



FACULTY SENATE MEETING

December 14, 2020

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
December 7, 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: Barbara Baer, José Briceño, Angela Kong, Kendyl Magnuson, Leigh Marshall, Suzanne Sebring, Karl Seiler, Alyssa Vafaei, Jon Walker

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

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

PUBLIC COMMENT:

Senate Vice President Jenny Fererro encouraged faculty to enroll in African American History 102 for spring. There is a section just for faculty and staff. The class is a continuation of 101 but 101 is not a prerequisite. Faculty are welcomed to email Fererro for textbook information or about getting salary scale credit at jfererro@palomar.edu. To register, go into your E-Services account and use course number 33512. Contact Martin Japtok at mjaptok@palomar.edu to obtain a permission code prior to registering.

Senator Ellen Weller announced that on Wednesday, December 16, the Palomar College Chamber Singers and Palomar Chorale will have two virtual choir performances with original work by faculty including Dr. Madelyn Byrne, Ellen Weller and John Russell. On Sunday, the Palomar Symphony Orchestra and Contemporary Dance Ensemble will be putting on a virtual concert at 2 PM. Additional information for all upcoming performances can be found at <https://www2.palomar.edu/pages/palomarperforms/>

Senator Dr. Susan Miller announced that she is sharing a flyer created for students enrolled in SOC 205 who have math anxiety. She asked Senators to share the flyer with their classes.

ANNOUNCEMENTS:

Senate President Rocco Versaci announced that Senate will have a special meeting to approve curriculum actions on Friday, December 18 at 1 PM. The Zoom ID is the same as the regular Monday meetings.

AGENDA CHANGES: Information Items A and B will be moved up to precede Action items C, D and E.

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/Towfiq

Faculty Senate approval of minutes dated November 30, 2020 as amended (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Laughlin

Faculty Senate approval of curriculum actions taken December 2, 2020 (see Exhibit 2).

The motion carried.

Senator and Curriculum Chair Wendy Nelson shared that notice was sent out to respective departments who still have classes being offered in spring that don't have DE.

B. Committee Appointments

Motion 3 MSC: Zavodny/Laughlin

Faculty Senate approval to accept the results of the ballot for the DEqCC subcommittee members (see Exhibit 3).

The motion carried.

Michael Mufson
Alan Lechusza Aquallo
Alyssa Vafaei
Tina Parker
Hossna Sadat Ahadi
Lisette Lasater
Cynthia Cordova
Lawrence Lawson

C. SOAA Approval

Motion 4 MSC: W. Nelson/Faulkner

Faculty Senate approval to support the SOAA for 2021 (see Exhibit 4).

Abstention: Craig Thompson

The motion carried.

Senator Nelson announced that if anyone has Guided Pathway questions, they will be conducting a session during plenary in January. There is also a Guided Pathways meeting on Friday, December 18 at 10 AM where they will begin transitioning over to the new governance committee. If anyone would like to attend, let Nelson know.

D. Part-time Instructor Equity (see Exhibit 5)

Senator Will Dalrymple shared a story to show the significant difference of what he, as a part-time instructor receives in pay at Palomar after 21 years of service and the pay he would receive if he was a fulltime instructor in 2nd grade at San Diego Unified School District. He would earn \$15,000 more in his first year as a 2nd grade teacher.

Dalrymple then shared a summary of the part-time instructor equity solutions document and asked Faculty Senate to support solutions that are both directly under their purview and indirectly through supporting solutions that can influence others to support changes that are needed at this time.

Dalrymple thanked the work group for all their efforts in researching and preparing these documents. He continued to say that this issue may be on the PFF meeting agenda for Thursday, December 9.

Several Senators thanked Senator Dalrymple and the other work group members for putting in time and effort to bring this issue forward. Many shared their own stories as they reflected on their own part-time faculty experiences. Many expressed their ignorance or lack the knowledge in some instances of what was taking place here on campus regarding treatment of part-time faculty. Senators were asked to look at the budget-neutral solutions and to think of what the “faculty” experience should be for all faculty, including part-time.

Senator Ben Mudgett added this could be brought to area D for a resolution to update the ASCCC paper on part time faculty equity.

Senator Teresa Laughlin commented that this inequity is also evident in the state college system and UC system. She recently went to a community college council meeting for CFT and they are working on legislation for equal pay for equal work so that the legislature ponies up the money. As part of the PFF negotiations team, she stated the teams often hears “sorry, we just don’t have the money.” We have to make sure this issue becomes a district priority so funding can and must be found.

Senate VP Fererro expressed PFF’s position on part-time faculty inequities by stating that this issue is always a priority during negotiations. She went on to say that it would be extremely helpful if this document was widely distributed to administration, to the trustees, to anyone who may be involved that has any authority or influence over budget priorities. She encouraged others to attend Governing Board meetings to make statements regarding this matter during public comments.

Senator Kelly Falcone warned about releasing this document to the Governing Board because many of the “fixes” listed are budget-neutral solutions that are related to campus culture brought on by full time faculty. She also added that Faculty Senate may consider creating a bylaws template for departments to use.

Senator Wendy Nelson suggested that we encourage departments to use some of the language found in this document when creating or updating their department bylaws. This could also be used as a best practice tool during potential department chair trainings that may occur in the near future.

Senator Anastasia Zavodny proposed the idea to have the work group bring forward a resolution or have some of the structure written in a format that’s appropriate for campus wide distribution and a motion could be written to support that document to create equity.

Senator Falcone also added that Faculty Senate should follow the ASCCC protocol for adopting papers. Versaci will look into that process. She also asked Senators to forward any of their respective department bylaws to her to review and incorporate into a bylaws template.

Senator Dalrymple and the work group will work together to create a revised structured document and motion(s) to bring to Faculty Senate.

E. TERB ideas regarding Peer Review & Student Evaluations (see Exhibit 6)

Senator and TERB Coordinator Lawrence Lawson presented an outline of two possible changes to the tenure and evaluations process. The two updates are reconfiguring Peer Review Committees by adding an outside member assigned by the TERB Coordinator and the VPI. And secondly, running student evaluations in each class every fall and spring. The advantages and disadvantages of these changes are reflected in the exhibit.

Various Senators shared their own experiences with the evaluation process and support the changes. VP Fererro reminded the group that these changes would need to be negotiated.

Senator Lawrence will bring this item back to Senate next meeting.

Motion 5 MSC: Hiro/Lawson

Faculty Senate approval to extend the meeting.

Abstentions: Teresa Laughlin, Jenny Fererro, Ben Mudgett

The motion carried.

INFORMATION ITEMS

A. Service Learning Report 2020 (see Exhibit 7)

José Briceño reported that Service Learning partnered with Institutional Research & Planning to find out what impact Service Learning had on some of the targeted student equity groups on campus. There were four groups targeted: African American, Hispanic, first generation, and foster youth. Approximately 2,500 students in 11 different courses participated. The team looked at success, retention and persistence to see what impact Service Learning had with courses that offered it as an optional part of the course work and also required as part of the course work. They compared the results to similar courses that had no Service Learning component. Success and retention was higher for students participating in Service Learning than it was for other students in like courses. Additionally, term-to-term persistence was higher for Service Learning students than it was for other students. For a complete review of the report, go to: <https://www2.palomar.edu/pages/service-learning/equity-data/>

Briceño went on to say that Service Learning is available to all faculty. It's also up to the faculty on how they want to integrate it into the course work. Some faculty start off with just making it an extra credit assignment. Others make it optional or will do a Service Learning project or a book project. They are happy to work with you to figure out the best approach. Angela Kong also created a list of partners that have virtual options available.

B. Withdrawal Guideline for Noncredit Courses (see Exhibit 8)

Director Suzanne Sebring stated that there are some new requirements around noncredit that have made it necessary for them to put new processes in place beginning in spring 2021. They want to propose an adjustment to the withdrawal deadline for noncredit courses only. Title 5 indicates that a withdrawal must occur on or before the 75% mark of a course term and Palomar's policy is 50%. This hasn't been an issue with noncredit face to face classes, but now that they've had to move everything almost online, there are separate requirements for noncredit around accounting and attendance. It's making it difficult to manage that 50% withdrawal deadline because in noncredit for online courses, a dual census has to be followed. So there's a first census at the 20% mark of the course and then a second census at 60%. In talking with noncredit faculty about that, they've expressed the desire for students to have the ability to receive a W rather than an NP for noncredit graded courses. This is even more important now because

they're just finalizing the noncredit transcript. Courses that are identified as noncredit graded courses will be transcribed starting this semester. For those courses, they're asking that there be a new policy for the noncredit withdrawal deadline to align with that second census date which is 60% of the course. There is other back end programming that needs to happen to put this dual census into place and it'll just make it a lot clearer and more student-centered if they're able to align that noncredit withdrawal with that 60% second census. It would not impact credit courses in any way. It's only a request for noncredit courses and it really only affects those courses that have been set up to be graded courses which have a grade of pass, satisfactory progress or no pass.

Director Kendyl Magnuson added that in summer and fall, they were allowed to let positive attendance classes continue to go even if they met online and asynchronously. There was an accommodation of how to claim the apportionment but that accommodation is sunset at the end of this fall. To allow the noncredit positive attended classes to move forward and still claim apportionment, they're adopting this census method and it's actually a whole new part of the 320 process, it's a part seven, which they haven't used before. The second census, as part of that requirement happens at the 60% point. What they're advocating is to allow for noncredit to have a W up to that second census date, the 60% point for the noncredit online courses. What's happening is faculty will census certify that second time at the 60% point but that student may or may not have stopped attending the day after the first census, at the 40% point, or the 50% point, or the 60% point, they don't know. By allowing the W to apply, then anyone who is census certified as not being in the class as of the second census, will get a W instead of a punitive grade/no pass. If they follow the 50%, anything that's dropped at the 60% or after, is a grade required pass/no pass would be a no pass.

President Versaci will work with Sebring and Magnuson to create a motion that will be presented as an action item at the next Senate meeting.

C. Cameras On Policy (Exhibit 9)

Senator and DE Coordinator Erin Hiro shared the updated Camera Requirements Policy recently revised by the DE Committee that encourages faculty to not require use of cameras during class time. The default in this policy is that cameras are not required. ASG Representative Kateri Mouawad stated that she will be providing student feedback on this issue after the student survey results are compiled.

Senator Ellen Weller expressed her concern that when a physical component is required during the class such as in a performing arts class, the opportunity for the instructor to observe should be maintained in some way. Hiro responded that this information should be included in the class description so the student knows before they register. If a student opts out, they may not take those types of classes.

Senator Fari Towfiq brought up the issue of proctoring exams. Hiro replied by saying that the Chancellor's Office recognizes this need but still encourages removing the mandatory use of cameras during regular class time.

Both Senators Lawson and Falcone pointed out that some students do not have camera technology available to them. To now have these camera requirements known when registering for class is very useful.

Senator Hiro will be bringing this document back to Action at the next meeting.

REPORTS

President (Versaci)

I attended a meeting run by President Kahn and regarding diversity in hiring across campus. The group outlined a number of nearly completed, ongoing, and proposed projects, and we categorized them in terms of what aspect of

hiring they are meant to improve (e.g., candidate pool/recruitment, application screening, interviewing, retention, etc.). My role in this effort has been to represent faculty hiring concerns/ideas, and once DEqCC is formed, I plan to give them an update on these efforts and the information we have gathered and to suggest that someone from that committee either replace or join me in these conversations/initiatives.

SSEC (Versaci)

This council next meets on Friday, December 11. I did meet with the other two chairs, VPSS Lakhani and VPI Sivert, to discuss the next agenda and to have some preliminary discussions about how we will frame/manage the transitional work of identifying useful operational subcommittees under the impending governance structure change. As they are Chairs of the other two councils that will merge with SSEC—SSPC and IPC—the conversation was especially useful as they move forward with their work in those councils.

SPC (Versaci)

Some highlights:

- First reading of the AB705 Subcommittee Governance Change Request, which we approved in Senate on 11/16/20. Those changes included adding a meeting time and altering the “Reporting Relationship” section to change “SEA” to “SSEC/SEA and Faculty Senate.” I explained all of these changes and their reasoning, and nobody had any issues with it. It will come back for 2nd reading/approval at the 12/15/20 SPC meeting.
- Along with Teresa Laughlin and Craig Thompson, I raised objections to AP3430 – “Prohibition of Harassment” and moved that it be sent back to Policies and Procedures to reconsider language that strengthens protections to academic freedom regarding the sections “Visual or Written” and “Environmental.” After some discussion, the motion was amended to send it back to P & P where a workgroup would be formed to address the language needed to balance protections to both instructors’ academic freedom and students/employees who might be subject to harassment. That motion passed unanimously.

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

FASPC (Antonecchia)

PFF (Laughlin)

Distance Education (Hiro)

- Certification stats
 - o Erin: 884 instructors have been certified to teach online.
 - o Kelly created spreadsheet of uncertified instructors (about 100)
 - o Erin: please bring up certification in our departments! Non-certified instructors will be removed from class schedules after Dec 18.
- CVC Report
 - o Teaching application: Erin met with all critical individuals regarding CVC application and assigned various tasks, and will continue to work with them until app is complete
 - o Home application: Erin’s and Najib’s input is complete. Now in hands of administration.
- DRC Button
 - o Alyssa: work is being done on DRC online resources, in particular a button in Canvas class to allow students to directly connect with DRC.

- Erin: ATRC wants DE committee to give guidance on which buttons should be there, recommending a button for DRC.
- Erin: will write up an evaluation tool for setting which resources need a link in Canvas.
- DE Committee approved a Camera Requirements Policy created by the DE Coordinator and Administration. Sent it to Faculty Senate for final approval.

Guided Pathways (Nelson)

Policies and Procedures (Lawson)

Budget (Ferreiro)

The Budget Committee next meets on Tuesday, December 8.

TERB (Lawson)

Professional Development (Falcone)

Sabbatical Leave (Lawson)

Faculty Service Areas (Mudgett)

ASG (Mouawad)

- Remy Arnold officially resigned from her role as president, on our November 30 meeting. At that meeting Vice President Kateri Mouawad assumed the role as president, and Abeeha Hussain, formally the VP of Internal Affairs, assumed the role as Vice President.
- ASG is working on distributing the discount app for all students to use, and plans on having that launched during winter break.
- ASG established multiple AD-hoc committees to continue work on our yearly budget and bylaws.
- ASG continues to work on recruitment, website development, and continues to advocate for anti-hate rhetoric and policy.
- ASG's last official fall meeting will take place December 7, where we will continue our work over spring break.

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

Respectfully submitted,

Margaret Faulkner
Molly Faulkner, Secretary

SLOAC Co-Coordinator Application - Aundrea Tavakkoly (FT, Physics & Engineering)

I am submitting a letter of interest for the SLO Co-Coordinator position beginning spring 2021 and continuing through Spring 2022. Student Learning Outcomes allow us to assess our effectiveness in our teaching strategies, and allow us also to assess what we truly feel are important for our students to take with them when they complete our courses. Student learning outcomes are also a requirement for our accreditation, and therefore need to be done at a high standard. As a busy faculty member, I completely understand the additional work that SLO's add to a faculty members workload, especially as they go through the process of updating or creating courses on Meta.

As a SLO co-coordinator I would like to help set up easy ways for faculty to navigate, create, assess and enter SLO's without it being an undue burden on our faculty members. As a new-ish tenure track faculty member here at Palomar, I have not yet completed an assessment of SLO's at Palomar College. However as a tenured faculty member at LBCC, I did in multiple modalities. The first way that we were to assess our SLO's was to add our questions to the final exams, and then tabulate each question as to whether the student got it 100% right. Only in that case did the student "achieve the SLO goal". This was cumbersome for faculty members to tabulate 4 questions per class for 5 + classes... as you can imagine and not really that accurate.... This process was revised to incorporate SLO's into canvas, which, although a very big project, turned out to be much less labor intensive, and more easily assessable. If this is a possibility here at Palomar, I would like to help implement it.

I'm very organized and responsive, and have held leadership positions in the past at LBCC. These positions include: lead co-negotiator for the faculty union, treasurer for the union and had just moved on to faculty senate when I was given the opportunity to teach here at Palomar College. I have also served on numerous hiring committees, received a grant for books for our lower income students, and budgeted and purchased 50k in equipment for our engineering labs. I believe in shared governance at the community college, and , as faculty are the ones in the classroom, it is important that we participate in running the college in a student centered manner.

Thanks for your consideration for this position,

Sincerely,

Aundrea Tavakkoly

atavakkoly@palomar.edu

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

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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.

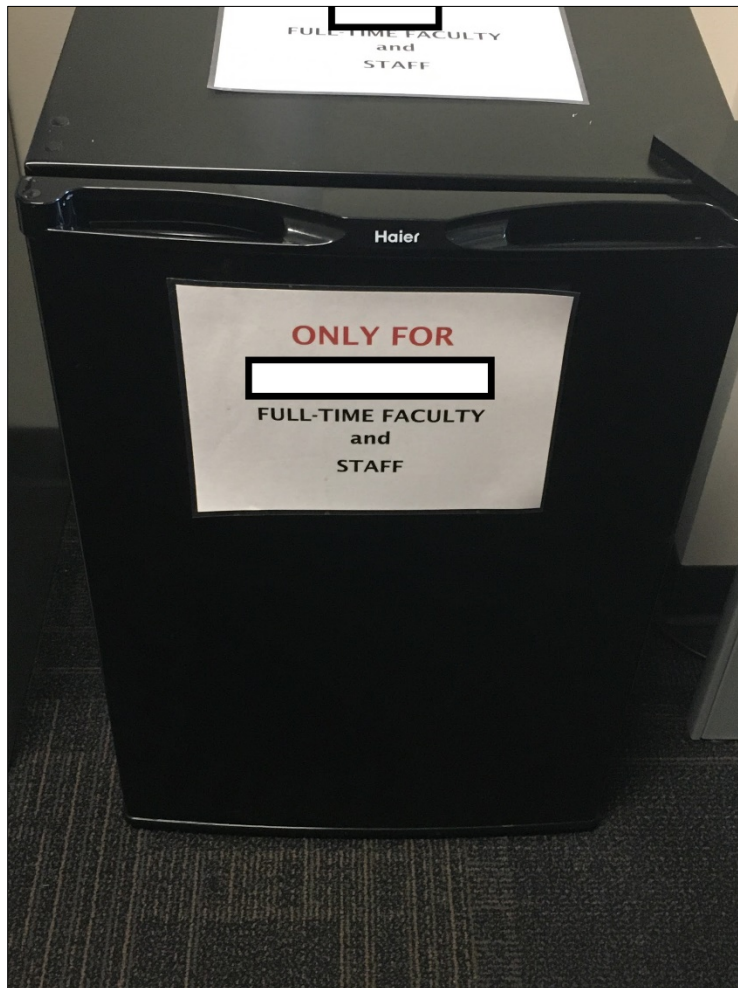
The sun glared down, and I had to squint my eyes in order to see him. When I asked why he'd chosen to meet on a public bench instead of in his office, he explained part-time faculty don't have offices.

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.

Summary of Responses

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.”

Possible Solutions: Budget-Neutral

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:

	<u>Step 1/Grade A</u>	<u>Step 10/Grade D</u>
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 $60\% \text{ of } 240 = 144$ 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-consuming 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.”

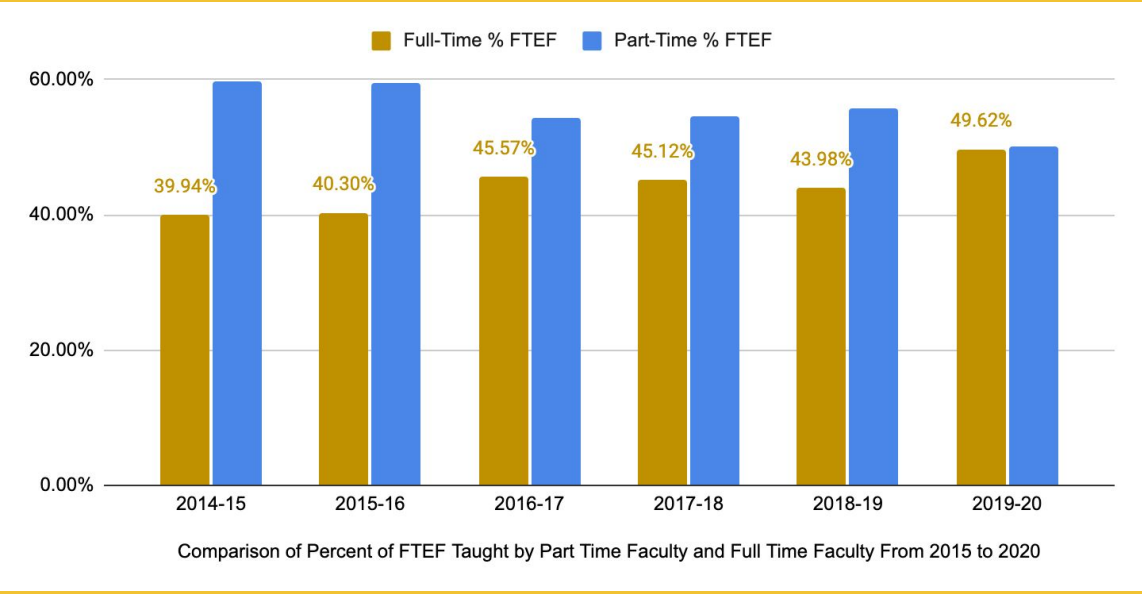
“Thank you for taking the time to identify opportunities to increase equity of Part-Time faculty.”

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

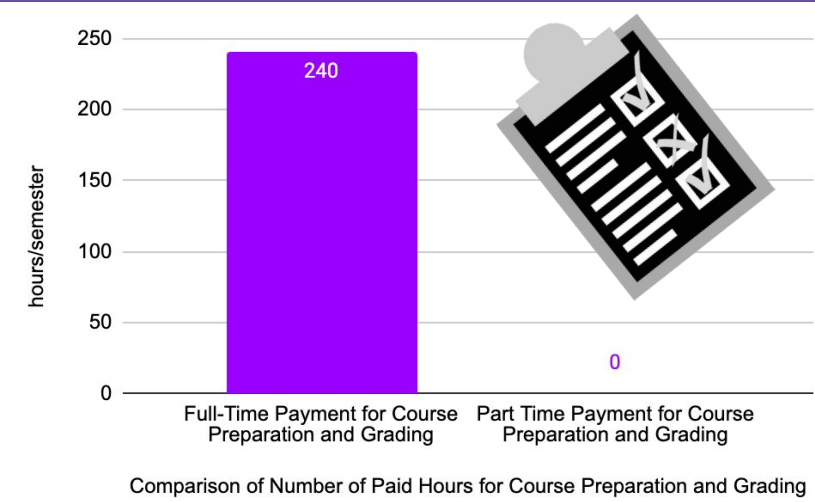


The Case to Equatize Part-Time Faculty

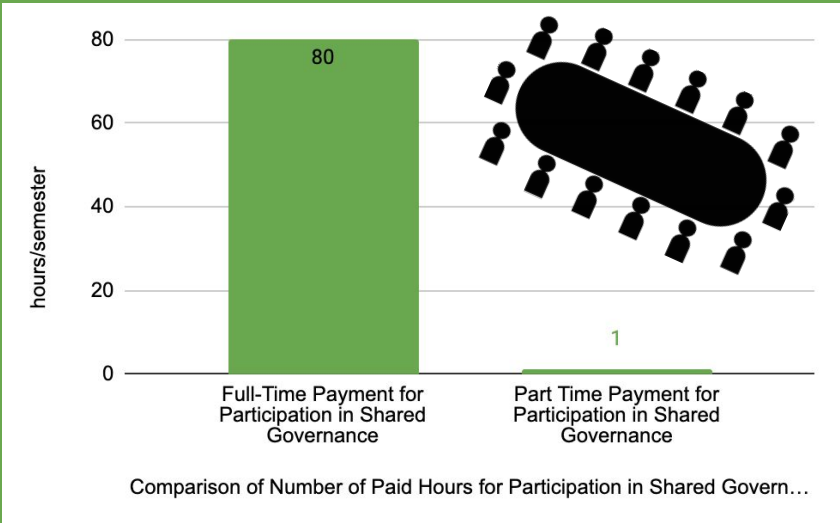
STUDENTS ARE MORE LIKELY TO TAKE A CLASS WITH A PART-TIME FACULTY MEMBER



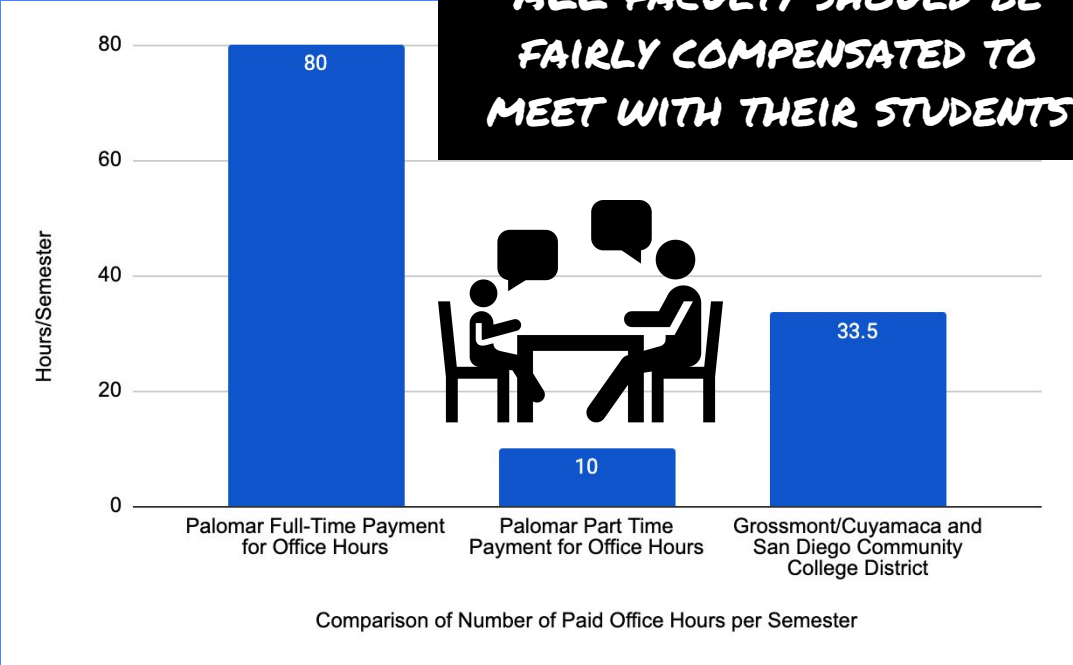
ALL FACULTY SHOULD BE COMPENSATED FOR PREPARATION AND GRADING



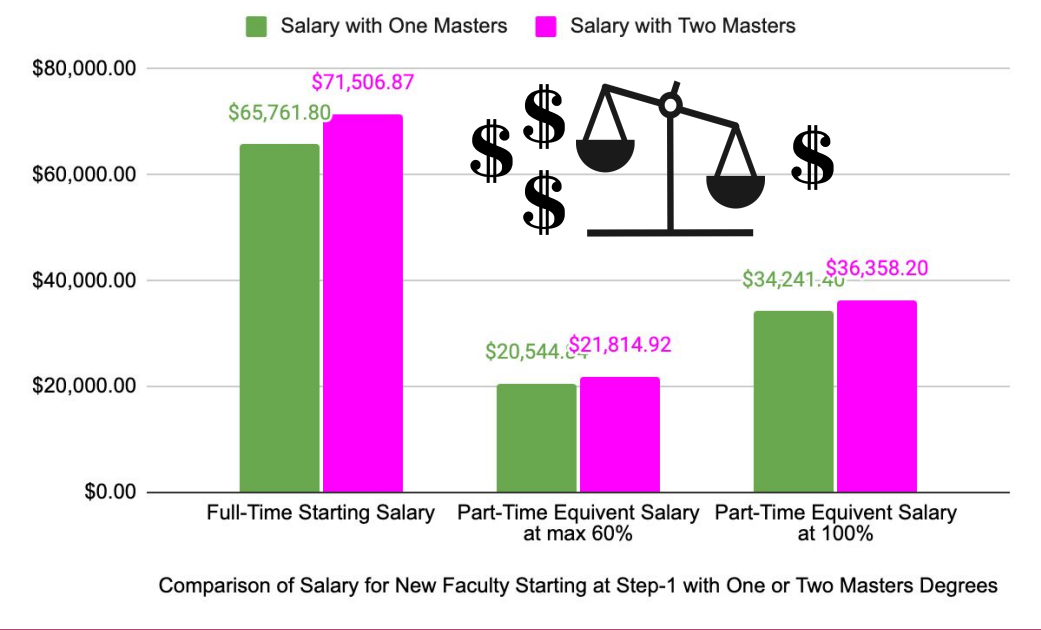
ALL FACULTY SHOULD BE COMPENSATED FOR PARTICIPATION IN THE COLLEGE



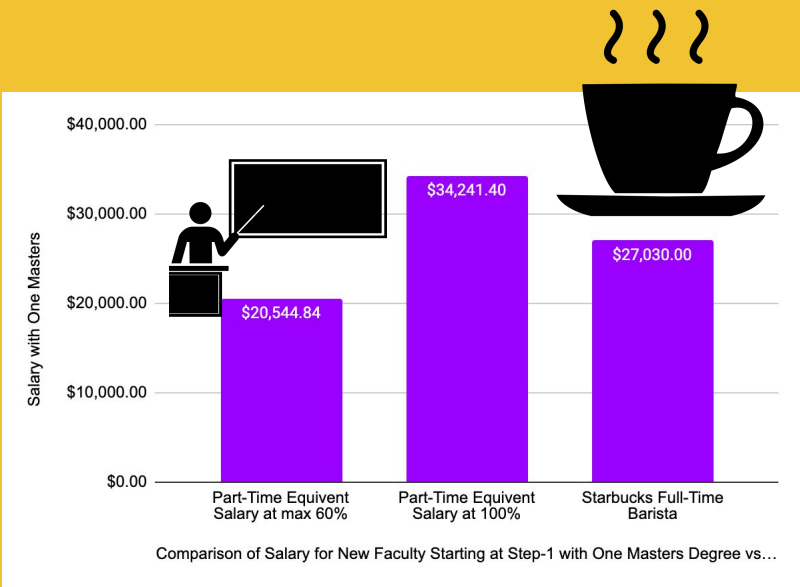
ALL FACULTY SHOULD BE FAIRLY COMPENSATED TO MEET WITH THEIR STUDENTS



LESS THAN HALF THE PAY.... BUT THE SAME COMMITMENT TO STUDENTS



STARBUCKS ANYONE? THEY MAKE MORE MONEY, HAVE HEALTHCARE, AND EDUCATIONAL BENEFITS!



Students' lives are impacted by all faculty!



[Department Name] Department Bylaws

[Per the PFF Contract (Article 12.6.3), departments are required to “create and vote on department bylaws.” Department Bylaws are essential for ensuring that all Faculty within a department understand who the department is, how the department operates, and how decisions are made. This template is provided to support your department in that process. You might find it useful to imagine a brand new faculty member: What do they need to know to help them better understand their new department? All content in yellow should be replaced with your department’s own language. While writing, prioritize equity. Just as the College urges faculty to decolonize their syllabi, utilize language that seeks to decolonize your bylaws.]

Department Mission

[What is the mission of the department?]

Degrees and Certificates Offered

[List Degrees/Certificates]

Courses Offered

[List Courses]

Department Staff and Faculty

[It is important for all faculty who work within the department to understand the makeup of the department and understand the distribution of FTEF among Part-Time and Full-Time Faculty.]

Full-Time Faculty

[List FT Faculty]

Part-Time Faculty

[List Part-Time Faculty]

Full-Time Faculty and Part-Time Faculty Percent FTEF Across Three Years

	2017-2018	2018-2019	2019-2020
Full-Time Faculty Percent FTEF (including overload)	Enter percentage	Enter percentage	Enter percentage

Part-Time Faculty Percent FTEF	Enter percentage	Enter percentage	Enter percentage
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Department Staff

[List Staff]

Departmental Communication

[Explain how the department communicates to the faculty to ensure all faculty within the department are provided with important information necessary for the success of the faculty and our students.]

Department/Discipline Specific Criteria

[Per the PFF Contract (Article 20.10.2.2), “Departments or disciplines may have specific criteria exceeding standard department teaching requirements in order to maintain the academic integrity of their programs.” If there are specific requirements, these should be included in the bylaws. To ensure equity, criteria should be the same for all faculty who teach the courses and should not be different based on part-time, probationary, or tenured faculty).]

Department Voting and Decision-Making

[Explain who is included in department voting and decision-making. The department should review the percentage FTEF for PT and FT Faculty when deciding upon voting privilege within the department, recognizing that Part-Time Faculty teach the majority of classes within most departments and are thus an integral part of our students’ experience and success. The PFF Contract (Article 12.6.3) refers to the department's “voting members,” but does not define who the voting members are. Departments should utilize their bylaws to explain who the voting members include.]

Department Meetings

[Per the PFF Contract (Article 12.6.3), Explain when the department meets, who is invited to the meetings, and where faculty and staff can review historical agendas and minutes. All faculty within the department should be invited to attend all department meetings, acknowledging that the more connected and informed all members are the better opportunity to support student success. Departments are required to hold at least one meeting per semester; however, to build departmental community and ensure departmental work is completed collaboratively, departments should have a standing monthly meeting.]

Election of the Department Chair

[Per the PFF Contract (Article 12.3), the department bylaws must include an explanation of the process the department uses to elect a department chair. Ensure the process addresses what happens when there is a tie.]

Process for Teaching Assignments

[Explain how the department assigns teaching loads. To support equity, departments should address challenges faced by Part-Time Faculty and utilize teaching assignment practices that support their employment and commitment to the college. For example, “The department will attempt to provide course assignments for part-time faculty in block schedules to reduce transportation impacts and provide,” or “To ensure Part-Time Faculty have consistent course loads, Part-Time faculty will be assigned course loads before Full-Time Faculty are assigned overload.” Part-Time Faculty should not be given the majority of night classes nor classes not wanted by Full-Time Faculty. Teaching assignments based on mode, time/day, and location, should be equitably distributed among Full-Time and Part-Time Faculty.]

Course and Program Learning Outcomes

[Explain the process the department follows to ensure all faculty are aware of and are assessing both course student learning outcomes and program outcomes.]

Participation and Awareness of Shared Governance

[Some departments are very purposeful in how the faculty within the department participate in shared governance to ensure the department is kept up-to-date with important work that is being discussed or conducted across campus that may impact the department. It is helpful for the department to address their approach to ensuring the department is aware of the campus as a whole.]

Part-Time Faculty

Part-Time Faculty Prioritization Number

[Explain how the prioritization process is conducted and how PT Faculty in your department know what their prioritization number is.]

Process for Hiring Part-Time Faculty Members

[Explain the process the department takes to hire Part-Time Faculty members. The department should recognize that students are most likely to be taught by Part-Time Faculty. The department is encouraged to develop a process that is equitable. Equitable hiring may include: Holding interviews with an informal departmental hiring committee, ensuring the interviews address diversity, equity, and inclusion, etc.]

Support and/or Mentorship of Part-Time Faculty Members

[Part-Time Faculty oftentimes feel disenfranchised, unacknowledged, and unsupported. Departments should use the Department Bylaws to explain the ways in which the department will support Part-Time faculty recognizing that the majority of students take courses from Part-Time Faculty and should have faculty who understand the department and the college. An example of a process to support Part-Time Faculty could be to assign a Full-Time Faculty Mentor to each Part-Time Faculty, especially for their first 2-4 semesters.]

Tenure and Evaluations: Starting a Conversation

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

Item A: Peer Review Committees

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

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

Item B: Student Evaluations

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

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

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 notified of the requirement by reviewing the class notes for the course they register for.
 - Clearly identify the essential nature of the need for live video during class time for instruction/assessment? and consider a student's privacy or technical objections and create a confidential opt-out mechanism that allows the student to decline video participation.

Note to Faculty: Department chairs should contact all faculty during scheduling and gather a list of classes that will require cameras to be on during the semester. Department chairs should resist making all classes that class sections of a course require cameras are on live video so students who can't adhere to the cameras on requirements still have course options to participate. Department chairs should encourage trainings to find other ways learn instructional methods to assess and teach that do not require cameras, especially since many students do not have the technology needed to run proctoring programs. When the list of classes that requires cameras is established, it should be included in the information compiled by ADAS? as part of the scheduling process. The cameras on requirements must be included in the Class Notes and on the professor's syllabus so that students have ample warning about camera requirements.

*Green highlighting: added/amended by Richard Loucks; underlining: added by Erin Hiro as requested by Senate

**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.

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WESTLAW California Code of Regulations[Home](#) [Table of Contents](#)**§ 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

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Palomar College Course Drop (Withdrawal) due to COVID-19 Pandemic						Procedure
Spring 2021						
	Session Start Date	Session End Date	COVID-19 EW Drops Auto Approved Pass/No Pass Option (No Petition Required)		Regular EW Petition Allowed Pass/No Pass Option Closed	
Intersession	1/4/2021	1/29/2021	1/4/2021	1/29/2021	1/29/2021	
Full Term	2/1/2021	5/29/2021	2/1/2021	5/29/2021	5/29/2021	
4W1	2/1/2021	2/27/2021	2/1/2021	2/27/2021	2/27/2021	
FT1	2/1/2021	3/27/2021	2/1/2021	3/27/2021	3/27/2021	
4W2	3/1/2021	3/27/2021	3/1/2021	3/27/2021	3/27/2021	
4W3	4/5/2021	5/1/2021	4/5/2021	5/1/2021	5/1/2021	
FT2	4/5/2021	5/29/2021	4/5/2021	5/29/2021	5/29/2021	
4W4	5/3/2021	5/29/2021	5/3/2021	5/29/2021	5/29/2021	

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Executive Director

Krystinne Mica

Subject: The Stanback-Stroud Diversity Award

The Academic Senate is pleased to announce the call for nominations for the Stanback-Stroud Diversity Award, sponsored again this year by the Foundation for California Community Colleges. This award seeks to honor the cadre of committed faculty who consistently rise to meet the challenges our students face. Serving the most diverse student population of any higher education system in the country, the California Community Colleges System is largely comprised of demographic groups that have traditionally faced barriers to education and are often underprepared when they reach the classroom. It is the challenge and responsibility of California community college faculty to demonstrate the sustained attention and support necessary to fully engage and excite these students. This prestigious award acknowledges an individual or group that is exceptional in contributing to the advancement of intercultural harmony, equity, and campus diversity at their college.

Basic Information:

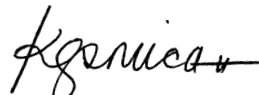
- Each college may nominate one faculty member or one group of faculty.
- The winner receives a cash award of \$5,000.
- All faculty are eligible: Full-time and part-time, classroom and non-classroom.
- **The completed application must be received by the Academic Senate Office by 5:00 p.m. on February 8, 2021.**

Enclosed are the application and criteria. Please note, the nominee's name or college cannot be listed in the application unless stated otherwise. Submit a separate page with the nominee's contact information. Any applications that include the nominee's name or college may be subject to disqualification. A minimum of three nominations per area must be received for the selection process to proceed.

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

The selection process will be completed by March 2021. The award recipient will be honored at the 2021 Spring Plenary Session in April. Please note, that the recipients of this award will be asked to submit a current photo. Although only one faculty recipient or group will be honored, we hope each college will honor its individual nominee.

Yours collegially,



Krystinne Mica
Executive Director

Enclosures (4)

THE STANBACK-STROUD DIVERSITY AWARD
Sponsored by the Academic Senate for California Community Colleges and
The Foundation for California Community Colleges

Nomination Guidelines and Criteria

Each college may nominate one faculty member or one group of faculty to receive this prestigious honor, which includes a cash award of \$5,000. All faculty (full- and part-time), classroom and non-classroom, are eligible for nomination. One faculty member or group in California will be chosen and honored at the 2021 Spring Plenary Session.

Note: Nominee references individual or group.

1. Submit all required documents by February 8, 2021:

- a. Nominee information page with name and contact information.
- b. A completed application from the nominee that specifically addresses her/his or their work and accomplishments.

Limit responses to 200 words per prompt including supplemental support or evidence; the nominee should respond to all four prompts about equity and diversity and include the overall merits, impact, and outcomes of his/her or their commitment to equity and diversity. The nominee should describe work, projects, activities, and programs in as much detail as possible to give the readers a clear picture of accomplishments. The nominee may not use his/her or their name in the application. Applications will be screened for direct or indirect reference to the nominee, the nominee's college, or community. Applications with such references will not be forwarded to the readers.

- c. **One** statement from the nominator that specifically addresses the nominee's work.

Limit the statement to two pages: Please write a statement that includes the nominator's perspective about the nominee's ability to create an inclusive and supportive campus, implementing teaching and learning strategies, facilitating student access, retention, and success, and fostering student engagement in campus life. [For nominees who are groups, please only include one statement for the entire group. Do not include separate letters for each individual of the group.] Ensure that you include quantitative and qualitative evidence or data to support your perspective. The nominator may not use his/her name. Applications will be screened for direct or indirect reference to the nominator or nominee, the nominator's or nominee's college, or community. Applications with such references will not be forwarded to the readers.

- d. A statement of nominee's support from the academic senate. (Please ignore this prompt if the nominator noted above is the senate president.)

Limit the statement to two pages: The academic senate should write a statement of support for the nominee from a campus perspective. Please describe how the nominee has impacted the campus culture through his/her or their achievements in the areas of equity and diversity. Include the supporting senate member's (if not the senate president) and senate president's name, signature, and college. (This will be removed prior to sending it to the readers.) Please do not use the nominee's name. Applications will be screened for direct or indirect reference to the nominee, the nominee's college, or community. Applications with such references will not be forwarded to the readers. [For nominees who are groups, please only include one statement for the entire group. Do not include separate letters for each individual of the group.]

- e. A statement of nominee's support from a person directly benefiting from the work, activity, project or program.

Limit the statement to one page: An additional statement of support is requested on behalf of the nominee. Please describe how the work, activity, project or program has directly impacted the individual's learning or working

environment or success. Please indicate the relationship to the nominee. Include name, position, college, and signature. (This will be removed prior to sending it to the readers.) Please do not use the nominee's name.

2. Criteria:

- a.** The nominee must have made specific contributions to establishing or expanding the campus climate, or a club, program, or service that promotes student success by:

Creating an inclusive and supportive campus climate; implementing effective teaching and learning strategies or establishing or expanding an effective learning environment; and facilitating student access, retention and success; fostering student engagement in campus life. (Resolution 3.03 S98)

Such contributions may include but are not limited to:

- Contributing significantly to curriculum planning and implementation that is more responsive to and inclusive of diverse student needs and interests;
- Cultivating and promoting diversity initiatives through specific activities, programs, or projects on campus that establish and foster a more inclusive and equitable working and learning environment.
- Employing best practices, such as the use of creative and innovative approaches to integrate inclusivity in faculty and staff development or classroom activities.

- b.** Direct and demonstrated evidence (observable and/or measurable) of the nominee's work is required and may include but is not limited to:

- Data to show the impact of the nominee on the retention of students from historically underrepresented groups as they move toward their goals of transfer, degrees, certificates or personal and/or professional growth over time;
- Quantitative data supporting the development or growth of specific activities, programs, and/or projects that demonstrate success in diverse student populations;
- Citing of specific, detailed examples in which the nominee's efforts have encouraged students of historically underrepresented and diverse populations to participate actively in campus life and activities;

The Academic Senate for California Community Colleges bestows the Regina Stanback-Stroud Diversity Award upon faculty who work tirelessly to promote student success by:

- a. Creating an inclusive and supportive campus climate
- b. Implementing effective teaching and learning strategies
- c. Facilitating student access, retention and success,
- d. Fostering student engagement in campus life. (Resolution 3.03 S98)

Please submit all required documents via email to awards@asccc.org.

The Stanback-Stroud Diversity Award Application

Each response is limited to 200 words per prompt (including supplemental support or evidence)

<p>Describe your efforts to create an inclusive and supportive campus climate.</p>	
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p>	
<p>What effective teaching and learning strategies have you implemented?</p>	
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p>	

<p>Describe activities that have facilitated student access, retention, and success.</p>	
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p>	
<p>Describe activities that have fostered student engagement in campus life.</p>	
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p>	
<p>Nomination documents</p>	



Academic Senate for California Community Colleges

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Stanback-Stroud Diversity Award – Rubric (20-21)

	0	1	2	3	4
a. Creating an inclusive and supportive campus climate	Not present	Listed contributions of creating an inclusive and supporting campus climate but lacks supporting detail	Minimal quantitative OR qualitative evidence of creating an inclusive and supporting campus climate	Some quantitative AND qualitative evidence of creating an inclusive and supporting campus climate	Significant quantitative AND qualitative evidence of a broad and sustained effort to create an inclusive and supportive campus climate
b. Implementing effective teaching and learning strategies	Not present	Listed implementing effective teaching and learning strategies but lacks supporting detail	Minimal quantitative OR qualitative evidence of implementing effective teaching and learning strategies	Some quantitative AND qualitative evidence of implementing effective teaching and learning strategies	Significant quantitative AND qualitative evidence a broad and sustained effort to implement effective teaching and learning strategies
c. Facilitating student access, retention, and success	Not present	Listed activities leading to increased student access, retention, and success but lacks supporting detail	Minimal quantitative OR qualitative evidence of activities leading to increased student access, retention, and success	Some quantitative AND qualitative evidence of activities leading to increased student access, retention, and success	Significant quantitative AND qualitative evidence of a broad pattern of activities leading to increased student access, retention, and success
d. Fostering student engagement in campus life	Not present	Listed contributions to student engagement but lacks supporting detail	Minimal quantitative OR qualitative evidence of the contribution to student engagement	Some quantitative AND qualitative evidence of the contribution to student engagement	Significant quantitative AND qualitative evidence of widespread student engagement in a sustained manner
e. Nomination documents	Not present	A brief statement from the nominee's application and statement of the nominator but without sufficient detail	Nominee's application from the nominee and Statement from the nominator provide justification for nomination	Nominee's application and statement from the nominator provide justification for nomination AND letters of support	Nominee's application from the nominee and statement from the nominator that provide comprehensive, clear and detailed justification for nomination AND letters of support.