



FACULTY SENATE MEETING

March 22, 2021

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
March 15, 2021

APPROVED

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

ABSENT: No absences to report.

GUESTS: Rachel Alazar, Laurel Anderson, Tanessa Sanchez, 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 No public comments.

ANNOUNCEMENTS

Senate Secretary Molly Faulkner announced that *A Wrinkle in Time* is showing this weekend in Performing Arts. Tickets can be purchased here: www.palomarperforms.com

Senator and TERB Coordinator Lawrence Lawson congratulated the following faculty who were conferred tenure or permanent status during the last governing board meeting.

Leticia Aguirre, Counseling
Matthew Doherty, Biology
Jason Jarvinen, Cooperative Education
Monique Lineback, Nursing Education
David Miller, Public Safety Programs
Tamara Holthaus, Early Childhood Education Lab School

Shannon Andrews, Chemistry
Michael Dudley, Behavioral Sciences
Cory Lindsay, Biology
Vickie Mellos, ESL
Marlo Willows, Behavioral Sciences
Rene Robelin, Early Childhood Education Lab School

Senator and Articulation Officer Ben Mudgett announced that there is a spot bill being discussed in Sacramento; AB 928 Student Achievement Reform Act of 2021. This act would establish an intersegmental implementation committee to hold campuses accountable and enable a statewide focus on simplifying transfer. It will also consolidate the two existing general education pathways into one that meets admission requirements at both the CSU and UC. Lastly, the bill will automate the placement of all community college students onto an ADT pathway intended for their major. In doing so,

a student will be placed directly onto the pathway that will maximize their probability of entering and completing a four-year university degree in their chosen field of study in a timely manner, while minimizing the accrual of excess units.

ASG President Kateri Mouawad announced that NCHEA is sponsoring an event called *CAREERS DURING COVID, The Digital Turn*. The event is Thursday, March 18 from 4 to 7 PM. More information can be found here: <https://www.ncheasd.com/>

Mouawad also shared a message she recently received from a second-year student at Palomar. The message read:

"So, I ask how I can succeed if my professor doesn't care and set the class up for failure from day one. I would never ask for an easier road to travel and traveling alone is running its course. I have to ask myself, why bother going back to school. I feel depressed, disappointed and pushed to my limit with online school and not receiving the support I need to return. However, for those professors that have gone above and beyond for us, thanks are not enough. For those that are just getting by, get to know me and what it's like a day in my shoes before you treat me with such disregard. Ask yourself, if you took this class during the pandemic like this, would you have been successful."

Mouawad went on to say that as a member of the ASG, she is working hard to represent students like this. It's very discouraging to see these messages come through. ASG is working on making this online learning process easier for students and the same can be said for all faculty who are working hard as well. When students come to you with real, genuine concerns, Mouawad asked for sincere consideration of these issues.

AGENDA CHANGES No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Fererro/Faulkner

Faculty Senate approval of meeting minutes dated March 8, 2021 as amended (see Exhibit 1).

Abstentions: Kateri Mouawad, Ben Mudgett

The motion carried.

ACTION

A. Curriculum – No action needed.

B. Committee Appointments – No action needed.

Senator and Committee on Committees Chair Anastasia Zavodny reminded Senators that the deadline to volunteer to serve on the new councils is Friday, March 19. The designated Senator seat on the College Council still needs a volunteer.

C. Community Agreements for Senate

Motion 2 MSC: Laughlin/Aguilar

Faculty Senate approval to adopt the Community Agreements (see Exhibit 2).

Abstention: Anastasia Zavodny

Nay: Sabrina Santiago

The motion carried.

Senate President Rocco Versaci wants this text placed on meeting agendas at some point, added to the website and included in open call communications for Senators. He sees it as a living document that would be revisited when there is an influx of new Senators. This behavior applies to everyone in the meeting. It should be the responsibility of all Senators to assist with maintaining these behaviors whenever Senate gathers.

Several Senators made suggested edits to the document. Versaci conducted a straw vote asking Senators if they wanted to vote on the approval of this document today or to postpone the vote until after he has had the opportunity to make all the necessary edits. A majority of Senators indicated that the vote should be done today and that Versaci will bring back the final edited version as an Information Item next week.

INFORMATION ITEMS

A. DEI Survey (see Exhibit 3)

Senate President Versaci shared the exhibit asking Senators for feedback on omissions or information that is inaccurate.

Senator and Curriculum Chair Wendy Nelson commented on survey Question #14 regarding the PRP process. Last year, the PRP work group desegregated the data for faculty from the course level so that faculty can actually look at core success rates based on student groups. Nelson suggested regarding efforts made to create a culture of diversity through the curriculum.

Senator and Professional Development Coordinator Kelly Falcone asked for clarification on Question #12 and stated that she is able to provide additional information if needed. Falcone and Versaci will discuss edits offline. Regarding communication comments made between PD and Senate, Versaci stated that there would be conversations in DEqCC and Senate about what would be good trainings to add that are related to DEI.

ASG President Mouawad requested clarification on Question #6 regarding general student involvement in the College's DEI work. Mouawad said there is room for growth in this area but student feedback showed that some students don't feel they are being heard. Versaci said that faculty and administration both have the responsibility to bring more students into the conversation.

Versaci will hold on to the survey for a few more days should anyone want to provide additional feedback. This survey was sent to every community college in the state. There will be a group who will sift through the responses to create a report of the DEI work being done statewide. Versaci will make sure all Senators get the report once its complete.

Senate Vice President Jenny Fererro shared that, as part of the group responding to this survey, she thinks that it was a good exercise because it provided an opportunity for important reflection. She encouraged Senate to keep some of

these questions in mind and to revisit this as we move forward throughout the year and next year to make sure we're staying on track with our goals.

B. Emeritus Status for Dr. A. Carey Carpenter (see Exhibit 4)

Motion 3 MSC: Fererro/Laughlin

Faculty Senate approval to suspend the rules and move back into Action.

Abstentions: Kateri Mouawad (Advisory Vote), Anastasia Zavodny

The motion carried.

Motion 4 MSC: Towfiq/Laughlin

Faculty Senate approval to confer Emeritus status to Dr. A. Carey Carpenter.

Abstentions: Kateri Mouawad (Advisory Vote), Anastasia Zavodny

The motion carried.

C. Curriculum Information for Department Websites

Senate VP Fererro spoke on behalf of Senate Secretary Molly Faulkner who needed to leave the meeting. VP Fererro stated that this came about from a recent discussion Senate had about whether departments should have curriculum information on their website because there are concerns about it being out of date. A suggestion was floated that the mapper should be used as the primary tool for students to get information about the different programs. There are some issues with the accuracy of the mapper. There are questions about whose responsibility it is to keep the mapper up to date. Performing Arts and Child Development's curriculum on their respective websites is correct. The mapper and the course catalog are not doing an effective job of keeping up with all the course cuts and rearrangements. To the questions that Senator Faulkner wanted to raise, who's responsible for updating the map, or with curriculum changes from the current year? And what is the timeframe for this to happen? The mapper that we're currently using is only for the current year, but is there going to be an archive of mappers for previous years since we have students working on programs from previous years? We would hate to see that departments are discouraged from keeping curriculum information on their website because in many cases, that's going to be the most accurate place to get the information. Fererro said that Child Development encourages students to visit with their department first before going to a counselor to create their roadmap.

Senator Wendy Nelson responded by saying that the mapper was just launched in June 2020. Figuring out how to institutionalize it is next. A work group is being put together from Curriculum for a year or so to talk about some of the issues in the mapper. After all, the curriculum is completed in META, those changes that were made effective in the fall of 2021 will be made between May and July. The maps will then be updated. Palomar just went to an electronic catalog so everything is going to be come right out of Meta and go into this electronic catalog. Everything in META will be accurate and current in the catalog.

Senator Nelson went on to say that tech review was done two years ago and it unearthed a lot of problems with the process and what happens to curriculum after the curriculum committee approves it. Nelson thinks that tech review is almost complete. The mapper is an out-facing or marketing tool for a potential new student to see a path. The specific curriculum is in the catalog. Nelson also shared that the mapper software can not represent summer nor can it indicate

that the class is only offered semester specific (just fall or just spring). Nelson said that we want our students to visit with their counselor to create their own roadmap.

Laurel Anderson shared that it looks like it might be helpful to include the mapper on the department's website, but it doesn't always match up to courses being currently offered. If you started in the fall, that would align with the mapper, but if you started in the spring, or if you started in the summer that's going to be dramatically different. If we were going to use the mapper, it must be accurate and up to date and departments should have some control over it as well. In its current state, the mapper is not a good tool for students.

Senator Falcone shared that when the mapper was first launched, one of the most difficult things was poor data integrity. The students should be getting the same information, whether they're looking at the catalog, the mapper or department websites. When we put data in multiple different locations, multiple different locations have to be updated which is more opportunity for errors. Falcone said that hopefully, we can put more emphasis on keeping META updated and making sure the information we're sending to the State is accurate and then linking all of our systems together.

Senator Wendy Nelson added that the most important thing is that we all need to trust META. There has been so many issues caused by a variety of things and we're going to get all of those fixed. If we all had confidence in META, maybe the catalog would be a good place to link to.

Senator Mudgett stated this discussion triggered the idea that when Palomar receives grants or short-term funding for an initiative or a project, how are we going to institutionalize it? After the money is gone, the work often continues. What's that plan?

President Versaci responded to Senator Mudgett's comment by saying that he and VP Fererro have been involved in discussions with administration about how we handle these grant funded faculty appointments. We're going to bring something to the April 5 meeting agenda. Part of that, in terms of what we were talking with the district about is some way to finally centralize the whole grant writing process. And part of that would of course be to address exactly what Senator Mudgett is talking about. Versaci took away from that meeting that administration is very interested in having that conversation and figuring something out.

Senator Wendy Nelson added that she has been talking to VP Sivert for the last six months letting her know that we need more release time. Karan Husky has done a lot of the work because she's on the STEM grant for all the STEM maps. We used some Guided Pathways money to pay her and some other counselors. It seems like there's a lot of these situations where we are asking ourselves who's supposed to do that job now and how are we going to pay for it?

Senator Wendy Nelson will bring these comments to Curriculum on Wednesday March 17.

REPORTS

ASG (Mouawad)

- VP Hussain, VP of Internal Affairs Therese Mouawad, Senator Galaviz, Senator Vega, and President Mouawad met with TERB to present the student findings and our potential solution to integrate Canvas administered surveys. The same presentation is intended to be given at the DE committee.
- ASG continues our first and second reading of our bylaws and constitution as we continue to move closer to officializing compensation, and organizing our documents.
- ASG continues to move forward with meditation room designs, planning next year's budget, and supporting clubs/events, as well as participating in multiple councils/committees.

President (Versaci)

The DEI Survey work group (me, Jenny Fererro, Hossna Sadat Ahadi, Lisette Lasater, Tina-Marie Parker, and Cynthia Cordova) met on Thursday, March 4. We had all submitted notes on the survey's nineteen questions, and we used the time to compile them somewhat and discuss other people that we needed to bring into the conversation. Since that meeting, I combined, condensed, and expanded on those notes; reached out to the individuals we had identified; and completed a version of the survey that will be reviewed in DEqCC at their 3/12 meeting and in Senate on 3/15. The survey responses are due from Senate Presidents to ASCCC by 3/22.

The Diversity in Faculty Hiring work group (me, Lawrence Lawson, and Hossna Sadat Ahadi) will meet on 3/16 to share our progress on each of the three documents that we took responsibility for: a letter of "best practices" to departments (me), suggested revisions to the existing faculty hiring procedures (Hossna), and a list of issues/asks to bring to HR (Lawrence). Once we finalize these documents, we will bring them to DEqCC and the Senate for further revisions.

I sent out the "Summary of Findings" and the "Department By-laws Template" on Tuesday, 3/8. The former went to all faculty and counselors, vice presidents, deans, and Interim President Kahn; the latter went out to all department chairs.

I also sent out calls for nominations for the Faculty Service Award and the Scholarly & Professional Achievement Award. Both have deadlines of April 2.

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

SPC (Versaci) - SPC next meets on Tuesday, March 16.

IPC Report (Versaci)

IPC met on Wednesday, March 10. We reviewed the resource requests from the PRPs that the Deans prioritized (based on a rubric); the Council approved advancing these requests to the next level. We also had an update on the New Program Subcommittee.

SSPC – No report.

HRPC – No report.

FASPC (Antonecchia) – No report.

PFF (Laughlin)

I have been actively involved in the shared governance and union meetings including:

- Governing Board Meetings:
 - At the 3/2/21 meeting I read out our Diversity and Inclusion statement.
- Campus shared governance meetings:
 - Budget meeting: VP Borth is kind of on her own now that Carmen Coniglio and others have left the Fiscal team. She is reaching out to Barbara, Anel, and me for help understanding past history.
 - Faculty Senate
 - SPC
 - Benefits
 - TERB
- Negotiations are starting up again. We are setting up an Academic Calendar work group to figure out summer 2022-2023.

- Interaction with members: I have had with several meetings with members regarding various concerns about hiring practices, working conditions, and contract interpretation.
- Interaction with our CCE colleagues: We stay in close communication with our brothers and sisters in the CCE. We stand shoulder to shoulder.
- Meetings with Board members: We have regularly scheduled meetings with Governing Board members monthly.
- Food Distribution is March 20, 2021.

The District is planning for limited face-to-face instruction in the fall. The planning is pretty opaque. The District refuses to give faculty any leeway when it comes to minimum number of students in each class, in spite of the fact that classes are three hours apart and that faculty would have to prep the class in an entirely different way. If you have concerns about these or any other issues, please email me at tlainelaughlin@gmail.com.

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

DEqCC meeting is on Friday, March 12. We will be discussing funding sources for DEqCC, student and employee complaints about racism on campus, reviewing AP 3000, reviewing the DEI ASCCC survey, revising DEqCC's mission, reviewing the faculty hiring process, planning DEI conference for Spring 2022, and Fall 2021 workshops.

Accreditation (Meehan) - No report.

Distance Education (Hiro)

Faculty are invited to attend the next virtual Distance Education Committee meeting on March 17 from 2:30 - 4 p.m.

Zoom Meeting:

<https://palomar-edu.zoom.us/j/98100391117?pwd=R3FJQ3FJOHFvWTc0dUJ2SHpmKy81dz09>

Meeting ID: 981 0039 1117

Passcode: 017020

You can find meeting minutes and agenda on our website, <https://www2.palomar.edu/pages/academic-technology-committee/>.

Guided Pathways (Nelson)

Here are the Guided Pathways Priorities for Spring/Summer 2021

- Onboarding: Maps & Orientation
 - Implement changes to the website as a result of the Civilian redesign.
 - Link meta-majors to careers and provide students with career-related information.
 - Determine need for additional videos for the degree and certificate pages.
 - Create a dual enrollment structure with advising group and lead job announcements.
 - Develop differentiated orientation videos.
- Majors
 - Create a process for students to use the meta major structure to select a path.
 - Begin conversation about academic and career pathways as official majors.
- Student Success
 - Ticketing system for EOPS, DRC, etc. - this is currently being initiated by AB-705 workgroup and subcommittee to transition from paper/pencil format of student academic status to online submission through STARFISH.
 - Develop a formal Student Ambassador Program to include student voices in guided pathways work.
 - Early Alert – workflow on back end to determine the process, language, marketing, and content before fully implementing to faculty.
 - Initiate student success teams using STEM, Athletics and Veterans Services as models.

- Establish team, goals, timeline, activities for Degrees when Due initiative.
- Develop Teaching Excellence Online Training / Teacher Institute
- Research
 - Examine student data.
 - Collect student input via focus groups to meet outcomes of the Student Engagement Innovation Grant.

Policies and Procedures (Lawson) – No report.

Budget (Ferrerro)

The Budget Committee met on 3/9 to hear budget assumptions in various scenarios through FY 2024/25. There was discussion about the FCMAT recommendation to not assign COLA to Palomar, and whether using that is a realistic assumption. Further discussion included the FCMAT suggestions for the efficiency standard, and volunteers were solicited for two subcommittee/workgroups: Budget Development and Budget Nuts & Bolts. The Committee was also informed that two key fiscal positions (Accounting Manager and Director of Fiscal Services) are now recently vacant and will not be filled before the budget closes.

TERB (Lawson) - No report.

Professional Development (Falcone) - No report.

AB705 Subcommittee (Anfinson)

The AB705 Subcommittee met on Thursday, March 11, after the deadline for this week's reports, so there will be an update on 3/22.

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

Molly Faulkner, Secretary

EXHIBIT 2

March 17, 2021 Curriculum Committee Actions
The following curriculum changes, pending appropriate approvals, will be effective Fall 2021

A. ACTION: New Credit Programs - effective Fall 2021												
Program Title			Disci.	Award	Units	Justification				Orig.		
1	Graphic Designer 1		GCIP	C.A. 8-15	9	Prepare students in an entry level design job in the existing job market.				Grace A. Fowler		
2	Multimedia Production 1		GCMW	C.A. 8-15	9	These are 3 courses that overlap the Multimedia Certificate that will provide basic employment				Wade E.Rollins		
3	Screen Printer I		GCIP	C.A. 8-15	9	Creation of stackable CTE, 8 -15 certificates				Kenneth Dodson		
B. ACTION: Credit Program Changes - effective Fall 2021												
Program			Disci.	Award	Units	Justification				Orig.		
1	Geographic Information Systems - Cert. of Achieve. 8-15 units		GEOG	C.A.	14	This is a proposal to convert the existing Certificate of Proficiency in GIS to a Certificate of Achievement. The GIS Certificate of Achievement Program significantly overlaps with the A.S. in Advanced GIS. The A.S. in Advanced GIS expands upon the core technical knowledge covered by the Certificate of Achievement and gives students additional knowledge about industry specific (i.e. environmental management, remote sensing, cartography) applications of GIS.				Wing H.Cheung		
C. ACTION: Credit Course Deactivations - effective Fall 2021												
Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open	Justification	Reqs.	Originator		
1	CSWB	135	Advanced JavaScript and Mobile Apps	No	CSU	Yes	G/P/NP	No	Course is no longer taught	Prerequisite: CSWB 120	Stephen R.Perry	
2	LS	170	Alternative Dispute Resolution	No	CSU	Yes	G/P/NP	No	Course not offered. Legal Studies	None	L. Jackie Martin	
3	LS	261	Torts and Personal Injury	No	CSU	Yes	G/P/NP	No	program beina deactivated. Standalone	Prerequisite: LS 121	L. Jackie Martin	
D. ACTION: Distance Education and Course Reviews												
The following courses have completed the course approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below. These proposals are effective Fall 2021.												
Subj.	Num	Title					Dist. Ed.				Orig.	
1	ART	136	Ceramics II					Yes				Sasha Jonestein
2	AS	120	Introduction to Africana Social Institutions and Behavior					Yes				Angelica Yanez
3	CHEM	115L	General Chemistry Laboratory					Yes				Jennifer Zabzdyr
4	DMT	115	Alternative Fuels					Yes				Sergio Hernandez
5	DNCE	115	Ballet I					Yes				Margaret M. Faulkner
6	DNCE	279	Tap Production I					Yes				Margaret M. Faulkner
7	EME	295	Directed Study in Emergency Medical Education					Yes				Sarah DeSimone
8	N KINE	906	Hatha Yoga for Older Adults					Yes				

EXHIBIT 3

Mar 22 2021						
Name	Division	FT/PT	Committee	Position	Statement	Action:
Michael Mumford	MSE	FT	Curriculum Committee	MSE 20-23	My MSE commitment ends in May. I served on Curriculum Comm way back and enjoyed it.	

Committee Appointments *Ballot Information*

To: Faculty Senate
From: Anastasia Zavodny
 Chair, Committee on Committees
Date of memo: March 20, 2021
Vote scheduled for: *March 22, 2021*

Call Information

Position: Fourteen (14) Faculty positions on five Councils
Committee: Five (5) newly-formed Councils
Report Structure: *Governing Councils*

Timeline of the Call

The call for these positions was first announced via email to faculty on March 3, 2021. The close date of the call was Friday March 19th at noon PDT. In total, seven email notifications were sent to all faculty from the Chair of Committee on Committees for this Council call. Additionally, the Chair of Committee on Committees sent a targeted email to all faculty members of the current (and soon-to-be-defunct) Councils, informing members both of the new Councils and that their existing positions would not rollover. A separate reminder email call was also sent to the Faculty Senate membership to fill the open Senator position on the College Council.

Structure of the Call

The volunteer form was structured as a dynamic Google Form, which requested volunteers select their Council of interest. The form then displayed the Governance Structure page(s) pertaining to the requested Council, the current open positions, and a reminder of the Faculty Senate's Antiracism statement, adopted 10/26/2020. This statement was placed prior to the following question and volunteers were asked to consider the statement in their required response:

- *Why would you like to join this Council?*

Lastly, volunteers were required to place their initials after the following:

- *By placing my initials below, I am indicating that, should I be selected by Senate to serve in this position, I understand it will be my responsibility to regularly attend the Council meetings and provide timely reports and updates to Senate.*

Volunteers

For the **five (5) Councils** and respective positions appointed by Faculty Senate, we **received twenty (20) volunteer submissions**. Therefore this packet contains information on 20 volunteer submissions.

Volunteer information is presented below in the following order:

<i>Representative Category</i>	<i>Number of Volunteers</i>
• College Council	
◦ 1 Senator	0
◦ 1 Part-Time Faculty (<i>advisory vote</i>)	1
• Institutional Effectiveness, Planning, and Fiscal Stewardship Council (IEPFS)	
◦ 1 Faculty, appointed by Senate	2
◦ 1 Part-Time Faculty (<i>advisory vote</i>)	0
• Equity, Education, and Student Success Council (EESS)	
◦ 3 Faculty, appointed by Senate	12
◦ 2 Counselors, appointed by Senate	2
• Employees, Community, and Communication Council (EC3)	
◦ 2 Faculty, appointed by Senate	2
• Infrastructure and Sustainability Council	
◦ 2 Faculty, appointed by Senate	1
◦ 1 Part-Time Faculty (<i>advisory vote</i>)	0

* **NOTE**: *The above is for faculty positions as appointed by Faculty Senate only. Each of these Councils contains additional faculty positions which are being filled by appointment of PFF.*

The vote for confirmation of the volunteers will proceed in the following order:

- College Council
- Institutional Effectiveness, Planning, and Fiscal Stewardship Council (IEPFS)
- Equity, Education, and Student Success Council (EESS)
- Employees, Community, and Communication Council (EC3)
- Infrastructure and Sustainability Council

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

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(for quick hyperlink reference)

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Volunteer Information for Senate Ballot

College Council: Senator representative

(Select no more than one volunteer)

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

Volunteer Information	Statement
<i>none</i>	<i>none</i>

Volunteer Information for Senate Ballot

College Council: Part-Time Faculty (advisory vote)

(Select no more than one volunteer)

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

Volunteer Information	Statement
Joshua Frank Cardenas <i>American Indian Studies</i>	I currently sit on the Planning & Procedures committee and would like to continue to work in this and related capacities which focus on strategic planning. I have been at Palomar since Fall 2019 and I truly am committed to its mission and vision which respects the diverse community and constituents we serve. I seek to bridge the gaps by acting as a liaison between our communities, departments and institution, acting in a transparent, critical and humble approaches to nurturing our college. I have sat on various related committees at other institutions and feel I would be a great asset for our larger community. I have taught at the community college level since 2012, have my doctorate in Educational Thought & Sociocultural Studies, and currently am a co-advisor of the Native American Student Alliance at Palomar College.

Volunteer Information for Senate Ballot

Institutional Effectiveness, Planning, and Fiscal Stewardship Council: Faculty representative

(Select no more than one volunteer)

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

Volunteer Information	Statement
Sergio Hernandez <i>Trades & Industry</i>	I would like to share my fiscal and budgeting experiences from my 28 years in industry with my peers in the hopes that my input would be relevant and helpful to our college.
Glyn Bongolan <i>Counseling</i>	I naturally start with the big picture when reflecting upon ideas and systems, so membership on a Council is a natural fit for me. I have served on IPC, SSPC, and SSEC which gives me a good perspective of what has been done in the different areas and of what will be done on this council. In addition to that, my involvement in things such as Guided Pathways as a Pillar Lead, Chair of an Accreditation Standard IIC, Dual Enrollment, USC Equity Leadership Alliance, as well as Chair of Counseling, all give me a strong foundation in not only the activities, but also the culture at Palomar College. Thank you for your consideration.

Volunteer Information for Senate Ballot

Institutional Effectiveness, Planning, and Fiscal Stewardship Council: Part-Time Faculty (advisory vote)

(Select no more than one volunteer)

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

Volunteer Information	Statement
<i>none</i>	<i>none</i>

Volunteer Information for Senate Ballot

Equity, Education, and Student Success Council: Faculty representative

(Select no more than three volunteers)

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[Link to Rubric/Notes](#)

Volunteer Information	Statement
Natalia Volodina <i>Biology</i>	I am a female and the first generation immigrant and the first in my family to pursue Science and being a college professor so I would like to help other underrepresented people too
Leanne Maunu <i>English</i>	I have been serving on IPC and SSEC this past year, and would like to continue to be on a council that focuses on work related to both instruction and equity. The intersection between both areas is important, and I would do my best to advocate for students and faculty.
Mark Bealo <i>Graphic Communications</i>	I am currently the longest standing member of IPC. We have lost valuable members through retirement who were pillars on IPC and stood up against administrative directives that did not serve the best interests of our students. I will continue to carry that torch and ensure their legacy is prolonged.
José Briceño <i>Behavioral Sciences</i>	I'm interested in advancing equity, diversity, and inclusion at Palomar. I teach race, class, gender, justice studies, and behavioral sciences statistics. I've also taught in the Transitions program, assisting formerly incarcerated students transition to college. I've also served as service learning coordinator, which works to advance student access and success through partnerships with educational and non-profit community organizations.
Alexandra Doyle Bauer <i>Library</i>	<p>As a full-time faculty member in the Library Department, I have been committed to an antiracist stance both personally and professionally. My dedication to equity and inclusion for all our colleagues, students, and the community as a whole has driven me to participate in many different kinds of learning opportunities. I have participated in webinars, books clubs, and other educational conferences to expand my knowledge about antiracism so I can be a true ally to our wonderful BILPOC community. I will gladly continue this work on my own, as this is work that is never truly finished. For the Palomar College Library I initiated and created the “Antiracism Resources for our Community” LibGuide:</p> <p>https://palomar.libguides.com/BlackLivesMatter_SU20. I also, in collaboration with other antiracist colleagues, created the LibGuide titled “Equity Teaching Practices & Resources”: https://palomar.libguides.com/EquityTeaching_FA20. My desire to further assist the College with the important task “to align instruction and student services to maximize equity and success” puts me in the position to help with the important work tasked to this EESS Council. My aspiration to work and live in a community where equity, diversity, and inclusion are part of the overall plan could make me an asset to this EESS Council. By working in both student services (the Library) and Instruction (teaching LT 140) I have the opportunity to see many different sides of the Equity, Education, and Student Success equation. And I hope I can be a small part of the solutions. Thank you!</p>

<p>Katrina Tamura <i>ESL</i></p>	<p>I have been working with Non-Credit English as a Second Language students at night and on weekends at Palomar since 2005. My diverse group of students are often marginalized and left out of campus events and services. I am interested in serving on this committee because I have experience, perspective, and motivation that can support its goals. There are many examples of ways I have pursued the goals of this committee as a teacher here over the last 16 years.</p> <p>For example, for several years I coordinated and hosted an event called, "Recognition Night" to allow students the opportunity to participate in an on campus event and receive information about campus programs and services. My coordinator Lee Chen and I worked together to come up with ways to help struggling students in our night program and insure that they were getting information about services only available during the day. During the semester, students would keep a stamp card to record the times they visited an on campus service, such as the tutoring center, library, career center, art gallery, etc. At Recognition night, students would be celebrated for their successes in class and the stamp card was exchanged for school supplies. This greatly added to the inclusion of my students on campus and brought attention to services they would not have known about or tried. This was not just for my class, but for an entire program.</p> <p>In another semester, I worked with a teacher at the Telescope to create an exchange between English speaking journalism students who needed practice interviewing people who speak with accents. This provided speaking practice for my students who volunteered to participate because they wanted to practice speaking English with a peer on campus. Usually, these groups do not interact. This was very centered around promoting inclusion and diversity. In fact, my students were able to partner with the Telescope journalism students to create our own class newspaper.</p> <p>There are other examples like this that demonstrate my dedication to both the goals of the EESS committee and the Faculty Senate. I hope to continue serving.</p>
<p>Nicole Siminski <i>ESL</i></p>	<p>As an ESL faculty member and coordinator of the ESL program at the FEC, I am interested in serving as a voice for students as we develop an equity plan. Having served on the Student Success and Equity Council, I am ready to take a more active role in implementing innovative strategies to promote student access, success, and equity particularly among DI students.</p>
<p>Betsi Little <i>Psychology</i></p>	<p>Although I am relatively new to Palomar, I have had a variety of experience that may best fit with EESS. In addition to teaching for over 15 years, I have served (at other institutions) as a department chair, Title IV investigator, Interim Dean of Students, President's council member, at Palomar, served on IPV (1 year) and am an adviser to our Psi Beta and Psych Clubs. Student access and exceptional experience is at the core of my values. I am passionate about my job and who I serve!</p>

<p>Ellen Weller <i>Performing Arts</i></p>	<p>I am interested in serving on this Council, and I believe that my experience on the Faculty Senate, IPC, Tenure and Evaluations Review Board and the original Student Equity and Success Task Force has allowed me to develop a "big-picture" paradigm. I came to Palomar College specifically to work with our particular population of mostly underserved students. My teaching philosophy maintains, at its core, the support of students on their individual paths, doing whatever it takes to help them. I have fostered interdisciplinary community here on campus by volunteering my time to provide festive music ensembles for important cultural events at Palomar, including Foundation fundraisers, Veterans Day ceremonies, House of Humans, and Commencement. As a committee member, I believe that my strength is in asking questions about the impact of decisions on various stakeholders. I look forward to bringing a strong sense of community to this important Council.</p>
<p>Ashley Wolters <i>Trades & Industry</i></p>	<p>As a educator I strongly believe in the support of all students through a variety of means. Throughout my career I have championed many students, programs and policies to promote diversity, equity and inclusion focusing on students that are underserved and underrepresented. I have done this in a myriad of ways such as modifying discipline policies, recruitment of minority populations into welding classes, and starting additional tutoring for populaces that need additional supports. I look forward to helping and serving the EESS council and students of Palomar College.</p>
<p>Meirav Lavy Mazor <i>Biology</i></p>	<p>As a new adjunct faculty at Palomar, I am very interested in becoming involved on campus and to make a broader contribution beyond my classroom. As a teacher committed to equity and to inclusive instruction, I am interested in taking my commitment to the next level and to actively assist with strengthening communications and collaborations between instructors, and especially adjuncts, and student services and to ultimately help to develop equity-minded policies that promote student success.</p> <p>In addition to my interest to serve my new community, I will also bring my diverse experience. I worked with students from diverse populations including high school dropouts learning basic skills, immigrants learning language skills, and middle and high school students. Following immigrating to the US, I was exposed to additional ethnically and culturally diverse environments. Through these experiences, I have learned about and recognized the critical role of an inclusive, safe, and supportive atmosphere in peoples' ability to achieve their professional and personal goals. I look forward to the opportunity to contribute my experience to the EESS Council.</p>
<p>Elizabeth Stephens <i>Counseling</i></p>	<p>Being able to join the Equity, Education & Student Success council would allow me the opportunity to continue advocating for and being part of a dynamic team that will work tirelessly to ensure all of our scholars have a seat at the table and their voices are not only heard, but are immersed & have inclusion in our council and beyond.</p>

Volunteer Information for Senate Ballot

Equity, Education, and Student Success Council: Counseling Faculty representative

(Select no more than two volunteers)

[Link to Index](#)

[Link to Rubric/Notes](#)

Volunteer Information	Statement
Sabrina Menchaca <i>Disability Counselor</i>	<p>I would like to join this Council because I feel it is my personal and professional responsibility to advance equity, diversity and inclusion. Part of that is fostering a culture of anti-racism on our campus. As my responsibility I work every day to be mindful of possible bias thoughts, beliefs and attitudes that might have been created in my earlier experiences in life out of fear and ignorance towards others different than myself. I am a person of color and I have struggled with feeling accepted within the college culture. I can appreciate the apprehension and caution others may have when they walk onto a college campus were historically others who look like them have not journeyed the same path. It is my recognition of my bias beliefs and attitudes and my ability to reflect and replace those beliefs to build a culture of anti-racism on our college campus. College campuses are an environment where students of color may not feel comfortable being a part of the community. It is my role to foster a culture of acceptance of all races, ethnic groups and diversity of people in general. I feel that being a person of color I am empowered to be a professional college role model for the possibilities of what can be for other students of color. My strongest attribute in fostering acceptance to support an anti-racism culture is that I can share my personal racial struggles and make it a safe place for other students of color to share their story. When a student can feel safe in an environment set for learning, it reduces fear and allows for learning to take place. It is then that the advancement of equity, diversity and inclusion can occur and academic success on our campus is possible.</p>
Tina Barlolong <i>Counseling</i>	<p>“Be it resolved that, in matters related to district and college governance structures, the Faculty Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion.”</p> <p>As a veterans counselor at Palomar College, I am committed to ensuring that our practices are equitable, inclusive, and responsive. I work with a highly diverse student population that come to Palomar College from many walks of life and from around the country. In supporting student veterans into their transition into their civilian roles, there are many considerations to include when developing a plan that speaks to inclusion, diversity, and equity. I would like to include the student veterans perspective as it relates to the experiences they have as a student, and to develop and be a part of changing the culture on campus and to continually support our students' success in our community.</p>

Volunteer Information for Senate Ballot

Employees, Community, and Communication Council: Faculty representative

(Select no more than two volunteers)

[*Link to Index*](#)

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

Volunteer Information	Statement
Michael Dudley <i>Psychology</i>	This is my first year as a member of the Human Resource Services Planning Council, which will cease to exist this Fall. I understand that this is the committee that will replace it. I am greatly interested in continuing my membership on this committee moving forward!
Jenny Fererro <i>Child Development</i>	As a longtime full-time faculty member who has been consistently active in shared governance and faculty leadership, I would welcome the opportunity to participate in guiding Palomar's equity and inclusion work. I am a strong faculty advocate, and am active in several equity groups, including the Pronoun Project. My historical understanding and knowledge of Palomar would help inform my interest in helping our District move forward towards more inclusive practices. I also enjoy working collaboratively with colleagues throughout the college, including administration, classified, and faculty.

Volunteer Information for Senate Ballot

Infrastructure and Sustainability Council: Faculty representative

(Select no more than two volunteers)

[*Link to Index*](#)

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

Volunteer Information	Statement
Tim Martin <i>Library</i>	In my position as Fallbrook Center Librarian, I directly interact with students on a regular basis. I'm aware of the barriers they encounter with technology resources that impact their experience at the College. I'm interested in serving on this Council to participate in discussions related to new facilities at the Fallbrook Center as well as campus wide facility issues related to equity and accessibility.

Rubric/ Notes for Vote

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

While we are seeking to fill all open positions on these five (5) new Councils, it is important to note that you are under no obligation to confirm the individuals presented. Therefore, please consider making note only of those whom you would wish to confirm for each section.

As always, Senate strives to place faculty based on the information presented to Senate by the volunteers themselves, and not based on popularity nor hypothetical situations.

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

Thank you.

Anastasia Zavodny
Chair, Committee on Committees
Faculty Senate
Palomar College

(Rubric is on the following page)

Each section has also been hyperlinked below.

<u>Volunteer Section</u>	<u>My notes/ comments</u>
<u>College Council: Senator representative</u> <i>(select one)</i> <ul style="list-style-type: none"> • none 	
<u>College Council: Part-Time Faculty (advisory vote)</u> <i>(select one)</i> <ul style="list-style-type: none"> • Joshua Frank Cardenas 	
<u>Institutional Effectiveness, Planning, and Fiscal Stewardship Council: Faculty representative</u> <i>(select one)</i> <ul style="list-style-type: none"> • Sergio Hernandez • Glyn Bongolan 	
<u>Institutional Effectiveness, Planning, and Fiscal Stewardship Council: Part-Time Faculty (advisory vote)</u> <i>(select one)</i> <ul style="list-style-type: none"> • none 	
<u>Equity, Education, and Student Success Council: Faculty representative</u> <i>(select no more than three)</i> <ul style="list-style-type: none"> • Natalia Volodina • Leanne Maunu • Mark Bealo • José Briceño • Alexandra Doyle Bauer • Katrina Tamura • Nicole Siminski • Betsi Little • Ellen Weller • Ashley Wolters • Meirav Lavy Mazor • Elizabeth Stephens 	
<u>Equity, Education, and Student Success Council: Counseling Faculty representative</u> <i>(select no more than two)</i> <ul style="list-style-type: none"> • Sabrina Menchaca • Tina Barlolong 	

**Employees, Community, and Communication
Council: Faculty representative**

(select no more than two)

- Michael Dudley
- Jenny Fererro

**Infrastructure and Sustainability Council:
Faculty representative**

(select no more than two)

- Tim Martin

March 22, 2021			
College Council			
<u>Senator LAST name</u>	<u>FIRST name</u>	<u>Faculty, Senator</u>	<u>Faculty, Part-Time (advisory vote)</u>
Aguilar	Eduardo	Lawrence Lawson	Joshua Frank Cardenas
Craft	Lacey		
Dalrymple	Will	Lawrence Lawson	Joshua Frank Cardenas
Doyle Bauer	Alex	Lawrence Lawson	Joshua Frank Cardenas
Falcone	Kelly	Lawrence Lawson	Joshua Frank Cardenas
Farrell	Katy	Lawrence Lawson	Joshua Frank Cardenas
Faulkner	Molly	Lawrence Lawson	Joshua Frank Cardenas
Fererro	Jenny	Lawrence Lawson	Joshua Frank Cardenas
Hiro	Erin	Lawrence Lawson	Joshua Frank Cardenas
Jarvinen	Jason	Lawrence Lawson	Joshua Frank Cardenas
Laughlin	Teresa	Lawrence Lawson	Joshua Frank Cardenas
Lawson	Lawrence	Lawrence Lawson	Joshua Frank Cardenas
Lopez	Natalie	Lawrence Lawson	Joshua Frank Cardenas
Manneh	Beatrice	Lawrence Lawson	Joshua Frank Cardenas
Marshall	Leigh	Lawrence Lawson	Joshua Frank Cardenas
Martin	Jackie	Lawrence Lawson	Joshua Frank Cardenas
Meehan	Adam	Lawrence Lawson	Joshua Frank Cardenas
Miller	Susan		
Mudgett	Benjamin	Lawrence Lawson	Joshua Frank Cardenas
Nelson	Scott	Lawrence Lawson	Joshua Frank Cardenas
Nelson	Wendy	Lawrence Lawson	Joshua Frank Cardenas
Rose	Candace	Lawrence Lawson	Joshua Frank Cardenas
Santiago	Sabrina	Elizabeth Stephens	Joshua Frank Cardenas
Stephens	Elizabeth	Elizabeth Stephens	Joshua Frank Cardenas
Towfiq	Fariheh	Lawrence Lawson	Joshua Frank Cardenas
Versaci	Rocco	Lawrence Lawson	Joshua Frank Cardenas
Wrathall	Reza	Lawrence Lawson	Joshua Frank Cardenas
Zavodny	Anastasia	Lawrence Lawson	Joshua Frank Cardenas
(ASG) Mouawad	Kateri	Lawrence Lawson	Joshua Frank Cardenas

March 22, 2021		
Employees, Community, and Communication Council		
<u>Senator LAST name</u>	<u>FIRST name</u>	<u>Faculty representative (select no more than two)</u>
Aguilar	Eduardo	Jenny Fererro
Craft	Lacey	
Dalrymple	Will	Michael Dudley, Jenny Fererro
Doyle Bauer	Alex	Michael Dudley, Jenny Fererro
Falcone	Kelly	Michael Dudley, Jenny Fererro
Farrell	Katy	Michael Dudley, Jenny Fererro
Faulkner	Molly	Michael Dudley, Jenny Fererro
Fererro	Jenny	Michael Dudley, Jenny Fererro
Hiro	Erin	Michael Dudley, Jenny Fererro
Jarvinen	Jason	Jenny Fererro
Laughlin	Teresa	Michael Dudley, Jenny Fererro
Lawson	Lawrence	Michael Dudley, Jenny Fererro
Lopez	Natalie	Jenny Fererro
Manneh	Beatrice	Jenny Fererro
Marshall	Leigh	Jenny Fererro
Martin	Jackie	Michael Dudley, Jenny Fererro
Meehan	Adam	Michael Dudley, Jenny Fererro
Miller	Susan	
Mudgett	Benjamin	Michael Dudley, Jenny Fererro
Nelson	Scott	Jenny Fererro
Nelson	Wendy	Jenny Fererro
Rose	Candace	Jenny Fererro
Santiago	Sabrina	Michael Dudley
Stephens	Elizabeth	Michael Dudley
Towfiq	Fariheh	Michael Dudley, Jenny Fererro
Versaci	Rocco	Michael Dudley, Jenny Fererro
Wrathall	Reza	Michael Dudley, Jenny Fererro
Zavodny	Anastasia	Michael Dudley, Jenny Fererro
(ASG) Mouawad	Kateri	Michael Dudley, Jenny Fererro

March 22, 2021		
Equity, Education, and Student Success Council		
<u>Senator LAST name</u>	<u>FIRST name</u>	<u>Faculty Counseling representative (select no more than two)</u>
Aguilar	Eduardo	Sabrina Menchaca
Craft	Lacey	
Dalrymple	Will	Sabrina Menchaca, Tina Barlolong
Doyle Bauer	Alex	Sabrina Menchaca, Tina Barlolong
Falcone	Kelly	Sabrina Menchaca, Tina Barlolong
Farrell	Katy	Sabrina Menchaca, Tina Barlolong
Faulkner	Molly	Sabrina Menchaca, Tina Barlolong
Ferreiro	Jenny	Sabrina Menchaca, Tina Barlolong
Hiro	Erin	Sabrina Menchaca, Tina Barlolong
Jarvinen	Jason	Tina Barlolong
Laughlin	Teresa	Sabrina Menchaca, Tina Barlolong
Lawson	Lawrence	Sabrina Menchaca, Tina Barlolong
Lopez	Natalie	Sabrina Menchaca
Manneh	Beatrice	Tina Barlolong
Marshall	Leigh	Sabrina Menchaca
Martin	Jackie	Tina Barlolong
Meehan	Adam	Tina Barlolong
Miller	Susan	
Mudgett	Benjamin	Sabrina Menchaca, Tina Barlolong
Nelson	Scott	Sabrina Menchaca
Nelson	Wendy	Tina Barlolong
Rose	Candace	Tina Barlolong
Santiago	Sabrina	Sabrina Menchaca
Stephens	Elizabeth	Sabrina Menchaca
Towfiq	Fariheh	Sabrina Menchaca, Tina Barlolong
Versaci	Rocco	Sabrina Menchaca, Tina Barlolong
Wrathall	Reza	Sabrina Menchaca, Tina Barlolong
Zavodny	Anastasia	Sabrina Menchaca, Tina Barlolong
(ASG) Mouawad	Kateri	Sabrina Menchaca, Tina Barlolong

March 22, 2021			
Institutional Effectiveness, Planning, and Fiscal Stewardship Council			
<u>Senator LAST name</u>	<u>FIRST name</u>	<u>Faculty representative</u>	
Aguilar	Eduardo	Glyn Bongolan	
Craft	Lacey		
Dalrymple	Will	Glyn Bongolan	
Doyle Bauer	Alex	Glyn Bongolan	
Falcone	Kelly	Glyn Bongolan	
Farrell	Katy	Glyn Bongolan	
Faulkner	Molly	Glyn Bongolan	
Ferreiro	Jenny	Glyn Bongolan	
Hiro	Erin	Glyn Bongolan	
Jarvinen	Jason	Sergio Hernandez	
Laughlin	Teresa	Glyn Bongolan	
Lawson	Lawrence	Glyn Bongolan	
Lopez	Natalie	Glyn Bongolan	
Manneh	Beatrice	Sergio Hernandez	
Marshall	Leigh	Sergio Hernandez	
Martin	Jackie	Sergio Hernandez	
Meehan	Adam	Sergio Hernandez	
Miller	Susan		
Mudgett	Benjamin	Glyn Bongolan	
Nelson	Scott	Glyn Bongolan	
Nelson	Wendy	Glyn Bongolan	
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Stephens	Elizabeth	Sergio Hernandez	
Towfiq	Fariheh	Glyn Bongolan	
Versaci	Rocco	Glyn Bongolan	
Wrathall	Reza	Sergio Hernandez	
Zavodny	Anastasia	Sergio Hernandez	
(ASG) Mouawad	Kateri	Glyn Bongolan	

March 22, 2021		
Infrastructure and Sustainability Council		
<u>Senator LAST name</u>	<u>FIRST name</u>	<u>Faculty representative (select no more than two)</u>
Aguilar	Eduardo	Tim Martin
Craft	Lacey	
Dalrymple	Will	Tim Martin
Doyle Bauer	Alex	Tim Martin
Falcone	Kelly	Tim Martin
Farrell	Katy	Tim Martin
Faulkner	Molly	Tim Martin
Fererro	Jenny	Tim Martin
Hiro	Erin	Tim Martin
Jarvinen	Jason	Tim Martin
Laughlin	Teresa	Tim Martin
Lawson	Lawrence	Tim Martin
Lopez	Natalie	Tim Martin
Manneh	Beatrice	Tim Martin
Marshall	Leigh	Tim Martin
Martin	Jackie	Tim Martin
Meehan	Adam	Tim Martin
Miller	Susan	
Mudgett	Benjamin	Tim Martin
Nelson	Scott	Tim Martin
Nelson	Wendy	Tim Martin
Rose	Candace	Tim Martin
Santiago	Sabrina	Tim Martin
Stephens	Elizabeth	Tim Martin
Towfiq	Fariheh	Tim Martin
Versaci	Rocco	Tim Martin
Wrathall	Reza	Tim Martin
Zavodny	Anastasia	Tim Martin
(ASG) Mouawad	Kateri	Tim Martin

Resolution to Update the Paper: “Part-Time Faculty: A Principled Perspective”

Whereas Part-Time faculty continue to teach a majority of courses across the California community college system;

Whereas Part-Time faculty continue to experience profoundly inequitable treatment in the workplace, in compensation, and across the full range academic and professional matters;

Whereas inequitable treatment is contrary to the mission of the community college and undermines the equitable educational opportunities and experiences of students;

Whereas the Academic Senate performed a thorough evaluation of issues impacting Part-Time faculty in its publication “Part-Time Faculty: A Principled Perspective” (adopted Spring 2002);

Resolved, that the Academic Senate for California Community Colleges update the paper adopted in Spring 2002: “Part-Time Faculty: A Principled Perspective” and bring it back to the ASCCC 2022 Spring Plenary.

Contact [Anastasia Zavodny](#), Palomar College

Many organizations, groups, classrooms, and other bodies adopt a set of “community agreements” as a framework for how members and attendees will interact with 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, the Faculty Senate has adopted a set of community agreements to support all of the work we do. These agreements are meant to be a living document to be revisited and amended according to the will of the Senate’s always changing membership. This list is also intended to support the actions of the Faculty Senate antiracism statement and is designed to foster brave discussion around the diversity, equity, and inclusion work—including antiracism—that is underway at Palomar College.

We agree to:

- 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 our own identities and make no assumptions
- Not ask individuals to speak for their (perceived) social group
- Actively combat racism, discrimination, and microaggressions
- Act in solidarity with marginalized communities



56th SESSION RESOLUTIONS

Spring Plenary

FOR DISCUSSION AT AREA MEETINGS
March 26 and 27, 2021

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 17, 2021.

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
Annie Corbett, College of San Mateo, Area B
David Morse, Long Beach City College, Area D

SPRING 2021 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.

Resolutions and amendments submitted at Area Meetings are marked with a +.

Resolutions and amendments submitted during open comment period are marked with a #.

- *3.01 S21 Include Cultural Competence in Faculty Evaluations
- *5.01 S21 Support for Additional Guided Pathways Funding
- *6.01 S21 Revising the 50% Law and the FON
- *6.02 S21 Support AB 417 (McCarty 2021) as of March 8, 2021
- *6.03 S21 Support AB 421 (Ward 2021) as of March 8, 2021
- *8.01 S21 Counseling Faculty, Student Success and Transfer
- *9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies
- *9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies
- *10.01 S21 Disciplines List--Film and Media Studies
- *10.02 S21 Disciplines List-- Digital Fabrication Technology
- *11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices
- *12.01 S21 Approve the Paper *Going Beyond Development: Faculty Professional Learning- An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Services*
- *18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply
- *20.01 S21 Enabling Preferred Name and Pronouns across Campus and all Digital Environments
- *21.01 S21 Collaborate with Regional Consortia

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3.0 DIVERSITY AND EQUITY

***3.01 S21 Include Cultural Competence in Faculty Evaluations**

Whereas, The California Community Colleges Chancellor's Office *EEO & Diversity Best Practices Handbook* calls for the incorporation of diversity considerations in the criteria for employee evaluation and tenure review, and other voices, such as the 2020 Student Senate for California Community Colleges' *DEI/Anti-Racism Plan* and the California Community Colleges [*Vision for Success Diversity, Equity, and Inclusion Integration Plan*](#), echo this call by proposing the inclusion of cultural competency and diversity-focused criteria in faculty evaluations;

Whereas, While processes and criteria for faculty evaluations are normally included in local bargaining agreements and thus fall directly under the purview of faculty unions, evaluations are also connected to professional development policies and therefore fall under the purview of academic senates under Title 5 §53200, and this connection is further established by Education Code §§87610.1(a) and 87663 (f), which require that faculty bargaining agents consult with their academic senates regarding the negotiation of evaluation processes;

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural competence in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with their union counterparts to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: [Sharon Sampson](#), Standards and Practices Committee

***3.02 S21 Establishing Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison**

Whereas, The California Community College system has prioritized Inclusion, Diversity, Equity and Anti-racism (IDEA) work including through the CCCCCO Call to Action, the DEI Task Force Recommendations and the Vision for success goals to eliminate equity gaps;

Whereas, Local academic senates have an integral role in advancing Inclusion Diversity, Equity and Anti-racism through academic and professional matters;

Whereas, Information related to Inclusion Diversity, Equity and Anti-racism may not always be disseminated to all faculty at local colleges and district and therefore all faculty will benefit from the creation of and Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison to act as a conduit between the Academic Senate for Community Colleges (ASCCC) and local faculty; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member to act as a liaison to facilitate communication among local faculty, the local senate and the Academic Senate for California Community Colleges.

Contact: [Howard Eskew](#), Relations with Local Senates Committee

5.0 BUDGET AND FINANCE

***5.01 S21 Support for Additional Guided Pathways Funding**

Whereas, The California Community Colleges system in 2018 took a systemic approach to institutional redesign through the implementation of a guided pathways framework that was supported by a \$150 Million California Community Colleges Guided Pathways Grant [Award] Program;

Whereas, California community colleges have locally implemented guided pathways elements such as success teams, program maps, curricular redesign and holistic student support that require structural and policy augmentation to make available the resources and personnel needed to focus on the whole student, meeting the students "where they are";

Whereas, The Academic Senate for California Community Colleges has been integral in supporting guided pathways efforts around the areas of academic and professional matters, including curriculum, professional development, educational programs, program review, and student preparation and success; and

Whereas, The development and implementation of a guided pathways framework necessitates systemic change that requires at least ten years for full sustainability, which allows for inquiry, implementation, assessment, and evaluation;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continuing funding for colleges to support the guided pathways framework for an additional five years in order to allow colleges to continue to implement the framework and time to plan for long term sustainability; and

Resolved, That the Academic Senate for California Community Colleges continue to take a strong role in supporting local colleges and academic senates in the design, implementation, and evaluation of guided pathways frameworks and advocate for identified funding to continue its leadership role.

Contact: [Jeffrey Hernandez](#), Guided Pathways Task Force

6.0 STATE AND LEGISLATIVE ISSUES

***6.01 S21 Revisiting the 50% Law and the FON**

Whereas, California Education Code §84362, also known as the 50% Law, designates a minimum of 50% of a college's general fund budget for direct instruction, but the current definition of instruction under the 50% law does not include support faculty such as counselors, librarians, tutorial coordinators, and any other faculty not actively in a classroom, and thus the 50% law becomes a fiscal and structural barrier to student support;

Whereas, The faculty obligation number, colloquially called the FON, sets a minimum number of full-time faculty to be employed by each college, but the FON is based on an antiquated formula and does not recognize some essential faculty groups such as noncredit faculty;

Whereas, In 2016 a workgroup of stakeholders¹, consisting of both faculty and administrators, commissioned by the California Community Colleges Chancellor's Office came together to explore issues with the 50% Law and the FON and presented recommendations for revisions titled "The 50% Law and the Faculty Obligation Number: A Proposal," finding that instructional practices have changed and have become a shared activity between instruction and support with an increasing focus on services that actively support student success, and that proposal was updated in 2019 with "The 50% Law and the Faculty Obligation Number: An Updated Proposal"²; and

Whereas, The workgroup affirmed the essential role of the 50% Law but called for a redefinition of the expenses considered to be instructional in nature to include costs that directly impact "instruction and learning," including the following:

- faculty working outside of the classroom but playing a directive role in the education of students;
- faculty who provide educational services directly to students;
- governance activities that directly impact the education of students; and

¹ <https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal>

² [The 50% law and the Faculty Obligation Number: An Updated Proposal](#)

- professional activities that pertain to curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revisit the recommendations from the 2016 "The 50% Law and the Faculty Obligation Number: A Proposal" and the 2019 update and advocate for revisions of Education Code §84362, also called the 50% Law, and the faculty obligation number while ensuring that all relevant faculty voices are included in the revision efforts.

Contact: [David Morse](#), Resolutions Committee

***6.02 S21 Support AB 417 (McCarty, 2021) as of March 8, 2021**

Whereas, Current and formerly incarcerated students face significant barriers in pursuing their educational goals, especially in higher education, due to restricted access to educational opportunities, instruction, materials, and services stemming from legal policies and financial limitations; and

Whereas, The Academic Senate for California Community Colleges has numerous positions supporting the provision of equitable educational opportunities and support services for current and formerly incarcerated students³;and

Whereas, The Academic Senate for California Community Colleges has long supported providing educational opportunities and services to current and formerly incarcerated students as demonstrated by these resolutions: [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#) as well as numerous Rostrum articles and presentations at ASCCC events.

Resolved, That the Academic Senate for California Community Colleges support AB 417 (McCarty, 2021) – *Rising Scholars Network: justice-involved students*⁴ as of March 8, 2021.

Contact: [Adrienne C. Brown](#), Legislative and Advocacy Committee

***6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021**

Whereas, The Academic Senate for California Community Colleges (ASCCC) recommends in the position paper *Noncredit Instruction: Opportunity and Challenge*⁵ that the ASCCC should work with the California Community Colleges Chancellor's Office to revise regulations and *the Student Attendance Accounting Manual* to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses;

Whereas, AB 1727 (Weber, 2019), which was vetoed on October 19, 2019 due to funding concerns and reintroduced as AB 421 (Ward, 2021) on March 8, 2021, would create

³ Resolutions: [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#)

⁴ AB 417 (McCarty, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB417

⁵ See Recommendations to the Board of Governors: <https://www.asccc.org/papers/noncredit-instruction-opportunity-and-challenge-0>

parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling⁶; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum⁷;

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)⁸ as of February 16, 2021.

Contact: [Christopher Howerton](#), Legislative and Advocacy Committee

8.0 COUNSELING

***8.01 S21 Counseling Faculty, Student Success, and Transfer**

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*⁹, which is vital to ensuring that students are able to meet their goals;

Whereas, Librarians, faculty coordinators, and other faculty who work outside of classroom instruction likewise play essential roles in promoting student success and helping students to achieve their goals;

Whereas, During times of economic recession, programs such as counseling and support services often experience heavy decreases in funding because they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*¹⁰ is to "Over 5 years, increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU," and counselors and other non-classroom faculty are fundamental to supporting student transfer;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for necessary funding to support the hiring of full-time counselors and other student support faculty to meet recommended educational standards for student to counselor ratios; and

⁶ ASCCC Rostrum article, *Changes Ahead for Noncredit?*, C. Rutan

⁷ Resolutions: [F20 13.02](#), [S19 9.02](#), [F18 9.02](#)

⁸ AB 421 (Ward, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB421

⁹ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

¹⁰ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

Resolved, That the Academic Senate for California Community Colleges advocate and provide support for local academic senates to sustain and increase faculty counseling positions to meet student needs.

Contact: [David Morse](#), Resolutions Committee

9.0 CURRICULUM

***9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements**

Whereas, The passage of AB1460 (Weber 2019), which has driven the California State University to create an “Area F” in Ethnic Studies that can be fulfilled with the completion of a “lower-level” course, will have a significant impact on all 116 California community colleges in that students may fulfill this requirement through transferable courses from ethnic studies disciplines;

Whereas, The California State University has made clear that courses used to fulfill this requirement must align with the core competencies for ethnic studies as delineated by the CSU system, and for the CCCs this alignment is best achieved by offering courses through established ethnic studies programs with ethnic studies prefixes;

Whereas, Less than half of the 116 colleges in the California Community Colleges system currently have ethnic studies programs or offer courses with ethnic studies prefixes, leading to an overall sense of unpreparedness and confusion over which and how courses from the CCCs will serve to fulfill this new requirement; and

Whereas, Because of the Academic Senate for California Community Colleges’ leadership position as a statewide voice for faculty and senates and its focus on representing the faculty voice and making recommendations on statewide matters, the ASCCC can help to provide direction as the CCCs prepare for this new requirement;

Resolved, That the Academic Senate for California Community Colleges work with our stakeholder groups to develop and make available a set of resources for local academic senates to assist in establishing ethnic studies-based programs (including African American, Latinx/Chicanx, Asian, Pacific Islander and Native American Studies) and prefixes at their respective colleges in order to facilitate the transfer and articulation process between the California Community Colleges, and California State University, in regard to the new ethnic studies requirements.

Contact: [Ted Blake](#), Transfer, Articulation, and Student Services Committee

***9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies**

Whereas, California Community Colleges are modifying and developing curriculum to address AB 1460 in accordance with the CSU definition of Ethnic Studies and to

maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's Vision for Success and Call to Action;

Whereas, California Community Colleges have developed different, local approaches to ethnic studies and cultural awareness curriculum that include elements found in the CSU definition of Ethnic Studies as well as elements intended to keep the fidelity and integrity of the well-established Ethnic Studies discipline in community colleges; and

Whereas, California Community Colleges need further guidance to develop local Ethnic Studies courses in such a way to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation of the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges work with Ethnic Studies faculty and faculty from related disciplines to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for California community college courses proposed to meet the CSU General Education Breadth Area F Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges work with Ethnic Studies faculty and faculty from related disciplines to develop a rubric and other professional development materials to provide guidance regarding curriculum elements, such as core competencies and learning outcomes, for community colleges who wish to establish a local ethnic studies or cultural awareness competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

Contact: [Randy Beach](#), Curriculum Committee

10.0 DISCIPLINES LIST

***10.01 S21 Disciplines List—Film and Media Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the film and media studies discipline:

Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies, Drama/Theater, Mass Communication

OR

Bachelor's degree in any of the above

AND

Master's degree in Visual Studies, Media Studies, English, or
Communication

OR

the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for film and media studies.

Contact: [Sharon Sampson](#), Standards & Practices Committee

***10.02 S21 Disciplines List—Digital Fabrication Technology**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the digital fabrication technology discipline:

2 years professional experience

AND

Any bachelor's degree or higher

OR

6 years of professional experience

AND

Any associate's degree; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for digital fabrication technology.

Contact: [Angela Echeverri](#), Standards & Practices Committee

11.0 TECHNOLOGY

***11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices**

Whereas, The version of the Distance Education Guidelines currently in use was approved in 2008, and for at least the last four years, the Chancellor's Office Distance Education and Educational Technology Advisory Committee (DEETAC), composed of stakeholders including representatives of the Academic Senate for California Community Colleges (ASCCC), California Community Colleges Distance Education Coordinators (CCCDECO), Chief Instructional Officers CCCCIO), and Chief Executive Officers (CCCCEO), has updated the guidelines with the intent of releasing said updates to the field, and, as evidenced by Resolution 9.06 (Spring 2019) calling on ASCCC to endorse draft Distance Education (DE) definitions in the DE Guidelines and partner with the Chancellor's Office and partner organizations to disseminate the definitions, expected a timely release of the Guidelines;

Whereas, In fall of 2019 DEETAC was charged by the Chancellor's Office with updating the DE Guidelines by removing any effective practices that were not mandated in Title 5; and this update, along with the creation of a compendium of effective practices, was completed by a DEETAC workgroup composed of multiple constituencies in September 2020.

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) relies only on the federal definitions of distance education for their standards and policies, and while California Community Colleges may be in compliance with the Title 5 requirements, they may not be in compliance with the federal regulations and ACCJC requirements, necessitating the DE Guidelines be a document providing guidance on state- and Federal-related DE statutes; and

Whereas, The Academic Senate for California Community Colleges provides assistance to local academic senates and curriculum committees to support colleges in maintaining compliance with all state, accreditation, and federal distance education requirements.

Resolved, That Academic Senate for California Community Colleges urge the Chancellor's Office to release the Distance Education Guidelines and related Compendium of Effective Distance Education Practices and, if necessary, pursue opportunities to release the Compendium to the field if a timely release will not happen any other way.

Contact: ASCCC Executive Committee

12.0 FACULTY DEVELOPMENT

***12.01 S21 Approve the Paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*¹¹**

Whereas, Resolution 19.02 F12 directed the Academic Senate for California Community Colleges to update the 2000 paper *Faculty Development: A Senate Issue* in order to support local senates and help faculty respond to an ever changing educational and economic climate.

Resolved, That the Academic Senate for California Community colleges adopt and disseminate broadly the paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*.

Contact: [Darcie McClelland](#), Educational Policies Committee

18.0 MATRICULATION

***18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply**

Whereas, In 2011-2012, as a means of improving the application process for California's community colleges, the CCC Chancellor's Office, in conjunction with the CCC Tech Centers, launched CCC Apply in order to establish a common online application;

Whereas, Since its launch, CCC Apply has helped over ten million students apply for admission to one of the CCCs 116 community colleges, showing that this software has a strong demand and can help prospective students overcome challenges in completing the application process;

Whereas, Various issues have arisen since the launch of CCC Apply that have led to changes as well as legislation AB3101(Carrillo, 2018) to improve CCC Apply; and

Whereas, Faculty often work with students to help them complete their online applications through CCC Apply and thus have a wealth of experience that can be utilized to improve the system:

Resolved, That the Academic Senate for California Community Colleges request consistent updates from the California Community Colleges Chancellor's Office as technical changes are made to CCC Apply and communicate those updates during Area meetings; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to collect and consider data and

¹¹<https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view?usp=sharing>

information from faculty regarding issues related to CCC Apply while the process of improvement is ongoing.

Contact: [Ted Blake](#), Transfer, Articulation, and Student Services Committee

20.0 STUDENTS

***20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment**

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles¹² and presentations;

Whereas, A 2019 report by the Gay and Lesbian Straight Education Network (GLSEN), a nationally recognized resource for collecting data on school climate for LGBTQ+ students, revealed that 6 out of 10 LGBTQ+ students felt unsafe at school because of their sexual orientation and 4 out of 10 because of their gender expression¹³;

Whereas, The GLSEN survey further stated that students were less likely to experience anti LGBTQ+ discrimination in their schools if they were allowed to use the name and or pronoun of their choice¹⁴; and

Whereas, The Academic Senate for California Community Colleges approved a resolution in 2019 that urges local academic senates to request their colleges enable the Canvas name preferred option for students, but the resolution does not cover classroom rosters or other digital environments¹⁵;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable preferred names and pronouns in all campus and digital environments; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive and supportive campuses for all students.

Contact: ASCCC Executive Committee

21.0 CAREER TECHNICAL EDUCATION

***21.01 S21 Collaborate with Regional Consortia**

Whereas, The California Community Colleges' career technical education (CTE) mission and programs are monitored and supported by seven macro regional consortia whose members are comprised of representatives from every college within each of these regions, and each of these regional consortia exists as a separate entity operating under a separate grant with its own operating bylaws and practices;

¹² <https://www.asccc.org/content/lgbt-campus-climate-survey-%E2%80%93-eye-opening-experience>

¹³ <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

¹⁴ <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

¹⁵ <https://www.asccc.org/resolutions/enable-canvas-name-preference-option>

Whereas, The California community colleges' career technical education mission and programs are closely connected to industry and are supported by the sector and regional directors; and

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building among key stakeholders, including faculty, other public agency representatives and business and industry representatives, but the consistency of faculty representative consultation and input varies across the regions;

Resolved, That the Academic Senate for California Community Colleges collaborate with the regional consortia and the state and regional directors to empower and engage regional faculty leaders by working with the faculty leaders on regional boards, providing professional learning for CTE faculty, sharing and developing new and emerging curriculum, and discussing how to streamline curriculum processes to move at the speed of industry and business so that students can be prepared for the jobs of tomorrow.

Contact: [Christy Coobatis](#), Career and Technical Education Leadership Committee

EXHIBIT 8



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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2021 Annual Report REVIEW

Palomar College
1140 W. Mission Road
San Marcos, CA 92069-1487

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Michelle Barton
3.	Phone number of person preparing report:	760-744-1150 x2360
4.	E-mail of person preparing report:	mbarton@palomar.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: 37,284 2018-19: 36,846 2019-20: 35,822
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	-1% -3%
6. Additional Instructions and Data Definitions: For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.		
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2017-18: 33,927 2018-19: 33,728 2019-20: 32,817
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. Increased by 50%: Water Technology Education; Noncredit Photography; Noncredit Career and Technical Education; Noncredit Basic Education; Noncredit Apprenticeship; Legal Studies; Arabic; Apprenticeship-Carpentry; American Studies Decreased by 50% - Noncredit Geography; Apprenticeship - Industrial Technology	

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2017-18 14,070 2018-19 15,125 2019-20 15,585
8a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	7% 3%

8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	No
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9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	27 %
10. Additional Instructions and Data Definitions: The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/ . Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."		
11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	CCCCO Student Success Metrics dashboard (Scorecard)
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics

12. Additional Instructions and Data Definitions:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>70 %</td><td>70 %</td><td>70 %</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	70 %	70 %	70 %
2017-18	2018-19	2019-20						
70 %	70 %	70 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>71 %</td><td>71 %</td><td>71 %</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	71 %	71 %	71 %
2017-18	2018-19	2019-20						
71 %	71 %	71 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>75 %</td><td>71 %</td><td>72 %</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	75 %	71 %	72 %
2017-18	2018-19	2019-20						
75 %	71 %	72 %						
13. Additional Instructions and Data Definitions:								
For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.								
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>1,700</td><td>1,700</td><td>1,700</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	1,700	1,700	1,700
2017-18	2018-19	2019-20						
1,700	1,700	1,700						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>2,300</td><td>2,300</td><td>2,300</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	2,300	2,300	2,300
2017-18	2018-19	2019-20						
2,300	2,300	2,300						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>2,418</td><td>2,345</td><td>2,463</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	2,418	2,345	2,463
2017-18	2018-19	2019-20						
2,418	2,345	2,463						
14. Additional Instructions and Data Definitions:								
For purposes of this report, include only those certificates which are awarded with 16 or more units.								
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees						
	If Number-Other or Percent-other, please describe:							
15a.	List your Institution-Set Standard (floor) for degrees:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>1,600</td><td>1,600</td><td>1,600</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	1,600	1,600	1,600
2017-18	2018-19	2019-20						
1,600	1,600	1,600						
15b.	List your stretch goal (aspirational) for degrees:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>2,000</td><td>2,000</td><td>2,000</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	2,000	2,000	2,000
2017-18	2018-19	2019-20						
2,000	2,000	2,000						
15c.	List actual number or percentage of degrees:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>2,107</td><td>2,333</td><td>2,470</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	2,107	2,333	2,470
2017-18	2018-19	2019-20						
2,107	2,333	2,470						

Bachelor's Degree (B.A./B.S.)							
16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?			No			
Transfer							
17.	Type of Institute-set standard for transfers(Please Select Number or Percentage):			Number of transfers			
	If Number-Other or Percent-other, please describe:						
17a.	List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:			2017-18	2018-19	2019-20	
				1,600	1,600	1,600	
17b.	List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:			2017-18	2018-19	2019-20	
				2,000	2,000	2,000	
17c.	List actual number or percentage of students who transfer to a 4-year college/university:			2017-18	2018-19	2019-20	
				1,790	1,732	1,798	
Licensure Examination Pass Rates							
18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
	Nursing	National	85 %	90 %	95.52 %	92.75 %	90.28 %
	Registered Dental Assistant	State	80 %	0 %	97.87 %	100 %	100 %
	Emergency Medical Technician	National	70 %	0 %	82 %	77 %	75 %
	Paramedics	National	70 %	0 %	84 %	89 %	91 %
18. Additional Instructions and Data Definitions:							
Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.							
Employment rates for Career and Technical Education students							
19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:						
	Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate	
	Nursing	72.26 %	80 %	89.58 %	98.11 %	90 %	
	Registered Dental Assistant	72.26 %	0 %	88.89 %	96.15 %	95.24 %	
	Emergency Medical Technician	72.26 %	0 %	100 %	100 %	84 %	
	Paramedics	72.26 %	0 %	77.48 %	83.33 %	79.4 %	
19. Additional Instructions and Data Definitions:							
For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.							

Other Information

20.

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

Go To Question #: 2

[REVIEW/EDIT](#)

The Annual Report must be certified as complete and accurate by the CEO (Dr. Jack Kahn). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

[Send e-mail Notification to CEO to certify report](#)

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