



FACULTY SENATE MEETING

March 15, 2021

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
March 8, 2021

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Alexandra Doyle Bauer, Kyle Deven (ASG), Katy Farrell, Molly Faulkner, Jenny Ferrero, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Natalie Lopez, Beatrice Manneh, Leigh Marshall, Jackie Martin, Adam Meehan, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Sabrina Santiago, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

ABSENT:

GUESTS: Rachel Alazar, Leslie Marovich, 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 COMMENTS

Senator Will Dalrymple thanked Senators who helped prepare the Part-time Faculty Equity Summary of Findings which will be going out either today or tomorrow to all faculty and administrators. The Department Bylaws Template will be going out to department chairs as well.

Senator Dalrymple attended the African American Male Education Network and Development Organization Conference last week where both faculty and students were in attendance. Dalrymple was able to bring back takeaways in the context of the racial justice work currently being done at Palomar. One of them, Dr Francisco Rodriguez, Chancellor of the Los Angeles Community College District said that education is the civil rights issue in the 21st century. Rodriguez also suggested that, especially as we are moving out of the season when there's been a lot of momentum in terms of racial justice, now is the time in our departments, in our committees, and other places to take some risks and try to further that work. Second, a note on language when using the word "ally" in comparison to the phrase "in solidarity." The preference is moving away from the word "ally" since it has a connotation of being more on the periphery and not getting in the way but not necessarily actively supporting.

Senator Dr. Susan Miller commented on the fall 2021 plan for using various remote ways of holding classes and is concerned that Palomar is going to proceed as if it's in a very high-risk COVID state even though it may not be at that time. She went on to say that there seems to be a bit of cognitive dissonance since public leaders and most public health officials say that anyone who wants to get the vaccine will most likely be vaccinated by July making it safer on campus. Steering most classes online again in fall and choosing to teach using the Hi Flex model, does that mean this will be the future for most classes at Palomar even after the COVID pandemic is gone? Miller stated that she knows College President Jack Kahn has a vision of a highly accelerated online education and she is concerned with equity in

this vision. There are many students who want to have the college experience, who want to be in a classroom and who want to be face to face. Is Palomar going to be flexible enough to change to one of the other tiers VP Sivert recently shared which are less restrictive? Miller sees this maybe as continuation of a movement that happened pre pandemic.

Kyle Deven, Vice President of Finance for ASG introduced himself and shared that he is representing ASG today for this Faculty Senate meeting.

ANNOUNCEMENTS

Senator and Committee on Committees Chair Anastasia Zavodny announced that the all online ASCCC spring plenary is April 15 through 17. Thursday and Friday will be the more informative days with the general session and breakouts. Saturday is the discussion and voting day for resolutions. PFF members do have conference funding available if needed.

Senator and PFF Co-President Teresa Laughlin reminded Senators that the next food distribution event is Saturday, March 20. Another call will be going out shortly asking for volunteers to work the two available shifts.

AGENDA CHANGES No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Faulkner/ Zavodny

Faculty Senate approval of meeting minutes dated March 1, 2021 as amended (see Exhibit 1).

Abstentions: Will Dalrymple, Kyle Deven (ASG Advisory)

The motion carried.

Senator and Professional Development Coordinator Kelly Falcone stated that although the minutes are correct, they did not clarify whether Faculty Senate Council falls under the Brown Act. She asked President Rocco Versaci to add this discussion to a future meeting agenda. Senator Zavodny concurred with Senator Falcone's comments. President Versaci felt it was made clear that Council does not fall under the Brown Act and further commented that anyone is welcomed to attend Council meetings and the meeting link is always posted on Faculty Senate's website.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/ Rose

Faculty Senate approval of Curriculum actions taken on March 3, 2021 (see Exhibit 2).

Abstention: Kyle Deven (ASG Advisory)

The motion carried.

Senator and Curriculum Chair Wendy Nelson said that last week Curriculum had a short discussion regarding department websites and the inclusion of curriculum on those websites that is not consistent with the catalog or the mapper. In order to make this information consistent and always up to date, It may be best if departments could include a link to the mapper. President Versaci added that Kelly Helming should have a list of personnel who has access

to those pages and who is responsible for keeping them updated. He volunteered to reach out to Kelly so that a communication could be sent asking departments to update the curriculum or to add the mapper link instead. Nelson added that it's important to steer the students to a place that's going to be constantly updated with curriculum changes.

Senator Falcone added that many conversations have occurred regarding the challenges students face when using department websites because they are all structured differently. It might be helpful for Senate to come up with best practices for making more uniform department websites which will make it easier for students to navigate.

Senate Secretary Molly Faulkner asked that this issue be added to the agenda at a later date to discuss at greater length.

B. Committee Appointments

Motion 3 MSC: Zavodny/Laughlin

Faculty Senate approval of the following committee appointment (see Exhibit 3):

CALM – **Crystal Lane Ferguson** – Faculty, Counseling (19-21)

The motion carried.

Motion 4 MSC: Zavodny/Laughlin

Faculty Senate approval to accept the results of the ballot for the Distance Education part-time faculty position (see Exhibit 3):

Distance Education – **Tanessa Sanchez** – Faculty, Part-time (19-21)

The motion carried.

Senator Zavodny emailed the ballot to Senators. She reminded Senators that the open call went out for the new councils and one seat specifically for a Senator. The deadline to apply is March 19.

INFORMATION ITEMS

A. Call for Professional Development Coordinator

President Versaci announced that Senator and Professional Development Coordinator Kelly Falcone will be stepping down from her position due to her approved sabbatical in spring 2022. Falcone wants to step down at the end of this semester so she can shadow a new coordinator this fall.

Senator Falcone thanked everyone for trusting her with four, two-year terms in this position. She is excited to see what the next person will bring to this role with new creativity and innovative leadership. The PD Coordinator is the administrator of the PD portals so basic technology knowledge is a must for a candidate. In addition, since plenary is now completely virtual, the candidate will need to be comfortable with ZOOM and running large events using ZOOM. The PD Coordinator sits on many committees and councils and is very involved. Attending community meetings is also a requirement. Falcone mentioned that the PD Coordinator is responsible for faculty orientation in early August as well as meeting numerous deadlines throughout the summer.

Falcone added that Matt Grills was hired this last year as a Co-PD Coordinator and has and will continue to provide great leadership.

Senator Wendy Nelson shared that Committee on Committees discussed whether there should be a different process for the release time positions such as this one, other than submitting a letter of interest and a resume. Maybe interviews would be involved especially since the workload and responsibilities have gotten so intense for this position and for other release time positions.

Senate Vice President Jenny Fererro recommended that we make sure the call is very clear on what's expected since this position has 80% release time. She added that the summer work exceeds the stipend because there is plenary planning to do. Fererro also mentioned that the term for the PD Coordinator is in the contract and it states every two years so an MOU may be needed to change the term until the next time that article is up for discussion.

Mira Costa's application process was reviewed by some Senators and suggested that Faculty Senate consider adopting some of those processes that look very helpful.

Senator and Co-Chair of DEqCC Eduardo Aguilar added he would like to see a question asked about the candidate's past experience with diversity and equity.

The discussion ended with Versaci asking Committee on Committees to review the process for this position and to report back to Senate with new recommendations for this PD Coordinator call.

B. BP/AP 4025 Revisions (see Exhibit 4)

Senator Wendy Nelson shared that the Curriculum work group tried to include equity especially in the BP policy. The group completely changed the AP to make it very clear what the philosophy of the associates degree and GE are. The language was taken from the catalog. Ethic Studies will be added when it comes into place next fall

C. Community Agreements by Senate (see Exhibit 5)

President Versaci shared that community agreements are becoming popular in different committees and even in classes. The community agreements are like a set of ground rules for how we treat each other and may include general values that the group shares. Versaci asked if this is something Senate should adopt and if so, what would it look like.

Versaci shared Exhibit 5 with showed some suggested language he came up with and some language being used in other places such as the DEqCC Committee.

Versaci said he is slightly concerned with how we can balance respecting each other and the ideas we hear, but at the same time, make sure we're all in power to speak up and sometimes against ideas that we don't agree with or find problematic in a different way. What he doesn't want to have happen is that a set of agreements somehow becomes one of the unintentional consequences that may prevent people from speaking up or against different ideas that come forward.

Senator Wendy Nelson shared her support and added that the GE Subcommittee spent time talking about this same thing. Nelson added that the language used should be in terms of respecting each other and not attacking people.

Senator Falcone asked if it would be a good idea to work with other committees or groups who are going through this same process and prepare a shared statement that will be centrally used. There may be value if we started one here in

Faculty Senate and then encouraged its use to our other committees since we all work together and we serve on similar committees.

Versaci stated that community agreements tend to be unique to the community. Ideally, the agreements arise out of conversation within that community. Most committees have different functions and he isn't a big fan of standardization to begin with. He thinks it's more meaningful if it does arise out of the individuals within the group.

Senator and TERB Coordinator Lawrence Lawson commented on a line on the exhibit that reads "be an ally for marginalized communities by speaking and acting." From his experience in different groups that has touched on this issue, he wants to ensure that we are not speaking "for" those communities instead of working with them and speaking with them.

Versaci stated this document will come back next week for Action. Senate can discuss the item and then proceed with the nuts and bolts of the specific agreements.

D. Work-Based Data Element

Senator Jason Jarvinen stated there is a new data element the Chancellor's Office has introduced in the management information system that indicates whether a student has participated in work-based learning activities as part of their coursework or outside of their coursework. Work-based learning activities could be anything from having a guest speaker from industry in a class, going on a field trip, service-learning internships, clinical experiences and some other different activities that count. Palomar needs to figure out how to collect this information. Dean Roe is currently organizing a set of meetings with Kendall Magnuson, Richard Loucks and representatives from Information Services. Dean Roe wants to ensure that faculty has a voice in this process. Senator Jarvinen brought this to Senate today to find out if Senate wants to be involved in the process and to provide feedback on the mechanics of how this data should be collected.

Senator Wendy Nelson said that a new element was added to Meta for work-based learning this last fall. Faculty went into Meta looking at cores for work-based learning evidence.

Senator Jarvinen said there may be situations where work-based learning is happening but isn't in the cores or isn't consistently evident every semester. Faculty are key in reporting this information so that is another reason why Faculty Senate is being asked to weigh in on this issue.

Senator Sabrina Santiago shared that while performing the Guided Pathways pillar work she is involved with, she looked at the employability or work-based requirement that is required to be institutionalized. Santiago is checking to see to what extent it has been incorporated into the various departments, programs and classes. A part of this process has been looking at how work-based learning is being measured. She is hoping Faculty Senate will become more involved in helping to incorporate this mandate into the programs and to address equity as well. Santiago also commented that while doing this work, she found that there are inaccuracies related to employability outcomes found on department websites. She is hoping faculty will step up and ensure this information is being updated and accurate.

Senator Jackie Martin suggested that a survey go out to faculty asking about possible work-based learning activity that may have occurred in any of their classes. That data can be collected by department chairs and shared with the work group to make it much easier to report out.

President Versaci asked Senator Jarvinen to remain as the primary liaison with this work group and to come back to Senate at any time when more direction or input is needed.

E. Faculty Name Readers for 2021 Commencement

President Versaci reported that commencement will be a drive-by event again this year and faculty readers are needed. Versaci will put out a call to faculty asking interested readers to reach out directly to Sherry Titus.

REPORTS

ASG (Mouawad)

- At our regular ASG meeting, Vice President Hussain brought up the discussion of extending tutoring hours as Palomar's current hours are not supportive for students who work the entire day. Discussion occurred about how ASG could advocate for this in particular.
- ASG officially came out with an Anti-racist statement when social media engagement raised questions about whether ASG was acting in a racist manner by supporting and advocating for black owned business during February for Black History Month.
- ASG members move forward with redesigning ASG offices, and plan to have that underway before the month's out.
- ASG held their spring retreat on February 22 and confirmed for March 05 where several presenters will discuss leadership/skill building. All students are welcome to participate.
- Vice-president of Club Affairs, Taylor Bergeson, is hosting a virtual club rush on March 09 from 9:30AM to 10:30AM, and March 10 from 12:00PM to 1:00PM. Please pass the word on to your students.
- President Mouawad met with the PT Workgroup to discuss further ways on how to advocate for Part-timers from the student perspective.
- ASG's next meeting will be addressing a student's concern with Proctorio and their claim that it's an invasion of privacy. Cameras on Policy will likely be reassessed, especially as ASG continues to receive student complaints/issues.

President (Versaci)

At Wednesday night's Governing Board meeting, various personnel actions were approved, including the rehiring of and the granting of tenure to various probationary faculty. In addition, the Board approved the slate of sabbaticals for Fall 2021 and Spring 2022.

The DEI Survey workgroup met on Thursday. It consists of me, Jenny, Hossna Sadat Ahadi, Lisette Lasater, and Tina-Marie Parker.

SSEC (Versaci) - SSEC next meets on Friday, March 12.

SPC (Versaci) - SPC met on Tuesday, March 2. Some highlights:

- Dennis Astl gave an update on the Fallbrook site and the Prop M funding. He went over the student survey results (largely positive), the 2019 enrollment numbers, the differences between "Gross Square Footage" (GSF) vs. "Assignable Square Footage" (ASF), and the current room usage. Given the goal of 1500 FTES, the current plan to build a 40,000 square foot building AND remove all the modular is not advisable, as it will come up short of that goal. Instead, a plan to build the 40,000-sf building while keeping the modular will be brought to the board (this plan is projected to exceed the 1500 FTES goal).
- Various policies were approved. The policy related to intellectual property—a "new to us" policy whose language was provided by the Community College League of California (CCLC)—was tabled so that PFF could make sure that it did not conflict with the stipulations about intellectual property in our contract.
- The Governance Change Request Form is being revamped.

IPC Report (Versaci) - IPC next meets on Wednesday, met on Wednesday, March 10.

SSPC – No report.

HRPC – No report.

FASPC (Antonecchia) No report.

PFF (Laughlin)

PFF met Thursday 2/26/21. We agreed to the PFF representatives for the new Governance Structure:

College Council. Recommend one position appointed as PFF Co-President, the other position appointed as PFF eBoard/Staff (faculty). Each position would have an alternate: the other Co-President would serve as alternate and another PFF eBoard/Staff (faculty) would serve as the other alternate.

Institutional Effectiveness Council. Recommend one position appointed as PFF Treasurer (and alternate selected from the PFF eBoard), one position appointed as Co-President (with other Co-President as alternate), and the remaining one position an open call among PFF member faculty.

Equity, Education, and Student Success Council. Recommend all positions an open call among all PFF member faculty.

Employees, Community, and Communication Council. Recommend both positions open call among all PFF member faculty.

Infrastructure and Sustainability Council. Recommend one position appointed from PFF eBoard and one position an open call among all PFF member faculty.

We discussed the proposed class cuts for fall 2021 and the lack of transparency from the Administration regarding those cuts.

The next food distribution is March 20th from 9:00-10:30 am in parking lot 12.

DEqCC – Diversity, Equity, and Cultural Competence (Aguilar/Sadat Ahadi)

DEqCC had a meeting on 2/26/2021. At this meeting, we discussed two main topics:

- The planning and execution of a Social Justice Conference in Spring 2022. DEqCC members will investigate presenting their first workshops at Plenary in fall 2021.
- Diverse Faculty Hiring. Hossna and Lawrence are drafting best practices doc for chairs, Hossna working on existing procedures, Lawrence working on a list of suggestions (how HR could improve their process) to take to HR about HR policy (outside of faculty purview). For example, interdisciplinary degrees, where and when they post). Items related to topic # 2 have been posted to Teams to get feedback from DEqCC members.

Accreditation (Meehan) No report.

Distance Education (Hiro)

The DE Committee met March 3 and worked on the following issues:

- The committee tackled course packs and accessibility. Not all course packs are accessible to students so the DE Committee and ATRC are developing a plan to address this problem. A subgroup will meet to work on a solution and report back.
- Palomar websites that relate to DE are scattered throughout the Palomar site. We have begun a reorganization plan to make sure DE information on the Palomar website is easy to find and use. A subgroup will bring the website revamp proposal back to the DE Committee at its next meeting March 17.
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- The DE Committee is finalizing a Peer Online Course Review Plan to help faculty get their online courses certified. We hope to vote on the final plan at our March 17 meeting and launch the program by the end of this semester.
- The DE Committee was asked to come up with a proctoring policy for faculty to use. We received feedback from DE Members, administration and ATRC staff and will bring back a new version to the DE Committee later this month.
- The ATRC is worried about Zoom security and asked the DE Committee to approve a default waiting room function on all faculty Zoom meetings. The committee unanimously approved the request to ensure safety of Zoom classes.

Guided Pathways (Nelson) No report.

Policies and Procedures (Lawson) No report.

Budget (Ferrerro) No report. The Budget Committee next meets on Tuesday, March 9.

TERB (Lawson) No report.

Professional Development (Falcone) No report.

AB705 Subcommittee (Anfinson) No report. The subcommittee next meets on Thursday, March 11.

Sabbatical Leave (Lawson) No report.

Faculty Service Areas (Mudgett) No report.

Credit for Prior Learning (Rose) No report.

ADJOURNMENT: The meeting was adjourned at 3:45 PM.

Respectfully submitted,



Molly Faulkner, Secretary

Proposal for Faculty Senate Community Agreements

Many organizations, groups, classrooms, etc., adopt a set of “community agreements” as a framework for how members are going to relate to each other. The National Equity Project defines community agreements thusly: “A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting so that we can do our best work, achieve our common vision, and serve our constituents well.” In this spirit, I think it would be useful to develop a set of community agreements for the Faculty Senate. If we think this is a good idea, we need to consider the trickiness of this issue in the context of a deliberative body such as ours; specifically, we want to proceed with the understanding that respecting each other does not erase the importance of/responsibility to question and challenge ideas or positions that we find questionable and/or in need of challenge, such as statements exhibiting racism. What follows is a possible starting point; these were taken from lists provided by other committees, individuals, and online resources.

Be visible and stay engaged

Commit to open, honest conversation

Listen respectfully and actively to learn and to understand others’ views

Share airtime and be conscious of time

Lean into discomfort and be brave

Critique ideas, not people

Consider your own identities and make no assumptions

Do not ask individuals to speak for their (perceived) social group

Don’t be complicit to racism, discrimination, and microaggressions

Be an ally for marginalized communities by speaking and acting

Diversity, Equity, and Inclusion Survey Responses for Palomar College

This survey was sent out to Senate Presidents statewide, and our responses are due by 3/22. ASCCC offered a few webinars explaining the survey and providing help in completing the answers. I advertised these webinars faculty-wide and encouraged those interested in helping to attend them. I reached out to those who attended to see who wanted to help work on the survey, and from those who responded, I formed a work group that consisted of me, Hossna Sadat Ahadi, Cynthia Cordova, Jenny Ferrero, Lisette Lasater, and Tina-Marie Parker. The six of us shared notes on the questions and then convened to assimilate the notes. We also discussed other people to contact with help, and I reached out to those individuals—Michael Andrews, Michelle Barton, Kelly Falcone, Luis Guerrero, Lawrence Lawson, Ben Mudgett, and Wendy Nelson. Based on the work group's discussion and the feedback I received from the outside individuals, I wrote responses to all of the questions. This document will be discussed in DEqCC on Friday, March 12 and in Senate on Monday, March 15. **The most valuable feedback during these sessions will address inaccuracies and glaring omissions, as opposed to wordsmithing (it is, after all, a survey).**

ASCCC DEI Survey Introduction

Academic Senate Presidents,

As part of the ASCCC Commitment to Diversity, Equity and Inclusion (DEI) and Anti-Racism, we ask you to fill out this survey on your college and or senate's work centered on DEI. These questions were designed to align with the CCCCO Vision for Success Diversity, Equity and Inclusion Task Force Report, Chancellors Oakley's Call to Action, and the Special Message from Past ASCCC President John Stanskas.

The ASCCC understands that DEI and Anti-Racism work is systemic work and takes time, we don't expect your college to have completed all the areas of this survey. The intent of the survey is to see what progress had been made in our system. Since DEI questions cannot be answered just with a yes or no we ask that you take the time to share with us your progress and barriers in the text boxes. Share with us what is being implemented at your college, barriers you have faced or are now facing, and how the ASCCC can support your DEI and Anti-Racism goals. We know this will take a few more minutes but the DEI work we do at our colleges is essential to changing structures, systems and supporting our faculty and students. In filling out the survey bring in your college equity champions and the voices of your Black, Indigenous and People of Color (BIPOC) faculty on your campus.

Bring your team to an introductory webinar on the survey on February 8, February 9, or February 11. Register for February 8, 2021 | 3:00 pm – 4:00 pm

Register for February 9, 2021 | 9:00 am – 10:00 am Register for February 11, 2021 | 12:00 pm – 1:00 pm

The ASCCC will also be hosting open webinars for groups to facilitate completing the survey. Bring your team and work with ASCCC Executive Committee members and fellow senate leaders to complete this important survey.

Register for February 16, 2021 | 9:00 am – 10:00 am Register for February 24, 2021 | 2:00 pm – 3:00 pm Register for March 10, 2021 | 3:00 pm – 4:00 pm

Please complete the survey by March 22, 2021.

Thank you for your participation, ASCCC Executive Committee

1. Please provide your college's information.

College: Palomar College
Area: D

Please rate your college's progress on these DEI priorities.

2. Has your college and/or local senate agendized or sponsored open dialogue about DEI and campus climate?

Accomplished
In progress
Not started yet

DEI has definitely been agendized at both the Administrative and Senate levels. There is a President's DEI Advisory Team that meets regularly with the college president to update and hold each other and our colleagues accountable for moving our Antiracist action steps forward. Representatives were identified through on-campus affinity groups (Asian Pacific American in Higher Education, Association of Latinos and Allies for Student Success, Palomar Black Faculty and Staff Association, Pride Center, Empowered Womxn, White Allies for Antiracism at Palomar College, Ethnic Studies, American Indian Studies, Research and Planning, Student Equity and Achievement, and Dean of Counseling) who stand for DEI. Members of this team and others involved in DEI work have been providing quarterly updates to our Trustees at their regular meetings.

Continuous DEI professional development and training for faculty and staff are offered (more details on that in the PD-related survey question). Our college's Fall 2020 and Spring 2021 plenaries have dedicated 1-hour general session to address DEI efforts and updates.

In terms of the Faculty Senate, we have agendized discussions on DEI issues early in the fall semester; as a result, we established a Diversity, Equity, and Cultural Competence (DEqCC) Committee. This committee was formed to both initiative and support DEI activities on campus and to address issues of diversity in faculty hiring. In addition, the Senate wrote and approved a statement on antiracism tied to action regarding our responsibilities under the 10+1 (+1 in our case).

3. Has your college and/or local senate created a shared understanding of the terms and purpose of Diversity, Equity, Inclusion and anti-racism?

Accomplished

In progress

Not started yet

If so how?

There could be more clarity surrounding the definition and terms/purpose of diversity, equity, and inclusion. This work is being done in many different areas of campus, and one result of that separation/“silo-ing” is that there may be a misapplication and/or misappropriation of the term “equity” to a wide range of issues and arguments.

We have outlined the many purposes for DEI on our website and have connected it to our college’s Antiracist Calls to Action (ten calls to action listed on our DEI page). With regards to antiracism, we have continuously provided definitions of what it means and how we can practice it. This semester we have a campus book club and reading *How to Be an Antiracist* by Ibram X. Kendi. The outcome of this book club will include what pedagogy and praxis faculty and staff can adopt to advocate for antiracism in their role and responsibilities on campus.

Overall, though, the definitions for diversity, equity, and inclusion have not been clearly identified across the college campus. While there are select groups on campus who engage in conversations regularly about DEI, there is not a shared understanding among the larger campus body. These definitions are not found on our DEI website, and neither is racial equity specifically addressed. The term “antiracism” has been used frequently and is visible in several places of our college website. The college’s goal of building an antiracist framework is primarily focused on addressing African American/Black students and faculty. As a Hispanic Serving Institute, however, we could be more deliberate in identifying “antiracism” as having wider application than “anti-blackness.” In our efforts to clarify our terms and definitions, we can consult with our DEqCC and campus affinity groups, and make sure that these clarified terms are featured prominently on our DEI page.

The college is currently working on rewriting the vision, mission, and values, in which DEI plans to be included, and strengthening the resultant statements will benefit by more clear definitions being established at the institutional level.

4. Has your college and/or local senate created a plan to address campus climate concerns (such as racist behavior, microaggressions) and created an inclusive and safe college environment?

Accomplished

In progress

Not started yet

Please share any specific strategies?

Our status on this one is more accurately reflected as being between “In progress” and “Not started yet.” Overall, there have been efforts to both assess and address campus climate, but those efforts have not been institutionalized. In addition, there have been professional development workshops that address racism and racial microaggressions on campus, but such training is voluntary and has largely been done by those already “on board” with DEI goals and objectives (though there is still much to be done in this area, too).

Part of the difficulty with these efforts is that our campus climate—like most campuses at this time—is virtual. Within this sphere, there have been a number of offerings: in addition to PD workshops and presentations, we have held healing circles, organized affinity groups, and provided a series of workshops for Black History Month.

While there have been individual and small-group efforts on our campus to address racism and microaggressions, a campus-wide effort has not yet been initiated to address the campus climate. An example of how creating a safe college environment was not fully addressed at our institution was when the Community College Equity Assessment Lab (CCEAL) conducted a research project in assessing the campus climate. The project took place from 2016-2017, as a result many of the recommendations based on the findings were not carried out by the campus. The recommendations included offering faculty professional development related to providing students with validation, sense of belonging, and intrusive practices, developing support for women of color, increasing faculty engagement with students outside the classroom, creating dialogue with campus police about safety for women of color and assumed criminality of men of color, among others. Although this research provided significant insight on the campus climate and what students needed, scattered efforts addressed some of the recommendations and little else was done to come to fruition towards creating a safe and inclusive college environment. The results of this report can be found at <https://www2.palomar.edu/pages/sse/m2c3/>.

We will be administering an NACCC survey this spring as part of our membership with the USC alliance. This survey disaggregates across student race/ethnicity categories as a matter or process. We are hoping for a better student response and a real engagement in the data and real action to result from it.

5. Has your college and/or local senate focused discussions on addressing anti-racism, equity-focused and culturally relevant curriculum re-design?

Accomplished

In progress

Not started yet

Please share what your college/senate has done?

There have been professional development workshops that have addressed the importance of culturally relevant pedagogy. Some of our faculty have begun decolonizing their courses and reformed their pedagogy to have an equity and antiracism lens. While only some faculty have begun this process, there is still much continuous work needed in this area.

The Community Colleges Consortium, Open for Educational Resources launched their Open for Antiracism program in December 2020. Over 300+ community college faculty members across all disciplines in the state of California applied to this program and only 15 members (2 of which are from Palomar College) were selected statewide. The main objective of this semester-long program is to reform one's courses to have an antiracist pedagogy, with a focus on racial equity and student-centered learning. There will be a professional development workshop forthcoming to share best practices with Palomar College faculty.

We have created an "Equity Teaching Practices & Resources" page that is intended to promote more cultural awareness in our teaching practices. Our Multicultural Studies Department recently changed its name to Ethnic Studies Department, in part to prepare for the alignment with CSU and the new Ethnic Studies requirement. Our school also has a CALM (what does this stand for???) Committee that oversees the work for Zero Textbook Cost (ZTC) and Open Educational Resources (OER).

Finally, our Curriculum Committee has been working on this particular piece of the equity puzzle; specifically, the following has been initiated:

- A workgroup within the Curriculum Committee has been formed to address culturally relevant curriculum assessment. They are considering the following:
 - Develop a process for a pilot curriculum audit
 - Plan a Teaching Institute to address this and other best practices
 - Developing questions for our PRP to address this issue
- Guided Pathways & workgroup are working on a teaching excellence course similar to our online teaching training course (POET) that will address this and other things.
- We are planning a Decolonizing the Syllabus workshop this summer
- The College is participating in the USC Equity Leadership Alliance and members of the curriculum team participating in the event focusing on curriculum. We will also employ some the Alliance resources in curriculum.

- The Curriculum GE subcommittee worked with several disciplines to develop our new ethnic studies courses.
- We have updated our Philosophy and Criteria of General Education and the Associate Degree BP and AP 4025 by adding equity at the center of the student’s learning experience
- The GE workgroup/subcommittee is discussing the inclusion of equity in student learning outcomes for general education areas

6. Has your college and/or local senate included students in your DEI work?

- Accomplished
- In progress
- Not started yet**

Our status on this one is more accurately reflected as being between “In progress” and “Not started yet,” but probably closer to the latter than the former.

Our students led a Phi Theta Kappa Antiracism Student College Project. Over 100+ students, staff, faculty, administrators, and community members attended this empowering and liberating racial healing event where they watched, listened, and reflected upon student testimonials to combating racism.

Nevertheless, we can be doing much more in this regard. Again, our largely virtual existence creates certain barriers here. There is a student presence—mainly from our Associated Student Government (ASG)—in many relevant groups, such as Senate, our Strategic Planning Council, and our Student Success and Equity Council. The challenge that we face generally in faculty participation in shared governance—that a small percentage of participants do a large percentage of the work—is even more the case among our students, with the added difficulty that many students spend only a few years at the college. This is especially the case with those students who participate in our ASG; we can be doing much more to cultivate student participation outside of the ASG, as that group is not necessarily representative of our student body as a whole.

7. If your college has a first responder/law enforcement program, has there been a review of training and curriculum as described in Chancellor Oakley’s Call to Action?

- Accomplished
- In progress**
- Not started yet

If so what were the results?

Our Palomar College Police Academy has banned all forms of training on the use of the carotid restraint (chokehold), and this work has been a trendsetter in our region (see more below, under “success stories”). Also, effective January 2021, a component of the Palomar College Police Academy Orientation Course will now include a cultural diversity exercise as part of the requirement for eligibility to enter the academy.

Our recruits will now receive vital training consistent with other police academies in our geographical boundaries. We have formed a consortium among our local community college partners, where diversity training will be paralleled in San Diego County, and conform to POST standards in the State of California.

All future academy classes will include a town hall discussion that will include panel members of various racial, cultural, and gender groups that have faced discrimination, and who have varying experiences interacting with law enforcement.

We will continue our communication with our advisory board, local law enforcement agencies, and Peace Officers Standards & Training (POST), to develop and implement a new training curriculum for our county mental health workers, social workers, and law enforcement to deal with responding to critical incidents of diversity and mental health.

Cultural Diversity training remains critical and an important priority so we will partner with the Simon Wiesenthal Museum of Tolerance in Los Angeles, California, to offer a variety of Tools for Tolerance programs designed for the police academies and all other levels of law enforcement personnel.

The Palomar College Police (a group separate from the Police Academy) has issued and posted a statement that reads, “The Palomar College Police Department stands in solidarity and beside the voices that speak out against social injustice. The police officers responsible for the death of George Floyd betrayed the trust of the community and the trust of our noble profession. We took an oath to defend the rights and liberties granted by the U.S. Constitution. We will forever defend those rights. Our values are rooted with human dignity and reverence for life. In support of this effort we are joining San Diego Law Enforcement in ending the use of the carotid control technique as a use of force option. PCPD takes great pride in serving our diverse community.”

In addition, Campus Police conducted a review of the “Use of Force” policy in summer of 2020. As a result, revisions were made in line with current national best practices, including the elimination of the carotid control restraint. The revised policy is published on our campus police webpage and available [HERE](#).

As our Police Department and our Police Academy are separate entities, we could do more to align them in that the training that one group receives is not the same as what the other group receives. This is especially important given the fact that it is our Police Department who comes in greatest contact with our students.

8. Has your college and/or local senate reviewed its processes for appointing faculty to committees and hiring search groups to increase the racial diversity and perspectives of those committees?

Accomplished

In progress

Not started yet

What steps have been taken and what was the result?

Our hiring committees are established within individual departments. One of the charges of our newly-established DEqCC Committee has been to address diverse faculty hiring, and one effort has been to create a set of “best practices” to Departments/Department Chairs that will include information and suggestions about committee formation (this document is still in development). In terms of the appointments that the Senate does make, our recently-adopted statement on antiracism addresses committee appointments, and we have been including this part of our statement with our calls (and asking applicants to address any relevant *bona fides* related to DEI). This has only been partially successful, for reasons elaborated on in response to the “barriers” question below.

9. Has your college and/or local senate evaluated hiring processes to increase faculty racial diversity?

Accomplished

In progress

Not started yet

If so what has been found and what changes are being recommended/implemented?

We have begun discussing and analyzing disaggregated data for previous faculty hiring. Although we are in the beginning stages, we have a team of diverse faculty who will provide recommendations to Human Resources and the Faculty Senate. One of these recommendations will be to update the training that committee members receive that address issues like bias in a much more robust fashion.

Our college president has assembled a committee involving all constituent groups to address this issue; it has since been passed over to our newly-hired permanent Vice President of Human Resources. As faculty hiring falls under the purview of the Senate, we have taken first steps to address this issue. Specifically, we have created a joint DEqCC/Senate work group to 1) develop a “best practices” set of suggestions/recommendations for all departments 2) suggested revisions to the existing faculty hiring policies and 3) a set of requests/recommendations to take to Human Resources and/or the campus-wide committee addressing these issues. All three of these objectives are still in the process of development.

In addition, faculty committees typically have an outside (of department) member, and there can be a more concerted/organized effort to seek colleagues to increase the diversity of these committees. At the same time, we need to be mindful to neither overburden nor “tokenize” our BIPOC colleagues in this work.

10. Has your college and/or local senate discussed making a recommendation to the bargaining unit and or administration to revise faculty evaluation criteria that supports serving diverse and racially-minoritized student population and applying a culturally responsive and racial equity lens?

Accomplished

In progress

Not started yet

If so what were the results?

We are in the beginning stages of this particular area; work has begun, but there is much ahead to make substantial progress. As far as faculty evaluations go, this lies under the purview of our Tenure & Evaluations Review Board (TERB), and our TERB Coordinator—a faculty member—supplied us with the following response for this question:

- TERB started these conversations in Fall 2020, but we are not too far down that road yet. With the creation of DEqCC, we wanted to wait and have that conversation with them about first/next steps.
- Our student evaluation questions for our face-to-face classes feature a diversity/inclusion question, but our online evaluation questions do not.
- In considering the diversity/inclusion question (which, ideally, would also be part of the online evaluation), members of TERB have been discussing whether the question asked is enough, or is it even good?
- TERB also considered the existing question in both the probationary and peer evaluation report about “collegiality.” We have been discussing this question in terms of whether or not the question is framing collegiality as “being defined from a White perspective.” There have been some incidents where faculty have been dinged for not being “collegial” when, perhaps, they were simply being collegial in a way that’s appropriate for their home culture. Some concern has been raised that this question seeks—intentional or not—to bend people toward established expectations that may be predicated on what White colleagues have established. TERB doesn’t know the answer to the question, but it is one we are exploring—ideally, with the help of DEqCC and other voices.
- Also, any changes to the report forms or student questions would need to be passed by TERB, PFF, and the District, so there is a role for the bargaining unit to play.

In addition to specific changes to our evaluation process and/or forms, this subject might also be addressed through Professional Development (though a more detailed response appears below

under the specific PD question). Our college recently passed Board Policy 3000, which is institutionalizing antiracism on our campus. Part of this policy states that our college is “committed for all employees to attend antiracist and equity professional development training and/or activities each academic year, which will further enhance their knowledge, teaching, and praxis to dismantling systemic and structural racism. Therefore, all members (staff, faculty, and board members) shall attend racial equity trainings or engage in racial equity activities each year. There will be a comprehensive and researched-based list of various professional development trainings and activities for staff, faculty, and board members to select from. Faculty will continuously be supported with antiracism and equity PD and resources for the use of instruction and praxis.”

11. Has your college and/or local senate engaged in conversations about addressing racial bias, stereotyping, and discrimination at your college?

Accomplished

In progress

Not started yet

If so how and what was the result?

This is probably one of our largest areas to work on, and our progress more accurately falls somewhere between “In progress” and “Not started yet.”

Our college has created many opportunities for conversation and community regarding this issue. Faculty and staff created an "educators for antiracism" recording on-campus that addressed their testimonial experiences with racism and discrimination. There have been professional development workshops that address racial bias, stereotyping, and discrimination on campus (more on this below).

However, much more work needs to be done. For while these opportunities exist, we have seen that by and large only the “choir” participates. We have been talking about instituting a policy whereby employees must devote a certain number of their required PD hours to activities/workshops/etc. that address equity issues. This is mentioned in the text of the new Board Policy on antiracism, but nothing has been negotiated yet with the bargaining units.

12. Has your college and/or local senate promoted professional development in the areas of DEI (for example, antiracism and decolonization in instruction and student services)?

Accomplished

In progress

Not started yet

If so what types of professional development activities have been offered and what feedback has been received?

In response to this question, our current Professional Development Coordinator compiled some reports that show the DEI-related PD workshops/training, the number of DEI-related PD hours completed by employee group, and the number of individuals within each employee group that has completed DEI-related activities. That compilation can be found [HERE](#). The report covers a period starting in 2017, and in that timeframe—according to the report—there have been 288 unique FT and 377 PT faculty members who have attended a DEI-focused training. What the report doesn't indicate is which trainings have been attended or the breadth of trainings that faculty (and other employees) have attended. One opportunity to increase and institutionalize this impact would be to continue efforts to require that a certain percentage of an employee's PD hour requirement be in DEI-related workshops, but again, this needs to be negotiated with the bargaining units.

In addition, we could be working on greater communication and coordination between Professional Development and the Senate & DEqCC in terms of input/needs assessment regarding DEI offerings.

Regarding this latter group, our DEqCC Committee is planning a social justice conference for Spring 2022, which will feature DEI-related talks, workshops, and training.

13. Has your college and/or local senate approved an actionable statement or resolution regarding DEI and Ani-Racism?

Accomplished

In progress

Not started yet

What has been the action taken in response to the statement/resolution?

Our Senate has adopted a statement on antiracism that is meant to translate into action on each of the items under our purview—in our case, 10+1+1, the additional “1” being faculty hiring. This has been sent out to campus and posted on our Senate home page. We are now engaged in the task of translating the words into action.

Many other groups and departments campus wide have also written & adopted statements regarding DEI. As with the Senate statement, these have been disseminated campus wide and appear on departmental pages.

Finally, our college has adopted “Antiracism—10 Calls to Action” which is posted on our DEI site and that has been the basis for various actions/updates to our Board of Trustees.

14. Has your college and/or local senate included a DEI and Anti-Racism focus in your program review processes?

Accomplished
In progress
Not started yet

If so how?

Our current governance structure is in the process of changing. Currently, new governance councils are being filled and will take effect in Fall 2021. Those councils will have a collection of operational subcommittees that will do most of the work. Under the new council, "Equity, Education, and Student Success," there will be a subcommittee that focuses on program review. These forms are not reviewed annually, but applying an equity lens would need to be a priority when they are next revised. The Faculty Senate President will serve as a tri-chair for the EESS Council, maintaining faculty purview over program review.

Currently, a small group is working on the process/workflow of how program review will work. The work of this group has mainly been concerned with how the review moves along in the process and not the contents/questions of the PRPs themselves. This would be an issue to be taken up under the new council.

At the macro level, there is an ad hoc group that is currently working on a comprehensive equity framework that our school will adopt. While that work is still in process, the group is consulting other colleges' existing models, most notably the document created by American River College.

15. Has your college and/or local senate broadly shared and discussed disaggregated student equity data?

Accomplished
In progress
Not started yet

If so how and what was the result. What changes are reflected in the review of the equity data (longitudinal review of at least 3 years)?

We have disaggregated and shared (equity) data institutionally for years and have many examples to provide. However, the question remains as to what has been done as a result of this information? While some actions have been taken, this is definitely an area for improvement.

In response to this question, we consulted our Institutional Research and Planning Office, which provided the following specifics:

- As part of the development of the Student Equity Plan and our Vision for Success goals, we provided disaggregated data. We also present/review disaggregated data for all plan development processes. i.e., all internal and external scans include disaggregated data and a "reflection" on it.
- All course success and retention data in PRPs are disaggregated by demographic variables and student equity category. Disciplines are asked to evaluate/consider differences. The responses vary in terms of reflection and depth of reflection. There has been much more in-depth reflection by faculty who participated in the Faculty Strong Workforce Institute (SWFI), a pilot project explained in the next bullet.
- The SWFI Institute is an example where the review and reflection of disaggregated equity data was paired with a reflection on practice and then action. We provided disaggregated enrollment and achievement data for the courses of 19 faculty participating in the institute. Faculty reviewed/reflected upon their data with their "research support team" (researcher plus one of our faculty researchers in residence). Then they considered their disaggregated data as they examined other aspects of their course (e.g., how they engage students, their syllabus, class assignments, classroom policies and practices, looking at when students disappear). After this task, they developed an action plan to address some of their findings. Some of the faculty presented at plenary and discussed their data and results. They also created a video describing their experiences in the institute to share with other faculty. Overall, participants found this to be a tremendous learning experience, but we need to scale it up beyond the relatively small group of volunteers in order for it to make more of an impact.
- During a summer workshop Palomar brought in DeEtta Jones as a keynote speaker. She sent the faculty questions on diversity, equity, and inclusion prior to the workshop. As a group they discussed their responses. They also discussed cross-cultural competence and intercultural development continuum.
- Our recent AB705 evaluation work has been disaggregated by student demographic variables and shared with the AB705 committee/workgroup and disciplines. We have been asked to share it with Guided Pathways groups as well.
- For the "Degrees When Due" project, we are examining students who have earned 60+ units or more and not received a degree or certificate or transferred. As part of this project, we have disaggregated our cohort to determine if there is any disproportionate impact across student demographic categories. We will be sharing this data with the Senate and others as we continue work on this project.
- Finally, we will be readministering the NACCC survey this spring as part of our membership with the USC alliance. This survey disaggregates across student race/ethnicity categories as a matter or process. I am crossing my fingers for a better student response and a real engagement in the data.

16. Highlight any activities that your college has been involved in focused on DEI work (Click all that apply).

Mentoring (not specific to DEI yet)

Curriculum Audit/Review

Town Halls

Healing Circles

Webinars

External Speakers

Land Acknowledgements

Resolutions

Student Panels

Forums

Policy, Processes and Procedures Revision

Learning Circles (recent sessions for Black History Month)

Reading Circles/Book Clubs

Student Town Halls (by racial group or other diversity category)

Other (please specify):

17. Share a success story about the DEI and Anti-Racism work at your college thus far?

At the risk of sounding immodest and while fully recognizing that our college has much work to do, it is a little difficult to point to a single success story from our campus, so here are some highlights not fully mentioned in the previous questions:

- Our Police Academy set into motion police reform and revised academy training in our region, and those actions became favored among all academy practitioners in the state. The work done in this area led to us being one of the community colleges featured in the December/January 2021 issue of the *Community College Journal* (see [HERE](#) for article).
- Our Phi Theta Kappa antiracism project, where students provided video testimonials about their experiences with antiracism. There was a showing via Zoom that included breakout room discussion, and the event was attended by over 100 people.
- Two of our faculty members have developed the “Decolonizing Syllabi” project and have presented it numerous times at our campus, at other campuses, and at the ASCCC Fall Plenary. Their co-authored article about this project appeared in the *Rostrum*.
- Our school has offered two employee sections of Africana Studies, which can be audited or taken for credit (and applicable for advancement on our pay scale). We are hoping to expand this project to offer additional classes in American Indian Studies and Chicano Studies.
- We have an active collection of affinity groups, whose work has included holding various “healing circles.”

18 What have been the barriers at your college engage in meaningful DEI and Anti-Racism work?

The barriers are numerous and significant:

- Non-allies, of course, but also allies who are afraid to speak up, take action, and stand for DEI and Antiracism. There may be many reasons for this, but one is certainly the conscious and unconscious presence of Colonial, punitive, and deficit-minded thinking.
- The movement from words to action. Our Senate worked hard to craft our statement on antiracism, but we're now encountering the difficulty of how those words translate into action. One example noted above is the appointment of faculty to committees. We have called attention to that section of our statement on the calls that go out, but applicants may or may not address it. We haven't yet moved to a full open debate on applicants, and there are several reasons for that. One is a general lack of interest in speaking candidly about colleagues in an open meeting. Another is that by and large there is not a lot of competition for committee positions; in reality, it's often difficult to fill open spots. This situation is typical of many institutions, but it is compounded at our school (and likely others) due to the number of initiatives and grants that we are involved with.
- Related to the slow, sometimes nonexistent move from word to action, is the lack of support—financial and otherwise—to make/institute the necessary changes. Ongoing funds should be committed to projects and initiatives that require money if we are to truly institutionalize an equity framework in all we do. Some of us working on this survey were dismayed to discover that diversity initiatives are largely funded through FON penalties (see this [EdSource article](#)). This situation is both counter-intuitive and counter-productive in that two desired outcomes—a higher percentage of full-time faculty and robust diversity initiatives—are pitted against each other financially. Clearly local districts need to commit to spending on equity (and ours is certainly no exception), but so does the state.
- Information overload. Faculty are not able/willing to pay attention to all DEI progress and initiatives at the college and a lack of clear definitions (from a question above) can compound this. There are also so many committees and groups doing so many different things, and though Faculty Senate oversees all of this, for many faculty—especially part-time faculty who are splitting their time between different institutions and newer FT faculty who are just trying to get their bearings—keeping up with this all and knowing what's going on in all of these arenas feels impossible at times. Many people/groups are just trying to process all of the information, and that overload can lead to inaction.
- Participation. We need to have a larger number of faculty engage in DEI and Antiracist professional development. Many of the same faculty members actively participate in these events. Our virtual world has shown an uptick in participation in terms of numbers, but not necessarily in terms of depth of engagement.

19. What kinds of Professional Development/Policy support would you like to see from the ASCCC around DEI and Anti-Racism?

Some of the questions above are difficult to address without a complete understanding of what actual progress might look like. For example, when asked if we are “examining Program Review with a DEI focus,” it is not immediately clear what that means. ASCCC-sponsored workshops on/ASCCC-provided examples of some of these matters would help (and hopefully will be one of the results of this survey). In addition, the question of “institutionalization” and what that means exactly has come up in numerous conversations. Some forms that institutionalization might take come up against issues of academic freedom and/or “forcing” someone to adopt a practice without authentic “buy-in.” It would be very helpful to see some concrete examples of how different DEI initiatives become institutionalized.

Candidate for Emeritus Status (retired 1/21)

A. Carey Carpenter

Biology Department

23 years

Benefits Available to Emeritus Faculty (section 16.11 of the Faculty Contract)

- Library borrowing privileges
- Staff parking pass
- Athletic event pass
- Staff discount for performing arts events
- Retention of your existing Palomar email account, unless otherwise determined by the Vice President of Human Resources based on extenuating circumstances such as existing or anticipated litigation or disciplinary related matters that would require issuance of a new email account.
- The opportunity to audit or enroll in up to 6 units per semester at Palomar College, given that there is room available in the class(es).
- The opportunity to teach up to one assignment or .3 load per semester in the discipline from which you retired, to be assigned after full- time overload, and before part-time faculty assignments are made.