



**FACULTY SENATE MEETING**

September 13, 2021

EXHIBITS



Minutes of the  
MEETING OF THE FACULTY SENATE  
August 30, 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, Barbara Hammons, Kendyl Magnuson, Tanessa Sanchez, Jon Walker

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

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

**PUBLIC COMMENTS** - No public comments.

**ANNOUNCEMENTS**

Senate President Rocco Versaci announced Faculty Senate Council will not meet Wednesday, September 1 due to the Labor Day holiday on September 6. Council will meet again on Wednesday, September 8 at 1 PM.

Versaci announced the DEI Coordinator position discussion is not coming to Senate today. President Versaci and Senate VP Fererro haven't had the opportunity to discuss proposed changes with President Rivera-Lacey and Vice President Kahn. He asked that Senators continue to email edits to him so those can be included in the document and subsequent conversation.

**AGENDA CHANGES** – No agenda changes.

**APPROVAL OF MINUTES**

**Motion 1** MSC: Laughlin/Faulkner

Faculty Senate approval of meeting minutes dated 08/23/21 as amended (see Exhibit 1).

**The motion carried.**

**ACTION**

**A. Curriculum**

Senator and Curriculum Co-Chair Wendy Nelson announced no curriculum actions required. She added that an email is going out to faculty tomorrow with important curriculum information including deadlines and some videos that should assist with completing the curriculum work.

## **B. Committee Appointments**

Senator and Committee on Committees Chair Anastasia Zavodny presented the exhibits. She announced she was pulling the Academic Review Committee confirmations for today from the exhibit which will be confirmed at a later Senate meeting.

**Motion 2** MSC: Zavodny/Laughlin Faculty Senate approval to confirm the following committee appointments (see Exhibit 2).

Committee on Service Learning – **Heather Hosaka**, Faculty, L&L  
Committee on Service Learning – **Kathleen Grove**, Faculty, SBS  
Distance Education Committee – **Crystal Velasco**, Faculty, Student Services  
International Education Advisory Committee – **Heather Hosaka**, Faculty, ESL  
Title V Steering Committee – **Kimberly Velasquez**, Faculty, Life Sciences  
Transfer Advisory Committee – **Jessica Newman**, Faculty, at-large (21-23)

**The motion carried.**

**Motion 3** MSC: Zavodny/Faulkner Faculty Senate approval to accept the voting results of the ballot for committee selections (see Exhibit 2).

Behavioral Health and Campus Wellness – **Monique Lineback**, Faculty, Instructional (21-23)

Career Education Committee – **Scott Richison**, Faculty, CTE (21-23)

**The motion carried.**

## **C. New Elections Chair**

President Versaci asked for a volunteer to fill the Senate Elections Chair position. Versaci nominated Senator Beatrice Manneh who accepted the nomination.

**Motion 4** MSC: Zavodny/Faulkner Faculty Senate approval to accept the voting result for the Election Chair.

Elections Chair – **Senator Beatrice Manneh**

**The motion carried.**

## **D. Recommended Changes to Faculty Hiring Procedures**

Regarding a motion to approve the Faculty Hiring Procedures, President Versaci began by explaining there are a few instances in the document text that are TBD. There is language excerpted from AP7120 that's going to be changed. When that language changes in AP7120, the Faculty Hiring Procedure document must also be updated. In addition, the compliance officer references in AP7120 will be changed and subsequently changed in this document. He asked that the motion allow for these changes. Versaci shared the updated exhibit.

**Motion 5** MSC: Fererro/Towfiq

Faculty Senate approval of the changes to the Faculty Hiring Procedures, and to accept and incorporate text changes resulting from AP 7120 updates (see Exhibit 3).

**The motion carried.**

**E. Recommended Changes to Faculty Sections of AP7120**

President Versaci reviewed some of the changes made, including the College President's role on the committee. President Rivera-Lacey agreed with the changes noted in the exhibit. After Senate approval, the document will be forwarded to HR. Versaci closed the discussion by thanking Senators and other groups on campus who contributed to this process for over a year now. Versaci said a list of recommendations that fall outside of faculty purview regarding diversity hiring will be prepared and discussed at Faculty Senate on September 13.

**Motion 6** MSC: Faulkner/Fererro

Faculty Senate approval of the changes to the faculty sections of AP7120 (see Exhibit 4).

**The motion carried.**

**INFORMATION ITEMS**

**A. Census Roster & Financial Aid Fraud**

Senior Director Kendyl Magnuson explained that beginning in June, it became apparent that Palomar College was recently affected by financial aid fraud. It was determined that Palomar received fraudulent financial aid applications in both spring and summer 2021. The fraud occurred when those persons who had no intention of taking the online class received Pell Grant money. Stolen student information is being used on the applications so the data is real. The fraud is being caught by the feds when they conduct their FAFSA reviews. Palomar is responsible for returning any fraudulent funds to the federal government.

Census certification also affected the fraud. Magnuson said that it has become more important to do census certification on time and accurately. Late certifications potentially make it possible for the student to get a second and possible a third Pell disbursement, getting the District further indebted into this situation. Being that so many of the classes are online now, it's important to understand that census certification for online classes involves the instructor showing that the student has done some type of substantive work. Simply seeing that a student has logged into class is not considered substantive work.

Magnuson closed saying that even though Palomar is implementing a much more stringent review process when the applications come in, accurate and timely submission of census certification has become even more important. He asked that if faculty are in doubt at census if the student is a no show, because of this fraud, Magnuson prefers that faculty drop the student as a no show at the census date. If the student is dropped in error, the student can always be reinstated.

President Versaci and Director Magnuson agreed to work together on a joint statement to faculty regarding this matter.

**B. HEERF Funding (Covid-related) Proposals for Faculty**

Senator Teresa Laughlin reported Palomar currently has \$23 million in HEERF Funding (CARES) available that can back fill costs for the District in terms of COVID. The funds must be used within a year. Currently, funds are being used for technology and updating HVAC systems. One-half of the funding must be used directly to help students. If anyone has ideas for helping students, Laughlin said to go to your Dean and share the ideas. If your idea isn't appropriate to share

with a Dean, contact Rocco Versaci, Barbara Baer or Teresa Laughlin directly who serve as faculty representatives on HEERF.

Some initial Senator suggestions included faculty compensation for student recruitment for small programs at Palomar. Another, use funds for CALM as many other community colleges across the state are doing this. Compensating faculty for their CALM work and helping faculty CALM their courses since this program is very beneficial to the students was added. Improving the registration process would be suitable for these funds as well.

It was noted that so far, applying for these funds is not easy since Palomar does not have a set process in place or someone in charge to ensure ideas and actions move forward. Palomar has these funds available and has an opportunity to help students in real ways. It is hopeful that any funding is not left on the table.

### **C. Guided Pathways Task Force Governance Change**

**Motion 7** MSC: Towfiq/Lawson Faculty Senate approval to move meeting back into Action.

**The motion carried.**

**Motion 8** MSC: W. Nelson/Laughlin Faculty Senate approval of the changes to the Guided Pathways Task Force Governance (see Exhibit 5).

**The motion carried.**

### **D. PT Equity (see Exhibit 6)**

Senator Anastasia Zavodny presented an updated version of the exhibit that last discussed on the June 1, 2021, special meeting of Faculty Senate. Zavodny shared some background on this effort and said that this part time equity work began last year. It began with sending a survey to faculty and the results of the survey were developed into a Summary of Findings by a Senate work group. That Summary of Findings, Equity and Inclusion for Part-time Faculty was adopted in December 2020 by Faculty Senate. From that document, it became apparent where areas of work were working well for part-time faculty and areas that could be improved. The resolution to create a paper on part-time was taken to Academic Senate for California Community Colleges (ASCCC) during their plenary session. Zavodny and Versaci presented a resolution to create a paper on part-time faculty equity. The resolution was accepted with some modifications and that work will begin soon.

Zavodny added that the Senate work group along with other faculty met for a naming convention to come up with a proposal for adjunct faculty. The discussions resulted in the recommendations on the exhibit. Part-time faculty could use these titles in their signature lines and on letters of recommendation, just as full-time faculty do.

Regarding the other recommendations on the exhibit, Zavodny summarized the recommendations for a mentoring program, recognition of service and participation in shared governance.

Zavodny will make the suggested changes to the exhibit and this item will be brought back to Action on September 13.

### **CONTINUATION of Committee Appointments**

**Motion 9** MSC: Zavodny/Towfiq

Faculty Senate approval to confirm the following committee appointment (see Exhibit 7).

Search Committee for the Director of Telecommunications Grants - **Benjamin Adams**, Faculty Volunteer

**The motion carried.**

**REPORTS:**

**ASG (Mouawad)** – No report.

**President (Versaci)**

I attended the Special Meeting of the Governing Board on Tuesday, August 24. There was one item on the agenda, and that was to discuss the replacement of Trustee Brian Olsen, who resigned due to moving out of his district. The remaining trustees, in accordance with board policy, are opting to appoint a replacement instead of holding a special election (which would cost approximately \$1M). They will advertise the opening in District 4, collect and screen applications, interview finalists, and select a replacement. They decided that, in the event of a 2-2 split, that the names of the finalists would be drawn from a hat.

Senate VP Ferrero and I met with President Rivera-Lacey, VP Kahn, VP Lakhani, VP Montoya, Christine Winterle, and Monique Dumbrique to discuss the hiring plans and what needs to be in place to move forward. Jenny and I explained that we would in all likelihood pass the revisions to the Faculty Hiring Procedures and the faculty portions of AP 7120 on Monday, 8/30, and then we would be able to forward those documents to HR (AP 7120 needs to go through various other shared governance bodies before it reaches the Governing Board). We also discussed the prioritization list and the affected departments. I have reached out to the chairs of those departments to confirm that they are still interested in hiring. Regarding the list, there was some discussion as to how counselors and/or librarians might be integrated into the list of hires. Based on the current procedures surrounding prioritization for those two groups (a procedure that hasn't been updated since 2005), it is possible that there may be a counselor and librarian hire. Star is conferring with Michelle Barton on the data referenced in the 2005 document.

**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 (Lucindo)** – No report.

**PFF (Laughlin)**

What a wild ride this summer has been! We did not stop working all summer. Between that darn Delta variant putting a wrench in our works, drafting MOUs for COVID related things, and welcoming a new President we have been busy!! The newest development is that the FDA finally approved the Pfizer vaccine. According to our MOU this triggers the vaccine mandate if one goes on campus. There are the usual legal exemptions including religious and medical exemptions, but if you are working on campus, you will have to be fully vaccinated by October 4<sup>th</sup>. We don't know exactly how this is going to be rolled out by the District. Stay tuned.

We continue to advocate for Faculty at all shared governance and Governing board meetings.

Happy fall semester!

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

DEqCC will host its first official meeting for the Fall Semester on Friday, September 10 from 12:30-2 PM on Zoom. We will be discussing the possibility of changing the name of the subcommittee to be more reflective of our work. We will continue to plan and soon promote our Social Justice Convening which is to take place in Spring 2021.

**Accreditation (Meehan)** - No report.

**Distance Education (Hiro)** - No report.

**Guided Pathways (Nelson)** - No report.

**Budget (Ferrerro)** - No report.

**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.

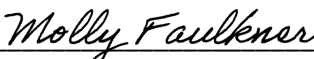
**Equivalency (Towfiq)** - No report.

**Faculty Service Areas (Mudgett)** - No report.

**Credit for Prior Learning (Rose)** – No report.

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

Respectfully submitted,

  
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Molly Faulkner, Secretary

D. The following curriculum changes, pending appropriate approvals, will be effective Fall 2021 or Fall 2022 (as indicated):

**1 Credit Program Deactivations - effective Fall 2022**

Program Title	Disc.	Award Type	Justification	Originator
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A. <a href="#">Computer Network Administration with Emphasis: Linux</a>	CSNT	AS/CA	The courses for this program have not been offered for 2 years and is not on the schedule for the 2020/2021 academic year. Student interest in this program has diminished to a point that it is no longer lucrative to offer this program any longer.	Anthony Smith
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**2 ACTION: Credit Course Changes - effective Fall 2022**

Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator
A. ASL	115	<a href="#">Perspectives on Deafness</a>	<a href="#">ASL 115 Im</a>	CSU	Yes	G/P/NP	No	To align SLOs with Nuventive Improve	No	Mary Mendoza
B. ASL	206	<a href="#">American Sign Language IV</a>	<a href="#">ASL 206 iM</a>	UC/CSU	Yes	G/P/NP	No	To change the co-requisite of ASL 206 Lab.	Yes	Mary Mendoza
C. ASL	210	<a href="#">Discourse Analysis</a>	<a href="#">ASL 210 Im</a>	CSU	Yes	G/P/NP	No	To align SLOs with Nuventive Improve.	Yes	Mary Mendoza
D. ASL	211	<a href="#">Interpreting II</a>	<a href="#">ASL 211 Im</a>	CSU	Yes	G/P/NP	No	Removing ASL 208 prerequisite. The current pre-requisite includes ASL 208, which is only offered in the fall, however, some students are not able to take ASL 208 due to scheduling conflicts. Students may take ASL 208 after ASL 211 and concurrently with ASL 215.	Yes	Mary Mendoza
E. ASL	215	<a href="#">Interpreting III</a>	<a href="#">ASL 215 Im</a>	CSU	Yes	G/P/NP	No	Align SLOs with Nuventive Improve.	Yes	Mary Mendoza
F. MATH	54	<a href="#">Foundations of Mathematical Reasoning</a>	<a href="#">MATH 54 Ir</a>	No	Yes	G/P/NP	No	This proposed change would allow Math 54 to be used as a prerequisite for Math 100, Math 101, and Math 105, as well as for Math 120. The title has been changed to reflect the applicability of this course as a prerequisite to classes other than M120, <i>Elementary Statistics</i> . Changed the Maximum number of contact hours to 16 hours per week (usually for 4 weeks), so that instructors have time to review all the necessary material. All this review time is necessary because AB705 requires us to give students the opportunity to pass a college level math class within their first year of enrollment..	No	Cynthia M. Torgison
G. N BASC	901	<a href="#">Algebra Review</a>	N/A	No	Yes	P/NP/SP	No		No	Craig S. Chamberlin

**3 ACTION: Credit Course Deactivations - effective Fall 2022**



September 1, 2021 Curriculum Committee Actions

Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/ Open Exit	Justification	Reqs.	Originator
A. CHDV	152D	<a href="#">Environmental Rating Scale for School Age Care</a>	N/A	CSU	Yes	G/P/NP	No	Course is not longer needed for programs	No	Laurel Anderson
B. DT	197	<a href="#">Drafting Technology Topics</a>	N/A	CSU	No	G/P/NP	No	This proposal is to deactivate DT 197	No	Anita Talone
C. DT	225	<a href="#">Exploring Robotics and Electrical Circuits</a>	<a href="#">DT 225 Imp</a>	CSU	Yes	G/P/NP	No	We are deactivating this class because we removed it from the Certificate/AS Degree.	No	Anita Talone
D. FIRE	125	<a href="#">Fire Apparatus and Equipment</a>	<a href="#">FIRE 125 Imp</a>	CSU	Yes	G/P/NP	No	This class has not been offered in over 5 years. There is no plan to offer this class in the near future, and it can be reactivated if needed.	No	Ed Sprague
E. FIRE	145	<a href="#">Fire Fighting Tactics and Strategy</a>	<a href="#">FIRE 145 Imp</a>	CSU	Yes	G/P/NP	No	This class has not been offered in over five years and can be reactivated when an if needed.	No	Ed Sprague
F. FIRE	71	<a href="#">Trench Rescue</a>	<a href="#">FIRE 71 Imp</a>	No	No	P/NP	No	Course is dated, needs revision and updating, and has not been offered in years. It can be reactivated if necessary in the future.	No	Ed Sprague
G. FIRE	72	<a href="#">Swiftwater Rescue</a>	<a href="#">FIRE 72 Imp</a>	No	No	P/NP	No	Course has not been offered in ten years and there is no foreseeable demand. We can reactivate course when necessary inn the future.	No	Ed Sprague

**4 ACTION: Requisites - effective Fall 2022**  
**The establishment of the following advisories meets Title 5 Regulations 55003, effective fall 2022**

Subj	Nmbr	Course Title	
A. ASL	206	<a href="#">American Sign Language IV</a>	Prerequisite: ASL 205
B. ASL	210	<a href="#">Discourse Analysis</a>	Prerequisite: ASL 206 Corequisite (Course required to be taken concurrently): ASL 210L Recommended Preparation: ASL 110, ASL 115 and ENG 100 or ESL 110
C. ASL	211	<a href="#">Interpreting II</a>	Prerequisite: <del>ASL 208</del> , ASL 210 and ASL 110 Corequisite (Course required to be taken concurrently): ASL 211L Recommended Preparation: ASL 208 and ENG 100
D. ASL	215	<a href="#">Interpreting III</a>	Prerequisite: ASL 211 Corequisite (Course required to be taken concurrently): ASL 215L Recommended Preparation: ENG 100, ASL 220

**5 ACTION: Distance Education - effective Fall 2022**  
**The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective fall 2022**

Course Number	Course Title
A. ASL 115	<a href="#">Perspectives on Deafness</a>
B. ASL 206	<a href="#">American Sign Language IV</a>
C. ASL 210	<a href="#">Discourse Analysis</a>
D. ASL 211	<a href="#">Interpreting II</a>
E. ASL 215	<a href="#">Interpreting III</a>
F. MATH 54	<a href="#">Foundations of Mathematical Reasoning</a>

September 1, 2021 Curriculum Committee Actions

G. N BASC 901 [Algebra Review](#)

**6 ACTION: Distance Education and Course Reviews**  
 The following courses have completed the course approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below. Since these updates have no impact on catalog our collegedata, they are effective Fall 2021.

Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Originator
A. BIOL	114	Introductory Biology: Ecosystems (Lecture)	No	Yes	Kimberly M. Velazquez
B. DNCE	110	Modern Dance I	No		Margaret M. Faulkner
C. DNCE	205	Modern Dance III	No		Margaret M. Faulkner
D. PHIL	200	Critical Thinking	No	Yes	Ryan Emerick

**7 ACTION: Credit Course Technical Corrections - effective Fall 2021**

Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/ Open Exit	Justification	Reqs.	Originator
A. AP WE	710	<a href="#">Sheet Metal Work Experience</a>	N/A	No	No	P/NP	No	Corrected repeatability to the maximum number of times allowable (4) and maximum units (16)	Yes	Jason Jarvinen
B. AP WE	711	<a href="#">Carpentry Work Experience</a>	N/A	No	No	P/NP	No	Corrected repeatability to the maximum number of times allowable (4) and maximum units (16)	Yes	Jason Jarvinen
C. AP WE	712	<a href="#">Drywall/Acoustical Work Experience</a>	N/A	No	No	P/NP	No	Corrected repeatability to the maximum number of times allowable (4) and maximum units (16)	Yes	Jason Jarvinen
D. AP WE	713	<a href="#">Electrician Work Experience</a>	N/A	No	No	P/NP	No	Corrected repeatability to the maximum number of times allowable (4) and maximum units (16)	Yes	Jason Jarvinen
E. ARCH	295	<a href="#">Architectural Internship</a>	N/A	CSU	Yes	G/P/NP	No	Corrected repeatability to the maximum number of times allowable (4) and maximum units (16)	No	Joe Lucido
F. MIL	199	<a href="#">Military Leadership Work Experience</a>	N/A	UC/CSU	No	Grade Only	No	Corrected repeatability to the maximum number of times allowable (4) and maximum units (16)	No	Candace Rose

EXHIBIT 3

September 13 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
Jessica Hernandez	MSE	Nursing	Food Services Subcommittee	Faculty, at-large (21-23)	I plan to analyze food services from a lens of access (affordability, physical availability, etc) to healthy foods that are also desirable to our student population.	I am a registered nurse and trained in nutrition as well as public health considerations such as the 'built environment' and access to foods that support healthy eating patterns. Also, integrating considerations of infection prevention in relation to food service is paramount during the COVID-19 pandemic and beyond.	
Wade Rollins	AMBA	Graphic Communications	Oversight Committee Grant Funded Programs	Faculty, at-large	The grant oversite committee insures that funding is equally spent and not designated to a specific group or requiring ongoing costs.	I have many years of experience writing and reviewing grants.	
Kathleen Sheahan	L&L	World Languages	International Education Advisory Committee	Faculty, Counseing or Matriculation 21-23	I believe wholeheartedly in the importance of creating and sustaining a teaching and learning environment that is inclusive, diverse and antiracist. I am committed to working to improve the ways in which we interact with our students, each other and the community in this regard. My hope is to bring this commitment to my work on the International Education Advisory Committee.	I have served previously on the International Education Advisory Committee. Additionally, I have many years experience working with international students, coordinating study abroad trips, and hosting activities on campus to promote diversity, global awareness, and an appreciation for the languages and cultures of Palomar's students.	
Tamara Weintraub	L&L	Library	CALM	Library Representative	Access to knowledge is fundamentally an equity issue and availability of content that is representative of the diverse experiences, perspectives, and creations of community is one way of dismantling the racist and non-inclusive hierarchy of information historically offered students in higher education. Palomar Librarians utilize an equity lens in library resource identification and selection; I can apply the same skills and knowledge to contribute to CALM's efforts helping other Faculty do the same for their classes.	My work as a professional librarian is all about facilitating access to information, which includes providing appropriate content that supports instruction and learning at no cost to students or Faculty. As a Palomar Librarian (and chair of the statewide committee charged with reviewing online research databases for California's community college libraries) I have extensive experience successfully applying an equity lens to library resource selection, and can help other Faculty do the same for their ZTC and LTC courses.	
Catherine Jain ("Cathy")	MSE	Earth, Space & En	FSA	Faculty, MSE	Policies and procedures in the workplace are often rooted in structural racism and sexism. Some of the policies and regulations that we will encounter and review on this committee may have been written by a dominant group and in such a way as to disadvantage and/or exclude a nondominant group. We need to have our eyes open to this possibility at all times and be willing to ask questions and take action. Is it vital to the job performance that a person have X years experience? Or X degree? Are these "minimum qualifications" actually maximum qualifications in disguise? If so, who does that help? Who does that hurt? What are the limitations and ramifications of this wording? Can we make this more inclusive while still conforming to the mandates set forth by a higher regulatory body? Is the higher regulatory body wrong on this issue? These are the types of questions that we must ask and answer honestly.	FSAs are an area of interest to me. I think people (like myself!) might not necessarily understand the role or importance of FSAs, how and why they differ from MQs, and how they come into play in a RIF or the elimination of small programs. I'd like to facilitate more transparency about FSAs with our faculty and increase understanding of how critical it is to think through various scenarios when crafting them, especially scenarios that might disadvantage and already disadvantaged group of people. As for relevant qualifications, I'm not sure I have any, aside from four-years experience as a department chair and a previous career in legal writing/contracts. With nearly thirty years working in either the legal or scientific fields, I tend to be a linear (sequential) thinker and approach solutions to problems in this way.	
							<b>Vote for 1:</b>

Diana Ortiz	SBS	American Indian/ American Studies	North County Higher Education Alliance (NCHEA)	Faculty, at-large (21-23)	<p>The nature of the topics I teach and my own interest in racial injustice since I was a student at Palomar College has kept me engaged with issues of Diversity, Equity, Inclusion, and Antiracism and how the U.S. constructs discourse around these issues. Reading current research and textbooks, attending seminars, and discussing these issues is how I have committed to learning more about them. However, I want to do more than write or repeat statements with transparent and transformative action.</p>	<p>Teaching Race, Class, and Ethnic Studies for ten years has allowed me to aid students in thinking about intersectional identity and the problems that arise when we think of identity as differences rather than be reflexive thinkers who can evaluate social issues such as discrimination, racism, and injustice. We evaluate what our society IS like and discuss what it SHOULD be like by assessing various ideals such as color-blindness, multi-culturalism, and racial democracy.</p> <p>Recent projects include aiding in the Native land acknowledgement statement and updating and developing curriculum and student learning objectives for four American Indian Studies courses to meet California's AB1460 Ethnic Studies graduation requirement.</p>
Wade Rollins	AMBA	Graphic Communications	North County Higher Education Alliance	Faculty at large	<p>I would imagine the committee reviews educational cohorts that lack in completions and pursuit of a 4 year degree. I am familiar with reading and supporting these cohorts through grants.</p>	<p>I am familiar with Mira Costa having taught there. I am familiar with CSUSM since my son attends.</p>

<b>September 13, 2021</b>		
<b>Senator LAST name.</b>	<b>Senator FIRST name.</b>	<b>NCHEA</b>
Aguilar	Eduardo	Diana Ortiz
Craft	Lacey	Diana Ortiz
Dalrymple	Will	Diana Ortiz
Doyle Bauer	Alexandra	Wade Rollins
Faulkner	Molly	Diana Ortiz
Fererro	Jenny	Diana Ortiz
Hernandez	Sergio	Diana Ortiz
Hiro	Erin	Diana Ortiz
Jarvinen	Jason	Diana Ortiz
Laughlin	Teresa	Wade Rollins
Lawson	Lawrence	Diana Ortiz
Manneh	Beatrice	Diana Ortiz
Marshall	Leigh	Diana Ortiz
Meehan	Adam	Diana Ortiz
Miller	Susan	Diana Ortiz
Mudgett	Benjamin	Diana Ortiz
Nelson	Scott	Diana Ortiz
Nelson	Wendy	Wade Rollins
Parker	Tina-Marie	Diana Ortiz
Rose	Candace	Diana Ortiz
Santiago	Sabrina	
Towfiq	Fariheh	Diana Ortiz
Versaci	Rocco	Diana Ortiz
Wrathall	Reza	Diana Ortiz
Zavodny	Anastasia	Diana Ortiz
<i>ASG: none present</i>		

## Part-Time Faculty Equity

### Supplemental Material / Exhibits

*For distribution at Faculty Senate*

September 13, 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. 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 and presented recommendations as an Information item in Senate on August 30, 2021. Based upon feedback, the Part-Time Equity group met again on September 9, 2021 to finalize recommendations. These recommendations are 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 Assistant Professor** – *Faculty not yet been placed on the Prioritization List*
- **Adjunct Associate Professor** – *Faculty who have been placed on the Prioritization List*
- **Adjunct Professor** –
  - *Prioritization list status*
  - *Ten years employed with college **OR** at least 20 terms\* of service*
  - *\* Terms are: Fall, Spring, Summer. Winter Intersession is counted as Spring. Summer Intersession is counted as Summer.*

## 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.

## Part-Time Faculty Equity

### Supplemental Material / Exhibits

*For distribution at Faculty Senate*

September 13, 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.

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- **Adjunct Associate Professor** – Faculty on the Prioritization List
- **Adjunct Professor** –
  - Faculty on the Prioritization List **AND**
  - Ten years employed with college **OR** at least 20 terms\* of service
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#### **Recommendation**

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

*Approved in Senate September 13, 2021.*

**Diversity, Equity, and Cultural Competency (DEqCC) Core Values**

As activists to the Faculty Senate, this subcommittee will disrupt the status quo by dismantling and eradicating inequities. We challenge others to be uncomfortable and do the transgressive work towards the shared goal of infusing equity and antiracism throughout our college. We will rebuild, critically question, challenge, engage, reexamine equitable praxis, and validate cultural agency of the entire Palomar College Community with particular attention towards serving students.

## EXHIBIT 7

Members of Palomar College's Faculty Senate,

In the summer of 2020, Palomar College held a Healing Circle addressing the death of George Floyd. Palomar engaged in honest discussions about race and specifically the needs of African American students and faculty. During the Healing Circle, there was an impassioned plea for more Black staff and faculty representation in the Umoja program. Mercedes and I answered that call and were elated to be selected by Faculty Senate as co-coordinators of the program.

Which makes our decision to step down as co-coordinators such a difficult one. There have been a number of challenges that have led us to making this decision the most pressing we have outlined below:

### **Resistance to changing the program**

Over the summer of 2020, Palomar College adopted a 10-point Call to Action in order "to hold our institution accountable ...[and] to support our African-American/Black community and to further Equity, Diversity, and Inclusion in the District."

Item 7 specifically states: "Ensure African American/Black employees are protected contractually and are included in decision-making processes."

There have been several key decisions that have been made without our input and there are other meetings and decisions that we have found out about after they have taken place or already been made.

Our efforts to make decisions we feel are best for the program have been either dismissed or met with challenge. There was a change in format from a single coordinator model to a co-coordinating model. Immediately we were met with resistance to this change. We understood that this change in format is unprecedented for Palomar and there would be a need to put procedures, roles, expectations, and practices in place in order to ensure that the co-coordinating model would be successful. We were not prepared for the contentious meetings where it was clear to us that our vision was met with defensiveness and a clear exclusion from decision making processes.

Nevertheless, Mercedes and I have worked tirelessly to outline new practices and procedures that are necessary for the program. These can be found in the attached "Roles and Responsibilities", "Fall 2021 Retreat", and "Best Practices at Palomar" documents. If Palomar continues with an Umoja program, we recommend using these as a foundational practice for a co-coordinating model.

### **Systematic barriers**

Acquiring accurate student information has been a barrier to the success of the program as well. As coordinators, we do not have the ability to run queries and must rely on others for student data for recruitment. A student list was provided two weeks before the semester started, even though requests were made prior to this time. It is our recommendation that a practice is made of providing coordinators with student information at least 6-8 weeks before the start of the semester.

### **Lack of agreed upon compensation**

The program does not have a clear and established budget for paying Umoja team members for crucial elements such as training and recruitment, both of which traditionally happen in the summer.

We continued our work during the summer, on good faith that pay would be arranged. There have been numerous conversations about pay and summer schedule, starting at the end of May, but pay has not been received.

### **Personal impact**

These challenges are further compounded by the personal trauma that has been experienced this semester as well. Mercedes lost her mother in May. She deserves to be commended for her continued commitment to our Umoja students during such a tumultuous time. Amber is working from home with an infant and a toddler. It makes the inconsistencies and challenges with communication and pay even more burdensome, during what is already a time of grief and personal transition.

And we would be remiss in not discussing the obvious anxiety that comes with trying to manage how we are perceived as Black women, with non-tenured and adjunct statuses. We have been hesitant to share the anxieties and concerns that we have regarding our experiences with program in fear of a range of responses – from seeming incompetent to retaliation.

### **Moving forward**

For the Umoja Community to succeed at Palomar College, it is vital that there is sufficient social and financial support for coordinators, instructors, counselors, and support personnel. Like many specialized programs, especially those like Umoja that have a focus on race, there needs to be even higher levels of advocacy and sensitivity to the faculty and staff's experiences and histories navigating the political climate of bureaucratic institutions. A significant investment must be made, with a patient and realistic understanding of the program's ability to yield results.

This is necessary in ideal conditions, but given Palomar is in a distance learning format due to a global pandemic, dealing with financial constraints, and students who have been disproportionately impacted by the distance format, there needs to be a heightened level of sensitivity and awareness of Umoja program needs.

Constant communication between coordinators and administration, on a weekly basis, would be ideal. A widespread cultural change that seeks to dismantle performative allyship and seeks to take accountability for racial insensitivity and address exclusion is necessary in order to have a successful Umoja program. There are departments and individuals on campus who understand these needs, but there is still work that needs to be done.

Umoja is no longer the route that we feel is best for us to do the important diversity, equity, and inclusion work we have committed our careers to doing. While we are distraught that this is the case, we remain committed to our Black students and colleagues and committed to helping Palomar achieve its goals outlined in the action plan.

**At this point, we recommend that there is a pause in the program to allow for honest reflection, discussion, transparency, and accountability to address the issues outlined in this statement. If Umoja is to continue, it should involve the direct advisement of Palomar's Black Faculty and Staff Association and the Palomar Black Advisory Council.**

And while we ask that the College honors item 7's promise of contractual protection and support our decision to resign from the Umoja Co-Coordinator positions, we ask that our work with our

students is supported through transitioning our students from Umoja to a Black Student Union/Alliance. It's important that the current Umoja students are still supported with resources and a positive educational experience. As Mercedes is an adjunct with an hourly schedule, it is important that she be assigned hours to accomplish this work during the transition.

We thank Faculty Senate for their support of our Black students, faculty, and staff.

Respectfully,

Amber Colbert and Mercedes Tiggs



# Instructional Program Review and Planning 2021-2022

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing your programs and documenting the plans you have for improving student success. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success.

The College uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help you improve and support your programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

**Are you completing a comprehensive or annual PRP?**

**Division Name**

**Department Name**

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

**Discipline Name**

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Please list the names and positions of everyone who helped to complete this document.**

**Website address for your discipline**

**Discipline Mission statement**

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?

Yes  No

Are any of your programs TOP coded as vocational (CTE/CE)?

Yes  No

List all degrees and certificates offered within this discipline.

*AA, AS, ADT, Certificates, etc.*

### **BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section you will need the following two links. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

*Enter a number .*

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

*Part-time FTEF = PT hourly and overload.*

List the classified and other permanent staff positions that support this discipline.

*If possible, include number of months and percentage workload*

**List additional hourly staff that support this discipline and/or department**

*Include weekly hours.*

## **PROGRAM INFORMATION**

In this section you are asked to consider and evaluate your programs including, their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

## **PROGRAM LEARNING OUTCOMES**

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?**

*Please explain.*

**How do they align with employer and transfer expectations?**



**Describe your program's plan for assessing program learning outcomes.**

**Summarize the major findings of your program outcomes assessments.**

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.**

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.**

## **PROGRAM COMPLETIONS**

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

**{Insert DATA Link}**

**Copy and paste five years of completion data for each of your discipline's degrees and certificates.**

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

Increased  Stayed the same  Decreased

*Choose one*

**What factors have influenced your completion trends?**

**Are the courses in your discipline required for the completion of other degrees/certificates?**

Yes  No

**Please list them**

**Do you have programs with 7 or fewer completions in the last 5 years?**

Yes  No

**What steps are you taking to address these completions?**

Our accrediting body (ACCJC) and the Federal Department of Education requires Colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

**What is your program standard for program completion?**

*Number of completions per academic year.*

**Why did you choose this standard?**

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

**What is your Stretch goal for program completion?**

**How did you decide upon your stretch goal?**

## **ENROLLMENT AND EFFICIENCY TRENDS**

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings. So, students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing as well as program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)**

Increased  Stayed the same  Decreased

**Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)**

Increased  Stayed the same  Decreased

**Were these trends expected? Please explain.**

*Please use wsch/ftef and fill-rate.*

## **Program Information Summary**

In this section you are asked evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

## **COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/.

## **COURSE SUCCESS AND RETENTION**

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

**{Click on this link to review the course success rates (A, B, C, or Credit) for your discipline. }**

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

**What is your program's standard for Discipline COURSE Success Rate?**

*The College's institutional standard for course success rate is 70%.*

**Why did you choose this standard?**

**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased  Stayed the same  Decreased

**Was this expected? Please explain.**

**What is your stretch goal for course success rates?**

**How did you decide upon the goal?**

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**

Increased    Stayed the same    Decreased

**Was this expected? Please explain.**

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

- When or where (time of day, term, location)       Gender
- Age       Ethnicity
- Special Pop. (Veteran, foster youth, etc.)

**When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

*Time of day, term, location*

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**

**Age: Why do you think age differences exist? What do you need to help close the gap?**

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

**Special Populations: Why do you think special population differences exist? What do you need to help close the gap?**

*Examples include veterans, foster youth, etc.*

**Are there differences in success/retention between on-campus and online courses?**

Yes  No  N/A

**Please share any best practice methods you use for online courses.**

## **COURSE STUDENT LEARNING OUTCOMES (SLOs)**

**Summarize the major findings of your course level student learning outcomes assessments.**



**Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?**

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

**Excluding course that haven't been offered, confirm that all of your courses have been assessed in the last three years.**

Yes  No

**If you answered no, please explain.**

## **PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of

units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

**How do you work with other departments that require your course(s) for program completion?**

**Does your discipline offer cross-listed courses?**

Yes  No

**How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling and SLO assessment?**

**Are there curriculum concerns that need to be resolved in your department? What are they?**

**Are there courses that should be added or removed from your program - please explain?**

**How is the potential need for program/course deactivation addressed by the department?**

**Are there areas you would like to expand?**

**Describe any data and/or information that you have considered as part of the evaluation of your program.**

*Examples of other data and factors include, but are not limited to: external accreditation requirements,*

*state and federal legislation, 4-year institution guidance*

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

**Is the content in the program mapper accurate?**

Yes  No

**What needs to be corrected in the mapper?**

**Is the content in the catalog accurate?**

Yes  No

**What needs to be corrected in the catalog?**

**Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?**

Yes  No

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

## **CAREER AND LABOR MARKET DATA**

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how ***all*** of our

programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

**How does your program help students build these KSA's?**

**Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**

Yes  No

**What have you done to integrate work-based learning?**

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

**How do you engage with the community to keep them apprised of opportunities in your program?**

*For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).*

**What is the regional three-year projected occupational growth for your program(s)?**

**What is being done at the program level to assist students with job placement and workforce preparedness?**

**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

*Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.*

**What are the San Diego County/Imperial County Job Openings?**

*Include short- term # of projected job openings and long -term # of projected job openings*

## **Program Goals**

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant,

Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

## Goals

### Goal 1

#### Brief Description

#### Is this a new or existing goal?

New

Existing

#### How will you complete this goal?

#### Outcome(s) expected (qualitative/quantitative)

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?



**Expected Goal Completion Date**

## RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

Yes  No

{if (PART1StaffingNeeds.RequestFullTimeFacultyYesNo and Form.BASICPROGRAMINFORMATION.AreYouCompletingAComprehensiveOrAnnualPRP = "Annual")}

**NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.**

{ end if }

## REQUEST FOR ADDITIONAL FULL-TIME FACULTY

### Faculty Request 1

**Title of Full-Time Faculty position you are requesting**

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)**

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

*Refer to data and other analysis earlier in this document.*

**Is your department affected by faculty on reassigned time. If so, please discuss.**

**In the last ten years, what is the net change in number of full time faculty in the department? (loss vs. gain)**

**Are you requesting new Classified, CAST or AA positions?**

Yes  No

## **REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA**

### **Staff, CAST, AA request 1**

**Title of position**

**Is this request for a full-time or part-time position?**

Full Time  Part Time

**How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability** Untitled

**Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?**

**Is there funding that can help support the position outside of general funds?**

Yes  No

**What funding would support this position?**

**Describe how this position helps implement or support your three-year PRP plan.**

**Strategic Plan 2022 Objective**

- |                              |                              |                              |                              |
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| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 |                              |

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

**If the position is not approved, what is your plan?**

## **PART 2: BUDGET REVIEW**

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

Yes  No

**What budget considerations would you like your dean/supervisor to be aware of or to consider?**

Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

### **NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

## **PART 3: TECHNOLOGY AND FACILITIES NEEDS**

Will you be requesting any technology (hardware/software) this upcoming year?

Yes  No

### **Technology Request**

#### **Technology Request 1**

What are you requesting?

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

**Estimated Amount of Request.**

**If any, list ongoing costs for the technology (licences, support, maintenance, etc.)**

**Do you already have a budget for this request, or will you need additional funds?**

Yes  No

**What PRP plan goal/objective does this request align with?**

**What Strategic Plan 2022 Goal:Objective does this request align with?**

- |                              |                              |                              |                              |
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| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 |                              |

*Refer to the Palomar College [STRATEGIC PLAN 2022 YEAR 1](#)*

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

**Do you think that your request for technology will require changes to a facility?**

Yes  No

If yes, please address in the Facilities section below.

**Note about technology requests:**

*All technology requests will now go through a review process before prioritization.*

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
  - *Once the dean approves the form and the request, the dean will send the document to the*

*Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*

- *The results of the review will be sent to the dean and chair with feedback.*
- *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
  - *Requests for one-time funding will move forward for prioritization.*
  - *Requests that use funding from your department budget may move forward for purchase.*

## Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

Yes  No

### Facilities Requests

#### Facility Request 1

What are you requesting?

What discipline PRP plan goal/objective does this request align with?

What Strategic Plan 2022 Goal/Objective does this request align with?

- |                              |                              |                              |                              |
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| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 |                              |

Refer to the Palomar College [STRATEGIC PLAN 2022 YEAR 1](#)

**Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

Is there an associated cost with this request?

Yes  No

**Will you fund the request through your budget or other sources?**

Existing Budget  One Time Request

**What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?**

## PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

**Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?**

Yes  No

## Requests

### Item 1

**What are you requesting?**

**Estimated Amount of Request.**

**Will you accept partial funding?**

Yes  No

Ensure that this amount is the total amount needed. Include tax, shipping, training, installation, etc.

**Budget Category**

**What PRP plan goal/objective does this request align with?**

**What Strategic Plan 2022 Goal/Objective does this request align with?**

- |                              |                              |                              |                              |
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| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
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| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 |                              |

Refer to the Palomar College [STRATEGIC PLAN 2022 YEAR 1](#)

**Provide a detailed description of the item requested. What is it, and why do you need it? Please**



**be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

*What is it and why do you need it? Please be as descriptive as possible.*

**Please upload a copy of the quote, if available.**

**I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

**Enter your email address to receive a copy of the PRP to keep for your records.**

**Suggestions to District from Faculty Senate to Improve Diverse Faculty Hiring**

- Reimburse interviewees for first-level interview travel expenses (as stated in revised Faculty Hiring Procedures/suggested faculty revisions to AP 7120)
- Rethink (and work with departments on) the scheduling of job searches to coincide with discipline-specific hiring calendars.
- Encourage and help the Office of Public Affairs promote to the community at large the work the school is doing in terms of equity initiatives.
- Advocate for the use of Hispanic Serving Institute (HSI) funding and other sources to celebrate Latinx students in visible ways—celebrations, murals, etc. (this ties to improving the public image of Palomar in ways that could attract more diverse faculty applicants).
- Draw upon faculty expertise to help HR develop/organize training for faculty and EEO reps who serve on hiring committees to include more focus on implicit bias, antiracism, and racial equity.
- Post on the HR website testimonial videos from diverse faculty to share their experiences at Palomar College.
- Provide, in video format, step-by-step instructions to applicants for navigating the HR system and submitting applications.
- Improve outreach to increase diversity of hiring pools. Examples of this include but are not limited to making sure that outreach includes organizations that can share announcements with their listservs: A2mend, APAHE, AAWCC, AACC, AAHEE, etc. In addition, positions should be advertised with the Chronicle of Higher Education, CCC Registry, ASCCC, etc.
- District support for a range of classes (i.e., don't cut unique classes due to "efficiency scheduling"), as these classes provide attractive teaching opportunities for diverse candidates as well as diverse students.
- Increase the input of faculty/discipline experts in scheduling.
- Rethink the diversity categories used by HR.
- Improve the information that HR and/or IR&P gather, including but not limited to the following: tracking those who choose more than one diversity category, finding out why diverse applicants do not accept or cancel interviews, finding out why diverse candidates do not accept job offers, finding out where candidates hear about job announcements.

**Palomar College LGBTQI+ Pride Month Proclamation**

**Whereas**, the Faculty Senate of Palomar Community College District supports proclaiming the month of June as Lesbian, Gay, Bisexual, Transgender, Queer/questioning, Intersex, Asexual and Ally (LGBTQIA+) Pride Month throughout District and all Center locations; and

**Whereas**, the rainbow flag, known as the progress Pride flag, is widely recognized as an inclusive symbol of LGBTQIA+ liberation, inclusion, support, love, and celebration; and

**Whereas**, the Faculty Senate of Palomar Community College District supports the inclusive progress Pride flag raising ceremony to honor the history of the Stonewall liberation movement and the significant role queer people of color have in bringing visibility and advocacy to the LGBTQI+ community; and

**Whereas**, the mission of the Palomar Community College District is to “provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals”; and

**Whereas**, the Pride flag is a symbolic representation of the inclusion, liberation, support, love, and celebration of the Palomar College community of diverse origins, experiences, needs, abilities, and goals; and

**Whereas**, celebrating Pride Month advances visibility and advocacy for Palomar Community College District’s diverse LGBTQIA+ community;

**Be it therefore resolved** that the Faculty Senate recommend the Governing Board declare Pride Month beginning June 2022 and subsequent months of June with the progress Pride flag flown at the main campus and center locations.