol as authorized in section 55023 other than a "W."

(2) The governing board may by regulation authorize withdrawal from a course or courses in extenuating circumstances after the last day of the fourteenth week (or 75 percent of the term, whichever is less) upon petition of the student or his or her representative and after consultation with the appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

(3) No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first four weeks or 30 percent of a term, whichever is less. The governing board may establish a period of time shorter than the first four weeks or 30 percent of a term, during which no notation shall be made.

(4) Withdrawal between the end of the fourth week (or such time as established by the district) and the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less) shall be authorized, provided the appropriate faculty is informed.

(5) Withdrawal after the end of the fourteenth week (or 75 percent of a term, whichever is less) when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W."

(6) For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course section in question or, in the event the instructor cannot be contacted, the department chair or appropriate administrator.

(7) The "W" shall not be used in calculating grade point averages, but shall be used in determining probation and dismissal pursuant to article 3 of this subchapter.

(8) A "W" shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made pursuant to sections 59300 et seq. that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment.

(9) The district policy shall establish the number of times (not to exceed three times) that a student may withdraw and receive a "W" symbol on his or her record for enrollment in the same course. The district policy may permit a student to enroll again in a course after having previously received the authorized number of "W" symbols in the same course in colleges within the district, if the chief instructional officer, chief student services officer or other district official designated in the district policy approves such enrollment after review of a petition filed by the student.

(10) The district policy may provide that a "W" symbol will not be assigned to any student who withdrew from one or more classes, where such withdrawal was necessary due to fire, flood or other extraordinary conditions and the withdrawal is authorized by the district pursuant to section 58509.

(11) The district policy shall include provisions for intervention in cases of multiple withdrawals.

(b) Within the parameters set forth in subdivision (a), criteria for withdrawal and the procedures to accomplish it shall be established by the district governing board and published in college catalogs.

(c) A district's responsibilities with respect to enrollment or attendance accounting shall not be modified or superseded in any way by adoption of a withdrawal policy.

(d) The governing board of a district which decides to provide a withdrawal policy shall also adopt military withdrawal procedures consistent with the following:

(1) "Military Withdrawal" (MW) occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a "MW."

(2) Military withdrawals shall not be counted in progress probation and dismissal calculations.

(3) Military withdrawals shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

(4) In no case may a military withdrawal result in a student being assigned an "FW" grade.

(e) The governing board of a district that decides to provide a withdrawal policy shall also adopt an excused withdrawal procedure based upon verifiable documentation supporting the request.

(1) "Excused Withdrawal" (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances as described in (a)(2), making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

(2) Excused withdrawal shall not be counted in progress probation and dismissal calculations.

(3) Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

(4) In no case may an excused withdrawal result in a student being assigned an "FW" grade.

(f) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment of subsections (a)-(a)(1) and new subsections (a)-(a)(10) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

3. Amendment filed 9-29-2009; operative 10-29-2009. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2009, No. 43).

4. Amendment of subsection (a)(9), repealer of subsections (a)(9)(A)-(B) and new subsection (e) filed 9-12-2011; operative 10-12-2011. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2011, No. 37).

5. Amendment of subsections (d)(1), (d)(3) and (e) and new subsections (e)(1)-(f) filed 1-23-2018; operative 2-22-2018. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2018, No. 7).

This database is current through 8/24/18 Register 2018, No. 34

5 CCR § 55024, **5 CA ADC § 55024**

END OF DOCUMENT

Exhibit 9

Palomar College Camera Requirements Policy

Palomar College's Camera Policy follows the recommendations of the state Chancellor's office by strictly limiting faculty from instituting cameras-on requirements to protect against violations of student privacy, balance of academic freedom, and ensure compliance with FERPA and federal disability laws.

Palomar adopts a flexible cameras-on policy to online learning that respects student concerns regarding privacy, access, and equity.
The policy includes:
- Cameras should be presumptively optional for live synchronous online classes
  - Encourage faculty to consider an alternative to video such as audio participation
  - Encourage the use of electronic video backgrounds
  - Allow student flexibility to turn off their cameras or mute audio as needed
  - Encourage use of the chat feature for attendance and discussion
- Cameras may be required in specific courses to meet the learning outcomes. If a camera is required students will be aware of the requirement by reviewing the class notes for the course they register for.
  - Clearly identify the essential nature of the video for instruction and consider a student's privacy or technical objections and create a confidential opt-out mechanism that allows the student to decline video participation.