



**FACULTY SENATE MEETING**

**August 30, 2021**

**EXHIBITS**



Minutes of the  
MEETING OF THE FACULTY SENATE  
August 23, 2021

APPROVED

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

**ABSENT:** Sabrina Santiago

**GUESTS:** Kelly Falcone, Patriceann Mead, Tanessa Sanchez, Aundrea Tavakkoly

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

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

**PUBLIC COMMENTS**

Senate Vice President Jenny Fererro reported the Pfizer Covid vaccination received full approval from the FDA this morning which now triggers the vaccine and immunization plan for Palomar faculty. This means faculty who are on campus, in any capacity, must be fully vaccinated within six weeks.

Senator Ben Mudgett attended the CCC+LGBTQ+Summit recently which prompted grassroots efforts over the summer to create a regional LGBTQ community that represents California community colleges as well as its students. These activities are ongoing and he will provide updates as these efforts progress.

Senator Eduardo Aguilar invited Senators to become a member of the Hispanic Serving Institution Book Club.

**ANNOUNCEMENTS**

Senator Erin Hiro reported she launched her first HyFlex synchronous class this semester meaning students have a choice to attend her class either in person or via ZOOM. Hiro, along with professors Molly Faulkner, Barbara Hammons, Wendy Nelson and Tanessa Sanchez are participating in the test case. She will report back on its success at the end of the semester.

Senate President Rocco Versaci announced that a faculty “conversational” meeting with new College President Dr. Star Rivera-Lacey is scheduled for Thursday, September 16 at 3 PM.

**AGENDA CHANGES** – None

## **APPROVAL OF MINUTES**

**Motion 1** MSC: Faulkner/Towfiq

Faculty Senate approval of special meeting minutes dated 06/01/21 as amended (see Exhibit 1).

Abstention: Lawrence Lawson

**The motion carried.**

## **ACTION**

### **A. Curriculum**

Senator and Curriculum Co-Chair Wendy Nelson stated that no action is required today but announced the curriculum deadline is October 1. To prepare for the work needed this semester, Nelson sent an email out last spring which listed the courses that need to be reviewed this fall. If any new programs are being considered, Nelson reminded that these programs must be approved by IPC or the new oversight committee. There is a link on the Curriculum web page for new programs <https://www2.palomar.edu/pages/curriculum/>. She reminded faculty that new CTE programs must also go through the Regional Dean.

### **B. Committee Appointments**

Senator and Committee on Committees Chair Anastasia Zavodny stated no action is necessary at the meeting. Zavodny went on to announce that a hiring committee call for the Director of Telecommunications and Grants is open and closes this Friday, August 27. Senators will vote to approve this faculty member at the August 30 Senate meeting.

## **INFORMATION ITEMS**

### **A. Recommended Changes to Faculty Hiring Procedures/AP7120 (see Exhibits 2, 3)**

Senate President Versaci said Palomar is going to apply for the \$1.5 million and ongoing funds to hire as many as 17 faculty positions this academic year. The details and timeline are still being worked out. Versaci has reached out to department chairs on the hiring priority list. A meeting takes place on August 24 to discuss the logistics of this process. Senate approval of the new faculty hiring procedure is vital and should be done before hires take place. The edits to the faculty portion of AP7120 is also necessary.

Versaci shared the exhibits and asked Senators for discussion and reminded Senators the documents must be in sync with one another and that all processes support more equity in hiring. Several Senators commented and suggested edits to Exhibit 2 – Faculty Hiring Procedures document. Senators agreed the faculty hiring document needs to be specific leaving no room for loopholes or inconsistencies in the hiring process for all faculty.

Versaci will incorporate the suggested edits and bring the document (Exhibit 2) back to Senate for Action on August 30.

Regarding AP7120, Senators discussed the document and suggested edits which will be noted on the exhibit. Regarding edits centered around the College President's role in the process, it was decided to ask the new College President what her preferences are before moving forward with those edits. Senator Zavodny questioned why faculty members serving on faculty hiring committees are not brought through Faculty Senate such as faculty members serving on Admin hiring committees. Versaci responded by saying the process of departments forming their own hiring committees may serve to support a department's autonomy. Versaci will incorporate the suggested edits to AP7120 and bring the document back to Senate for Action on August 30.

## **B. New Elections Chair**

Senate President Versaci stated Senate needs to replace Senator Alexandra Doyle Bauer as the Elections Chair. This is a Senator position. Senator Doyle Bauer added this position is only active during Senator elections and when special elections or certain voting takes place during the academic year. An open call for this position will take place during Faculty Senate on Monday, August 30.

## **C. Faculty Emeritus Status**

Versaci announced that two faculty retired over this last summer and hopes to get Emeritus status granted.

### **Motion 2** MSC: Towfiq/Lawson

Faculty Senate approval to move meeting back into Action.

The motion carried.

### **Motion 3** MSC: Fererro/Laughlin

Faculty Senate approval to confer Emeritus status to the following retired faculty (see Exhibit 4):

**Kevin Barrett, Lisa Carmichael**

The motion carried.

## **D. SLOs & Accreditation**

SLO Co-Coordinator Aundrea Tavakkoly stated they are currently getting all course SLOs assessed and then they will move onto programs. All courses are required to be assessed every three years. The goal for September is to get all programs up to date. Some departments have been staying current with this task while others are behind. She asked for support from faculty to get this goal achieved. SLO facilitators will be busy during October making sure the program SLOs are assessed. A request was sent out to all facilitators to have this work completed by September 1. The ACCJC Accreditation Report will be prepared by VPI Kahn and others who will be relying on a report provided to them on November 4 by SLO. This report will show which courses have been assessed in the last three years. Tavakkoly reminded Senate these SLOs are very important to accreditation.

Senator Wendy Nelson reinforced Tavakkoly's remarks of just how important the SLOs are for accreditation.

## **E. Spring 2022 Scheduling**

Senate President Versaci reported the early deadline issue came up in the faculty meeting on August 20 and clarification was needed for the dates. Versaci discussed issues with VPI Kahn. Kahn stated that deans were told to tell department chairs that a few extra weeks is provided before this planning was to start. Versaci shared that some chairs suggested changing the 15 minute passing period to the regular 10 minutes. This would create more flexibility to bring back face to face classes. Versaci also shared his desire to have a more authentic return to normal scheduling in spring 2022.

Senator Scott Nelson asked if there was a way to discuss the timeline for this process when faculty are not off contract so their opinions can be included. Also, during this highly fluid time, it may be better to hold off Spring 2022 scheduling until there is a better idea of what the pandemic will look like. Senator Wendy Nelson added that Palomar no longer prints the class schedule so printing deadlines are no longer a real issue and it may also be beneficial to discuss scheduling with students as well. Also, what are other colleges and universities doing successfully as far as schedules and

should we consider adopting similar schedules. Senate VP Fererro added there may be some concerns about the timing of this plan due to shifted financial aid concerns and deadlines as well. The final version of the schedule impacts registration which impacts financial aid and other student resources.

Versaci asked the department chairs present during the meeting whether they thought chairs/directors should have a seat at the table to discuss Spring 2022 scheduling. All department chairs present answered yes.

#### **F. DEI Coordinator Proposal/Brainstorm (see Exhibit 5)**

Senate Versaci reported that over the summer VPI Kahn suggested that since there was so much DEI efforts happening across the campus in different places that it may be smart to add an organizational component for these efforts as well. Kahn, along with Interim VP Sivert and VP Lakhani discussed hiring a faculty member solely for a DEI Coordinator position. Versaci suggested making this a release time position instead.

Versaci and VP Fererro reviewed a list or description of this position. They told VP Kahn this current job description goes beyond 100% release time and, includes duties/responsibilities/roles already being performed by others. Also mentioned was the fact that it's difficult to fill positions with high release time, and there are faculty currently doing this work who are not getting any compensation. Versaci and Fererro asked Kahn about providing release time to those faculty doing the work now. It seems the District would like to have a more unified approach and clearinghouse of sorts to help make sure this work is being done, and to avoid having silos of where this work is being done and not shared or communicated with others.

Versaci asked Senators to email feedback to either him or to VP Fererro about how they would like to see this position move forward.

Senator Lawrence Lawson asked that any release time for this position or for providing release time to those faculty already performing some of the duties, come from the institution's release time pool and not Faculty Senate's.

Senator Zavodny suggested maybe some of the various groups already doing DEI work on campus should consolidate. There seems to be an abundance of groups with the same or very similar mission. Maybe those groups pursuing DEI initiatives can meet, select a coordinator amongst the groups and the institution could provide release time if necessary.

Senator and Credit for Prior Learning Coordinator Candace Rose stated that her position is still not institutionalized and carries only 40% release time that will expire soon with no options for release time in the near future. If the District can find 100% release time for an entire new position, can it also review institutional release time for positions that should clearly fall under the District and not Faculty Senate. She hopes that Faculty Senate will be an advocate for this review over some current release time positions. Rose added that CPL is now part of ACCJC Accreditation, and the District should be taking it more seriously. VP Fererro added that this matter has been presented and discussed with the District on many occasions and now feels the District may be moving to the position to review and rethink its importance. Both Versaci and Fererro will bring up this issue again with VP Kahn and President Rivera-Lacey and report back to Senate.

#### **REPORTS:**

**ASG (Mouawad)** – No report

### **President (Versaci)**

I would like to welcome everyone back as we attempt to transition back to pre-pandemic levels of face-to-face classes and other on-campus activities/presence. The situation is fluid given the rise of the Delta variant (and, perhaps, others), so we should all be ready to do what we can to respond to changes while still maintaining the highest standards of educational excellence for our students.

Over the summer, the Senate was asked to appoint faculty members to two search committees—the first for the Senior Director of Fiscal Services and the second for the Director of Telecommunications-Grants. I asked for both to be delayed until fall, when we would have a full contingent of faculty from which to solicit volunteers. VP of HR Montoya explained that the first position was critical, but that the second could wait. This led to a larger conversation about the difficulty of appointing faculty to these search committees over the summer, and how doing so—aside from the logistics of calling special Senate meetings—ran counter to the stated goals (of both the Senate and HR) to consider diversity in making appointments to hiring committees (i.e., with only a small number of faculty checking their email over the summer, the pool of volunteers would be both limited and predictable). We discussed some solutions to this, and VP Montoya will be invited to a later Senate meeting to discuss the matter. We agreed on two basic principles: first, that only critical positions should have search committees formed over the summer, and second, that we improve communication so that HR can let Senate know of upcoming positions mid-spring semester so that we can prepare and/or put out the calls ahead of summer.

On June 23, the Governing Board announced that Dr. Star Rivera-Lacey would be the next Palomar College President. Dr. Rivera-Lacey's start date was July 26. Dr. Jack Kahn moved back into his position as Vice President of Instruction, and Shayla Sivert returned to retirement. I met with Star on August 11, and then again—this time with Senate VP Jenny Ferrero—on August 18. Star also announced that Palomar would apply for the \$1.5M available from the state to hire full-time faculty. Details on this are forthcoming.

I met with VPI Kahn on August 17, and we discussed plans for Spring '22. The plan right now is to delay creating the spring schedule for as long as possible to see how things develop. Also, the initial plan is to have departments discuss with their deans what kind of face-to-face presence departments would like to have on campus. Jack also said that the "block schedule" that created barriers for many departments in their face-to-face scheduling for this fall would be discarded and rethought, especially in terms of the long passing periods between classes.

At the August 3 Governing Board meeting, Trustee Brian Olson announced that he would be resigning from the Board, as he is moving out of District 4. The remaining trustees will decide whether to call for a special election to replace him or instead appoint a replacement from District 4 after an open call and interview process.

**College Council (Versaci)** - The College Council will meet on Friday, September 10.

**Equity, Education, & Student Success (EESS) Council (Versaci)** -The EESS Council will meet on Friday, September 3.

**Institutional Effectiveness (IE) Council (Bongolan)** - No report

**Employees, Community, & Communications (ECC) Council (Ferrerro)** – No report

**Infrastructure & Sustainability (IS) Council (Lucinda)** – No report

### **PFF (Laughlin)**

This has been a very busy summer with the ever-changing guidelines regarding face-to-face interactions. We have worked with the administration and Governing Board to negotiate the effects of a vaccine mandate. The governing Board has to decide the policy, it is not our call, but the PFF can negotiate any impact to Faculty. If Faculty have specific

concerns, the District has indicated that they will work with individuals to accommodate their needs if possible. Contact Human Resources if you want to learn more about the accommodation process.

We would like to extend a warm welcome to Dr Rivera-Lacy who, although new to her role as President/Superintendent, is not new to our Palomar Family! We look forward to working with you as we move into the future of (fingers crossed) normalcy.

We have negotiated several important policies that will benefit Faculty. See Negotiations update sent to your Palomar College email on 7/7/21 for details.

- COLA of 5.07%
- Accessibility MOU
- Reimbursement MOU
- Compensation for mandatory trainings (part-time Instructors)
- Compensation for POET training for new part-time Instructors

We continue to work to protect Faculty interests and welcome feedback. Please feel free to email me [tlainelaughlin@gmail.com](mailto:tlainelaughlin@gmail.com) if you have concerns or input.

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

Co-chairs Aguilar and Sadat Ahadi presented at Fall 2021 plenary on Friday August 20, 2021, regarding the following:

- New core values statement (will be shared with Faculty Senate soon)
- Updates on Adhoc Faculty Hiring Procedures
- Social Justice Convening Coming Spring 2022

#### **Accreditation (Meehan)**

The Accreditation Writing Leadership Team (AWLT) has spent the summer responding to feedback solicited from an external reviewer and putting finishing touches on the 2022 Institutional Self-Evaluation Report (ISER). Two all-day meetings are scheduled for September 1-2, during which AWLT will meet with the President and Vice Presidents to review the content. Final revisions, editing, and formatting will follow, and the ISER will move through the shared governance process in fall 2021 before it is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in December 2021.

#### **Distance Education (Hiro)**

The biggest news is that four faculty members will spend this fall semester testing out HyFlex, the class format where students choose each class session whether to attend in person or on Zoom. We have spent the summer training and are excited to test it out. We will update the Senate on our progress throughout the semester and will offering trainings in the Spring.

The Distance Education Committee is set to meet this semester the first and third Wednesdays of each month from 2:30 - 4 p.m. Everyone is welcome to attend this public meeting by Zoom:

<https://palomar-edu.zoom.us/j/91999303997?pwd=V1dFbjBNT21zclZhTm5xVW5PdWQ2Zz09>

or

Meeting ID: 919 9930 3997

Passcode: 974173

For more information, visit the Distance Education Committee website at <https://www.palomar.edu/distance-education-committee/>

**Guided Pathways (Nelson)** – No report

**Policies and Procedures (Lawson)** - No report

**Budget (Versaci for Fererro)**

The Budget Committee met on Wednesday, August 4, to discuss the upcoming Budget presentation to the Governing Board on August 17. VP of Fiscal Services Ambur Borth walked the committee through the presentation. There were several suggestions and points of clarification made. There was also some discussion of the Faculty Obligation Number (FON) in terms of its significance, calculation, and impact on hiring (particularly in light of the \$1.5M in ongoing funds that the state is providing community colleges to hire full-time faculty).

**TERB (Lawson)** - No report

**Professional Development (Guerrero)** - No report

**AB705 Subcommittee (Anfinson)** - The AB705 Subcommittee next meets on Thursday, September 9.

**Sabbatical Leave (Lawson)** – No report

**Equivalency (Towfiq)**

The Equivalency Committee met four times during the summer of 2021 and completed a review of nine applications. Eight were approved, one was not. Three additional applications are still pending the Committee's review. The Committee has scheduled two other meetings before fall semester starts for these three and any additional applications. The schedule of these meetings is as follows:

**Date:** Thursday, August 19, 2021  
**Time:** 10:30 – 11:30 Closed Session  
11:30 – 12:00 Open Session

**Date:** Friday, August 20, 2021  
**Time:** 4:00 – 5:00 Closed Session  
5:30 – 6:00 Open Session

**Faculty Service Areas (Mudgett)**

The FSA Committee completed discipline FSA approvals for Board approval during June and July. Attached to the end of this report are the approval documents.

**Credit for Prior Learning (Rose)**

Students at Palomar College are now earning college credits for their prior learning through Credit for Prior Learning (CPL), since mid-spring semester. This fall, we are launching a marketing campaign to alert even more students to CPL opportunities.

For courses that were previously “waived,” allowing students to bypass a prerequisite and enroll into a more advanced course, students now have the opportunity to earn these course credits through CPL - saving the student time and money towards program completion. Faculty can contact the CPL Coordinator at [cpl@palomar.edu](mailto:cpl@palomar.edu) to set this up.

Palomar now has over 200 Credit for Prior Learning (CPL) eligible courses from over 41 disciplines. These courses and disciplines are listed on our [Credit for Prior Learning website course list page](#).

The new CPL eForm is available for students to petition for CPL. This form takes the student, counselor, faculty and staff through the entire CPL petition process. The CPL Coordinator, Candace Rose, and CPL & Veterans Counselor, Tina Barlolong, work with the faculty and student to initiate the form, review education plans and answer any questions along the way.

Funds are available until the end of June 2022 to pay Faculty to set up their courses for CPL.

CPL Start up work includes:

- Attending professional development CPL workshops
- meeting one-on-one with the CPL Coordinator to identify CPL eligible courses
- Collaborating with colleagues on CPL
- designing CPL portfolio rubrics
- developing CPL exams
- researching Military ACE IDs
- meeting with the CPL Coordinator, counselor and CPL students

For more information, or to set up your courses for CPL, check out the [Credit for Prior Learning website](#) and contact the CPL Coordinator, Candace Rose, at [cpl@palomar.edu](mailto:cpl@palomar.edu).

**ADJOURNMENT:** The meeting was adjourned at 3:50 PM.

Respectfully submitted,

  
Molly Faulkner, Secretary

# EXHIBIT 2

August 30 2021							
Name	Division	Department	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?	Action: Confirm
Alex Doyle Bauer	L&L	Library	Academic Review Committee	Faculty - Instruction/Libra ry (21-23)	I am committed to Antiracism and I have been working with Hossna and Rocco on the DEI initiatives via the Equity Teaching Practices & Resources guide!	I have served on many committees and hope I can bring my teaching experience and my committee work together with other great minds on the committee to help move the work in a progressive and meaningful way.	
Heather Hosaka	L&L	ESL	Committee on Service Learning	Faculty, L & L	One way to utilize an equity and antiracism lens in this particular committee could be to focus on activities that reflect the demographics of the district. For example, service learning opportunities where our diverse student population live and work. Finding opportunities for students to volunteer for companies or organizations committed to diversity and inclusion as well as learning about the challenges and problems our population might face when volunteering is also important. For example, several of my ESL students participated in cleaning and gardening at the ECE preschool a few years ago. Many of them do not drive, have children, and work long hours, but they could arrange to walk to campus to volunteer on a Saturday. This was a wonderful opportunity for them to meet other ESL students, to give back, and contribute to the community.	As an ESL instructor, I work with and advocate for a diverse population and have an understanding of the inequity and many challenges our students face. Recent experiences include creating and sharing teaching materials and articles at department antiracism workshops and helping to write the department's antiracism statement. In my committee work in the past, I have done my best to advocate for students that might be overlooked. For example, when working on the Student Success and Equity Committee, I asked that some money not be given only to credit students as this would prevent any aid going to noncredit ESL students, and it was decided that the money could be awarded to noncredit students with an emphasis on outreach and aid for our undocumented population.	
Kathleen Grove	SBS	Beh. Science	Committee on Service Learning	Faculty SBS	SL provides opportunities for students to engage in their community, to identify issues of public concern and social justice, develop empathy and advocacy. As a pedagogical strategy, SL contributes to student academic success and retention.	Years of experience implementing SL, former experience as chair and member of the committee... founder of the program :)	
Crystal Velasco	Student Services	DRC-Disability Resource Center	Distance Education Committee	Faculty, Student Services	Firstly, I will hold myself accountable through continued self-assessment and being intentional in expanding my sociocultural knowledge, ensuring my behaviors and actions are aligned with my beliefs, and actively learning more about issues in all environments I encounter. Throughout the years I have educated myself on this topic via conversations with others, personal experiences, reading books such as "How to Be an Antiracist", attending conferences, and webinars such as "Equity-grounded Counseling-Serving Black Students" among others. During my work on this committee, I will hold conversations with colleagues, staff, faculty, students, and community partners to bring awareness and create genuinely safe spaces where people can share their experiences openly. As we have learned this past year a half, distance education is more accessible and important than ever, and I will strive to ensure our work aligns with DEI and antiracism efforts. Personally, I believe leading with empathy and being open to learning about others' experiences and cultures is crucial in fostering an anti-racist environment. As a BIPOC, I am committed to the fight to eradicate systemic racism and goal of inclusivity and equity for all. I commit to being a lifelong learner and an ally as there is always pertinent information to know. It is imperative to understand that every person we encounter is different and we experience life in our own way.	As the Assistive Technology Counselor at the DRC, I have experience in the process of ensuring course materials are accessible to students. I am tech savvy and offer my skills and experiences to this important work to ensure access to all students.	
Heather Hosaka	L&L	ESL	International Education Advisory Committee	Faculty, ESL	One way I hope to utilize an equity and antiracism lens is to work with the committee to find ways for the district to reach out to diverse international students. Because I work closely with our international student population, I have an understanding of the many obstacles they face, such as isolation and loneliness, the pressure to transfer quickly, and racism. I am committed to continue learning about and advocating for our international student population.	As an ESL instructor, I work with and advocate for a diverse population and have an understanding of the inequity and many challenges our students face. Recent experiences include creating and sharing teaching materials and articles at department antiracism workshops and helping to write the department's antiracism statement. In my committee work in the past, I have done my best to advocate for students that might be overlooked. For example, when working on the Student Success and Equity Committee, I asked that some money not be given only to credit students as this would prevent any aid going to noncredit ESL students, and it was decided that the money could be awarded to noncredit students with an emphasis on outreach and aid for our undocumented population.	
Kimberly Velazquez	MSE	Biology	Title V Steering Committee	Faculty, Life Sciences	The major goal of the Title V STEM Grant is to increase the number of historically underrepresented students who successfully complete their STEM courses, transfer, and ultimately earn a degree in a STEM discipline. Making STEM courses equitable, inclusive, and accessible to all students is critical to their success. I am very committed to looking at the grant goals and activities through an equity lens. I am also committed to continuing my own education in areas of equity, inclusion and antiracism to make myself a better teacher and team member.	I am currently serving on the AB 705 Support Subcommittee. I am also one of the coordinators of this semester's "Grading for Equity" book club. I served as the Title V STEM Grant Activity Director from January-August 2020. I have also served in other leadership roles related to the Title V Grant. I all of my roles I am an advocate for Diversity, Equity, Inclusion and Antiracism. I am currently in a doctoral program in which I am researching the equity gap in nursing education. I am working toward obtaining DEI Certification through participation in 100+ hours of DEI training and coursework through the University of Wyoming Inclusionary and Global Leadership Program.	
Jessica Newman	CTE	Interior Design	Transfer Advisory Committee	Faculty at-large (21-23)	Students from underserved communities, such as first generation college students, often lack the resources and support needed to help guide them in their higher ed journey. I'd like to help make the transition to a 4 year school as easy as possible for these students.	I have 15 years experience teaching at private, 4 year schools. I have gone through accreditation processes at these schools and have knowledge of the work that goes into developing the programs, curriculum, SLO's, course outcomes, etc.	
							Vote for 1
Ed Sprague	CTE	Public Safety / Fire Technology	Career Education Committee	Faculty CTE (21-23)	Proper funding of CTE programs is an essential element to the success of our students. The provision of CTE programs and instructional materials provides many students, who would not otherwise have the opportunity and exposure these careers, the opportunity for success.	I have many years experience in the CTE field: 30 years of firefighting, 25 years of teaching CTE, 13 years as an elected official in the water industry, and 35 years in construction. I have seen first hand the self affirming and positive impact that a job or career in the "blue collar" industries have on the individual and their families. This impact can often be multi-generational.	

Michael Wright	CTE	Design and Manufacturing	Career Education Committee	Faculty, CTE (21-23)	I will utilize an Equity and Antiracism lens in my work within this committee by recognizing the needs of our underserved and marginalized student body.	I have worked in the manufacturing industry for 22 years and stay current with new technologies and resources.	
Scott Richison	AMBA	Media Studies (Digital Broadcast Arts)	Career Education Committee	Faculty, CTE (21-23)	I have implemented student facing equity and anti-racism orientated practices into my classroom and within my department. I participated in the SWF institute and presented my findings and steps taken towards equity at Palomar's 2020 and 2021 Plenary. I'm committed to the cause and my students. All of my work will be approached through a lens on equity and anti-racism and the work on this committee will be no different.	I have worked as CTE faculty since 2006 and, as such, I'm extremely familiar with Perkins requirements, processes and expectations. As internship coordinator within my discipline, I am also intimately familiar with the job market and what meaningful partnerships and advisory committees can do for CTE programs. I served on the Perkins committee as an adjunct at Southwestern College.	
Wade Rollins	AMBA	Graphic Communications	Career Education Committee (formerly Perkins Planning and Advisory Committee)	Faculty CTE (21-23)	The Career Education Committee allows me to work with other CTE departments to distribute funding to CTE underserved communities and cohorts.	I have served on the Perkins committee several times in the past and I understand how the perkins reports and grants are requested and distributed according to underserved or disproportionate groups and cohorts that represent everything from single mothers to ethnic and DRC. The funds are used to help all members community and fix the services and allow students access to equipment they would not regularly have.	
Ken Dodson	AMBA	Graphics	Career Education Committee (formerly Perkins Planning and Advisory Committee)	Faculty CTE (21-23)	By looking at each department request individually, trying to determine the best use of funds for the college as a whole and how these request address the student need.	Having been at Palomar College for a long time I've seen the many changes and challenges we face. I understand the need for change, we must adapt to the needs of each department and try to support their requests for funding so each department can grow to become their best. Sometimes this takes funding for new items that help define the department. As for the knowledge, skills and abilities I bring to this committee, I have served on the Perkins committee in the past and know that most all departments have a need for some type of funding. Through thorough, careful and thoughtful review of all the requests I think I become an asset to the committee in helping determine the outcome of the funding. I don't think I have a particular "skill" that would set me apart from others when it comes to serving on this committee but I do have the ability to work through the issues at hand and formulate positive outcomes for all requests, I am willing and able and I am enthusiastic about the process and the outcomes. I do not consider the individual people or the department requesting, just how the particular request will be utilized to benefit the student in their educational goals and how the funding will help the department teach those students.	
							Vote for 1
Monique Lineback	CTE	Nursing	Behavioral Health and Campus Wellness Committee	Faculty, Instructional (21-23)	I continue to develop personally and professionally in this capacity, seeking out learning resources and opportunities for being considerate of and taking action in support of diverse students; with an equity, inclusion and anti-racist mindset. I engage with students, faculty, and other peers to collaborate, advocate for change, and join committees/volunteer work to support others.	Nursing career (+15 years), mom of 4, blended family, formal education in critical gender studies, diverse family, Hispanic female	
Mike Deal	MSE	Biology	Behavioral Health and Campus Wellness Committee	Faculty, Instructional (21-23)	I've been doing quite a lot of self-reflection on this recently, especially since plenary. I can now certainly see how my past thoughtlessness and lack of awareness has unintentionally supported the status quo. I have to be honest, I can not yet see how this new awareness will translate into action.	I really don't have any unique knowledge or skills other than my own experience (especially during the current pandemic) and my observations and interactions with my students. Recent events have certainly brought the importance of wellness into sharp focus for me.	

<b>August 30, 2021</b>							
		<b>Behavioral Health and Campus Wellness</b>	<b>Career Education Committee</b>				
Senator LAST name.	Senator FIRST name.		<b>CEC: [1 (Most Favorite)]</b>	<b>CEC: [2]</b>	<b>CEC: [3]</b>	<b>CEC: [4]</b>	<b>CEC: [5 (Least Favorite)]</b>
Aguilar	Eduardo	Monique Lineback	Ed Sprague	Michael Wright	Scott Richison	Wade Rollins	Ken Dodson
Craft	Lacey	Mike Deal	Ed Sprague	Ken Dodson	Scott Richison	Wade Rollins	Michael Wright
Dalrymple	Will	Monique Lineback	Scott Richison	Ken Dodson	Wade Rollins	Ed Sprague	Michael Wright
Doyle Bauer	Alexandra	Mike Deal	Wade Rollins	Scott Richison	Ed Sprague	Michael Wright	Ken Dodson
Faulkner	Molly	Monique Lineback	Wade Rollins	Ken Dodson	Scott Richison	Ed Sprague	Michael Wright
Fererro	Jenny	Mike Deal	Ken Dodson	Michael Wright	Scott Richison	Ed Sprague	Wade Rollins
Hernandez	Sergio	Mike Deal	Ed Sprague	Ken Dodson	Wade Rollins	Scott Richison	Michael Wright
Hiro	Erin	Monique Lineback	Scott Richison	Michael Wright	Ed Sprague	Ken Dodson	Wade Rollins
Jarvinen	Jason	Monique Lineback	Scott Richison	Ed Sprague	Michael Wright	Wade Rollins	Ken Dodson
Laughlin	Teresa	Monique Lineback	Wade Rollins	Scott Richison	Ed Sprague	Michael Wright	Ken Dodson
Lawson	Lawrence	Mike Deal	Scott Richison	Michael Wright			
Manneh	Beatrice	Monique Lineback	Michael Wright	Ed Sprague	Scott Richison	Wade Rollins	Ken Dodson
Marshall	Leigh	Monique Lineback	Ed Sprague	Scott Richison	Michael Wright	Wade Rollins	Ken Dodson
Meehan	Adam	Monique Lineback	Ed Sprague	Wade Rollins	Ken Dodson	Scott Richison	Michael Wright
Miller	Susan	Monique Lineback	Michael Wright	Ed Sprague	Scott Richison	Wade Rollins	Ken Dodson
Mudgett	Ben	Monique Lineback	Ed Sprague	Scott Richison			
Nelson	Scott	Monique Lineback	Michael Wright	Scott Richison	Ed Sprague	Wade Rollins	Ken Dodson
Nelson	Wendy	Mike Deal	Scott Richison	Michael Wright	Ed Sprague	Ken Dodson	Wade Rollins
Parker	Tina-Marie	Monique Lineback	Scott Richison	Wade Rollins	Michael Wright	Ed Sprague	Ken Dodson
Rose	Candace	Monique Lineback	Scott Richison	Ed Sprague	Ken Dodson	Wade Rollins	Michael Wright
Santiago	Sabrina						
Stephens	Elizabeth	Monique Lineback	Scott Richison	Michael Wright	Ed Sprague	Wade Rollins	Ken Dodson
Towfiq	Fariheh	Mike Deal	Ed Sprague	Scott Richison	Michael Wright	Wade Rollins	Ken Dodson
Versaci	Rocco	Mike Deal	Scott Richison	Michael Wright	Ed Sprague	Ken Dodson	Wade Rollins
Wrathall	Reza	Monique Lineback	Ed Sprague	Scott Richison	Ken Dodson	Wade Rollins	Michael Wright
Zavodny	Anastasia	Monique Lineback	Scott Richison	Ed Sprague	Ken Dodson	Wade Rollins	Michael Wright
ASG: none present							



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 and equity 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 both AP 4025 and 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/ethnicity, 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

67 full and part-time faculty. These procedures are generally in line with the College's AP 7120.  
68 Where they diverge from that procedure, this document has precedence over AP 7120. The  
69 Faculty's intention is to maintain the standard of excellence which has been the hallmark of the  
70 Palomar College Faculty and to encourage the principles noted above.  
69  
70

## 71 **RESPONSIBILITIES OF ALL INVOLVED PARTIES**

72

- 73 1. **Confidentiality:** Each participant in the hiring process is responsible for maintaining the  
74 confidentiality of all aspects of the selection process, including written materials, oral  
75 discussions and any other information that relates to the selection process. Such  
76 information may be shared only with members of the Selection/Joint Selection/President's  
77 Committees, Human Resource Services (HRS), and the administrators involved.  
78 Confidentiality must be maintained permanently.  
79
- 80 2. **Fairness/Objectivity:** Each participant in the hiring process is expected to be objective,  
81 ~~and~~ fair, and equity-minded in their word and actions ~~conduct and attitude~~. Potential conflicts  
82 of interest, including personal,  
83 professional, and financial relationships with candidates, need to be considered. If the  
84 participant cannot be objective, ~~and~~ fair, and equity-minded towards all candidates, they  
85 should remove  
86 themselves from the hiring process.  
87
- 86 3. **Following established policies**  
87

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.  
1021

0  
2  
103 c. All members, including the compliance officer, must be present in person for interviews  
and deliberations, whether those are done face-to-face or remotely through Zoom or some  
similar method.

1041  
0  
4  
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.  
1091

0  
9  
110 **7. Compliance Officer's role:**

1111  
1  
1  
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.  
1151

1  
5  
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

1  
8  
119 **8. Training:**

0

121 a. Prior to participating as a hiring committee member, members must receive training from  
Human Resources on the selection process. Faculty Senate will also offer a mandatory  
training for faculty members serving on faculty search committees. Such training must  
occur within one year prior to serving on a hiring committee. HRS shall provide hiring  
committee training. Hiring Committee Training materials are available through HRS.

1221

2

5

123 b. Training shall include the philosophy and commitment to staff diversity as outlined in the  
124 District's Equal Employment Opportunity Plan and BP/AP 3000, and this training should  
be inclusive of racial, ethnic, and cultural diversity and implicit bias, the  
125 roles and responsibilities of all members of the selection committee, the selection  
126 process, interview procedures and techniques (including guidelines on appropriate  
127 follow-up questions and reference checks), and the confidentiality of the selection  
128 process.

129132

130133

## 131 **FULL TIME FACULTY**

132135

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

137140

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

141144

142145

### 143 **A. DEFINITION OF “CONSENSUS” AND “BUILDING CONSENSUS”**

144147

145 AP 2510 defines the recommendation process:

146149

~~147 Recommendations shall emerge ideally as a result of group consensus. When~~  
~~148 consensus cannot be reached, a majority of those voting shall determine the~~  
149 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.

150153

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

153156

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

156159

157160

### 158 **B. IDENTIFICATION OF POSITIONS**

159162

160 1. Full-time faculty positions are requested by departments or disciplines and then are  
161 prioritized by a subcommittee of the Instructional Planning Council (IPC), utilizing the  
162 procedure developed by IPC.

163166

164 2. Full-time positions for counseling and library faculty are identified through a specific  
165 formula developed by counselors, librarians, and the District.

166169

167 3. As early as possible, IPC will publish the priority list of positions to be hired, ideally by  
168 May 1.

169172

170 4. With the goal of establishing the strongest and most diverse pools of candidates, a  
171 preliminary number of positions to be hired will be determined by the  
172 Superintendent/President and submitted to the Governing Board as early as possible,  
173 ideally by August 15.

174177

- 175 5. In the interest of a more efficient process, multiple positions for specific departments  
176 may be considered where appropriate. Departments which are designated for multiple  
177 positions may forfeit priority consideration in the one to three years following.  
178181  
179 6. Departments may begin work on preliminary preparations relating to announcements,  
180 etc. in order to act as quickly as possible when positions are approved by the  
181 Governing Board. These steps will be contingent upon HRS requirements relating to  
182 training.

## 185 C. ANNOUNCEMENTS AND RECRUITMENT

186189  
187 A crucial element of these procedures is the goal of flexibility in the steps outlined below.  
188 After the positions to be hired are identified and approved, departments will work with HRS  
189 to establish appropriate timelines. Considerations relating to discipline expertise and diversity  
190 should guide the establishment of timelines between the notification of positions to be hired  
191 and the expected hire date.

### 193 1. Announcements

194197  
195 a. The position announcement is developed through a collaborative process involving  
196 the department/program, appropriate administrators, and HRS.

197200  
198 b. Human Resource Services must approve all announcements prior to posting.

199202  
200 c. Announcements must receive final authorization by the Selection Committee Chair,  
201 Department Chair / Program Director (or designee), Dean of the appropriate  
202 division, and the appropriate Vice President.

### 204 2. Components

205208  
206 The position announcement should contain equity-minded language and must include  
the following:

207210  
208 a. A description of the position duties, responsibilities, salary, benefits, and terms of  
209 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.

210213  
211 b. Minimum qualifications, as determined by the State Academic Senate and the  
212 Board of Governors in accordance with Education Code Section 87356 et seq.

213216  
214 c. Preferred qualifications (when listed) that are job-related and consistent with the  
215 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.

- 217 d. A provision for determination of equivalency, if applicable.
- 218221
- 219 e. Depending on employment unit, a statement regarding required participation in
- 220 shared governance.

221224

222 f. Additional language required for compliance with federal, state, and District  
223 regulations (e.g., Equal Opportunity Employer notice).

224227

225 g. Any application procedures specific to the posted position.

226229

227 h. A statement in accordance with Title 5 that requires that all applicants be “sensitive  
228 to and have an understanding of the diverse academic, socioeconomic, cultural,  
229 disability, gender identity, sexual orientation, and ethnic backgrounds of community  
230 college students, faculty, and staff.” Departments/programs will require applicants  
231 to explain or submit written materials that provide evidence of such understanding.

232235

233 i. Legal qualifiers established by Human Resource Services to comply with federal,  
234 state, and District regulations.

235238

236 3. Advertising and Recruitment

237240

238 a. HRS will actively advertise and recruit within diverse network platforms ~~provides-~~  
~~assistance, including the identification of appropriate advertising~~  
239 ~~media. The Department Chair/Director or designee~~ Selection Committee Chair/  
240 Department Chair/Program Director (or designee) will confer with HRS to establish  
241 venues outside the standard advertising methods and sites.

242244

243 b. Venues additional to the standard will be at the expense of the District  
~~department/division~~

244246

245 c. Job announcements are advertised through various organizations (e.g., the  
246 California Community Colleges Registry) and through various online sources.

247249

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

252 e. Wording on Announcements: Wording on faculty job announcements will include  
this statement: “If an applicant’s qualifying degree is in progress but will be conferred  
before the position begins, then they must also include a written statement from their  
advisor indicating the anticipated degree conferral date. Should such applicants  
receive a job offer, that offer will be contingent on conferral of the degree by the  
position’s start date.”

253254

254255

## 255 D. APPLICATIONS

256257

257 1. All applications shall be submitted to HRS.

258259

259 2. Applications for open positions are available online through the District website.

260261

261 3. Applicants must establish a digital profile (individual user account) in the online system

262 in order to be considered. Applicants may visit HRS for assistance with this first step.

263264

264 4. For assistance with any element of the process, applicants should contact HRS  
265 directly.

266267

267 5. The application will contain the following basic components:

268269

- 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) employee from Classified, CAST, or AA (optional)
  - 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

315 membership which will bring a variety of perspectives to the assessment of applicant

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

#### 4. Verification of Committee Composition

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

### **G. SELECTION COMMITTEE DUTIES**

#### 1. Selection Committee Chair Duties

##### a. Pre-screening

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

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

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

c. Maintaining committee records

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

3. Develop screening criteria and scoring rubric

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

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

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 membersto  
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. Though it is not generally advisable, search committees may elect to hold remote  
interviews through Zoom or some similar method rather than face-to-face. The search  
committee should reach consensus on this decision, and it would have to be applied to  
all interview candidates (that is, if remote interviews are chosen, then all candidates  
must be interviewed remotely for the sake of consistency/fairness). In-person/live  
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  
400399  
401  
402401  
403  
404  
405404  
406  
407  
408407  
409  
410

8. Select candidates for interviewing
  - a. The Selection Committee decides the number of candidates it wishes to interview.
  - b. Candidates are discussed and considered using the scoring rubric and screening forms as guides.
  - c. The voting members of the Selection Committee will work together to build a consensus on selecting candidates for interviewing.
  - d. The voting members of the Selection Committee shall, by consensus or by majority 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.

- 458457  
459  
460  
461460  
462  
463  
464463  
465  
466  
467466  
468  
469  
470469  
471  
472471  
473  
474473  
475  
476  
477476  
478  
479478  
480  
481480  
482  
483  
484  
485484  
486  
487486  
488  
489  
490489  
491  
492491  
493  
494  
495  
496495  
497  
498  
499  
500499  
501  
502501
- 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  
514513

## 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

## 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.

### C. OTHER RESOURCES

1. BP/AP 3410 titled Nondiscrimination
2. BP/AP 3420 titled Equal Employment Opportunity
3. BP/AP 7211 titled Faculty Service Areas and Competencies
4. BP/AP 4015 titled Minimum Qualifications and Equivalencies
5. AP 7126 titled Applicant Background Checks
6. AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal Records
7. 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.
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 and Equity:** 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

**Date Approved: 10/21/14**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

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 Early Childhood Education Lab School 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.

**Date Approved: 10/21/14**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

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

**Date Approved: 10/21/14**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
<b>Assistant Superintendent/ Vice President for Human Resource Services*†‡ Ψ</b>	<ul style="list-style-type: none"> <li>1st-Level: Another Vice President</li> <li>2nd-Level: Superintendent/President</li> </ul>	<ul style="list-style-type: none"> <li>One faculty member from each division;</li> <li>One Instructional Dean appointed by the Assistant Superintendent/Vice President for Instruction</li> <li>One Student Services Dean or Director appointed by the Assistant Superintendent/Vice President for Student Services</li> <li>One Finance &amp; Administrative Services Director appointed by the Assistant Superintendent/Vice President for Finance &amp; Administrative Services</li> <li>One member of the Administrative Association</li> <li>One member of the Confidential &amp; Supervisory Team</li> <li>Four classified employees</li> <li>One representative of Human Resource Services appointed by the Superintendent/President</li> <li>Two students</li> </ul>	<ul style="list-style-type: none"> <li>All other Vice Presidents</li> </ul>
<b>Dean*†‡</b>	<ul style="list-style-type: none"> <li>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</li> <li>2nd-Level: Superintendent/President</li> </ul>	<ul style="list-style-type: none"> <li>One faculty member from each constituent discipline/departments within the affected division</li> <li>One representative from each of the other constituent employee groups: Administrative Association, Confidential &amp; Supervisory Team, and the bargaining unit represented by CCE/AFT</li> <li>Additional members may be appointed at the President's discretion</li> </ul>	<ul style="list-style-type: none"> <li>The appropriate Vice President</li> <li>The Dean co-chair of the 1st-level committee</li> <li>An additional member from relevant/affected divisions may be appointed by the Supt./President where appropriate</li> </ul>
<b>Director*†‡</b>	<ul style="list-style-type: none"> <li>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)</li> <li>2nd-Level: Appropriate executive or senior administrator</li> </ul>	<ul style="list-style-type: none"> <li>One representative from each of the constituent employee groups: Administrative Association, Faculty, Confidential &amp; Supervisory Team, and the bargaining unit represented by CCE/AFT</li> <li>Additional members may be appointed at the discretion of the executive or senior administrator to whom the position reports</li> </ul>	<ul style="list-style-type: none"> <li>Chair of the 1st-Level Committee</li> <li>An additional member from relevant/affected divisions may be appointed by the executive or senior administrator where appropriate</li> </ul>
<b>Faculty*</b>	<ul style="list-style-type: none"> <li>1st-Level: Department Chair/Director or faculty designee (co-chairs may be appointed)</li> <li>2nd-Level: Two interviews are conducted for each finalist and are as follows: <ul style="list-style-type: none"> <li>President's interviews: Superintendent/President (serves as both chair and the sole committee member)</li> <li>Joint Selection Committee's interviews: Appropriate Dean</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Joint Selection Committee:</li> <li>Appropriate Dean (Chair)</li> <li>College President</li> <li>Appropriate Vice-President</li> <li>Chair of the first-level committee</li> <li>At least two additional members from the 1st-level committee, except where extenuating circumstances exist</li> </ul>

**Date Approved: 10/21/14**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
<b>All other Administrative Association positions, Confidential &amp; Supervisory Team positions, and Classified positions*</b>	<ul style="list-style-type: none"> <li>Supervisor of the position or designee</li> </ul>	<ul style="list-style-type: none"> <li>Majority of committee must consist of employees from within the affected department/program</li> <li>One employee from outside of the department</li> </ul> <p><b>Note:</b> 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"> <li>Supervisor of the position</li> <li>All or some members of the 1st-level committee</li> <li>The executive, senior, or other administrator to whom the position's supervisor reports (optional)</li> <li>Additional members may be appointed at the executive, senior, or other administrator's discretion (optional)</li> </ul>
<b>Child Development Center <u>Early Childhood Education Lab School</u></b>	<ul style="list-style-type: none"> <li>Coordinator or Center Liaison or designee</li> </ul>	<ul style="list-style-type: none"> <li>Majority of committee must consist of employees from within the affected department/program</li> <li>One employee from outside of the department</li> </ul> <p><b>Note:</b> 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"> <li>Supervisor of the position</li> <li>All or some members of the 1st-level committee</li> <li>The executive, senior, or other administrator to whom the position's supervisor reports (optional for all positions except site supervisor or coordinator)</li> </ul>

\* 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 2<sup>nd</sup>-Level Committees.

**Date Approved: 10/21/14**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

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 racial and 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, (dis)ability, and racial/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~~ They 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~~ Interviewees 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 <sup>st</sup> -level committee conducts reference checks and forwards to 2 <sup>nd</sup> -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/live teaching demonstrations as indicated in the Faculty Hiring Procedure available on the FacultySenate'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)

**Date Approved: 10/21/14**

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

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 2<sup>nd</sup> Level Interviews: The Joint Selection Committee and the Superintendent/President meet **deliberates** 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 **racial/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

---

**Date Approved: 10/21/14**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

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,

**Date Approved: 10/21/14**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

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;~~

---

**Date Approved: 10/21/14**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

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.
2. Advertising the Position: HRS shall advertise all part-time faculty positions. 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;
  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

**GOVERNANCE STRUCTURE GROUP REQUEST**

<b>Request submitted by:</b> Wendy Nelson				<b>Date:</b> 08/30/2021	
<b>Proposed Name of Requested Group:</b> Guided Pathways Advisory Taskforce					
	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>
				X	<b>Task Force</b>
<b>Action Requested:</b>		<b>Add</b>		<b>Delete</b>	<b>Change</b> X
<p><b>Role:</b> Oversight of implementation of Guided Pathways Plan. The taskforce will review the Guided Pathways Scales of Adoption Assessment and approve/facilitate cross-functional teams to work on projects in the plan.</p> <p><b>Products</b> Integrated Guided Pathways Plan</p>					
<p><b>Reporting Relationship:</b> SPC Equity, Education, and Student Success Council</p>					
<p><b>Meeting Schedule:</b> Monthly</p>					
<p><b>Co-Chairs:</b> 4 Faculty Pillar Leads (appointed by Faculty Senate)</p> <p><b>MEMBERS:</b> <b>Administrative:</b>  President  Vice President for Instruction  Vice President for Student Services  Dean, Student Success, Equity and Counseling Services  Dean, CTE  Associate Dean of Workforce Development and Extended Studies  <del>Director Student Success and Equity</del>  Director of Institutional Research  Director of Enrollment  <del>Facilities Manager</del>  1 Instructional Dean</p> <p><b>Classified:</b> CCE President</p> <p><b>Faculty:</b>  2 AB 705 Faculty (appointed by Faculty Senate. Preferably one from Math and one from English/ESL)  Curriculum Co-Chair (Faculty)  Faculty Senate President  3 Faculty At-large (appointed by Faculty Senate)  Professional Development Coordinator</p> <p><b>Students:</b>  ASG President  1 Student Ambassador</p>					

Reviewed by Strategic Planning Council:

First Reading:

2<sup>nd</sup> Reading & Approved:

## Part-Time Faculty Equity

### Supplemental Material / Exhibits

*For distribution at Faculty Senate*

August 30, 2021

#### Information Item: Part-Time Faculty Equity

##### **Background.**

The Faculty Senate began discussions in earnest regarding Adjunct/Part-Time Faculty equity in the Fall of 2020. These discussions lead to the formation of a Part-Time Faculty Equity workgroup, tasked with researching the current faculty experiences at Palomar College. The workgroup developed an anonymous survey and distributed it to all faculty in November 2020. Based on the survey responses and additional research, the workgroup created a report, *Summary of Findings: Equity and Inclusion for Part-Time Faculty Within Departments and the College*. This report was presented to Faculty Senate and adopted on December 14, 2020.

Additional work on Part-Time Faculty equity continued with the creation of a template for Department by-laws. This work was discussed over numerous Faculty Senate meetings, with final adoption of a recommended by-law template on February 22, 2021.

Senator Zavodny, with input from Palomar College's Part-Time Faculty Equity workgroup and faculty colleagues statewide, presented a resolution to the Academic Senate for California Community Colleges (ASCCC) at their Spring plenary. This resolution, *Create a Paper on Part-Time Faculty Equity* (Resolution 19.01 SP21), was adopted by ASCCC on April 17, 2021.

##### **Today.**

The Part-Time Faculty Equity workgroup presents to you today additional considerations for continuing the advancement of equity and inclusion for our Adjunct/Part-Time Faculty. Specifically, the Part-Time Faculty Equity workgroup met on August 26, 2021 regarding recommendations for the convention of naming associated with Part-Time faculty at Palomar College. The recommendation is as follows:

##### **Recommendation:**

##### **1. Official Naming Convention**

*Our Part-Time Faculty are referred to by many titles, some which do not fully connote the level of involvement and dedication of this workforce. The recommendation is to create a naming convention which recognizes the expertise and dedication of this contingent workforce. The Part-Time Faculty Equity workgroup is proposing the following:*

- **Adjunct Instructor** – Faculty not yet been placed on the Prioritization List
- **Adjunct Lecturer** – Faculty who have been placed on the Prioritization List
- **Adjunct Professor** – Faculty on the Prioritization List plus at least 16 terms of service at Palomar College. (Term = Spring, Fall, Intersession, Summer #1, etc).

## Additional Part-Time Faculty Equity Work (first discussed May 2021):

### Mentoring Program for Part-Time Faculty

#### **Background.**

Incoming Full-Time faculty have many resources to aid in their success at the college and profession, including both formal mentoring through their Tenure and Evaluation Committee (TEC) and informally through a faculty mentorship “program.” Our Part-Time faculty are often spread over many colleges, each with their own procedures, due dates, and differing names for processes. From our survey of faculty, we heard responses commenting on the stark differences in support for those who were Part-Time but became Full-Time:

“When I was part time and then became full time, I noticed how some treated me differently depending on my status. A workshop on this may be helpful. Educate full timers that all faculty are equal regardless of being part or full time.”

“Very few full time faculty realize that the part timers are doing the same job they are but at 2, 3 or 4 different campuses (and many have other jobs in addition). Changes are MUCH harder on them as they must adjust to new systems, textbooks, and even deadlines times 3.

#### **Recommendation**

Create an informal program for mentorship of our Part-Time faculty. This could be as simple as identifying a few faculty willing to serve as mentors for “pods” of interested Part-Time faculty (eg 3 or 4 faculty per mentor). A short information sheet could be provided to each mentor to help in referencing common questions.

### Recognition for Service

#### **Background.**

Each year, our Full-Time faculty are recognized for their years of service at the college, with large milestone years receiving pins. There was at one time a similar recognition for Part-Time faculty service, though it appears to have been a short-lived program.

#### **Recommendation**

Creation of a recognition for our Part-Time faculty and their years of service with Palomar College.

### Part-Time Equity within Shared Governance

#### **Background.**

Many responses from our faculty survey indicated a feeling of exclusion among our Part-Time faculty. Some of the recommendations included ensuring that Part-Time faculty had equal ability to participate in shared governance (as this is often cited as necessary and important as a skill to being eventually hired Full-Time).

#### **Recommendation**

*Ensure that our committee and shared governance process is as equitable as possible for our Part-Time faculty.*

# EXHIBIT 7

<b>August 30 2021</b>		Director Telecommunications/ Grants		
<b>Name</b>	<b>Department</b>	<b>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?</b>	<b>What are the knowledge, skills, and abilities you will bring to this committee?</b>	<b>Action: Confirm</b>
Benjamin Adams	Health/Kinesiology	I will approach being a member of the hiring committee with a lens directed towards viewing all candidates as individuals who have diverse paths and viewpoints. This lens would serve value and celebrate this diversity and focus on how each can contribute to the position.	The understanding on how the use of telecommunications and approval of grants can lead to expanded resources and in turn increase opportunity for those who might now otherwise have them. I possess tremendous communication/written skills and personal experience assimilating with a wide variety of people and communities who would benefit from the expansion and growth of our grant program	