



FACULTY SENATE MEETING

May 24, 2021

EXHIBITS

EXHIBIT 1

May 19, 2021 Curriculum Committee Actions

I. The following curriculum changes, pending appropriate approvals, will be effective Fall 2022.

A. ACTION: New Credit Courses - effective fall 2022

Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator	
1	WTE	51	Career Pathways in Water Technology	No	No	Yes	Grade Only	No	The water and wastewater industry is one that most people are unaware of. This course introduces students to the many career paths in the industry. The Association of California Water Agencies estimates that there are over 7,000 job opening each year in the California water industry, many of those are here locally. These positions not only pay livable wages, but most include benefits such as medical, vacation, and retirement. This course not only brings awareness to these career opportunities, but also prepares students with the skills needed to obtain, but also succeed in that position. Many students who attempt to enter the water and wastewater industry often lack the skills needed to land a job. Some have experience working with their hands, but need additional assistance when it comes to their writing and communication skills. Others are new to the workforce and also need the additional assistance required to obtain a job.	No	Jacob Shiba

B. ACTION: Credit Course Reactivations - effective fall 2022

	Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator
1	GCMW	220	Designing for Web Standards	No	CSU	Yes	G/P/NP	No	Web production and design is changing rapidly, and the courses we offer must keep up with industry standards and leading-edge software. To facilitate quicker certificate completion, this course incorporates updated content from deactivated courses.	Prerequi site: GCMW 102	Lillian S. Payn

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C. ACTION: Credit Course Changes - effective fall 2022										
Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator
1 DBA	170	Introduction to Video Editing	N/A	CSU	Yes	Grade Only	No	The old proposal stated that film was still being edited and listed software that hasn't been used in this course for several years. SLOs were also updated.		Scott Richison
2 DBA	270	Advanced Video Editing	DBA 170 In	CSU	Yes	Grade Only	No	Changing course title to reflect the fact that it is an advanced editing course. Adding prerequisites.	Prerequisite: DBA 170 or GCMW 165	Scott Richison
3 HIST	105	History of Europe Through the Reformation	N/A	UC/CSU	Yes	G/P/NP	No	Changing name of course to match current trends in scholarship.	No	Travis Ritt
4 HIST	106	History of Europe Since the Reformation	HIST 106 In	UC/CSU	Yes	G/P/NP	No	Change in course name to reflect current trends in the scholarship.	No	Travis Ritt
5 HUM	100	Introduction to Humanities I	N/A	UC/CSU	Yes	G/P/NP	No	SLO's and outlines have been updated.		Leanne M. Maunu
6 HUM	101	Introduction to Humanities II	N/A	UC/CSU	Yes	G/P/NP	No	Course SLO's have been updated, as have textbooks. Outline modified in "Content/Body of Knowledge."		Leanne M. Maunu
7 MATH	141	Calculus with Analytic Geometry, Second Course	N/A	UC/CSU	Yes	G/P/NP	No	Update SLOs to match those in Nuventive.	Prerequisite: MATH 140	Tracy Johnston
8 HIST/MCS	160	History of the Middle East from 600 to the Present	N/A	UC/CSU		G/P/NP	No	This course will NO longer be taught or cross listed with MCS (now Ethnic Studies). Please de-crosslist this course from MCS. As of now (3/22/21), this course appears in the catalog under the MCS course offerings and partially on Nuventive under the MCS courses.		Angelica Yanez
D. ACTION: Credit Course Deactivations - effective fall 2022										
Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator
AJ	115	Patrol Procedures	N/A	CSU		G/P/NP	No	This course is redundant as any student wanting to go into law enforcement career/agency will receive this course in the police academy. The course has little value to other students in general.		Kevin Barrett

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3	BIOL	105	Introductory Biology: Human Emphasis	BIOL 105 In	UC/CSU		G/P/NP	No	We no longer offer this course. Articulation feels that it is acceptable to remove it.	No	Richard Albistegui-DuBois
4	BIOL	106	Introductory Biology: Human Emphasis (Lecture)	BIOL 106 In	UC/CSU		G/P/NP	No	We no longer offer this course. Articulation feels it is appropriate to remove it.	No	Richard Albistegui-DuBois
5	CHDV	108	Developmentally Appropriate Principles and Practices	N/A	CSU		G/P/NP	No	No longer part of our programs	No	Laurel Anderson
6	CHDV	125	Art in Early Childhood	N/A	CSU		G/P/NP	No	No longer used for our programs. Combined to make CHDV 182	No	Laurel Anderson
7	CHDV	130	Math and Science in Early Childhood	N/A	CSU		G/P/NP	No	This course was combined with CHDV 140 to create CHDV 184.	No	Laurel Anderson
8	CHDV	135	Music and Creative Movement in Early Childhood	N/A	CSU		G/P/NP	No	This course combined with CHDV 125 created CHDV 182.		Laurel Anderson
9	CHDV	140	Children's Literature and Language Development	N/A	CSU		G/P/NP	No	No longer need this course for our programs.		Laurel Anderson
10	CHDV	144	Exploring the Effects of Media on Young Children	N/A	CSU		G/P/NP	No	This course combines with CHDV 130 to create CHDV 184. we no longer need this course	No	Laurel Anderson
12	CHDV	174	Policies, Politics, and Ethics in Child Development	N/A	CSU		G/P/NP	No	No longer part of our programs	No	Laurel Anderson
17	CSIT	160	Oracle Database Management Systems	N/A	CSU	Yes	G/P/NP	No	No longer needed for our programs	No	Laurel Anderson
19	DNCE	135	Ballroom Dance I	N/A	UC/CSU		G/P/NP	No	This course has not been taught in over 4 years and we have no intention of offering it again		Stephen R. Perry
20	DNCE	136	Ballroom Dance II	N/A	UC/CSU		G/P/NP	No	Due to course cuts and repeatability issues this course hasn't been offered in years		Margaret M. Faulkner
21	DNCE	170	Pilates (Reg. Trade Mark)	N/A	UC/CSU		G/P/NP	No	Due to course cuts and repeatability issues this course hasn't been offered in years		Margaret M. Faulkner
22	ENG	10	English Essentials	N/A	No	Yes	G/P/NP	No	Due to course cuts and repeatability issues this course hasn't been offered in years		Adam Meehan
23	ENG	50	Introductory Composition	ENG 50 Imp	No		G/P/NP	No	We are no longer offering this course, in accordance with AB705.		Adam Meehan
24	ENG	50A	Preparation for College Composition	ENG 50A In	No		G/P/NP	No	This course is no longer offered, in accordance with AB 705.		Adam Meehan
25	ESL	98.2	Career Track ESL II	N/A	No		G/P/NP	No	This course is no longer offered, in accordance with AB 705.		Adam Meehan
26	IT	115	Industrial Safety	IT 115 Imp	CSU	Yes	G/P/NP	No	ESL 98.2 is an extension of ESL 98.1. This class no longer uses self-paced modules for student learning, so there is no need for passing credit students to repeat the course.	Yes	Tina-Marie Parker
27	JOUR	110L	Multimedia Journalism Laboratory	JOUR 110L	CSU	Yes	G/P/NP	No	Never been taught. Content is covered in other courses.		Michael Wright
28	JOUR	112L	Laboratory for Online Journalism	N/A	CSU	Yes	G/P/NP	No	No program impacts.	No	Wendy Nelson
29	LS	110	Computer Skills for the Legal Profession	N/A	CSU	Yes	G/P/NP	No	enrollment issues	No	Wendy Nelson
30	LS	170	Alternative Dispute Resolution	N/A	CSU	Yes	G/P/NP	No			L. Jackie Martin
31	LS	261	Torts and Personal Injury	N/A	CSU	Yes	G/P/NP	No			L. Jackie Martin
32	MATH	53	Prealgebra/Beginning Algebra	MATH 53 In	No	Yes	P/NP	No	This course is no longer offered due to AB 705.	No	Tracy Johnston

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33	MATH	75	STEM Prep Math I	N/A	No	G/P/NP	No	Course has been converted to Math 127 and so needs to be deleted.	Tracy Johnston
34	MCS	125	Women, Culture, and Islam	MCS 125 In	UC/CSU	Yes	G/P/NP	No	Angelica Yanez
								This course has not been taught for years and has not been assessed for 11 years. This course will be deactivated from MCS (now Ethnic Studies).	
36	PHOT	124	Introduction to Film and Darkroom for Digital Photographers	N/A	CSU	G/P/NP	No	At this time (3/22/21) it appears in the course catalog and in Nuventive. This class is no longer being taught and has not been offered in several years.	Scott Klinger
37	REC	110	Community Recreation	N/A	CSU	G/P/NP	No	Have not offered course in over 5 yrs.	Karl Seiler

E. ACTION: Requisites - effective fall 2022									
The establishment of the following advisories meets Title 5 Regulations 55003, effective fall 2022									
Course Number		Course Title							
1	GCMW	220	Designing for Web Standards	Prerequisite: GCMW 102				Reactivation	
2	DBA	270	Advanced Video Editing	Prerequisite: DBA 170 or GCMW 165				Change	
3	MATH	141	Calculus with Analytic Geometry, Second Course	Prerequisite: MATH 140				Change	

F. ACTION: Distance Education - effective fall 2022									
The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective fall 2022									
Course Number		Course Title		Scheduling				Distance Ed	
1	GCMW	220	Designing for Web Standards	Yes					
2	DBA	170	Introduction to Video Editing	Yes					
3	DBA	270	Advanced Video Editing	Yes					
4	HIST	105	History of Europe Through the Reformation	Yes					
5	HIST	106	History of Europe Since the Reformation	Yes					
6	HUM	100	Introduction to Humanities I	Yes					
7	HUM	101	Introduction to Humanities II	Yes					
8	MATH	141	Calculus with Analytic Geometry, Second Course	Yes					
9	WTE	51	Career Pathways in Water Technology	Yes					

G. 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	Nmbr	Title		Trnsf.	Dist. Ed.	Originator			
1	DBA	130	Radio Production	CSU	Yes	Wendy Nelson			
2	DBA	240A	Basic Television News/Sports	CSU	Yes	Scott Richison			
3	DBA	240B	Beginning Television News/Sports	CSU	Yes	Scott Richison			
4	DBA	240C	Intermediate Television News/Sports	CSU	Yes	Scott Richison			
5	DBA	240D	Advanced Television News/Sports	CSU	Yes	Scott Richison			
6	DNCE	115	Ballet I	UC/CSU	Yes	Margaret M. Faulkner			

Committee on Committees

Exhibit: Committee on Committees Policies & Procedures

For distribution at Faculty Senate

May 24, 2021

ConC Policies and Procedures Update

Background.

The ConC Policies and Procedures were updated and ratified in Senate August 31, 2020. With a year in practice, it has been shown that the current voting requirements have proven to be cumbersome at times. This proposed update would allow for ranked-choice voting, which would greatly improve the Senate meeting flow on large committee appointment meetings.

The other large change proposal is an addition to the expectation of committee chairs, to help improve collaboration, communication, and collegiality between and among our committees. This recommendation is a direct result from the experiences of members of ConC and DEqCC during their recent collaboration on the updated volunteer interest form.

Lastly, a few other minor changes are proposed, including language fixes for flexibility and to reflect the changes to our new volunteer interest form.

Additions are shown in red underlined text; removals are shown in ~~red-strikethrough-text~~.

Committee on Committees approved the updates to their Policies and Procedures on May 17, 2021.

These updates were brought for Information to the Faculty Senate on May 17, 2021.

Recommendation: Faculty Senate approval of these updates to Committee on Committees Policies and Procedures.

Committee on Committee

Policies and Procedures

I. Determining Assignments

1. The Chair of Committee on Committees will determine the open committee assignments prior to soliciting volunteers
2. Committee terms will be for 2 years, unless otherwise dictated by the Constitution of the Faculty Senate
3. Committee terms will be staggered to provide continuity:
 1. For committees with an even number of elected members, 50% will be elected each academic year
 2. For committees with an odd number of elected members, 50% +1 will be elected in one year and the remaining seats will be elected in the alternating year
4. Faculty may re-apply for membership on a committee when their term expires, but re-appointment is not automatic nor guaranteed.

II. Soliciting Volunteers

1. The Chair of Committee on Committees will solicit faculty volunteers for committee appointments. In each call for volunteers, the Committee will email all faculty a description of the process by which committee appointments are made by the Senate. This description will include:
 1. A list of openings by committee
 2. Committee meeting location(s)/days/time(s)
 3. A list (or link to list) of current committee membership information
 4. A reminder that Senate will hold an election (or confirmation) for each position (the date of this election/confirmation will also be listed)
 5. A means by which interested faculty may volunteer for open positions
2. Volunteers for committees will be required to provide responses to questions regarding their a short-statement of interest and/or qualifications for each submission of interest. ~~This statement-These~~ volunteer form responses will be included on the ballot during the election/confirmation. If there are multiple vacancies on the same committee, volunteers must specify the position(s) for which they are interested in volunteering. Volunteers may submit for multiple positions on the same committee.
3. The ~~names and statements~~ volunteer form responses from all faculty volunteers eligible for appointment to any committee will be brought to Senate for election/confirmation at the next Senate meeting. Any faculty volunteers who are ineligible will be notified promptly.

III. Timing of Solicitations

1. For committee membership terms expiring at the end of Spring semester, the Chair of Committee on Committees will:
 1. Notify committee members with expiring membership of their status and inform them of the opportunity to re-apply for membership on the committee. These notifications will be sent in the month of April.
 2. Solicit volunteers for all expiring committee membership terms following the process outlined in **Soliciting Volunteers**. The committee will send no fewer than 2 calls for volunteers to all faculty. The call for volunteers will be open for a period of no fewer than 8 academic days.
 3. Bring the ~~names and statements~~ volunteer form responses of all eligible volunteers for election/confirmation during the last 2 regular meetings of the Faculty Senate in May.
 4. Send a call for volunteers in August for any positions remaining unfilled as of the last regular meeting of the Faculty Senate in Spring.
 5. Bring forward any volunteer applications received after the last regular meeting of the Faculty Senate in Spring to the first regular meeting of the Senate in the Fall. The Chair of Committees on Committees will verify each volunteer's continued willingness to serve prior to bringing forth the applications.
2. For committee membership terms unfilled at the end of the Spring semester, the Chair of Committee on Committees will:
 1. Solicit volunteers for all vacant committee membership terms following the process outlined in **Soliciting Volunteers**. The committee will send no fewer than 2 calls for volunteers to all faculty. The calls for volunteers will be open for a period of no fewer than 8 calendar days prior to the start of the Fall Semester.
 2. Bring forward all volunteer applications, including those received after the last regular meeting of the Senate in Spring but prior to the August call for volunteers, for consideration in election/confirmation at the first regular meeting of the Senate in the Fall. In the case of those applications received after the last Senate meeting in Spring but prior to the August call for volunteers, the Chair of Committees on Committees will verify each volunteer's continued willingness to serve prior to bringing forth the applications.
3. For committee membership terms which remain vacant after the Fall semester has begun, and for those committee membership terms which become vacant during the academic year, the Chair of Committee on Committees will:
 1. Solicit volunteers for all vacant committee membership terms following the process outlined in **Soliciting Volunteers**. Each call for volunteers will be open for a period of no fewer than 5 calendar days.

2. Bring the ~~names and statements~~ volunteer form responses of all eligible volunteers for election/confirmation to the next regular meeting of the Faculty Senate.

IV. Faculty Eligibility and Duties for Committee positions

1. Unless otherwise specified in the Constitution of the Faculty Senate, all faculty are eligible to volunteer for all committee positions.
2. During the initial call for volunteers at the end of the Spring Semester, the Senate will only consider volunteers whose division matches any divisional representation requirements of the committee position.
3. All unfilled committee positions will be deemed “at-large” during the second call of the Fall Semester and open to faculty from any division. The Senate will strive to appoint members to achieve divisional diversity whenever possible.
4. If a committee member misses more than one-third of the regularly scheduled meetings, the member will lose the position on that committee (and may also lose ~~service points~~ any associated credit for service).
5. If a committee does not have an official position for a faculty member, but the Superintendent/President wants a faculty member to serve on that committee, the Senate will appoint that faculty member through its regular appointment process.

V. Duties and Responsibilities of all Faculty Committee members

1. Attend all regular and special meetings of the committee. Should an absence become unavoidable, promptly inform your Committee Chair.
2. Actively participate, read, and provide feedback on all presentations, reports, and other matters brought before the committee membership.
3. Complete any committee assignments ~~deligated~~ delegated to you in a timely manner.
4. Ensure that regular communication and reports are established between the committee and your Division and Department.
5. Complete an end-of-the-year committee report and evaluation.
6. Promptly notify the Committee Chair should you be unable to continue in your role on the committee membership.

VI. Duties and Responsibilities of Committee Chairs

1. The Committee Chair must ensure roll is taken for each meeting. This information shall be sent to the Chair of the Committee on Committees at the conclusion of each semester.
2. When a committee member is found to be absent for more than one-third of the regularly scheduled committee meetings, the Committee Chair will promptly notify the Chair of Committee on Committees.
3. Meeting Agendas and Minutes are to be made publicly available and posted according to the provisions of the Brown Act.
4. Ensure that regular communication and reports are established between the committee and the Chair of the Committee on Committees.

5. Ensure that all Adjunct/Part-Time Faculty committee members be properly compensated for their service, as outlined in the Contract (Article 15).
6. Should a committee move into an Executive Session, a report out of any Actions taken during that session must be made immediately following the conclusion of the Executive Session, per provisions of the Brown Act.
7. Should a change in membership occur (eg a committee member resigns), the Committee Chair shall notify the Chair of the Committee on Committees promptly.
8. Should a change in committee meeting time, day, and/or location occur, the Committee Chair shall notify the Chair of Committee on Committees promptly.
9. Ensure an end-of-the-year committee report and evaluation is conducted and sent to the Chair of the Committee on Committees.
10. Ensure that documentation sheets are created anytime the committee makes a decision after consultation with another shared governance entity. The documentation sheet(s) shall contain an explanation of the committee's decision and rationale. The committee chair is responsible for ensuring the documentation sheet(s) are shared with the respective consulting shared governance entity and to the committee's respective reporting relationship entity.

VII. Elections and Confirmations

1. In preparing the ballot for elections/ confirmations for Senate, the Chair of the Committee on Committees will:
 1. Include the ~~Name, Division, and~~ volunteer Statement form responses for each eligible volunteer and indicate the volunteer's Division and/or Department when applicable
 2. Ensure all volunteers for any individual committee are displayed together on the ballot
 3. Further ensure all volunteers for any individual position on any individual committee are displayed together on the ballot
2. In conducting the committee appointment elections, the Chair of the Committee on Committees will distribute the ballots, collect the ballots, tally the results, and report these results to the Senate. This voting mechanism may be either paper, electronic, or a combination of telecommunications.
3. In the event of an election between two volunteers for a single position, the volunteer receiving the highest number of votes shall be declared the appointee. In the event of a tie, the vote shall be taken again. In the event that three ballots have been cast, each resulting in a tie, then the Chair of Committee on Committees shall determine an openly transparent means of randomizing the selection of the appointee. This randomization selection shall occur in full view of the Senate membership.

4. In the event of an election among more than two volunteers, the vote shall proceed as a ranked-choice ballot. The Chair of Committee on Committees shall tally the result, with the final report indicating the total votes received for each volunteer each round, round in which each volunteer was eliminated, and final selection of the appointee.
5. In the event of an election where ranked-choice voting is unavailable, then the process for an election among more than two volunteers will proceed such that the volunteer receiving the lowest number of votes on the ballot shall be eliminated, new ballots prepared, and the vote shall be taken again. This process will continue until there are two volunteers remaining, at which point the provisions for elections with two volunteers are to be followed.
6. In the event of an election among more than two volunteers and one volunteer receives 50%+1 of the votes on the first ballot, that volunteer shall be selected and the provisions outlined in VII Elections and Confirmations Point 4 5 shall not apply.
7. In the event the number of volunteers is exactly equal to the number of open positions, the Senate may make the committee appointment by confirmation.
8. The Senate will strive to appoint members to achieve divisional diversity whenever possible.

Ratified in Committee on Committees on: May 17, 2021

Ratified in Senate on: ~~August 31, 2020~~ May 24, 2021

Contact: Anastasia Zavodny

Committee on Committees

Exhibit: Committee Changes/ Mergers

For distribution at Faculty Senate

May 24, 2021

Committee Structure/ Composition Changes

Background.

Committee on Committees has been reviewing our existing committee structure this past year. The following are current recommendations for proposed changes and updates.

The following were approved in Committee on Committees on May 17, 2021, and presented to the Faculty Senate for Information on May 17, 2021.

Committee Structure/ Composition Changes.

1. Update composition for Committee on Committees

Update composition to two Senators and three faculty.

2. Update term limits for committee membership

For committees currently listed with one-year terms or no terms listed, update term limits for faculty membership to two-year terms.

3. Merge three existing committees into one committee

Merge the Academic Standards & Practices Committee, Personnel Standards & Practices Committee, and the Professional Procedures Committee into one committee. The roles, responsibilities, and meeting schedule are under discussion and will be presented to Senate no later than the second regular meeting Fall 2021.

Recommendation: Faculty Senate approval of these updates to committee composition and mergers.

Committee Appointments *Ballot Information*

To: Faculty Senate
From: Anastasia Zavodny
 Chair, Committee on Committees
Date of memo: May 22, 2021
Vote scheduled for: *May 24, 2021*

Call Information

Position: Open call for all committees with open faculty positions
Committee: Numerous; outlined below
Report Structure: *Various*

Timeline of the Call

This is the Great Fall Call for committee volunteers. All faculty currently serving in a position which expires May 2021 were individually emailed by the Chair of Committee on Committees to inform them of their term end. An open call listing all open positions was emailed to all faculty. In total, six email notifications were sent to all faculty from the Chair of Committee on Committees for this Great Committee Call.

Structure of the Call

The volunteer form was structured as a Google Form, which requested information from volunteers. The form included a reminder of the Faculty Senate's Antiracism statement, adopted 10/26/2020. This statement was placed prior to the following questions and volunteers were asked to consider the statement in their required responses:

- ***How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?****
 - Responses will be included on the ballot for voting within Senate. Please try to keep your responses informative, tailored to this specific committee request, and concise.
- ***What are the knowledge, skills, and abilities you will bring to this committee?****
 - In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate.

Volunteers

For the open faculty positions across our shared governance, we **received fifty-six (56) eligible volunteer submissions**. Therefore this packet contains information on 56 volunteer submissions.

Volunteer information is presented below in the following order:

<i>Uncontested Positions</i>	<i>Number of Volunteers</i>
• Academic Review Committee	1
• Bookstore Subcommittee	1
• Campus Police Committee	1
• CALM (Comets Affordable Learning Materials) Committee	2
• Committee on Service Learning	2
• Curriculum Committee	7
• DRC (Disability Resource Center) Committee	1
• DE (Distance Education) Committee	1
• EEOAC (Equal Employment Opportunity Advisory Committee)	1
• Equivalency Committee	2
• Evaluation Appeals Committee	3
• Facilities Review Committee	3
• FSA (Faculty Service Area) Review Committee	4
• PD (Professional Development) Committee	2
• Safety and Security Committee	1
• Team Life Committee	1
• Transfer Advisory Committee	1
• Tutoring Committee	1

<i>Contested Positions (necessitating a vote)</i>	<i>Number of Volunteers</i>	<i>Open Positions</i>
<ul style="list-style-type: none"> Behavioral Health and Campus Wellness Committee <ul style="list-style-type: none"> <i>Faculty, Instructional ('21-'23)</i> 	3	2
<ul style="list-style-type: none"> DE (Distance Education) Committee <ul style="list-style-type: none"> <i>Faculty, Part-Time ('21-'23)</i> <i>Faculty, AMBA ('21-'23)* (dependent on results of Part-Time ballot)</i> 	2 2*	1 1
<ul style="list-style-type: none"> Equivalency Committee <ul style="list-style-type: none"> <i>Faculty, Full-Time MSE ('21-'23)</i> <i>Faculty, Full-Time L&L ('21-'23)</i> 	2 2	1 1
<ul style="list-style-type: none"> PC3H (Pride Center Committee to Combat Hate) <ul style="list-style-type: none"> <i>Faculty, at-large ('21-'23)</i> 	4	2
<ul style="list-style-type: none"> Sabbatical Leave Committee <ul style="list-style-type: none"> <i>Faculty, Tenured SBS ('21-'23)</i> 	2	1
<ul style="list-style-type: none"> Scholarship Committee <ul style="list-style-type: none"> <i>Faculty, At-Large ('21-'23)</i> 	3	2
<ul style="list-style-type: none"> Tutoring Committee <ul style="list-style-type: none"> <i>Faculty, Full-Time Business Administration ('21-'23)</i> 	2	1

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

- Motion of Confirmation for the positions running uncontested*
- Vote for the contested positions

** **NOTE:** While the motion will be presented to confirm all uncontested positions, you are under no obligation to vote aye on this motion. As a member of Senate, you may opt to amend the motion, split the motion, vote nay, or abstain. If you wish for certain committee appointments to be considered separately from the slate, please indicate so during the meeting. We will then split the motion and can discuss any questions/ concerns at that time and then proceed with the confirmation vote(s).*

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

	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?
Academic Review Committee			
Benhui Zou Library	Faculty, Instruction/Library (21-23)	My commitment to diversity, equity and inclusion starts with understanding that our students come from different social, economic, educational backgrounds, and that could result in their different requirement for academic reviews. When reviewing student's requests, I'll take student's background and different situations into consideration while following the laws and policies.	I have served on this committee for the past four years and familiar with how the committee works. As a librarian, my recent experience in and advocacy for diversity, equity, inclusion, and antiracism would be I have added an ebook collection for equity, diversity and inclusion.
Bookstore Subcommittee			
Ladylyn Dominguez Counseling	Faculty, at-large (21-23)	I will be mindful of students needs/background. I will promote diversity/equity/antiracism when making decisions to improve the bookstore and help our students.	As a counselor, I work closely with students on a daily basis so I am aware of their needs. I understand how to help students in various levels (academic, mental, financial, etc.).
Campus Police Committee			
Craig Chamberlin Mathematics	Faculty, request for a counselor (21-23)	I imagine/hope that the PPD is already working on this, but I am interested in police training reform of the ways that they interact with the public, especially minorities. A focus on the ability of officers to de-escalate tense situations is essential.	I am interested in the safety of ALL students and faculty. As Math Department Chair, I can help facilitate initiatives to make the campus as safe as possible.
CALM Committee			
			<p>My knowledge, skills, and abilities that I will bring to this committee include the important perspective that I bring to having been on the application side, and the deep understanding I have of what it takes for faculty to create and adopt OER. This is something that my department (World Languages) has taken on at highspeed in the last few years. Personally, I have dedicated a great part of my free time to continuous participation and research of OER material and creation, and in this way, I am able to bring first-hand experience to the understanding of what faculty go through and what it takes to make these conversions happen in Palomar's courses.</p> <p>The most eye-opening workshops I have ever attended since coming to Palomar College have been those that place issues of equity, diversity, and antiracism at the center. Such workshops over the last year that I have attended and reflected on in my teaching and service include:</p> <p>Seen and Unseen: Perceptions of Black and Brown Women in the Classroom</p> <p>Institutionalizing Antiracism at Palomar College</p> <p>Chancellor's Office System Webinar Call to Action Part 2: Nurturing an Anti-Racist Campus Culture</p> <p>Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities</p> <p>El Amor en los Tiempos del COVID: Tutoring, Academic Support, and Equity</p> <p>Thank you for your consideration of my application to continue my participation on this committee that is crucial to bringing change that impacts students at the economic level.</p>
Adriana Guillen World Languages	Faculty, At-Large (21-23)	<p>In order to best serve the CALM committee, it is fundamental that I, as a member, stay informed about the best practices for equity and antiracism so that the decisions and perspectives I bring to the committee are in accord with these global issues that trickle down to our college. I would continue to commit to my learning about Diversity, Equity, Inclusion and Antiracism most of all through my participation in relevant workshops that are and have been offered through Palomar College's Professional Development, as well as externally as they arise in my discipline</p> <p>I'm passionate about joining this committee because I believe in working to eliminate barriers to education that contribute to the equity gap. I am dedicated to lifelong learning and both personal and professional development, especially in regards to Diversity, Equity, Inclusion, and Antiracism. To that end, I am currently in CSU Fullerton's Ed.D. program, which emphasizes the development of Just, Equitable, and Inclusive Education (JEIE). In this program, I am developing a dissertation on the subject of Zero Textbook Cost/Open Educational Resources. I intend to conduct a research study at Palomar College regarding this topic, in order to gather data that would inform our future development of more equitable educational experiences for our students. Through serving on this committee, I could not only learn from Palomar's most experienced experts on affordable learning materials, but I could also advocate for the needs of underserved students that I blatantly see both in my practice and my doctoral research on equity gaps.</p>	
Elaine Wilson Art	Faculty, AMBA (21-23)		<p>I have developed Open Educational Resource materials for five courses so far at Palomar because I only teach classes that impose Zero Textbook Cost (ZTC) on my students. This semester, in order to educate myself on inclusive pedagogy and improve my classes for a diverse student population, I completed the @ONE Culturally Responsive Teaching and Learning (CRTL) 4-week professional development course. As mentioned, I am in an Ed.D. program, which necessitates my keeping up with current news and research regarding Diverse, Equitable, and Antiracist education. In an effort to keep this brief, I'll end by saying that although I hope I bring skills and I experience to the table, I know that I have a lot more to learn from the committee members and would be extremely grateful to join them in their crucial work.</p>
Committee on Service Learning			

Gina Wilson Child Development	Faculty, SBS (*21-23)	I value Service Learning as an opportunity for students to gain experience and opportunities that they might not otherwise have known about, considered themselves for, or have been chosen for. I recognize the power both of the statistics on Service Learning Data (like they improve retention rates and over 50% of students get offered a job at their service learning site) and of the narrative reports from Service Learning Students (who reflect on their Service Learning Experiences with statements like "now I know I can make a difference" and "I realize what I do matters"). Empowering, mentoring, and providing opportunities for students to find internal motivation are keys to students' educational success and desire to succeed.	I have been offering Service Learning in my courses (some as a requirement and some as an option or extra credit) for over 10 years. I previously worked for the Service Learning Department creating service learning forms, the website, Community Partner List, finding new Service Learning partners, organizing and hosting the Service Learning Fair and annual Service Learning Reception. I have completed the Diversity, Equity and Inclusion playlist and the @One Course: Equity & Culturally Responsive Online Teaching Course, as well as workshops: From Blah to Bling: Building an Equity-Minded Syllabus, Trailblazing the Way for Antiracism, Creating a Culturally Responsive Classroom, Decolonizing Your Course Syllabus, Seen and Unseen: Perceptions of Black and Brown Women in the Classroom, Seeing Your Blind Spots: Using Disaggregated Data to Improve Student Experience for Retention and Success.
April Cunningham Library	Faculty, Librarian (*21-23)	In my work on the Service Learning Committee I will use an Equity and Antiracism lens to identify and work to remove library-related and college-wide barriers to students' opportunities to participate in and benefit from service learning. I will use what I have learned and continue to learn about DEI and Antiracism to especially attend to barriers created by racist policies as well as financial, health, and other barriers, and I will work to remove or reduce them.	If chosen to serve on the Service Learning Committee, I will bring knowledge of the role of service learning in strengthening the college's ability to retain students and support students' persistence and success. This knowledge makes me passionate about expanding students' service learning opportunities and ensuring that faculty and students have the learning resources and library support that they need to put their service learning in context as they reflect on it. I also bring knowledge of the barriers that keep faculty from successfully incorporating service learning into their courses and am dedicated to applying my organizational and analytical skills to finding ways to support faculty who have struggled to adopt service learning but are still interested in the possibilities.
Curriculum Committee			
Patricia Dixon AIS	Faculty, SBS (*21-24)	The first step is recognizing and addressing my own myopic vision and biases which limit my appreciation of differences in experiences of diversity, equity, inclusion and racism. The second step, which still includes the first step, is to actively engage in learning the uniqueness and value of those individuals and their communities and what they bring to the table, the third step is to embrace this knowledge and use it to direct choices and engagements in my interactions with policies and individuals in the Palomar community. The fourth step is to be humble and willing to accept guidance when I screw up.	I don't think a laundry list of reading books, attending workshops, writing statements, serving on committees pursuing goals of implementing DEI (which I have done) is the answer I want to give. My answer is I am a level-headed person who works to see all sides of a story. I have no interest in glory or being right. I want people to be treated and appreciated for who they are and what they can bring to campus to make us more than a safe place to be different but to be a place to enjoy being different - maybe even creating a new Us.
Benhui Zou Library	Faculty, Library (*21-24)	For the curriculum committee, my commitment to diversity, equity and inclusion starts with understanding that our students come from different social, economic, educational backgrounds, and that could result in their different requirement for the curriculum. I would like to see new or revised curriculums includes diversified content when applicable and creates more equitable opportunities for students from different groups to participate.	I have experience in revising the curriculum for my class (LT 110) to include diversified content and hands-on assignments to prepare students for employments after graduation. My most recent experiences in advocacy for diversity, equity, inclusion and antiracism was selecting and ordering books focused on diversity, equity and inclusion. As a librarian, I can help instructors provided diversified content for their courses, either from our current collection or ordering new materials as needed.
Sarah De Simone EME	Faculty, CTE (*21-24)	I am committed to working with my colleagues to ensure that we create an environment that is inclusive, equitable and embraces the power of diversity. I am committed to identifying racial inequities and working with my colleagues to help change policies and/or behaviors that are fostering the racial inequities and help develop and implement antiracist policies while also following up with their effectiveness. We must remember that creating an environment that embraces diversity, creates equity and promotes antiracism is a continuous effort.	I have been a full time faculty member at the college for the past 8 years. I am an instructor in the EME department as well as the department chair and program director of the Paramedic and EMT academies over the past 2.5 years. I have also served the community as a paramedic for 16 years. This experience has taught me the value of effective communication, active listening and the ability to look at the big picture. As director/chair I have encountered several situations and addressed several policies within the department that were not conducive to an environment that promotes diversity and equity. I worked with my colleagues to address these situations and create policies that were inclusive and equitable.
Candace Rose Media Studies	Faculty, AMBA (*21-24)	To utilize an Equity and Antiracism lens in my work as a Curriculum Committee member, I first acknowledge that a problem does exist, and commit to educating myself on racial bias and inequity, especially as it pertains to our course outlines of record. I will work with my colleagues on this committee to help train our faculty in ways that they can integrate more Diversity, Equity, Inclusion and Antiracism into our CORs and Curriculum practices.	I have served as the Curriculum Technical Reviewer for the past two years and was voted in by the Curriculum Committee on May 5th to continue in this role for the next two years. As the Technical Reviewer, I work closely with our faculty to assist them with META and help them develop their CORs.

John McMurria Media Studies	Faculty, AMBA (21-24)	As a current member of the Curriculum Committee's Cultural Audit work group I am working to foster curricular leadership focused on equity, diversity and anti-racism. This ongoing initiative seeks to train new DEI faculty leaders to offer PD workshops and create a supplement in META to foreground an equitized and antiracist curriculum. I have learned much through serving on the Student Equity and Achievement Council, participating in 2 anti-racism book clubs, multiple equity-focused PD workshops, sponsoring an equity speaker series and supporting Palomar's Equity Film Series. I would like to continue to learn through participating in similar workshops, events and sponsorships and build a leadership so that all faculty and instructors get supported in their efforts to equitize Palomar curriculum.	In the past 3 years serving on the Curriculum Committee I have learned much about the curricular process at Palomar. That experience helped me to lead a faculty group to substantially revise an AA in Cinema Studies, add a new Certificate of Achievement in Cinema Studies, and revise SLO's for all cinema studies courses. I would like to bring this experience to the Curriculum Committee for another term, continue to contribute to the Cultural Audit Workgroup, and continue to learn about curriculum across Palomar departments to foster my future service contributions to the College.
Luis Guerrero Mathematics	Faculty, MSE (21-24)	Being already inundated myself with multiple trainings like being part of the critical race theory and the recent Antiracist book clubs. Along side this doing research and write an article on decolonizing the syllabus and present it at many colleges through the state. Locally I am also part of the curriculum committee organization team developing the cultural curriculum audit institute that we will offer in the summer, and will co-lead the grading for equity book club we will offer in the fall. I feel that I have lot of work that is already in the pipeline that I wish to continue and imbue antiracist practices that will enhance our college further.	Being part of the curriculum committee for years now has open new doors to learn and take initiatives. Like the birth of the MATCH initiative that was birthed in curriculum committee and been lucky enough to be its coordinator. This committee has also allowed me to bring to our department issues that need to be resolved and fight for equity for all our students. I would like to continue to be part of this active group, shepherding the curriculum to align with state mandates, uphold rigor but also removing barriers and helping our students get to their goal in the most equitable and inclusive way.
Christine (Tina) Barolong Counseling	Faculty, Student Services (21-24)	As a counselor, any changes that come through curriculum will be viewed through an equitable lens as they relate to impacts to student success. Regarding utilizing an equity and Antiracism lens in my work, I aim to actively contribute to the conversations around dismantling the institutional barriers that stand in the way of our students' success at Palomar College.	I have gone through my own self evaluation and inventory of my own inherent biases as they relate to Diversity, Equity, Inclusion and Antiracism. With the uptick in violence in the AAPI community, I have participated in community events in support of dismantling and addressing the community concerns. In counseling meetings, Equity, Inclusion and Antiracism are central lenses that drive how we support students as counselors. Through this multicultural lens, we can support student success and promote equitable procedures.
DRC Advisory Committee			
Katie Morris Counseling	Faculty, At-Large (21-23)	My involvement in the Disability Resource Center Advisory Committee will include advocacy for equitable instruction and student services for students with disabilities at Palomar College. In addition, I would like to examine disparities within our DRC population to ensure that all students have equitable access to receiving services, that all DRC students are offered and provided the same level of support to reach their goals at Palomar, and to work with community members on the committee to bridge any gaps we see in these areas.	In addition to being a Generalist Counselor, I was a DRC Counselor and Learning Disabilities Specialist at my previous institution, so I have first-hand experience with working with our DRC students. In addition, I have degrees in Multicultural Counseling and Marriage and Family Therapy-both bringing valuable knowledge and perspectives to this committee.
DE Committee			
Tina-Marie Parker ESL	Faculty, L&L (21-23)	Much of the reason I'm interested in joining this committee is to help better train and prepare our faculty in equitable and antiracist online teaching practices. I took the @One course titled Equity and Culturally Responsive Online Teaching, and would like to see this integrated into our own DE training. I am committed to attending more trainings, trying new things in my online courses, and bringing insights to this committee and our campus. In my own department, I was vocal about advocating for asynchronous courses and not requiring camera use when we moved online, as these practices are shown to increase success and retention among all students.	I have completed several trainings for DE - at Palomar, at Grossmont, and at Miramar. But, I have only recently started teaching online (since the start of the pandemic). I believe this puts me in a unique position where I have both theory and practical experience at the forefront of my mind. Yet, I do not have enough experience with online teaching to be "set in my ways." I find creating engaging, equitable, and effective DE classes to be a fun challenge, and I am sympathetic to concerns of both faculty and students when it comes to technology access and skill.
EEOC			
Shelbi Morales Lab School	Faculty, Full Time (21-23)	I will constantly learn more about the issues POC are facing and be open minded to all sides of all issues.	I work at the Lab School and we are constantly learning new and better ways to open the minds of future generations. I believe I have to learn daily the best ways to understand new information on all the different types of people and their struggles so we can better face tomorrow.
Equivalency Committee			

Laurel Anderson Child Development	Faculty, Full-Time SBS ('21-'23)	Over the past two decades, I've had the opportunity to teach in a variety of settings with diverse student populations. These experiences opened my heart and mind to learning more about inclusivity and equity. For the past eight years, I've taught the course "Teaching in a Diverse Society." While leading students through the anti-bias curriculum, I've continued to stay current with the latest curriculum and research to share with my students. At present, we dive deeply into conversations about systemic racism, gender identity, ability, microaggression, culturally diverse educational practices, white privilege, religions, sexuality and more. I strive to practice what I preach, and therefore my continued goal is to actively become more inclusive day-by-day. That stated, I'm anxious to share my expertise in evaluating transcripts.	As the chair of the child development department, I have the unique opportunity to evaluate my students' transcripts for their permits (state) and programs (college). I understand the concepts of equity and inclusion and as a lifelong learner, I continue to attend workshops, courses, and read the latest research on these topics. I would be honored to be a part of the committee that evaluates educators' transcripts for the well-being of our college. Thank you-Laurel Anderson, PhD
Scott Klinger Photographic Technology	Faculty, Full-Time AMBA ('21-'23)	Continuing to work towards a better, more just, world is an ongoing endeavor in where our work never ends. I will continue my work of doing so every day and increasing my understanding and ability to affect change and create a more diverse, equitable, and inclusive campus and community. Ultimately, the whole purpose of the Equivalency committee is to help make the hiring process more diverse and equitable by considering and valuing individuals lived experiences beyond the title on a degree to ultimately find the best candidates for positions that will benefit our students and campus the most.	I have just finished serving my first term on the Equivalency committee and I would like to continue for another team so that I can continue to learn about the process.
Evaluation Appeals Committee			
Tracy Johnston Mathematics	Faculty tenured at large	Any appeal will be examined from professional standards. Race will not play a part. Cultural differences can be taken into account. The goal is to determine if both sides (department and evaluatee) have met their requirements or not.	I have served previously, including on appeals. I bring that experience as well as hiring committee training on the required advocacy.
Marquesa Cook Whearty Speech Communication	Faculty tenured at large	If chosen to serve on this committee, I will use an ethical lens to ensure that all decisions support Diversity, Equity, Inclusion, and Antiracism. As I continue my work at Palomar College, I am enjoying becoming more involved in Campus Governance and learning the Contract and how to best support all faculty, staff, and students.	My work as a Speech Professor and Speech and Debate coach has enabled me to study arguments and persuasion, and I frequently serve as an adjudicator of competitive persuasion in speech and debate tournaments. In continuing my work with this committee, I will bring a detail oriented perspective to ensure that faculty rights are supported and upheld throughout our work.
Dan Clegg Mathematics	Faculty, Tenured, at-large	I have recently completed several trainings related to equity and antiracism. I think it is especially important for the work of this committee to ensure that any bias, intentional or unintentional, did not play a role in the evaluation of a faculty member.	I served on this committee this last year for the first time, and we did have an appeal to adjudicate. It was an intense experience--difficult and important work. Now that I have progressed beyond the learning curve I would like to apply my experience to another sequential year on the committee.
Facilities Review Committee			
P.J. DeMaris Counseling	Faculty, different divisions ('21-'23)	My goal in participating on this committee is to assure the physical structures of the campus support the District's goals of Diversity, Equity, Inclusion, and Antiracism. In particular, I am interested in advocating for facilities that are equitable for students with disabilities, EOPS, Federal Grant Funded Programs, and Counseling. Currently these students and programs are housed in segregated, inferior facilities that sends a very negative message to these marginalized students that they are not welcomed or valued on campus. I want to be a strong advocate for these programs and Student Services to have equally beautiful, useful and accessible physical resources throughout campus and in particular for these programs.	As a counselor and administrator for many years at Palomar, who works directly with students, I believe I can be a strong advocate in promoting the appropriate resources and access from a student perspective. Further, I have an art and design background that lends itself well to the aesthetic aspects of this committee.
David Wright Trades and Industry	Faculty, different divisions ('21-'23)	I have been a teacher for over 16 years and have dealt with and learned about these matters and issues in my day to day interactions, and continue to do so.	As the full time lead instructor of the Auto Body repair program, I maintain and take care of the lab and classroom facilities for the program. I have a good knowledge of how many different equipment, structures, and facilities are built repaired and serviced.
Mark Lane Earth, Space, and Environmental Sciences	Faculty, different divisions ('21-'23)	Although Equity and Antiracism does not factor in too often on this particular committee, there are instances when it is an important lens to have. For instance, a few years ago we spent a lengthy amount of time in this committee addressing the need for gender inclusive restrooms on campus. We learned what the current situation was for those students who did not identify with the standard gender choices of bathrooms available on campus. We met with students who were affected by the situation and had the most to gain by having the Facilities Department change our campus standards. We learned what worked for other colleges in the state and found an equitable and workable solution to the problem for Palomar College. I learned a lot :)	I have served on this committee for years. I have been involved in several construction projects on campus over the years - the biggest being the new planetarium. My contribution to these different projects occasionally involves aspects that require advocating for D.E.I. by making sure that these new spaces are accessible, open, and inclusive to our diverse student body. This past experience allows me to understand what role this committee serves on campus and I have years of institutional knowledge that allows me to be informed when this committee is tasked to make important decisions. I have a good working relationship with the Facilities personnel and I believe that I am capable of making a contribution to this committee that will benefit the college and the students we serve.

FSA Review Committee			
Rosie Antonecchia Counseling	Faculty Counseling	I have served on this committee for some time now and having consistency has served this committee's progress. I have always advocated for equality, fairness, and having procedures and policies in place that provide equal access to services to all of our colleagues.	Not going through a learning curve every 2 years and having committed members on this committee has proven that continuous knowledge and history helps the rotating incoming FSA chairs to continue moving the work forward.
Tina-Marie Parker ESL	Faculty, Full time, L&L	I have been using an equity framework during my year on this committee. Along with other committee members, we ensure that discipline FSA requirements are not so restrictive that deserving faculty are unable to add this FSA to their personal file. We have also been discussing ways that newly hired faculty can be better informed about FSAs so that they can apply for additional personal FSAs for which they may qualify. I would like to continue this conversation and work on this committee.	I have been on this committee for the past year. In that time, I have learned more about both discipline and personal FSAs, and I am now better equipped to both help new committee members as they learn these and explain to faculty outside of this committee.
Marlene Forney Library	Faculty, Full-Time Library	I have reviewed recent literature on antiracism both independently and through the Palomar Equity Book Club. In addition I have participated in trainings and workshops about making higher education more equitable for the highly diverse students who enroll in Community Colleges throughout my 20 years as a community college educator. I believe this focus gives me an awareness of when FSAs might appropriately incorporate a DEI lens as they are updated to enhance Dept./Discipline qualifications.	I am applying to serve as the Faculty Library representative for a 1 year term, 2021-2022. I believe my knowledge of faculty from all the Divisions and skills in understanding curriculum preparations for many disciplines will help the committee more efficiently review both proposals for Discipline FSAs and Individual FSAs.
Patricia Dixon AIS	FACULTY, SBS	The first step is recognizing and addressing my own myopic vision and biases which limit my appreciation of differences in experiences of diversity, equity, inclusion and racism. The second step, which still includes the first step, is to actively engage in learning the uniqueness and value of those individuals and their communities and what they bring to the table, the third step is to embrace this knowledge and use it to direct choices and engagements in my interactions with policies and individuals in the Palomar community. The fourth step is to be humble and willing to accept guidance when I screw up.	I don't think a laundry list of reading books, attending workshops, writing statements, serving on committees pursuing goals of implementing DEI (which I have done) is the answer I want to give. My answer is I am a level-headed person who works to see all sides of a story. I have no interest in glory or being right. I want people to be treated and appreciated for who they are and what they can bring to campus to make us more than a safe place to be different but to be a place to enjoy being different - maybe even creating a new Us.
PD Committee			
John Armenta Speech/ASL	Faculty, Part-Time (21-23)	I would like to see Diversity, Equity, Inclusion, and Antiracism, as well as concerns about accessibility for Disabilities to be more integrated into PD workshops that are not specifically about one of these issues. These should not be separate subjects that can be split off from (for example) workshops on pedagogy or online learning or college governance. Rather DEI and Antiracism need to be a part of any PD offering because they do affect all aspects of working and teaching on our campus.	Like all other faculty I am always looking to improve my effectiveness as an educator and as an engaged member of the campus community. I aim to bring this devotion to improving my own skills to my work in this committee. I will do so by working to ensure that PD offerings are relevant to the needs of the staff and faculty and that they address historical and ongoing inequities in education with useful skills to resolve these problems.
Tim Martin Library	Faculty, Library (21-23)	I will continue a focus on Diversity, Equity and Inclusion training in my professional development activities. I work directly with our students and bring an understanding of the barriers they encounter.	I will bring a perspective on how our Library Department addresses Diversity, Equity and Inclusion and how Library resources and collections support these issues.
Safety and Security Committee			
Michael Finton EME	Faculty, Different Divisions (21-23)	If I am re-elected to my position on the Safety and Security committee, I plan on supporting the equity and antiracism concepts currently being built at Palomar College. I will demonstrate an eagerness to share some of my experiences as a care provider as well as a college educator for the last 38 years, as they relate to combatting institutional racism, prejudice, exclusion and inequity. I hope to be a voice of reason, understanding and compassion as the Safety and Security committee conducts its business. I plan to use my sphere of influence for the betterment of Palomar College, its faculty and staff, and utmost its students.	I have been a pre-hospital care provider for over 45 years. I have worked in several very culturally diverse populations. I am well aware of the commitment it takes to provide excellent patient care in some very harsh settings and I have remained focused on battling systematic racism, ethnic prejudice and blatant inequity throughout my career. I have brought this knowledge and experience to not only the teaching of my students but also in my previous membership/activity on the Safety and Security committee at Palomar College. I will strive to advance the concepts of inclusion and equity as I participate on this dynamic committee.
Team Life Committee			
Kimberly Christensen Mathematics	Faculty, at-large (21-23)	I will be interested in life improvements for all people in our diverse Palomar family.	I have the ability to work collaboratively with a diverse population.
Transfer Advisory Committee			
Eli Ziadé Mathematics	Faculty, Math Professor (21-23)	By being fair and impartial.	I have not served on such a committee before, but I am willing to learn and enthusiastic to help.
Tutoring Committee			

Beatrice Manneh World Languages	Faculty and World Languages Representative (’21-’23)	I will try to create awareness and foster inclusion within the committee regarding committee members and the students that work as tutors and take advantage of the tutoring services.	I have been part of this committee since last Fall as Director of the World Languages Resource Center. I bring the World Languages Department views and ideas to the committee.
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	Committee/Council requested	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	VOTE
Behavioral Health & Campus Wellness Committee					<i>Vote for no more than 2</i>
Angelica Yanez Ethnic Studies	Behavioral Health & Wellness Committee	Faculty, Instructional ('21-23)	I would like to address issues of mental health, education, racism, and students of color. I think creating workshops on these issues would be helpful for students and the campus.	My expertise is in Ethnic Studies and Chicano Studies, Gender, and Intersectionality this work aligns perfectly with antiracism efforts	
Gary "GI" Wilson Administration of Justice	Behavioral Health and Campus Wellness Committee (BHCWC)	Faculty, Instructional ('21-23)	As part of my teaching forensic psychology/criminology/threat assessment I address via my "equity and antiracism" len and expertise: cognitive biases, racism, diversity, hate crimes, threat assessment, criminal justice system equity shortfalls, and multicultural-ethnic interaction/interviewing. I bring this academic and professional experience perspective to the BHCWC concordant with my previous experience on the Behavioral Health and Campus Wellness Committee (BHCWC)	Currently serving on this BHCWC reapplying for a renewal term. Board Certified Threat Manager (CTM) Board Certified Protection Professional (CPP # 15555) American Psychological Association (APA ID: #95772840) Member: Association of Threat Assessment Professionals Pasadena Forensics Group Forensic Consultant Adjunct Faculty Palomar College (Administration of Justice) Commissioner: North San Diego County Gang Commission Member: San Diego County Law Enforcement Review Board	
Loren Pope Nursing Education	Behavioral Health and Wellness - continued membership. My tenure on this committee should not be up.	Faculty, Instructional ('21-23)	I will use my continued committee membership to create and expand opportunities for all of our students. This I will do via sensitivity to the unspoken needs as a voice for those unwilling or unable to speak-up.	As a nurse - the psychiatric nursing subject matter expert, and as a member of the nursing education department, we are training students to be patient advocates. This mission does expand to all people-groups. This enables me to interact with a highly diverse student body while addressing their needs. The BHCWC committee is a perfect match for me and this skill set.	
DE Committee					Vote for ONE
Melinda Finn Photography	Distance Education Committee	Faculty, Part Time ('21-23)	My interest in working toward equity, inclusion and antiracism led me to take the courses AS-101 and AS-102. While these issues have always been important to me, the events of the last few years, plus taking these courses - have really opened my eyes to the multiple ways racial injustice has pervaded American culture over centuries - and the complexity of undoing that injustice. I feel empowered and committed to continue this critical work - attempting to create an environment that truly embraces diversity, equity, inclusion and antiracism.	For the last several years, I have made a priority of learning as much as I can about how to be an effective online teacher. My efforts have include completing the first POET course in 2016/17 and the new POET course in 2020, attending the Online Teaching Conference (2017), attending several Active Learning Leaders conferences, having my course evaluated and approved as part of the Improving Online CTE Pathways (IOP) Grant, plus personally making continual improvements to my courses, based on discussions with colleagues, feedback from students, knowledge gained from workshops, etc. I see my role as an educator as not only engaging students in the subject matter, but in helping increase awareness about how to be good citizens of our planet. In my classes, I figure out ways to relate my subject matter to issues of diversity, equity, inclusion and antiracism - as well as other important issues.	
Tanessa Sanchez Child Development	Distance Education Committee	Faculty, Part-Time (21-23)	I am committed to online teaching and the commitment to Universal Design for Learning and accessible online content. Although I have completed the @CONE Standards and Practices course, I am currently enrolled in Introduction to Course Design, will work towards my POOR badge this summer, and have signed up to decolonize my syllabus with Hosna Sadat Ahadi and Luis Guerrero. My goal in continuing my work with DE is to serve as a resource and help make recommendations that meet student needs in an equitable and accessible manner. In order to ensure student and faculty success, we as a college need to be clear and cognizant of the need to initiate real and authentic solutions to create anti-racist environments and accessible content. We need to validate the programs we use and make certain equitable access and means of navigation are considered. Distance education is our future and we need to be intentional in our practice.	I have completed two semesters of American Studies at Palomar College, was part of two book readings on "So You Want to Talk About Race" and "How to Be an Antiracist". I have completed Ally trainings to better understand our Black and Undocumented student population, their needs, and the barriers they are faced with. And over the last year, I have attended a number NCHAE events and webinars hosted by Luke Wood on Equity-Minded Student Services in the Online Environment, Addressing Racial Bias and Microaggressions in Online Environments, Serving Students with Basic Needs Insecurities During COVID 19, Addressing Anti-Blackness on Campus, Addressing Anti-Blackness on Campus, and completed the Black Minds Matter CORA course.	
Michael Gilkey Business Administration <i>Runoff from PT election</i>	DE Committee	Faculty, AMBA ('21-23)	Consider the impact on equity and antiracism in all discussions and decisions.	These trainings and growth minded opportunities have allowed me to acknowledge what I bring to the learning environment and provided me a better understanding of how I might better help my students. CARE referrals, volunteering at drive thru farmers markets, and making myself available to the students has adjusted my priorities in meeting student needs. The only way I can continue to make change is to educate and be educated. Working with DE will allow me to understand the student perspective and find solutions for a better online learning experience for all those we serve.	Vote for ONE
Equivalency Committee					Vote for ONE
Gregory Larson Mathematics	Equivalency Committee	Faculty, Full-Time MSE ('21-23)	As a longtime member of the Equivalency Committee, along with the other members of the committee I have always interpreted the Statewide Academic Senate guidelines for Equivalency as broadly as possible to help ensure a diverse applicant pool.	I've been on the Equivalency Committee for over a decade, including this semester. We explore every part of an applicant's application thoroughly to make sure we don't miss any part of the person's education or professional experiences that could contribute to meeting equivalency standards.	
Eli Ziadé Mathematics	Equivalency Committee	Faculty, Full-Time MSE (21-22)	By being fair and impartial.	I have not served on such a committee before, but I am willing to learn and enthusiastic to help.	
Benhui Zou Library	Equivalency Committee	Faculty, Full-Time L&L ('21-23)	For this committee, my commitment to diversity, equity and inclusion starts with understanding that applicants come from different social, economic, educational backgrounds, and that should be take into consideration when reviewing their applications.	I have served on this committee for the past two years and familiar with the laws, polles and practices for equivalency. This committee has always been aware of diversity and equity and inclusion in the approval process and we always made decisions on equivalency based on the candidates' qualifications to the position requirement.	Vote for ONE
Christopher Lowry Speech Communication & ASL	Equivalency Committee	Faculty, Full-Time L&L ('21-23)	I attending training sessions this year such as "institutionalizing Antiracism at Palomar College" and I also learned how to decolonize my syllabus. I plan to continue to educate myself about antiracism, diversity, equity, and inclusion by attending more sessions like these in the coming years and use this knowledge to serve my students.	I have served on this committee for at least 3 years. Having experience is useful for this committee because there are many factors involved with determining the equivalency of a job applicant. I have chaired several hiring committees, served on other hiring committees, and my involvement on the equivalency committee has been helpful to learn more about the application and hiring process. I am also a team-player, good listener, and dependable. The decisions made on this committee are only based on qualifications such as degrees earned, related occupations, and experience in the field.	

					Vote for no more than 2
P3CH					
Mark Raymundo Chemistry	P3CH	Faculty, at-large (21-'23)	<p>I plan to use the knowledge gained to promote equality for students who identify as LGBTQ+ in my classroom. For instance, informing students on the use of pronouns and promoting workshops that enlighten students of their LGBTQ+ history, culture and forbearers</p> <p>Equity and antiracism are foundational to my pedagogy and service. I focus on culturally relevant and validating teaching methods, which are key tools for creating an inclusive and equitable learning environment. As a member of the PC3H committee, my equity and antiracist practices will go beyond the classroom to address the intersectionality of our LGBTQ student community.</p> <p>I am an ally to the LGBTQ community, and for me that term means action. As diversity, equity, inclusion and antiracism are not static practices and must evolve to meet the needs of the community, I am committed to continuing to learn about how to implement these practices for the benefit.</p> <p>I am currently pursuing my doctorate degree in Nursing Education. My doctoral project is to implement up-to-date transgender education into our curriculum. As part of my research I am learning a lot about the LGBTQ community and the inequities they experience. While I am focusing on transgender patients, because they are grouped under the LGBTQ umbrella, I am learning about this entire community. I was raised in a family that was very anti-LGBTQ and I have done a lot to educate myself on this community so that I can be an ally instead! I would like to help inform more than just the Nursing department about the needs of the LGBTQ community and joining this committee seems like a good way to do that.</p>	<p>I am currently in the PC3H committee for the Fall 20-Spring 21 school year. During my time in this committee I have hosted workshops/zoom cafes to enlighten students of their LGBTQ+ history, culture and forbearers. I've also participated in collaborative projects such as the recent political economy days. This past Fall, I've worked with Patrick Saviano to host a workshop that addresses stresses and anxiety issues related to staying at home for LGBTQ+ students.</p> <p>I am currently a member of the Diversity, Equity, and Cultural Competency committee, which works to infuse equity and antiracism throughout every aspect of our college. I have been a non-voting member of the PC3H committee since 2019, supporting their events through planning and participation (for example, discussions on BIPOC Forebears, Queer TV, and QTPOC). In the Fall I will serve as the Puente Club Faculty Advisor, which has a history of collaboration with MeChA and the Umoja club. I look forward to opportunities to build bridges between the Pride Center, these clubs, and our students at large.</p>	
Lisette Ordorica Lasater English	PC3H	Faculty, at large (21-'23)	<p>I am currently part of the "How to be an Antiracist" book club at Palomar College. I have also attended (and made an assignment for one of my courses) the Hearing and Healing Women of Color Narratives. Equity and Antiracism are extremely important topics to me. As a white woman, I recognize my privilege, and I believe it is my responsibility to take action against racism and inequity. The lessons I learn by being involved in these areas help me bring information and insight into my classroom and in my everyday exchange with students and the public.</p>	<p>I bring to this committee the knowledge I have learned through my doctoral research as well as a passion to ensure equality for all students regardless of gender, sexual identity, or race.</p>	
Talitha Basinski Nursing	Pride Center Committee To Combat Hate (PC3H)	Faculty, At Large (21-'23)			
Julie Patrick Nursing	Pride Center Committee To Combat Hate (PC3H)	Faculty, at large (21-'23)		<p>I am currently enrolled in a doctoral program. My focus for my doctoral project is civility or rather how incivility affects student performance. I feel strongly that this committee aligns with my passion for civility and improving the student experience.</p>	
Sabbatical Leave Committee					Vote for ONE
			<p>Racial justice, equity, and self-examination/critique are central pillars of my engagement with colleagues and students. As a member of Palomar's White Allies group, Co-chair of Behavioral Sciences, and an instructor, I have a demonstrated commitment to equity and antiracism. For example, in meetings with the Dean and VPI, I have requested that the administration remain accountable and transparent in progress made toward meeting the DEI goals. I have completed many anti-bias PD trainings, and I have been working on decolonizing my syllabus (for many years now) and building internal antiracist resources for the department to use in their respective disciplines. Sabbatical leave will support all faculty, but its processes can also be improved to support projects specifically tailored to racial justice (as we did in this past cycle where faculty who took Africana Studies courses received salary credit.) That said, I look forward to further PD trainings in DEI, and would like to create a survey for the committee that seeks specific feedback from BIPOC colleagues on the application process and support structures currently in place that the committee has developed over the years.</p> <p>Sabbaticals really give faculty the opportunity to expand their knowledge, both within their fields as well as outside of their comfort zones. While the first is expected, the second needs more emphasis. I feel that the sabbatical committee has the opportunity to champion equity and antiracism as a component of sabbatical projects.</p>	<p>I served on the committee for two years, so I understand how every step of the sabbatical process the process works, I know many of the committee members so communication and collaboration have already been well-established. As noted, I have been requesting the Dean of SBS and the VPI to provide chairs and directors with regular updates on Palomar's antiracist progress. I have communicated this with faculty members in my department, then took their feedback back to the Dean and VPI. I supported UMOJA in adding a Sociology course for Fall. I am the faculty mentor for the Philosophy Club which is specifically anchored upon the contributions of non-traditional figures of philosophy, including women racial and ethnic minorities, and LGBTQIA+ thinkers. Before the pandemic, I worked with students in unpaid directed studies courses on gender violence, racial and economic equity. My syllabi are constantly revised in terms of assessment, content, and organization in order to further decolonize the syllabus and make it more accessible to all students.</p> <p>I have recently taken my first sabbatical and found it to be an ultimately rewarding experience. My recent experience going through the process can be helpful as a resource to those who will be applying to go on sabbatical during my tenure on the committee. Our faculty do amazing things while they are on sabbatical, and I would love to be involved in helping to guide them in refining their proposals as well as reading the finished products. As stated above, we can use that opportunity of the initial submission to recommend how the projects can be geared to address diversity, equity, inclusion, and antiracism.</p>	
Jeffrey Epstein Philosophy	Sabbatical Leave	Faculty, Tenured SBS (21-'24)			
Travis Ritt EHPS	Sabbatical Leave Committee	Faculty, Tenured SBS (21-24)			
Scholarship Committee					Vote for no more than 2
Talitha Basinski Nursing	Scholarship	Faculty, at large (21-'23)	<p>One of the ways that I want to commit to learning about diversity, equity, inclusion, and antiracism is by enrolling in the AS102 course that many of the faculty already took. I hope that this will help my focus my antiracism lens as I learn about reviewing and awarding scholarships, if selected for this committee.</p>	<p>As new faculty I have not yet been on any of the college's committees. I am excited to be a part of one and bring with me a lot of enthusiasm! I am a graduate of Palomar College and was fortunate to have been the recipient of scholarships that allowed me to complete my education. I have always wanted to be a part of the group of people who give back to the students in this way. I am working on my doctorate degree currently and my project is to implement transgender education into our nursing program, which would be the most recent action I have taken to advocate for equity and inclusion. I also wrote a grant this semester to decolonize our curriculum and educate our nursing faculty on diversity and antiracism, as it applies to nursing and healthcare.</p>	

Adena Issaian Chemistry	Scholarship Committee	Faculty, at-large ('23-'23)	As a person who has grown up in a country where I was discriminated against my religion and gender, I have continuously been committed to understanding how to exercise equity in my classrooms and promote diversity through my curriculum. However, this past year was an awakening for many white people, myself included, in learning how much work still needs to be done and actually being courageous to actively swim up the stream of racism and against it. Currently, I am reading the book "Despite the Best Intentions: How Racial Inequality Thrives in Good Schools" in an attempt to understand where things can be optimized in large organizations.	I have helped in budgeting for my research laboratory in graduate school so that we could award RAships to different students depending on their goals and efficiency. I have also been involved with recruiting and accepting applications for graduate studies. I believe I have an eye for detecting talent and reading students' stories to find those who stand out. I also know of methods to promote scholarships and get students to apply, so I think my experiences would be a good addition to this committee.	
Ladylyn Dominguez Counseling	Scholarship Committee	Faculty, at-large ('21-'23)	As a counselor, I work with diverse students and understand their needs and background. I will promote equality and diversity in awarding scholarships to our students.	I work very closely with students (academic/transfer/career counseling, helping them look for scholarships, helping them write scholarship letters, etc.). My experience and skills will benefit the committee as I understand what types of students need scholarship in order to pursue their education.	
Tutoring Committee					Vote for ONE
Leah Hoover Business Administration	Tutoring Committee	Faculty, Full-Time Business Administration ('21-'23)	I commit to continued learning and personal growth and development related to diversity, equity, inclusion, and antiracism. Specifically in looking at the needs of our diverse student population as it relates to campus tutoring services.	I am very interested in learning more about the tutoring services offered at Palomar and how I can help promote these services to our student population.	
Michael Gilkey Business Administration	Tutoring Committee	Faculty, Full-Time, Business Administration ('21-'23)	Consider the impact on equity and antiracism in all discussions and decisions.	Understanding of tutoring needs of Business Department students.	

May 24, 2021							
Senator LAST name.	Senator FIRST name.	DE Committee (Part-Time)	DE Committee (AMBA)	Equivalency Committee: (MSE)	Equivalency Committee: (L&L)	Sabbatical Leave Committee: (SBS)	Tutoring Committee (Business Administration)
Aguilar	Eduardo	Tanessa Sanchez		Eli Ziadé	Benhui Zou	Travis Ritt	Select if choosing to vote for NO ONE.
Craft	Lacey	Tanessa Sanchez	Michael Gilkey	Gregory Larson	Benhui Zou	Travis Ritt	Michael Gilkey
Dalrymple	Will		Melinda Finn				
Doyle Bauer	Alex	Melinda Finn	Melinda Finn	Eli Ziadé	Benhui Zou	Travis Ritt	Michael Gilkey
Faulkner	Molly	Melinda Finn	Melinda Finn	Gregory Larson	Benhui Zou	Jeffrey Epstein	Leah Hoover
Fererro	Jenny	Tanessa Sanchez	Melinda Finn	Gregory Larson	Christopher Lowry	Jeffrey Epstein	Leah Hoover
Hernandez	Sergio						
Hiro	Erin	Tanessa Sanchez	Melinda Finn	Eli Ziadé	Benhui Zou	Jeffrey Epstein	Michael Gilkey
Jarvinen	Jason	Tanessa Sanchez	Michael Gilkey	Gregory Larson	Christopher Lowry	Jeffrey Epstein	Michael Gilkey
Laughlin	Teresa	Melinda Finn	Melinda Finn	Gregory Larson	Benhui Zou	Travis Ritt	Leah Hoover
Lawson	Lawrence	Tanessa Sanchez	Melinda Finn	Gregory Larson	Benhui Zou	Jeffrey Epstein	Leah Hoover
Manneh	Beatrice	Melinda Finn	Melinda Finn	Eli Ziadé	Christopher Lowry	Travis Ritt	Leah Hoover
Marshall	Leigh	Melinda Finn	Melinda Finn	Eli Ziadé	Christopher Lowry	Travis Ritt	Leah Hoover
Meehan	Adam	Tanessa Sanchez	Melinda Finn	Gregory Larson	Christopher Lowry	Jeffrey Epstein	Leah Hoover
Miller	Susan	Tanessa Sanchez	Melinda Finn	Eli Ziadé	Benhui Zou	Jeffrey Epstein	Leah Hoover
Mudgett	Benjamin	Tanessa Sanchez	Select if choosing	Gregory Larson	Benhui Zou	Travis Ritt	Leah Hoover
Nelson	Scott	Tanessa Sanchez	Michael Gilkey	Eli Ziadé	Benhui Zou	Travis Ritt	Leah Hoover
Nelson	Wendy	Melinda Finn	Melinda Finn	Eli Ziadé	Christopher Lowry	Travis Ritt	Leah Hoover
Parker	Tina-Marie	Melinda Finn	Melinda Finn	Eli Ziadé	Benhui Zou	Jeffrey Epstein	Leah Hoover
Rose	Candace	Melinda Finn	Melinda Finn	Gregory Larson	Benhui Zou	Jeffrey Epstein	Leah Hoover
Santiago	Sabrina	Tanessa Sanchez		Eli Ziadé	Select if choosing to vote for NO ONE.	Travis Ritt	Leah Hoover
Stephens	Elizabeth	Tanessa Sanchez	Michael Gilkey	Select if choosing to vote for NO ONE	Benhui Zou	Travis Ritt	Michael Gilkey
Towfiq	Fariheh	Melinda Finn	Melinda Finn	Gregory Larson	Christopher Lowry	Travis Ritt	Michael Gilkey
Versaci	Rocco	Melinda Finn	Melinda Finn	Gregory Larson	Benhui Zou	Jeffrey Epstein	Leah Hoover
Wrathall	Reza	Melinda Finn	Michael Gilkey	Gregory Larson	Benhui Zou	Jeffrey Epstein	Leah Hoover
Zavodny	Anastasia	Tanessa Sanchez	Melinda Finn	Gregory Larson	Benhui Zou	Travis Ritt	Leah Hoover
ASG: none present							

May 24, 2021					
		PC3H Committee (select 2)			
Senator LAST name.	Senator FIRST name.	PC3H: [1 (Most favorite)]	PC3H: [2]	PC3H: [3]	PC3H: [4 (Least favorite)]
Aguilar	Eduardo	Lisette Ordorica Lasater	Mark Raymundo	Talitha Basinski	Julie Patrick
Craft	Lacey	Mark Raymundo	Talitha Basinski	Julie Patrick	Lisette Ordorica Lasater
Dalrymple	Will				
Doyle Bauer	Alex	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick	Mark Raymundo
Faulkner	Molly	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick	Mark Raymundo
Fererro	Jenny	Lisette Ordorica Lasater	Talitha Basinski	Mark Raymundo	Julie Patrick
Hernandez	Sergio				
Hiro	Erin	Mark Raymundo	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick
Jarvinen	Jason	Lisette Ordorica Lasater	Julie Patrick	Talitha Basinski	Mark Raymundo
Laughlin	Teresa	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick	Mark Raymundo
Lawson	Lawrence	Lisette Ordorica Lasater	Talitha Basinski	Mark Raymundo	Julie Patrick
Manneh	Beatrice	Julie Patrick	Talitha Basinski	Lisette Ordorica Lasater	Mark Raymundo
Marshall	Leigh	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick	Mark Raymundo
Meehan	Adam	Lisette Ordorica Lasater	Mark Raymundo	Talitha Basinski	Julie Patrick
Miller	Susan	Lisette Ordorica Lasater	Mark Raymundo	Talitha Basinski	Julie Patrick
Mudgett	Benjamin	Mark Raymundo	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick
Nelson	Scott	Mark Raymundo	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick
Nelson	Wendy	Lisette Ordorica Lasater	Talitha Basinski	Mark Raymundo	Julie Patrick
Parker	Tina-Marie	Lisette Ordorica Lasater	Mark Raymundo	Talitha Basinski	Julie Patrick
Rose	Candace	Mark Raymundo	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick
Santiago	Sabrina	Mark Raymundo	Lisette Ordorica Lasater	Talitha Basinski	Julie Patrick
Stephens	Elizabeth	Mark Raymundo	Talitha Basinski	Julie Patrick	Lisette Ordorica Lasater
Towfiq	Fariheh	Lisette Ordorica Lasater	Julie Patrick	Mark Raymundo	Talitha Basinski
Versaci	Rocco	Lisette Ordorica Lasater	Julie Patrick	Mark Raymundo	Talitha Basinski
Wrathall	Reza	Mark Raymundo	Talitha Basinski	Julie Patrick	Lisette Ordorica Lasater
Zavodny	Anastasia	Lisette Ordorica Lasater	Mark Raymundo	Talitha Basinski	Julie Patrick
<i>ASG: none present</i>					

May 24, 2021				
		Scholarship Committee (select 2)		
Senator LAST name.	Senator FIRST name.	SC [1 (Most favorite)]	SC [2]	SC [3 (Least favorite)]
Aguilar	Eduardo	Ladylyn Dominguez	Talitha Basinski	Adena Issaian
Craft	Lacey	Talitha Basinski	Ladylyn Dominguez	Adena Issaian
Dalrymple	Will			
Doyle Bauer	Alex	Ladylyn Dominguez	Adena Issaian	Talitha Basinski
Faulkner	Molly	Adena Issaian	Talitha Basinski	Ladylyn Dominguez
Fererro	Jenny	Ladylyn Dominguez	Adena Issaian	Talitha Basinski
Hernandez	Sergio			
Hiro	Erin	Talitha Basinski	Adena Issaian	Ladylyn Dominguez
Jarvinen	Jason	Ladylyn Dominguez	Adena Issaian	Talitha Basinski
Laughlin	Teresa	Talitha Basinski	Adena Issaian	Ladylyn Dominguez
Lawson	Lawrence	Adena Issaian	Ladylyn Dominguez	Talitha Basinski
Manneh	Beatrice	Ladylyn Dominguez	Talitha Basinski	Adena Issaian
Marshall	Leigh	Talitha Basinski	Ladylyn Dominguez	Adena Issaian
Meehan	Adam	Talitha Basinski	Adena Issaian	Ladylyn Dominguez
Miller	Susan	Ladylyn Dominguez	Talitha Basinski	Adena Issaian
Mudgett	Benjamin	Ladylyn Dominguez	Adena Issaian	Talitha Basinski
Nelson	Scott	Adena Issaian	Ladylyn Dominguez	Talitha Basinski
Nelson	Wendy	Ladylyn Dominguez	Adena Issaian	Talitha Basinski
Parker	Tina-Marie	Talitha Basinski	Adena Issaian	Ladylyn Dominguez
Rose	Candace	Adena Issaian	Talitha Basinski	Ladylyn Dominguez
Santiago	Sabrina	Talitha Basinski	Ladylyn Dominguez	Adena Issaian
Stephens	Elizabeth	Adena Issaian	Talitha Basinski	Ladylyn Dominguez
Towfiq	Fariheh	Adena Issaian	Talitha Basinski	Ladylyn Dominguez
Versaci	Rocco	Adena Issaian	Ladylyn Dominguez	Talitha Basinski
Wrathall	Reza	Adena Issaian	Talitha Basinski	Ladylyn Dominguez
Zavodny	Anastasia	Talitha Basinski	Adena Issaian	Ladylyn Dominguez
ASG: none present				

May 24, 2021

Senator LAST name. Senator FIRST name.

Aguilar	Eduardo
Craft	Lacey
Dalrymple	Will
Doyle Bauer	Alex
Faulkner	Molly
Fererro	Jenny
Hernandez	Sergio
Hiro	Erin
Jarvinen	Jason
Laughlin	Teresa
Lawson	Lawrence
Manneh	Beatrice
Marshall	Leigh
Meehan	Adam
Miller	Susan
Mudgett	Benjamin
Nelson	Scott
Nelson	Wendy
Parker	Tina-Marie
Rose	Candace
Santiago	Sabrina
Stephens	Elizabeth
Towfiq	Fariheh
Versaci	Rocco
Wrathall	Reza
Zavodny	Anastasia

ASG: none present

**Behavioral Health and Campus
Wellness (select 2)**

BH&CW: [1 (Most favorite)]

Angelica Yanez
Loren Pope
Angelica Yanez
Angelica Yanez
Loren Pope
Loren Pope
Angelica Yanez
Angelica Yanez
Angelica Yanez
Angelica Yanez
Angelica Yanez
Angelica Yanez
Angelica Yanez
Angelica Yanez
Angelica Yanez
Angelica Yanez
Gary "GI" Wilson
Gary "GI" Wilson
Loren Pope
Angelica Yanez
Angelica Yanez
Gary "GI" Wilson
Gary "GI" Wilson

BH&CW: [2]

Loren Pope
Gary "GI" Wilson
Loren Pope
Loren Pope
Angelica Yanez
Angelica Yanez
Loren Pope
Loren Pope
Angelica Yanez
Gary "GI" Wilson
Gary "GI" Wilson
Loren Pope
Gary "GI" Wilson
Loren Pope
Gary "GI" Wilson
Gary "GI" Wilson
Angelica Yanez
Loren Pope
Angelica Yanez
Loren Pope
Gary "GI" Wilson
Loren Pope
Loren Pope

BH&CW: [3 (Least Favorite)]

Gary "GI" Wilson
Angelica Yanez

Gary "GI" Wilson
Gary "GI" Wilson
Gary "GI" Wilson

Gary "GI" Wilson
Gary "GI" Wilson
Gary "GI" Wilson
Gary "GI" Wilson
Gary "GI" Wilson
Loren Pope
Loren Pope
Gary "GI" Wilson
Loren Pope
Gary "GI" Wilson
Loren Pope
Loren Pope
Loren Pope
Angelica Yanez
Gary "GI" Wilson
Gary "GI" Wilson
Loren Pope
Angelica Yanez
Angelica Yanez

Applicant for Service Learning Coordinator

Gina Wilson

My name is Gina Wilson, full time faculty for the Child Development Department. I am interested in the position of Faculty Coordinator of the college's Service Learning Program. I believe my experiences with the Service Learning program make me a great fit for the position.

I have been offering Service Learning in my courses (as a course requirement and/or or extra credit) for over 10 years. From 2014 - 2018, I worked for the Service Learning Department creating service learning forms, website pages, and the Community Partner List. I assisted in developing new Service Learning partnerships, organizing professional development workshops, developing the Service Learning Scholarship, along with planning and hosting the Service Learning Fairs and annual Service Learning Reception.

I have completed the Diversity, Equity and Inclusion playlist and the @One Course: Equity & Culturally Responsive Online Teaching Course, as well as workshops including: Trailblazing the Way for Antiracism, Creating a Culturally Responsive Classroom, Seen and Unseen: Perceptions of Black and Brown Women in the Classroom, Seeing Your Blind Spots: Using Disaggregated Data to Improve Student Experience for Retention and Success. I have seen personally and through data how Service Learning provides great opportunities to advance issues of equity, diversity and inclusion. I value Service Learning as an opportunity for students to gain experience and opportunities that they might not otherwise have known about, considered themselves for, or have been chosen for. I recognize the power both of the statistics on Service Learning Data (like they improve retention rates and over 50% of students get offered a job at their service learning site) and of the narrative reports from Service Learning Students (who reflect on their Service Learning Experiences with statements like "now I know I can make a difference" and "I realize what I do matters"). Empowering, mentoring, and providing opportunities for students to find internal motivation are keys to students' educational success and desire to succeed.

It would be an honor to serve Palomar College as the next Service Learning Coordinator, working closely with Service Learning staff, fellow faculty, students, and developing partnerships within our community.

Thank you for your time and consideration,



Approved by the Faculty Senate, 12-10-2018

FACULTY HIRING PROCEDURES

The Faculty of Palomar College, in establishing the procedures for the hiring of full- and part-time faculty, is guided by the following principles:

The Faculty's role in Shared Governance: Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board elects to rely primarily on the advice and judgment of Faculty Senate on academic and professional matters. Among these matters are "faculty hiring policy, faculty hiring criteria, and faculty hiring procedures," specifically noted as number 11 in the "10+1+1."

A Guiding Principle in Shared Governance: Palomar College's Administrative Procedure (AP) 2510 aptly describes a guiding principle for the faculty's and administration's participation, transparency, and accountability in Shared Governance:

The governance structure and practices embrace the Palomar Community College District values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do.

Commitment to Diversity – The faculty of Palomar College is committed to the goal of diversity in hiring. To that end, while the faculty maintains discipline/subject expertise as a first priority, the elements related to hiring should reflect the faculty's commitment to building diversity as described in AP 7120: (NOTE: AP 7120 is currently being revised, so changes to the language in that AP will need to be updated here)

In all phases of recruitment and hiring, equal opportunity is afforded to all employees and qualified applicants for employment without discrimination on bases including but not limited to: ethnic group identification, race, color, national origin, religion, socio-economic status, age, gender, gender identity, gender expression, sex, physical or mental disability, sexual orientation, political affiliation, transgender, marital status, veteran status, medical conditions, union membership or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Applicants not possessing specific qualifications as outlined in the job announcement who feel that their background and experience is equivalent to the minimum requirements are encouraged to apply.

In defining diversity with a broad list of groups and individual characteristics, the Faculty recognizes the complex dynamics of the goal of diversity, acknowledging that while our differences may be evident in ways that are sometimes overt and obvious, they often become evident in language, tone, and attitude. We are committed to an understanding of diversity that acknowledges both visible and invisible registers of difference, and we embrace the goal of a more diverse faculty in all elements of recruitment and hiring, while keeping in mind the California state laws specifying that no preferential treatment can be given to protected classes.

The goal of the 75/25 Ratio: In 1988, the California Legislature in section 70 of AB1725 (the fundamental California Community College reform bill) found and declared: "Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-time faculty."

Based on this declaration, the reform bill established the current system goal regarding full-time faculty standards: "the Legislature wishes to recognize and make efforts to address longstanding policy of the Board of Governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors."

Definitions

- **ANTIRACISM:** a form of action against racism in all aspects of curriculum, pedagogy, praxis, and policy.
- **DEI:**

DIVERSITY: includes but is not limited to race and ethnicity, gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and perspectives. Diversity is imperative as we can learn different lived experiences and perspectives regarding important matters.

EQUITY: is when we elevate and support underrepresented and historically marginalized communities. This may include dismantling barriers for them and ensuring they are supported in all aspects of life.

INCLUSION: ensures that our campus is a place where diversity is welcomed, heard, and where every individual feels a sense of belonging and connection. Inclusion is important because we must work together to make our campus a better place for students and the overall surrounding community.

- **EQUITY-MINDED:** carrying a perspective to challenge inequities students and communities are confronted by and ensuring equity is at the forefront of decision-making.

The Faculty of Palomar College has developed the following procedures for the hiring of

full and part-time faculty. These procedures are generally in line with the College's AP 7120. Where they diverge from that procedure, this document has precedence over AP 7120. The Faculty's intention is to maintain the standard of excellence which has been the hallmark of the Palomar College Faculty and to encourage the principles noted above.

RESPONSIBILITIES OF ALL INVOLVED PARTIES

1. **Confidentiality:** Each participant in the hiring process is responsible for maintaining the confidentiality of all aspects of the selection process, including written materials, oral discussions and any other information that relates to the selection process. Such information may be shared only with members of the Selection/Joint Selection/President's Committees, Human Resource Services (HRS), and the administrators involved. Confidentiality must be maintained permanently.
2. **Fairness/Objectivity:** Each participant in the hiring process is expected to be objective, and fair, and equity-minded in their word and actions ~~conduct and attitude~~. Potential conflicts of interest, including personal, professional, and financial relationships with candidates, need to be considered. If the participant cannot be objective, and fair, and equity-minded towards all candidates, they should remove themselves from the hiring process.
3. **Following established policies**

88 **4. Protecting Palomar College from legal liabilities**

89
90 **5. Cooperating and working together as a team:** The committee is tasked with various
91 duties which need to be accomplished in a timely manner. If any committee member
92 requests a delay in performing these duties, the voting members of the committee can
93 consider that request and then decide on it by consensus or majority vote.
94

95 **6. Attendance:**

96
97 a. All members of the hiring committee, including the compliance officer, must be present for
98 meetings, interviews, and
99 deliberations.

100 b. If a voting member of the committee misses any part of an interview or deliberation, the
101 committee member is ineligible for further participation in the hiring process.
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103 c. All members, including the compliance officer, must be present in person for interviews
and deliberations.

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105 d. Each hiring committee will establish its specific policy with regard to attendance at
106 preparatory meetings (i.e., development of announcement and materials, etc.). The
107 committee can decide to conduct some or all of these tasks by email. The Compliance
108 Officer must be included in all of these communications.
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110 **7. Compliance Officer's role:**

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112 a. It is the responsibility of the Compliance Officer to observe and monitor the hiring
113 process to ensure complete fairness and consistency for each applicant and to serve as
114 a non-voting resource person to the hiring committee.
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116 b. The Compliance Officer must be present during all meetings of the hiring committee and
117 included in all hiring committee emails and in whatever platform hiring communications
are conducted (e.g., Microsoft Teams, Canvas, etc.).
1181

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119 **8. Training:**

- 121 a. Prior to participating as a hiring committee member, members must receive training from
122 Human Resources on
123 the selection process. Faculty Senate will also offer a mandatory training for faculty
124 members serving on faculty search committees. Such training must occur within one
125 year prior to serving on a
126 hiring committee. HRS shall provide hiring committee training. Hiring Committee
127 Training materials are available through HRS.
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- 126 b. Training shall include the philosophy and commitment to staff diversity as outlined in the
127 District's Equal Employment Opportunity Plan and BP/AP 3000, and this training should
128 be inclusive of racial, ethnic, and cultural diversity and implicit bias, the
129 roles and responsibilities of all members of the selection committee, the selection
130 process, interview procedures and techniques (including guidelines on appropriate
131 follow-up questions and reference checks), and the confidentiality of the selection
132 process.
133

134 **FULL TIME FACULTY**

135135

136 These procedures are established for the regular, routine process for hiring full-time faculty.
137 The Faculty recognizes the central role of HRS in the success of these procedures. In every
138 stage of the process, the goal is collaboration in the service of high standards and the growth
139 of a first-rate, diverse faculty.

140140

141 Once the hiring process has commenced, the position can only be cancelled due to a lack of
142 qualified candidates, as determined by a consensus or majority of the voting members of the
143 Selection or Joint Selection Committees.

144144

145145

146 **A. DEFINITION OF “CONSENSUS” AND “BUILDING CONSENSUS”**

147147

148 AP 2510 defines the recommendation process:

149149

~~150 Recommendations shall emerge ideally as a result of group consensus. When~~
~~151 consensus cannot be reached, a majority of those voting shall determine the~~
152 recommendation. Recommendations shall emerge ideally as a result of group
consensus. When consensus cannot be reached, an affirmative vote of 2/3 of voting
members present shall determine the recommendation.

153153

154 Thus, the definition of “consensus” is that the entire committee, using a collaborative decision-
155 making process, comes to an agreement.

156156

157 To “build a consensus” is to encourage the open discussion, active listening, and cooperative
158 behavior that are vital to the collaborative decision-making process.

159159

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161 **B. IDENTIFICATION OF POSITIONS**

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- 163 1. Full-time faculty positions are requested by departments or disciplines and then are
164 prioritized by a subcommittee of the Instructional Planning Council (IPC), utilizing the
165 procedure developed by IPC.
- 166166
- 167 2. Full-time positions for counseling and library faculty are identified through a specific
168 formula developed by counselors, librarians, and the District.
- 169169
- 170 3. As early as possible, IPC will publish the priority list of positions to be hired, ideally by
171 May 1.
- 172172
- 173 4. With the goal of establishing the strongest and most diverse pools of candidates, a
174 preliminary number of positions to be hired will be determined by the
175 Superintendent/President and submitted to the Governing Board as early as possible,
176 ideally by August 15.

177177

- 178 5. In the interest of a more efficient process, multiple positions for specific departments
179 may be considered where appropriate. Departments which are designated for multiple
180 positions may forfeit priority consideration in the one to three years following.
181
182 6. Departments may begin work on preliminary preparations relating to announcements,
183 etc. in order to act as quickly as possible when positions are approved by the
184 Governing Board. These steps will be contingent upon HRS requirements relating to
185 training.

188 C. ANNOUNCEMENTS AND RECRUITMENT

189
190 A crucial element of these procedures is the goal of flexibility in the steps outlined below.
191 After the positions to be hired are identified and approved, departments will work with HRS
192 to establish appropriate timelines. Considerations relating to discipline expertise and diversity
193 should guide the establishment of timelines between the notification of positions to be hired
194 and the expected hire date.

196 1. Announcements

197
198 a. The position announcement is developed through a collaborative process involving
199 the department/program, appropriate administrators, and HRS.

200
201 b. Human Resource Services must approve all announcements prior to posting.

202
203 c. Announcements must receive final authorization by the Selection Committee Chair,
204 Department Chair / Program Director (or designee), Dean of the appropriate
205 division, and the appropriate Vice President.

207 2. Components

208
209 The position announcement should contain equity-minded language and must include
the following:

210
211 a. A description of the position duties, responsibilities, salary, benefits, and terms of
212 employment (including classification, working hours, conditions). The announcement
should also provide the college's DEI commitment statement, details about the
student population that Palomar College serves, and the college's and hiring
department's employee demographics.

213
214 b. Minimum qualifications, as determined by the State Academic Senate and the
215 Board of Governors in accordance with Education Code Section 87356 et seq.

216
217 c. Preferred qualifications (when listed) that are job-related and consistent with the
218 demands of the discipline/subject area. Departments should carefully consider
whether their "preferred qualifications" might create a barrier to a diverse applicant
pool and use them only when warranted.

- 220 d. A provision for determination of equivalency, if applicable.
- 221221
- 222 e. Depending on employment unit, a statement regarding required participation in
- 223 shared governance.

- 224224
225 f. Additional language required for compliance with federal, state, and District
226 regulations (e.g., Equal Opportunity Employer notice).
227227
228 g. Any application procedures specific to the posted position.
229229
230 h. A statement in accordance with Title 5 that requires that all applicants be “sensitive
231 to and have an understanding of the diverse academic, socioeconomic, cultural,
232 disability, gender identity, sexual orientation, and ethnic backgrounds of community
233 college students, faculty, and staff.” Departments/programs will require applicants
234 to explain or submit written materials that provide evidence of such understanding.
235235
236 i. Legal qualifiers established by Human Resource Services to comply with federal,
237 state, and District regulations.
238238

239 3. Advertising and Recruitment
240240

- 241 a. HRS will actively advertise and recruit within diverse network platforms ~~provides~~
~~assistance, including the identification of appropriate advertising~~
242 ~~media.~~ The Department Chair/Director or designee Selection Committee Chair/
243 Department Chair/Program Director (or designee) will confer with HRS to establish
244 venues outside the standard advertising methods and sites.
245244
246 b. Venues additional to the standard will be at the expense of the District
~~department/division~~
247246
248 c. Job announcements are advertised through various organizations (e.g., the
249 California Community Colleges Registry) and through various online sources.
250249
251 d. Transfer Opportunities: For eligible positions, notice of transfer opportunities will be
252 distributed internally to provide current employees notice of such positions, subject
253 to provisions of applicable collective bargaining agreements or employee
254 handbooks.
255254
256255

257 **D. APPLICATIONS**
258257

- 259 1. All applications shall be submitted to HRS.
260259
261 2. Applications for open positions are available online through the District website.
262261
263 3. Applicants must establish a digital profile (individual user account) in the online system
264 in order to be considered. Applicants may visit HRS for assistance with this first step.
265264
266 4. For assistance with any element of the process, applicants should contact HRS
267 directly.
268267
269 5. The application will contain the following basic components:

270269

- a. Application form inclusive of educational and professional histories, skills and qualifications and references, and equivalency.
 - b. Conviction history.
 - c. Confidential data for federal and state collection and reporting purposes.
6. HRS will accept application materials until the position is closed.
 7. Letters of recommendation will be accepted for one week after the position is closed.

E. PRE-SCREENING

1. HRS will pre-screen all applications for completeness and evidence of minimum qualifications prior to forwarding applications to the Selection Committee.
2. Completed applications which do not meet minimum qualifications, but which have a completed equivalency form will be forwarded to the Selection Committee for review.
3. All applicants with completed applications who meet stated minimum qualifications will be forwarded to the Selection Committee.

F. SELECTION COMMITTEE FORMATION

1. The First-level Selection Committee is composed of the following members:
 - Committee Chair or Co-chairs (Department Chair/Director or faculty designee(s))
 - Faculty members from the discipline or a related discipline. The committee, at its discretion, may include one community member or a faculty member from another institution with expertise in the appropriate discipline.
 - One (1) faculty member from outside of the department
 - One (1) student (optional – non-voting)
 - One (1) Compliance Officer (non-voting)
2. Each voting member has one vote.
3. Diversity
Per Title 5, 53024.e, “Whenever possible, screening committees shall include a diverse, equity-minded membership which will bring a variety of perspectives to the assessment of applicant

316 qualifications.” The Selection Committee Chair or Co-chairs will maintain discipline
317 expertise as the primary value in committee formation and will make every reasonable
318 effort to include representation that will advance the Faculty’s commitment to diversity
319 as described in the guiding principles at the start of this document.

320320

321 4. Verification of Committee Composition

322322

323 HRS verifies compliance of Selection Committee membership with applicable Board
324 policies and procedures.

325325

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327 **G. SELECTION COMMITTEE DUTIES**

328328

329 1. Selection Committee Chair Duties

330330

331 a. Pre-screening

332332

333 1) ~~Selection Committee Chairs will be given the option to have~~ HRS will contact
334 applicants with incomplete applications to obtain missing materials (i.e. missing
335 transcripts). This includes applicants who do not meet the minimum
336 qualifications and did not complete an equivalency form. Applicants will be given
337 one week to complete their application once notified by HRS.

338338

339 2) Selection Committee Chairs will have access to all applications for the purpose
340 of review.

341341

342 b. Ensuring compliance with District policies and procedures in conjunction with the
343 hiring process

344344

345 c. Maintaining committee records

346346

347 2. All screening criteria, interview questions, teaching demonstrations/skills
348 test/performance demonstrations and their associated scoring rubrics must be
349 approved by HRS.

350350

351 3. Develop screening criteria and scoring rubric

352352

353 a. Voting members of the Selection Committee identify screening criteria based on the
354 minimum and desirable qualifications of the position in light of the expected duties
355 and responsibilities of the position.

356356

357 b. Screening criteria will include an evaluation of the extent to which applicants have
358 and demonstrate sensitivity to and understanding of the diverse academic,
359 socioeconomic, cultural, disability, and ethnic backgrounds of community college
360 students.

361361

362 4. Develop first-level interview questions and scoring rubric

363363

364 a. Voting members of the Selection Committee develop job-related interview
365 questions and their ideal answers designed to distinguish candidates who will best
366 meet the needs of students and the department. While there is a required diversity
question (see below), committees should endeavor to embed DEI concerns in all
questions.

367

368367

369 b. Voting members decide the allotted time for the interview.

370369

371 c. A question related to diversity is required and should allow voting members to
372 assess candidates' attitudes about and level of awareness of diversity in light of the
373 diverse student body found at Palomar College. Ideally, this question should be
framed by highlighting the DEI and antiracism efforts at the college, and it should be
designed to elicit the candidate's past actions and experiences and/or a behavioral
response as opposed to general thoughts on the issue.

374373

375 5. Develop first-level teaching demonstration and scoring rubric. In developing the rubric,
the committee should consider the candidate's use of culturally-relevant materials and/or
pedagogy.

376375

377 a. In-person teaching demonstrations are required at the first level interview.

378377

379 b. Voting members of the Selection Committee determine the subject matter, format,
380 and allotted time of the demonstration of teaching, counseling, or librarianship skills
381 required of all faculty candidates. The committee should include, as part of its
directions to candidates, a description of the diverse student population that the
college serves.

382381

383 6. Develop optional practical skills test or performance demonstration and scoring rubric

384383

385 a. The first-level interview process may involve skills testing and performance
386 demonstrations appropriate to the position.

387386

388 b. Voting members of the Selection Committee determine the subject matter, format,
389 and allotted time of the skills test or performance demonstration.

390389

391 7. Screen applications

392391

393 a. All voting members of the Selection Committee individually screen all applications
394 to select candidates for interview.

395394

396 b. All voting members of the Selection Committee, using the pre-approved screening
397 criteria and rubric, complete screening forms for each applicant.

398397

399 8. Select candidates for interviewing

400399

401 a. The Selection Committee decides the number of candidates it wishes to interview.

402401

- 403 b. Candidates are discussed and considered using the scoring rubric and screening
404 forms as guides.
- 405404
- 406 c. The voting members of the Selection Committee will work together to build a
407 consensus on selecting candidates for interviewing.
- 408407
- 409 d. The voting members of the Selection Committee shall, by consensus or by majority
410 vote, select the candidates they wish to interview.

- 411410
412 e. It is recommended that the committee give the “benefit of the doubt” to candidates
413 who may not receive consensus or a majority vote, if the committee feels enough
414 voting members are interested in having that candidate interviewed. This is the
415 only time in the hiring process where the “benefit of the doubt” can be utilized.
416415
417 f. The committee can choose alternate candidates to interview in the event any
418 selected candidate declines to be interviewed. These alternates should be ranked
419 by order of preference. HRS will contact those alternates during the interview
420 scheduling process.
421420
422 9. Interview candidates
423422
424 a. HRS provides copies of the interview screening forms and the interview schedule to
425 the Selection Committee.
426425
427 b. Follow-up questions may be asked as long as they do not lead the candidate to a
428 desired response and stay within the scope of the original question or answer. In
429 addition, information on the application, resumé, or portfolio may be specifically
430 addressed if not included in the original answer (and remains in the scope of the
431 original question).
432431
433 c. At the request of the Selection Committee, a candidate who must travel more than
434 150 miles to interview with the Selection Committee may be interviewed by the Joint
435 Selection Committee and the Superintendent/President or designee within a day of
436 the Selection Committee interview. If the candidate becomes a finalist for the
437 position, these interviews will serve as finalist interviews. The questions used for
438 this interview must be the same as those used for the rest of the finalists.
439438
440 10. Select finalists to forward to the second-level interview
441440
442 a. After interviews are completed, members of the Selection Committee meet in
443 person to discuss and evaluate the qualifications of the candidates. The
444 committee also considers whether the candidates demonstrate appropriate
445 sensitivity to and understanding of the diversity of the Palomar College community.
446445
447 b. The Committee will forward a minimum of the candidates that is the number of
448 approved positions plus one. Exceptions require approval by the
449 President/Superintendent or designee.
450449
451 c. The voting members of the Selection Committee will work together to build a
452 consensus on selecting candidates for forwarding to the second-level interview.
453452
454 d. The voting members of the Selection Committee shall, by consensus or by majority
455 vote, select the finalists for consideration by the Joint Selection Committee.
456455
457 e. No alternates may be chosen for advancement to the second-level interviews.

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- f. All recommended finalists must be acceptable to the Selection Committee since only a candidate recommended by the Selection Committee will be hired.
 - g. If the Selection Committee is not satisfied with the interviewed candidates, the committee will:
 - 1) Review information regarding the candidates and/or the nature of the position; and/or
 - 2) Review the application pool to ensure that other potential candidates have not been overlooked; and/or
 - 3) Recommend that a new search be initiated.
 - h. The Selection Committee Chair forwards the list of the finalists to HRS.
 - 11. Choose members who will serve on the Joint Selection Committee (see “Joint Selection Committee Formation” section for details.)
 - 12. Choose members to perform reference checks
 - a. Reference checks are required for all positions.
 - b. At least two voting members of the Selection Committee who are moving forward to the Joint Selection Committee will be chosen to conduct reference checks on the finalists.
 - c. The Faculty Observer is not permitted to conduct reference checks.
 - d. Information gathered through reference checks will be shared with the Joint Selection Committee during deliberations.
 - 13. Develop the optional second-level teaching demonstration and scoring rubric
 - a. Teaching demonstrations are optional at the second-level interviews. The Department responsible for the position will make the determination relating to a second-level teaching demonstration.
 - b. If a second-level teaching demonstration is desired, the voting members of the Selection Committee determine the subject matter, format, and time allotted of the demonstration of teaching, counseling, or librarianship skills.
 - 14. Conclude the committee work

- 503 a. The committee works together to fill out the HRS interview report, using specific
504 job-related reasons for why a candidate was not chosen as a finalist.
505504
506 b. Committee members who are participating in the Joint Selection Committee retain
507 all their materials relating to the applications and interviews.
508507
509 c. Committee members who are not continuing in the hiring process submit all their
510 materials to the Selection Committee Chair, who will submit them to the Joint
511 Committee Chair at the conclusion of the Joint Committee work. All emails and
512 other digital documents relating the hiring process must be deleted.
513512
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515 **H. JOINT SELECTION COMMITTEE FORMATION**

516515
517 For the purpose of the second-level interviews, the Joint Selection Committee is composed
518 of the following members:

- 519518
520 • Appropriate Dean, who serves as the Joint Selection Committee Chair
521520
522 • Chair or at least one Co-Chair of the Selection Committee
523522
524 • Vice President for Instruction or Student Services, as appropriate
525524
526 • At least two (2) additional voting members from the Selection Committee
527526
528 • One (1) Compliance Officer (non-voting)
529528
530529

531 **I. JOINT SELECTION COMMITTEE DUTIES**

- 532531
533 1. Joint Selection Committee Chair Duties
534533
535 a. Ensuring compliance with District policies and procedures in conjunction with the
536 hiring process
537536
538 b. Maintaining committee records
539538
540 c. Contacting the appropriate Vice President and the President/Superintendent to
541 schedule the second-level interviews and deliberation times.
542541
543 d. Performing other duties determined by agreement with the committee
544543
545 e. HRS notifies the Dean and the Chair of the Selection Committee to confirm the list of
546 finalists.
547546

- 547 f. HRS sends materials related to the second-level interview to the Dean, who then
548 convenes the Joint Selection Committee.
549
- 550 2. All interview questions and their scoring rubrics must be approved by HRS.
551
- 552 3. Develop second-level interview questions and scoring rubric
553
- 554 a. Voting members of the Selection Committee develop job-related interview
555 questions and their ideal answers, designed to distinguish candidates who will best
556 meet the needs of the department and the district.
557
- 558 b. Voting members decide the allotted time for the interview.
559
- 560 4. Review the finalists' applications
561
- 562 Once HRS has approved all interview materials, the new members of the Joint
563 Selection Committee will be given access to the applications.
564
- 565 5. Interview finalists
566
- 567 a. Two separate second-level interviews are conducted, one by the Joint Selection
568 Committee and the other by the President's Committee. The President's
569 Committee interview process is described in more detail in the "President's
570 Committee's Duties" section.
571
- 572 b. The Joint Selection Committee interviews all forwarded finalists.
573
574

575 **J. PRESIDENT'S COMMITTEE FORMATION** 576

577 For the purpose of the President's Committee interviews, the President's Committee is
578 composed of the following members:
579

- 580 • President/Superintendent or designee, who serves as the President's Committee Chair
- 581
- 582 • One (1) Faculty Observer (optional and non-participatory)
- 583
- 584 • One (1) Compliance Officer
- 585
- 586

587 **K. PRESIDENT'S COMMITTEE DUTIES** 588

- 589 1. All interview questions and their scoring rubrics must be approved by HRS.
590
- 591 2. Develop President's Committee interview questions and scoring rubric
592

The President/Superintendent or designee is responsible for developing the interview questions and scoring rubric, designed to distinguish candidates who will best meet the needs of the district.

3. Review finalist applications

The President/Superintendent will be given access to the applications at the same time as the Joint Selection Committee.

4. Interview finalists

The President/Superintendent interviews in person all finalists forwarded by the Selection Committee, using the pre-approved interview questions and rubric.

5. Join the Joint Selection Committee for deliberations

L. CONCLUDING THE FULL-TIME FACULTY HIRING PROCESS

1. Choose candidate for hiring

a. After interviews are completed, members of the Joint Selection Committee meet in person to discuss and evaluate the qualifications of the candidates.

b. The President/Superintendent joins the Joint Selection Committee as a voting member.

c. The Dean remains as the Joint Selection Committee Chair.

d. The Faculty Observer is required to attend deliberations but is not a member and may not participate unless invited to comment on factual observation and process only.

e. Each voting member gets one vote.

f. Each finalist is discussed and assessed relevant to the applications, interviews, reference checks, teaching demonstration(s), skills test, performance demonstration, and needs of the discipline/department.

g. The order of presentation of information and assessments is:

- 1) Reference check reports
- 2) Faculty members' opinions
- 3) Dean's opinion
- 4) Vice President's opinion
- 5) President's opinion

h. The voting members of the Joint Selection Committee will work together to build a consensus on selecting the finalist(s) for hire.

i. The voting members of the Joint Selection Committee shall, by consensus or by majority vote, select the finalist(s) to whom the tentative offer of employment will be extended and will be recommended to the Governing Board.

j. The committee can choose an alternate candidate to hire in the event the selected finalist(s) declines the position.

k. If none of the finalists are selected for hire, the Joint Selection Committee will:

1) Review information regarding the finalists and/or the nature of the position;
and/or

2) Review the interview pool using the rubric established by the Joint Selection Committee to ensure that other potential finalists have not been overlooked; and/or

3) Recommend that a new search be initiated.

2. Conclude the committee work

a. The committee works together to fill out the HRS interview report, using specific job-related reasons for why a candidate was not chosen for hiring.

b. All committee members, including the Vice President and the President, submit all their materials to the Joint Selection Committee Chair, who will submit them to HRS. The Compliance Officer has the option of submitting their materials to HRS separately.

c. All emails and other digital documents relating the hiring process must be deleted.

d. The Joint Selection Committee Chair forwards the name(s) of the chosen candidate(s) to HRS.

3. Governing Board Review/Approval

All offers of employment require approval by the Governing Board.

4. Candidate's Notification

The appropriate Dean extends the tentative offer of employment to the selected finalist and coordinates all necessary intake and orientation procedures with HRS.

- 703 684 5. If the selected candidate declines the position or is otherwise unable to be
704 685 employed in the position, the Joint Selection Committee, including the
705 686 President/Superintendent, will:
706 687
707 688 a. Review information regarding the recommended finalists and/or the nature
708 689 of the position; and/or
709 690
710 691 b. Review the interview pool with the rubric established by the Joint
711 692 Selection Committee to ensure that other potential finalists have not been
712 693 overlooked; and/or
713 694
714 695 c. Recommend that a new search be initiated.
715 696
716 697 d. The pool of finalists for any posted position may be utilized for up to 90 days
717 698 after an offer of employment has been extended.
718 699
719 700 6. HRS will present the Joint Committee's final recommendation to the Governing
720 701 Board.

721
722
723 702 **PART-TIME FACULTY RECRUITMENT AND SELECTION**

724 The following provisions shall apply to all faculty for part-time positions.

725 **A. Announcement and Recruitment:**

- 726 1. Establishing the Position: Departments shall notify HRS when a position
727 becomes available **via the posting request form**.
728 2. Advertising the Position: HRS shall advertise all **open** part-time faculty
729 positions. The announcement should also provide the college's DEI
730 commitment statement, details about the student population that
731 Palomar College serves, and the college's and hiring department's
732 employee demographics. As well, the announcement shall include a
733 request for the applicant to describe the extent to which applicants have
734 and demonstrate a sensitivity to and understanding of the diverse
735 academic, socioeconomic, cultural, disability, and ethnic backgrounds of
736 the community college

737 **B. Applications, Screening and Selection:**

- 738 1. All applications ~~s packets (including the appropriate application form and~~
739 ~~attachments, transcripts, and other documents/forms as required by the~~
740 ~~appropriate departments~~ shall be submitted directly to HRS;
741 ~~2. HRS shall record all legally required applicant information and remove and/or~~
742 ~~redact any confidential data;~~
743 3. Prior to forwarding applications to the appropriate departments for selection,
744 HRS shall conduct a preliminary screen to determine completeness of
745 application and satisfaction of minimum qualifications and/or possible need for
746 equivalency;
747 4. Screening shall include the philosophy and commitment to staff diversity as

outlined in the District's Equal Employment Opportunity Plan and inclusive of racial, ethnic, and cultural diversity and implicit bias and which shall include an evaluation of the extent to which applicants have and demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college;

5. The Department shall select qualified candidates for interview and conduct all interviews. The Department Chair/Director shall notify the appropriate Dean and Vice President and HRS of his/her their selection of part-time faculty. The approved interview report will be turned into HRS to start the pre-employment process for the selected candidate(s).

- ~~6. HRS shall retain all applications for a minimum of three years.~~

HRS shall retain all applications and recruitment materials on file for four years.

731
732
733 **C. OTHER RESOURCES**
734
735 1. BP/AP 3410 titled Nondiscrimination
736
737 2. BP/AP 3420 titled Equal Employment Opportunity
738
739 3. BP/AP 7211 titled Faculty Service Areas and Competencies
740
741 4. BP/AP 4015 titled Minimum Qualifications and Equivalencies
742
743 5. AP 7126 titled Applicant Background Checks
744
745 6. AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal
746 Records
747
748 7. Equal employment opportunity issues (e.g., diversity of applicant pool) are addressed
749 in BP/AP 3420 titled Equal Employment Opportunity and the District's EEO Plan.

750 8. BP/AP 3000 titled Antiracism

HUMAN RESOURCES**AP 7120 RECRUITMENT AND HIRING****References:**

Education Code Sections 70902 (d); 87100 et seq., 87400, 87408-87408.6, 88003, and 88021;
Title 5 Code Sections 53000 et seq.;
Accreditation Standard III.A

GENERAL PROVISIONS

Equal Employment Opportunity (EEO) – Commitment to Diversity: In all phases of recruitment and hiring, equal opportunity is afforded to all employees and qualified applicants for employment without discrimination on bases including but not limited to: ethnic group identification, race, color, national origin, religion, socio-economic status, age, gender, gender identity, gender expression, sex, physical or mental disability, sexual orientation, political affiliation, transgender, marital status, veteran status, medical conditions, union membership or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Applicants not possessing specific qualifications as outlined in the job announcement who feel that their background and experience is equivalent to the minimum requirements are encouraged to apply.

Equal employment opportunity issues (e.g., diversity of applicant pool) are addressed in BP/AP 3420 titled Equal Employment Opportunity and the District's EEO Plan.

ANNOUNCEMENTS AND RECRUITMENT**A. Announcements**

Human Resource Services must approve all announcements prior to posting. Full-time faculty positions are requested by departments or disciplines and then are prioritized by a subcommittee of the Instructional Planning Council (IPC), utilizing a procedure developed by IPC. The position announcement is developed through a collaborative process involving the department/program, appropriate administrators, and Human Resource Services (HRS).

1. Approval: Announcements must receive final authorization as indicated in Table 1.

Table 1. Announcement Authorizations by Position Type.

Position Type	Required Approval
Superintendent/President	Governing Board
Vice President	Superintendent/President or Designee
Directors and Deans	Appropriate Executive Administrator
Administrators Below Director	Supervisor of Position or Designee
Faculty	Hiring Committee Chair, Department Chair or Program Director, Dean of the appropriate division, and the appropriate Vice President
Classified	Supervisor of Position or Designee
CAST (Confidential and Supervisory Team)	Supervisor of Position or Designee
Early Childhood Education Lab School Teachers	Supervisor of Position or Designee

2. Components: The position announcement must include the following:
 - A description of the position duties, responsibilities, salary, assignment, benefits, and terms of employment (including working hours and conditions, employment group, and status);
 - For academic positions, minimum qualifications as determined by the Board of Governors, and for classified positions, as determined by the Governing Board (Board) Minimum qualifications shall also include a statement regarding sensitivity to and understanding of the diverse academic, socioeconomic, cultural, (dis)ability, gender identity, sexual orientation, religion, and racial/ethnic backgrounds of community college students. ;
 - Preferred qualifications (when listed) that are job related and consistent with business necessity;
 - For faculty positions, a provision for determination of equivalency if applicable;
 - Depending on employment unit, a statement regarding required participation in shared governance;
 - Additional language required for compliance with federal, state, and District regulations (e.g., Equal Opportunity Employer notice);
 - Any application procedures specific to the posted position.

B. Advertising

1. HRS provides assistance including the identification of appropriate advertising media. Table 2 outlines minimum advertising durations.
2. Job announcements are advertised through various organizations (e.g., the

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California Community Colleges Registry) and through various online sources; HRS will actively advertise and recruit within diverse network platforms.

3. **Transfer Opportunities:** For eligible positions, notice of transfer opportunities will be distributed internally to provide current employees notice of such positions, subject to provisions of applicable collective bargaining agreements or employee handbooks.

Table 2. Advertising Durations for Permanent Positions.*

Position	Minimum Advertisement Duration
Educational Administrators	8 weeks, open until filled
Classified Administrators	4 weeks, open until filled
CAST	4 weeks, open until filled
Classified	2 weeks, open until filled
Faculty	8 weeks,** open until filled
Child Development Teachers	4 weeks, open until filled

* A minimum two-week advertising period is required for all interim appointments.

** In extenuating circumstances, a six-week advertising period may be authorized by the appropriate Vice President.

C. Recruitment Methods

- HRS recruits all permanent positions.
- Presidential searches will be handled in accordance with BP 2431 titled Superintendent/President Selection.
- Part-Time Faculty: HRS will accept applications on an ongoing basis for part-time faculty positions (see the section titled Part-Time Faculty).
- All applications shall be submitted to HRS.

D. Applications

1. Applications are attached to each job announcement and are available online through the District website. Hard copy applications are available in the HRS Office. The application will contain the following basic components:
 - Application form inclusive of educational and professional histories, skills and qualifications and references;
 - Attachment to application (conviction history questionnaire); and
 - Confidential data sheet for federal and state collection and reporting purposes.
2. HRS will accept application materials until the position is filled.

SCREENING AND INTERVIEW

A. Pre-Screening

HRS will pre-screen all applications for completeness and evidence of minimum qualifications prior to forwarding applications to the selection committee.

B. Selection Committee Screening

Screening criteria and interview questions must be approved by HRS before Selection Committee members receive applications. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement. Depending on the volume of applications received for a particular position, additional screening criteria may apply.

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C. Selection Committee Composition

1. Selection Committee composition is outlined in Table 3 below and applies to both permanent and interim appointments.

Table 3. Composition of Selection Committee by Position Type and Interview Level.

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
Assistant Superintendent/ Vice President for Instruction* †‡ Ψ	<ul style="list-style-type: none"> • 1st-Level: Another Vice President • 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> • At least one faculty member from each instructional division; and one faculty member from Student Services • Two Instructional Deans appointed by the Superintendent/President • One member of the Administrative Association • One member of the Confidential & Supervisory Team • Two classified employees to include one from Instruction and one at-large • Two students 	<ul style="list-style-type: none"> • All other Vice Presidents
Assistant Superintendent/ Vice President for Student Services* †‡ Ψ	<ul style="list-style-type: none"> • 1st-Level: Another Vice President • 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> • Four faculty members, to include two from Student Services and two at-large • Two Student Services administrators appointed by the Superintendent/President • One member of the Confidential & Supervisory Team • One member of the Administrative Association • Four classified employees to include three from Student Services and one at-large • Two students 	<ul style="list-style-type: none"> • All other Vice Presidents
Assistant Superintendent/ Vice President for Finance & Administrative Services* †‡ Ψ	<ul style="list-style-type: none"> • 1st-Level: Another Vice President • 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> • Four faculty members to include three instructional faculty members and one from Student Services • One representative from Instruction appointed by the Assistant Superintendent/Vice President for Instruction • One representative from Student Services appointed by the Assistant Superintendent/Vice President for Student Services • Two Finance & Administrative Services Directors appointed by the Superintendent/President • One member of the Confidential & Supervisory Team • One member of the Administrative Association • Four classified employees to include three from Finance & Administrative Services and one at-large • Two students 	<ul style="list-style-type: none"> • All other Vice Presidents

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Position	Committee Chair	1st-Level Committee	2nd-Level Committee
Assistant Superintendent/ Vice President for Human Resource Services*†‡ Ψ	<ul style="list-style-type: none"> 1st-Level: Another Vice President 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> One faculty member from each division; One Instructional Dean appointed by the Assistant Superintendent/Vice President for Instruction One Student Services Dean or Director appointed by the Assistant Superintendent/Vice President for Student Services One Finance & Administrative Services Director appointed by the Assistant Superintendent/Vice President for Finance & Administrative Services One member of the Administrative Association One member of the Confidential & Supervisory Team Four classified employees One representative of Human Resource Services appointed by the Superintendent/President Two students 	<ul style="list-style-type: none"> All other Vice Presidents
Dean*†‡	<ul style="list-style-type: none"> 1st-Level: Co-chairs consisting of an existing Dean from any division (with the approval of the appropriate Vice President) and a faculty member appointed by the Faculty Senate 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> One faculty member from each constituent discipline/departments within the affected division One representative from each of the other constituent employee groups: Administrative Association, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT Additional members may be appointed at the President's discretion 	<ul style="list-style-type: none"> The appropriate Vice President The Dean co-chair of the 1st-level committee An additional member from relevant/affected divisions may be appointed by the Supt./President where appropriate
Director*†‡	<ul style="list-style-type: none"> 1st-Level: Any executive, senior, or Administrative Association administrator (for directors who report to the Superintendent/President, the chair shall be appointed by the Superintendent/President or designee) 2nd-Level: Appropriate executive or senior administrator 	<ul style="list-style-type: none"> One representative from each of the constituent employee groups: Administrative Association, Faculty, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT Additional members may be appointed at the discretion of the executive or senior administrator to whom the position reports 	<ul style="list-style-type: none"> Chair of the 1st-Level Committee An additional member from relevant/affected divisions may be appointed by the executive or senior administrator where appropriate
Faculty*	<ul style="list-style-type: none"> 1st-Level: Department Chair/Director or faculty designee (co-chairs may be appointed) 2nd-Level: Two interviews are conducted for each finalist and are as follows: <ul style="list-style-type: none"> President's interviews: Superintendent/President (serves as both chair and the sole committee member) Joint Selection Committee's interviews: Appropriate Dean 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Joint Selection Committee: Appropriate Dean (Chair) Appropriate Vice-President Chair of the first-level committee At least two additional members from the 1st-level committee. <p>Note: Not to exceed seven members, including the chair, except where extenuating circumstances exist</p>

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Position	Committee Chair	1st-Level Committee	2nd-Level Committee
All other Administrative Association positions, Confidential & Supervisory Team positions, and Classified positions*	<ul style="list-style-type: none"> Supervisor of the position or designee 	<ul style="list-style-type: none"> Majority of committee must consist of employees from within the affected department/program One employee from outside of the department <p>Note: Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position</p>	<p>2nd-Level interviews are not required; if conducted, the committee consists of the following:</p> <ul style="list-style-type: none"> Supervisor of the position All or some members of the 1st-level committee The executive, senior, or other administrator to whom the position's supervisor reports (optional) Additional members may be appointed at the executive, senior, or other administrator's discretion (optional)
Child Development Center	<ul style="list-style-type: none"> Coordinator or Center Liaison or designee 	<ul style="list-style-type: none"> Majority of committee must consist of employees from within the affected department/program One employee from outside of the department <p>Note: Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position</p>	<p>2nd-Level interviews are not required; if conducted, the committee consists of the following:</p> <ul style="list-style-type: none"> Supervisor of the position All or some members of the 1st-level committee The executive, senior, or other administrator to whom the position's supervisor reports (optional for all positions except site supervisor or coordinator)

* A District Compliance Officer, appointed by HRS, is required to observe and monitor all stages of the 1st- and 2nd-level hiring processes.

† For these positions, the 1st-level committee shall appoint a faculty member of the committee to serve as a non-voting observer during the 2nd-level interviews (for faculty positions, the non-voting observer is appointed to the Superintendent/President's interviews).

‡ For these positions, except where otherwise indicated, constituent group representatives are appointed by the leadership of their representative constituent groups (e.g. classified employees are appointed by the CCE/AFT Executive Council; students are appointed by the Associated Student Group leadership; faculty are appointed by the Faculty Senate, and administrators by the Administrative Association).

Ψ For these positions, interim Vice Presidents who are not applying for the position in question may serve on 2nd-Level Committees.

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2. Verification of Committee Composition: HRS verifies compliance of selection committee membership with applicable Board policies and procedures.
3. Diversity: The selection committee should be balanced in its diversity and, to this end, will seek representation from under-represented groups whenever possible.
4. Confidentiality: Each participant in the hiring process is responsible for maintaining the confidentiality of all aspects of the selection process, including written materials, oral discussions and any other information that relates to the selection process. Such information may be shared only with members of the Selection Committee, HRS, and the administrators involved. Confidentiality must be maintained permanently.
5. Training:
 - a. Prior to participating as a selection committee member, members must receive training on the selection process. Such training must occur within one year prior to serving on a selection committee. HRS shall provide selection committee training. See the Selection Committee Training Packet available through HRS.
 - b. Training shall include the philosophy and commitment to staff diversity as outlined in the District's Equal Employment Opportunity Plan and inclusive of cultural diversity, the roles and responsibilities of all members of the selection committee, the selection process, interview procedures and techniques (including guidelines on appropriate follow-up questions and reference checks), and the confidentiality of the selection process.
6. Responsibilities:
 - a. The Committee Chair/Co-Chairs shall be responsible for:
 - Ensuring compliance with District policies and procedures in conjunction with the hiring process;
 - Coordination of calendars to ensure participation of all committee members, including the Compliance Officer;
 - Coordination of candidate interviews with HRS;
 - Maintaining committee records;
 - Performing other duties determined by agreement with the committee.
 - b. Voting Committee Members shall be responsible for:
 - Identifying selection criteria based on the minimum and preferred qualifications of the position in light of the expected duties and responsibilities of the position. Screening criteria will include an evaluation of the extent to which applicants have and demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college;

- Developing interview questions, directly related to the position announcement criteria, designed to distinguish candidates who will best meet the needs of the District in the position;
 - Screening all applications forwarded by HRS to select candidates for interview;
 - Interviewing candidates selected for interview using pre-approved questions.
 - The voting members of the Selection Committee recommend an unranked list of finalists for consideration. All of the finalists recommended must be fully acceptable to the Committee.
7. Attendance: All members of the Selection Committee must be present for all interviews. If a voting member of the committee misses any part of an interview, the committee member is ineligible for further participation in the hiring process.
8. The Compliance Officer's Role: It is the responsibility of the Compliance Officer to observe and monitor the hiring process to ensure complete fairness and consistency for each applicant and to serve as a non-voting resource person to the selection committee(s). For faculty positions, see the Faculty Senate's Faculty Hiring Procedure on the Faculty Senate website for details on the Compliance Officer's role. For all other positions, see the Selection Committee Training Packet available on the HRS website.
9. The Observer's Role:
- a. The observer may observe the interviews, but not actively participate. S/he may not ask questions of or comment on the candidates during or between the interviews;
 - b. The observer may attend the deliberations for Vice President, Dean, and Director positions at the discretion of the chair of the second-level hiring committee. For faculty positions, the observer is required to attend the deliberations;
 - c. If attending the deliberations after the interviews, the observer's role remains non-participatory. He/she will be invited to comment on factual observation and process only.
 - Since the observer's role is non-participatory, he/she is not permitted to conduct reference checks on finalists;
 - Other first-level committee members, including the chair of the first-level committee, may conduct the reference checks.

D. Background Checks

Policies and procedures governing applicant background checks are as outlined in AP 7126 titled Applicant Background Checks.

E. Reference Checks

Reference checks are required for all positions. See the Selection Committee Training Packet, available via the HRS website, for specific procedures designed to assist committees in conducting reference checks.

Table 4. Reference Check Process by Employment Unit.* †

Employment Unit	Deciding Authority/Process
Classified, Confidential & Supervisory Team, and Administrative Association* (except directors)	Supervisor or designee checks prior to submitting finalists or making a hiring recommendation.
Faculty, Directors*, Deans*, and Vice Presidents*	1 st -level committee conducts reference checks and forwards to 2 nd -level committee

* The supervisor of the position may conduct additional reference checks in accordance with established procedures prior to the job offer.

† For all non-faculty positions, HRS may conduct reference checks in lieu of or in addition to those conducted as provided in Table 4.

F. Interviews

1. Practical Skills, Demonstrations and Testing: The initial interview process may involve skills testing and performance demonstrations appropriate to the position. All skills tests and performance evaluation processes must be approved in advance by HRS.
 - a. Faculty positions require in-person teaching demonstrations as indicated in the Faculty Hiring Procedure available on the Faculty Senate's website.
2. Interviews are conducted as outlined in Tables 3 and 5.
3. In the event a selected applicant declines the position or is otherwise unable to be employed in the position, the qualified applicant pool for any posted position may be utilized for up to 90 days after an offer of employment has been extended.

Table 5. Positions Requiring Second-Level Interviews and Specific Components.

	Vice Presidents	Directors	Deans	Faculty
Open Forum	X (required)			
Site Visits	X (optional)		X (optional)	
Reference Checks between 1st and 2nd level Interview	X (required)	X (required)	X (required)	X (required)
Teaching Demonstration				X (required)

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4. Final Administrative Interviews: The Superintendent/President interviews the finalists for all senior and executive administrative positions recommended by the Selection Committee. It is at the Superintendent/President's discretion to include other Palomar employees in the final interview or to arrange additional interviews or meetings with appropriate campus constituencies.
5. Joint Selection Committee for Full-Time Faculty 2nd Level Interviews: The Joint Selection Committee and the Superintendent/President meet after completing separate interviews of each of the final candidates. Each candidate is discussed and assessed relevant to the interview; reference checks; teaching demonstration; needs of the discipline/department; and evaluation of the extent to which applicants have and demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college. The voting members of the Joint Selection Committee shall, by consensus or by majority vote, select the finalist(s) to whom the tentative offer of employment will be extended and will be recommended to the Governing Board.

5.

final recommendation to the Governing Board.

G. Applicant Travel Expenses

Palomar College will reimburse applicants for first-level and second-level interviews for expenses incurred during the application and/or first-level and second-level interview process as follows:

1. For full-time faculty and some administrator positions (president, vice-president, director, dean), applicants who must travel 150 miles or more one way from their residence to the District are eligible for reimbursement with proper verification.
2. All expense documentation must be submitted to HRS within 30 days of completing travel. Only original receipts shall be accepted as proper travel expense documentation for reimbursement purposes.
3. Reimbursement is limited to \$1,000.00 to cover the travel costs incurred by the applicant on behalf of themselves only. Allowable travel costs and associated processes are outlined in the District's travel procedure

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contained in the Finance and Administrative Services Handbook.

H. Deliberation and Selection Process

1. Deliberations: For all positions, after interviews were completed, the voting members of the Selection Committee discuss and evaluate the qualifications of the interviewed candidates. For more information regarding deliberation during faculty hires, please refer to the Faculty Hiring Procedures, available on the Faculty Senate website.
2. For positions requiring second-level interviews, a minimum of two unranked candidates must be forwarded. Exceptions require the approval of the Superintendent/President or designee. Where an exception to the minimum candidates is not warranted, the original applicant pool shall be revisited for potential candidates and the position recruitment shall be extended.
3. le 6 below outlines the alternatives where there are insufficient finalists for a position.

Table 6. Actions and Required Authorization for Insufficient Position Finalists for non-faculty positions.

Authorized Action	Deciding Authority
Cancel the recruitment	Responsible administrator
Authorize a single candidate	Superintendent/President or designee
Review the applicant pool again	Responsible administrator and the 1st Level Committee
Extend 1st Screening Duration	Responsible administrator and the 1st Level Committee, subject to HRS approval

4. Selection: Final selection for non-Faculty positions is the sole responsibility of the Superintendent/ President, and is subject to Governing Board approval. See BP 2430 titled Delegation of Authority to the Superintendent/ President and BP/AP 7110 titled Delegation of Authority. Final selection for Faculty hires will be done in accordance with Section F (Interviews) and as indicated in the Faculty Hiring Procedure available on the Faculty Senate's website.
5. If none of the finalists are selected for hire, the Selection Committee and the appropriate administrator will:
 - a. Review information regarding the recommended finalists and/or the nature of the position; and/or
 - b. Review the interview pool to ensure that other potential finalists have not been overlooked; and/or
 - c. Recommend that the search be extended.

EMPLOYMENT OFFERS

- A. **Conditional Offers:** All employment offers are conditional pending satisfaction of employment requirements, including submission of required forms,

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background and/or reference checks, fingerprinting, proof of eligibility for employment, TB test results and certificate of freedom from communicable disease (see BP/AP 7330 titled Communicable Disease) and Governing Board approval. All conditions of employment must be met prior to employment.

B. Pre-Employment Requirements:

1. Physical Examination: Depending on the nature of the position, a pre-employment physical examination may be required to ensure sufficient fitness for the duties associated with the particular position. See BP 7335 titled Health Examinations.
2. Criminal History-Live Scan Verification: All offers of employment are conditional pending receipt of satisfactory criminal history reviews via Live Scan. See: AP 7337 titled Fingerprinting.

C. Conditional employment offers are made as follows:

1. For classified, CAST, administrative and child development teacher positions, HRS will make the offer;

2. For full-time faculty positions, the appropriate dean will make the offer;
3. For dean positions, the appropriate vice president will make the offer; and
4. For vice-president positions, the president will make the offer.
5. HRS coordinates all necessary intake and orientation procedures and extends the formal job offer after completion of all pre-employment requirements.

FULL-TIME FACULTY SELECTION

The selection process is described in the Faculty Hiring Procedure, which can be obtained through the Faculty Senate, and is intended to reflect the District's commitment to shared governance, as outlined in BP/AP 2510 titled Participation in Local Decision Making.

PART-TIME FACULTY RECRUITMENT AND SELECTION

The following provisions shall apply to all faculty for part-time positions.

PART-TIME FACULTY RECRUITMENT AND SELECTION

The following provisions shall apply to all faculty for part-time positions.

A. Announcement and Recruitment:

1. Establishing the Position: Departments shall notify HRS when a position becomes available **via the posting request form**.
2. Advertising the Position: HRS shall advertise all **open** part-time faculty positions. The announcement should also provide the college's DEI commitment statement, details about the student population that Palomar College serves, and the college's and hiring department's employee demographics. As well, the announcement shall include a request for the applicant to describe the extent to which applicants have and demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college

B. Applications, Screening and Selection:

1. All applications ~~s packets (including the appropriate application form and attachments, transcripts, and other documents/forms as required by the appropriate departments~~ shall be submitted directly to HRS;
2. ~~HRS shall record all legally required applicant information and remove and/or redact any confidential data;~~
3. Prior to forwarding applications to the appropriate departments for selection, HRS shall conduct a preliminary screen to determine completeness of application and satisfaction of minimum qualifications and/or possible need for equivalency;

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4. Screening shall include the philosophy and commitment to staff diversity as outlined in the District's Equal Employment Opportunity Plan and inclusive of racial, ethnic, and cultural diversity and implicit bias and which shall include an evaluation of the extent to which applicants have and demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college.
5. The Department shall select qualified candidates for interview and conduct all interviews. The Department Chair/Director shall notify the appropriate Dean and Vice President and HRS of his/her their selection of part-time faculty. The approved interview report will be turned into HRS to start the pre-employment process for the selected candidate(s).
- ~~6. HRS shall retain all applications for a minimum of three years.~~

HRS shall retain all applications and recruitment materials on file for four years.

A. Announcement and Recruitment:

1. Establishing the Position: Departments shall notify HRS when a position becomes available. Applications, screening packets (including the appropriate application form and attachments, transcripts, and other documents/forms as required by the positions appropriate departments) shall be submitted directly to HRS;
2. HRS shall record all legally required applicant information and remove and/or redact any confidential data;
3. Prior to forwarding applications to the appropriate departments for selection, HRS shall conduct a preliminary screen to determine completeness of application and satisfaction of minimum qualifications and/or possible need for equivalency;
4. The Department shall select qualified candidates for interview, and conduct all interviews. The Department Chair/Director shall notify the appropriate Dean and HRS of their selection of part-time faculty.
5. HRS shall retain all applications for a minimum of three years.

Also see BP/AP 3410 titled Nondiscrimination; BP/AP 3420 titled Equal Employment Opportunity; BP/AP 7211 titled Faculty Service Areas and Competencies, BP/AP 4015 titled Minimum Qualifications and Equivalencies; AP 7126 titled Applicant Background Checks; and AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal Records.

Office of Primary Responsibility: Human Resource Services