



**FACULTY SENATE MEETING**

May 2, 2022

EXHIBITS



Minutes of the  
MEETING OF THE FACULTY SENATE  
April 25, 2022

APPROVED

**PRESENT:** Eduardo Aguilar, 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, Tanessa Sanchez, Fari Towfiq, Alyssa Vafaei, Rocco Versaci, David Williams (ASG), Reza Wrathall, Anastasia Zavodny

**ABSENT:** Lacey Craft, Will Dalrymple

**GUESTS:** Ruth Barnaba, Glyn Bongolan, Leah Brown, Nancy Browne, Barbara Hammons, Shelbi Hathaway, Billianne McLellan, Tina-Marie Parker, Kineta Rios, Hossna Sadat Ahadi, Leslie Salas

**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 COMMENT** – No public comments.

**ANNOUNCEMENTS**

Senator Wendy Nelson reminded everyone about Media Days this week. Presentations take place today through Thursday. More information can be found here: [https://www.canva.com/design/DAEbgC6B62s/of-DzOKw4XQETvNWOXHQ0g/view?utm\\_content=DAEbgC6B62s&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton#5](https://www.canva.com/design/DAEbgC6B62s/of-DzOKw4XQETvNWOXHQ0g/view?utm_content=DAEbgC6B62s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton#5)

**AGENDA CHANGES** – No agenda changes.

**APPROVAL OF MINUTES**

**Motion 1** MSC: Laughlin/S. Nelson

Faculty Senate approval of meeting minutes dated April 18, 2022 as amended (see Exhibit 1).

The motion carried.

**ACTION**

**A. Curriculum**

**Motion 2** MSC: W. Nelson/Faulkner

Faculty Senate approval of Curriculum actions taken April 20, 2022 with the exception of Item X. N ESL 976 Accelerated Written Communication II (see Exhibit 2).

Abstention: Jenny Fererro

The motion carried.

Senator Lawrence Lawson asked Senator Wendy Nelson to delay approving deactivation for Item/Class X. N ESL 976 so the deactivation can be discussed with the ESL Department.

Senator Nelson explained Exhibit 3 that was approved at an emergency Curriculum meeting today. Faculty Senate recently approved the language for the math competency and discussed the fact that Palomar is not going to be offering Math 56 and 60 beginning in Fall 2022. Curriculum needed to address all courses currently in the catalog that have 56 or 60 as a requisite. There were issues because changes need to be made and Curriculum had to make sure that the language would work for veterans and students receiving financial aid. Candace Rose will be making the technical change in META this week because students begin registration next week.

**Motion 3** MSC: W. Nelson/Laughlin

Faculty Senate approval of Curriculum actions taken April 25, 2022 (see Exhibit 3).

The motion carried.

## **B. Committee Appointments**

**Motion 4** MSC: Zavodny/Doyle Bauer

Faculty Senate approval of the following committee appointment (see Exhibit 4):

The motion carried.

### Hiring Committee for VP of Finance & Administrative Services – **April Cunningham**

Senator and Chair of Committee on Committees Anastasia Zavodny said there is still a vacant faculty seat on this hiring committee from Student Services. Senate President Rocco Versaci said the timeline for this committee may be delayed and asked Senator Zavodny to continue to search for faculty to fill that last position.

President Versaci said that Senator Ben Mudgett is stepping down as the FSA chair because he will serve as Curriculum Co-Chair and asked Senators to consider volunteering for this position at the next Senate meeting.

Senator and Elections Chair Beatrice Manneh said there are eight full-time faculty who have accepted Senator positions, no part-time faculty and two of the full-time faculty come from Media Studies. Senator Wendy Nelson from Media Studies explained she needs to be a Senator in order to fulfil her incoming Faculty Senate President seat. She has stepped down as the Curriculum Co-Chair but that position is an Ex-Officio Senator position that expires at the end of this semester. Scott Klinger, also from Media Studies and a member of the Equivalency Committee applied for a Senator seat as well because he is the incoming Chair of Equivalency to replace Fari Towfiq. The Chair of Equivalency must be a Senator. Nelson said Scott Klinger told her he doesn't particularly care if he is a Senator or not but does want to chair Equivalency.

Senator Zavodny said Committee on Committees is currently reviewing Senate Committees to better understand which committees really need a Senator as the chair or as a member of the committee. Zavodny said this discussion could take place in Senate today if needed. President Versaci said there is precedence for this as Barb Kelber chaired a Senate committee and was not a Senator so an exception to this rule could be made. Several Senators agreed with Versaci and asked that an exception be made for Scott Klinger to be a non-Senator as a chair of Equivalency which would resolve the two Senate seats coming from Media Studies issue.

**Motion 5** MSC: Ferrero/Faulkner

Faculty Senate approval to allow a non-Senator chair the Equivalency Committee for the 2022-24 term.

The motion carried.

Versaci asked for an email confirmation from Scott Klinger confirming his withdrawal for a Senator seat. On May 2, Senator Manneh will announce the new Senators to be confirmed. New Senators will be invited to the May 9 Faculty Senate meeting.

### C. Faculty Hiring Procedures

**Motion 6** MSC: W. Nelson/Fererro

Faculty Senate approval of the Faculty Hiring Procedures (see Exhibit 5).

The motion carried.

President Versaci said the District took the document that was approved by Faculty Senate a few weeks ago to their lawyer. A subsequent meeting took place with the District and their lawyer. Last week, Versaci, President Rivera-Lacey and VP Montoya went through the lawyer's suggested changes. The exhibit highlights changes made during that meeting and the changes need to be approved by Faculty Senate. The document is slated to go on the May 3 Governing Board Agenda and may also affect searches currently going on. Versaci explained the needed changes. Versaci said the document now gives Faculty Senate more control over hiring. It also removes AP7120 dealing with the shared governance process. Faculty should be pleased with all of these changes.

VP Jenny Fererro added that changing the Faculty Hiring Procedures was an exceptionally long process, at least eight years or more. Depending on the Senate President, it's gone through times of being ignored and times where it wasn't a top priority. President Versaci took this as a top priority. Lots of meetings took place that were not always pleasant or easy meetings to get this done to make sure that faculty purview and faculty primacy over hiring is really respected at the District level. Fererro said she wanted to make sure that faculty give credit to Versaci for not dropping the ball on this and making sure that it kept moving forward. She said all current and future Senators need to make sure that Senate maintains this control and this level of attention so that Senate can continue to have the strong document and strong control over faculty hiring. VP Fererro said she was happy to be a part of the process.

President Versaci said he spoke with President Rivera-Lacey this morning about the list of recommendations provided by Faculty Senate but that did not fall under faculty purview. Further discussions with President Rivera-Lacey will take place regarding these good suggestions including diversity in hiring.

Senator Lawrence Lawson thanked Versaci, Fererro and others who worked on this update. Senator Lawson pointed out some minor changes that were needed so some language mirrors other language in the document. Lawson also questioned the District's commitment to reimburse travel expense for Level 1 candidates "contingent" upon availability of funding. Lawson said this commitment, along with conducting virtual interviews was meant to attract a more diverse pool of candidates and as it reads, the language almost speaks against virtual interviews. Versaci said this language was already approved by Faculty Senate but striking that language in the document regarding searches will probably be okay with the District. Versaci said that Faculty Senate can't force the District to pay for First Level travel but believes the District will make a good-faith effort to find this funding and made a commitment to this outside of the document. Fererro said this was a compromise because the District would not guarantee this funding in the document, period. Lawson also questioned line 625 and 644 and asked for clarification of who makes the final decision on the hire. Versaci explained that as it stands now, President Rivera-Lacey is not comfortable with handing this over completely to the committee but that is the direction we're moving toward. She is finishing her first round of hiring and this will be revisited during the next review. Versaci said he believes there is a good College President in place who won't abuse the power and encourages Senate to revisit this and continue to push for a consensus model for shared governance in general.

Hossna Sadat Ahadi asked what the District said about reaching out to racially diverse alliances nationwide. Versaci said that HR has a list of where positions are advertised. The search committee is empowered to work with HR to contact

places that the search committee recommends, and at the District's expense. Sadat Ahadi responded saying the biggest reason Palomar does not have racially diverse faculty is because HR doesn't reach out to the right groups. Sometimes faculty are more connected to the different alliances than administrators and Palomar should work collaboratively on out reaching to the right groups. Versaci said he contacted all the chairs of hiring and explained that the District would fund additional advertising if needed but isn't sure how many groups did this. Faculty Senate can continue to encourage departments to follow procedures so that more advertising can be done.

## **INFORMATION ITEMS**

### **A. Curriculum Co-Chair Release Time**

Versaci said Wendy Nelson and Ben Mudgett both talked to Council about adjusting the 60% release time for Curriculum Co-Chair. Ben can't take the full 60% because he's on 100% release time for Articulation Officer. Ben and Wendy are okay with sharing the work and the 60% release time (40% for Ben and 20% for Wendy). Ben Mudgett had a conversation with VP Kahn about allowing another faculty member to take on 20% of his articulation work and VP Kahn was not opposed to the idea. VP Fererro said in order to get a call out for an additional articulation faculty to back fill Ben's 20% time, negotiations, an MOU and a call would have to go out to all faculty and Fererro isn't optimistic this could be done by the end of the semester. Senator Teresa Laughlin supported the idea but said it should be postponed until next semester to give the process plenty of time. In the meanwhile, Senators Mudgett and Nelson could do the 40/20 split just through the Fall 2022 semester.

Consensus was met to proceed with the plan of a 40/20 split amount Mudgett and Nelson for the Fall 2022 semester to complete the curriculum co-chair work.

### **B. Voicing Concern for DEI Work & Those Involved in DEI Work**

Tina-Marie Parker said she wanted to revisit the statement read at Faculty Senate from EEDCC on April 11. The statement was in regard to having the College do more to not just support faculty doing DEI work, but also to protect faculty doing the work and received threats. The statement listed seven action items. Parker thanked everyone who has worked to get the word out. The statement was read at the Governing Board Meeting and College Council. Past experience shows that sometimes issues brought to the District to work on, the "work" doesn't happen fast enough. She and others don't want to see this happen with DEI work. Parker invited faculty to speak at the next Governing Board Meeting on May 3. Faculty should be asking what DEI work is getting done, what is currently being worked on and what are timelines for future actions. Versaci said these comments would come during the first Public Comment segment at the beginning of the 5 PM meeting and speakers have three minutes each to speak. Versaci asked anyone interested in speaking to let Parker know in the CHAT and then work together as a group to prepare comments so each person isn't saying the same thing.

Sadat Ahadi thanked Tina Parker, Rocco Versaci, Teresa Laughlin, Jenny Fererro, Lawrence Lawson and others on the call who are DEI allies. She said she sees them walk the allied ship. She said it was extremely difficult to read the EEDCC statement at Faculty Senate because she herself was getting those threats. Sadat Ahadi said that when one is doing DEI work and fighting against white supremacy, being targeted by their own race, and people are stating how they want to take you out, it becomes real. She encouraged everyone to do something other than just sit with this comfort. The reality is, it becomes normalized for people like herself who lived the experience, all her life. This is an opportunity to step up and actually do something. She said that if it happened to YOU she would be there fighting for YOU and ensuring that your safety and your health is number one. She said to be aware of who is running for Governing Board from District 1; do your research. Sadat Ahadi and others doing DEI work are considered bullies at their respective institutions. The reality is Sadat Ahadi said, is that children can't attend this institution and become faculty members or employees or students and have the same experiences that we have experienced. Thank you.

VP Fererro warned that the Governing Board has the ability to curtail Public Comments if speakers go on for too long and are saying the same thing. She recommends different faculty, six or eight, show up meeting after meeting to speak on this issue. This will help keep it in the forefront and won't allow anyone to forget this priority.

Senator Laughlin said that PFF is taking up an Action on Thursday regarding helping faculty in a concrete way who have felt threatened in any way, by providing a “confidential ally” who will help that person through the HR process.

#### **C. Faculty Compensation and the Pathways Mapper**

VP Fererro reported PFF has been negotiating with the District regarding an MOU to appoint a faculty member to maintain the Pathways Mapper. This person would be compensated to do this job year round, not just 10 months. Before the MOU moves forward, Fererro wanted to get Faculty Senate’s input. This faculty member would be appointed by the Dean of Student Success, Equity & Counseling. Faculty Senate and PFF doesn’t usually support an administrator appointed faculty position and prefers to use the joint appointed process developed recently.

Senator Wendy Nelson feels this position definitely needs faculty oversight and questions whether this is really a year round position. Nelson said Curriculum has been streamlined and there is a segment of time when there isn’t much work to be done. Fererro said they are aware of the curriculum timelines so the position isn’t full-time and is only being negotiated now for a one year term.

There was some Senator support for making this a joint-appointed faculty position. Negotiations continue Friday, April 29.

#### **D. Senate Meetings in the Fall**

President Versaci asked Senators to consider the meeting modality beginning Fall 2022. VP Fererro said she hasn’t seen any indications that the Governing Board will maintain meeting virtually in Fall and Faculty Senate may not have the option of meeting virtually because of this. Senators would have to be physically present at the meeting in order to vote but a hybrid option could be made available for guests. Versaci said he is looking for a room that could provide enough space for Senators and an option for live streaming.

#### **E. Leading from the Middle Student Success Team Project (see Exhibit 6)**

Senator Wendy Nelson began explaining the Leading from the Middle presentation which included an explanation of Student Success Teams, why they are needed, a project timeline, a call to action and how faculty can get involved. Senator Nelson began summarizing the exhibit and was followed by fellow team members Glyn Bongolan, Nancy Browne, Kineta Rios and Leslie Salas. ASG Representative David Williams recommended adding an ASG member to the team.

#### **F. Proctoring & Canvas Security Updates (see Exhibit 7)**

Senator and DE Coordinator Erin Hiro began by reminding Senate that they requested the DE Team to create an online proctoring program for students taking exams in online, asynchronous classes and Senate voted to phase out Proctorio by June of 2022. Senator Hiro provided an update of the program. The program was tested last week by faculty and Hiro provided the results of the test. Hiro also provided examples of proctoring options. Next, she shared next steps for the program and announced the online proctoring program will be officially launched on May 2.

Senator Hiro said VP Kahn confirmed that no funding is available for any outside proctoring services or internal proctoring services for Fall 2022 and this is of big concern. Hiro said the tutoring is done by Tutoring staff and part-time faculty could not be used for this activity per HR but Hiro isn’t sure about those specific reasons. Faculty will need to give some notice and requirements for the test and the proctoring service will work with you. In general, she recommends that faculty give the students a full week to take the test. Unless the faculty member has a special need, the students will be required to make an appointment. The ZOOM link will be sent to the student.

Due to time constraints, the Canvas security update will be postponed until May 2.

#### **G. PFF Parity Project – Tabled.**

## **REPORTS**

**ASG (Mouawad)** – No report.

### **President (Versaci)**

I met with President Rivera-Lacey and Vice President Montoya on Thursday afternoon to review and respond to the District's proposed changes to the Faculty Hiring Procedures (Action Item C & accompanying exhibit with markups in today's agenda). Senate VP Jenny Fererro was unable to attend, but we conferred and were in agreement on our responses to the District's proposals. The meeting was extremely collegial, and we reached agreements on all points, which now need to be approved by both Senate and the Governing Board.

### **College Council (Versaci)**

College Council met on Friday, April 22 (before Senate but after reports were due).

### **Equity, Education, & Student Success (EESS) Council (Versaci)**

The EESS met on Friday, April 15. Information was shared about both the "Tarde de Familia" event (Friday, April 29) and the "Queer Pride at Palomar" event (Wednesday, May 11).

### **Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan)**

The Institutional Effectiveness, Planning, and Fiscal Stewardship Council met on 04/15/2022. The Council continued to work in small groups and focused on the goals in breakout rooms. Below are brief updates:

1. Integrating equity (and other) data across the institution (Group Lead: Barton)
  - a. Focused on first overarching goal: Inventory, describe, and share required data metrics for accountability reporting. Reviewed list created by Director Barton.
2. Creating an Integrated Deadlines Calendar (Group Lead: Lane)
  - a. Looking for best technology tool to manage calendars. Possible use of Excel with pivot tables and filters.
3. Ensuring staff are involved in project planning (Group Lead: Kahn/Chauderlot)
  - a. "User group" term to add to governance was reviewed with tweaks and suggestions.

Standing Reports included the following:

- a. Budget committee: Tuesday afternoon meeting. Early planning factors and assumptions looked at. Anticipated revenue budget for fiscal 2023. May 10 – 15 is the May revise which will determine COLA and some other factors. Talked about comparison of the Gooder colleges in compensation vs total expenditures for percentages. Need to work with FCMAT to determine which metric to use. Palomar is ranked the 4th highest in percentage of the ratio in comparison to the Gooder colleges.
- b. Program Review and Resource Allocation Committee: We have Tier 1 request which will go to budget committee. Tier 2 – sent back to fiscal to identify feasibility or other funds such as lottery or other funds.

Next meeting is May 6, 2022.

### **Employees, Community, & Communications (ECC) Council (Ferro)**

ECC Council met on Friday 4/15. We received a presentation on the Student-First website changes. <https://www.palomar.edu/webredesign/> They also mentioned that we will be moving to using an employee intranet as well (meaning that things that employees typically access on the website would not be on the public website). We also made some slight amendments to the proposed governance structure for the DEIAA Development Taskforce to move that forward to College Council. The Taskforce will develop an employee PD course for DEIAA over Summer 22.

### **Infrastructure & Sustainability (IS) Council (Lucindo/Martin)**

- Police Chief Moore joined the council to discuss a proposal of adding parking tag options for military veterans and Purple Heart recipients for the Fall 2022 semester at San Marcos. Similar parking is provided at local malls. It was noted that Palomar College is the largest serving institution for veterans and active-duty members in CA. The
- proposal was voted on and passed to recommend it is brought to the next College Council meeting. Further discussion is needed to determine the number of spots available and parking lot locations.
- Dennis Astl presented the updated Fallbrook 40 building floor plans and landscape designs to the council. Department meetings with the design group are ongoing to finalize floor plan details. Construction is estimated to begin in Summer 2023 and should be completed in two years.
- Reporting duties for the council were confirmed.
- Mike Day, Director of Information Services, provided an update on the Technology Master Plan Subcommittee. The member structure of the proposed Subcommittee went before College Council. The feedback received was this should be a Task Force rather than a Subcommittee. It was recommended that the group include one representative each from Faculty, CAST and CCE.

### **PFF (Laughlin)**

- The PFF is hosting another **Meet & Greet the evening of Wednesday, April 27th!** These are great opportunities for the Palomar community to get together with our Trustees, Faculty, Staff, and Administrators (sometimes even Students join us) and we hope you join us. All are welcome

**Wednesday, April 27, 5-6:30pm**

**Cocina del Charro's outdoor patio**

**1020 W. San Marcos Blvd. #50**

***PFF gladly covers the food and non-alcoholic drinks***

- A team of dedicated faculty members from PFF is going to Sacramento May 1<sup>st</sup> and 2<sup>nd</sup> to lobby for Part-time Parity.
- Our Academic Scholarship Committee is now accepting applications from the family of Union members! Applications are due on May 20, 2020. The attached letter (as well as our [website](#)) outlines the requirements and procedures.
- It's the second year for the PFF Member Awards, and we are putting out the call for nominations in our two categories! Both winners will receive \$500 and a plaque, awarded at the All College Recognition Ceremony.

You may nominate PFF members for either or both categories. Please email [palomarfacfed@gmail.com](mailto:palomarfacfed@gmail.com) with your nomination by Friday, April 29, 2022.

### **Union Supporter**

A person who regularly attends Union functions and volunteers time when asked.

Criteria:

- Attends eboard meetings and other Union functions
- Is responsive to requests for additional aid to our Union
- Not an eboard member

### **Community Champion**

Someone who has worked to make our College and larger community a better place.

Criteria:

- Initiated programs or activities that benefit our students, staff, and/or community members
- Demonstrates social justice awareness
- Not an eboard member

2021's distinguished recipients are:

- ✓ Listette Lasater, Union Supporter



✓ Hossna Sadat Ahadi, Community Champion

Current eBoard members are:

- ✓ Barbara Baer
- ✓ April Cunningham
- ✓ Joel Glassman
- ✓ Barbara Hammons
- ✓ Shelbi Hathaway
- ✓ Bill Jahnel
- ✓ Martin Japtok
- ✓ Teresa Laughlin
- ✓ Michael Lundell
- ✓ Patrick OBrien
- ✓ Andre Pitts
- ✓ Mercedes Tiggs
- ✓ Anastasia Zavodny

**Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi)**

No report. The EEDCC Committee is meeting Friday, April 22.

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

**Distance Education (Hiro)**

The DE Committee worked on the following items at its meeting April 20, 2022

The DE Committee was asked to consider what elements an effective department website would have and provide recommendations to the Web Advisory Committee.

This is a draft of our recommendations. We will bring it back for further discussion on May 4. We welcome more feedback.

DE Recommendations:

Give two templates and limit menu options

Main page: Has a short static description of major, course options and future job and salary potential. Consider

- What is (Major Here)?
- Why Palomar?
- What Can I do with a (Major here) Degree?

Menu would have:

**Degrees and Classes:**

- List of related classes
- List and details of majors
- Link to the mapper

**Student Resources**

- Link to counseling
- Financial Aid Link
- Link to tutoring, student support

**Faculty**

- Department chair - photo and contact information
- Dean - photo and contact information
- Other faculty - photo and contact information
- Other staff - photo and contact information

**FAQs**

- Could include job information
- Student testimonials

- Student/Faculty success stories
- Stay connected: Social Media info

Note: This could be updated by department with common questions

The DE Committee is still discussing whether to recommend to the Senate and PFF that we should negotiate for retraining of online faculty every few years. The DE Members were torn between recommending three- or five-years limits before faculty would be recertified with a shorter, updated version of POET to keep up online teaching skills. This will be brought back to the DE Committee for further review.

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

**Budget (Ferrerro)** - Budget committee did not meet this week.

**TERB (Lawson)** - No report.

**Professional Development (Guerrero)** – No report.

### **AB705 Subcommittee (Anfinson)**

The AB705 Subcommittee met on April 15. The results:

- **Discussion**
  - The committee discussed the benefits of starting students in transfer-level math and English, and credit ESL.
- **Comment Period**
  - No comments
- **Action**
  - We approved the March 2022 Minutes.
- **Reading/Research:** We went over the following research:
  - California Acceleration Project's [Leading for Strong and Equitable Completion](#) in the Feb. 2022 Capacity Gazette.
    - Interviews were conducted with faculty and administrators from colleges who have both high transfer-level completion rates and equitable Black/Latinx completion rates in math, English, and ESL.
    - These strong colleges had 4 themes in common:
      - Shared clarity about the need for change
      - Intention course scheduling and faculty hiring
      - Investments in strong and equitable completion
      - Cross-campus attention to implementation challenges
    - Strong colleges also had institutional support for:
      - Expanded tutoring (embedded tutors/SI in corequisite/accelerated courses)
      - Reassigned time for AB705 coordinators
      - Supportive classroom facilities
      - Responsive institutional research
      - Professional development for faculty
- **Information/Reports**
  - Governance structure change: approved by EESSC and the College Council.
  - Work on changing the local math placement algorithm to the CCCCO default placement algorithm is on-going.
  - The AB1805 CCCCO webinar on 3/24/2022. We are concerned about the following:
    - Our college is **not** currently in compliance with AB1805.
    - Discussion of who should be informed regarding AB1805.

- [Analysis of AB1805 Recommendations as applied to Palomar College](#)
  - California Acceleration Project webinar on 3/11/2022.
    - Erin Feld shared materials from the webinar on wise critiques.
  - Guided Pathways
    - Report from the Leading from the Middle team regarding student success teams.
  - Current work involves identifying one or two big projects to work on.
- **Group Work**
  - We reviewed the [AB705 Student Class Experience Survey 2021](#) provided by IRP.
  - **Group 1:** reviewed the data and student comments related to English.
  - **Group 2:** reviewed the data and student comments related to Math.
  - **Results** of the group work on [these Google slides](#).
- **Recommendations**
  - The AB705 SSC has repeatedly recommended to EESSC the need for support including expanded tutoring (including embedded tutoring and SI), reassigned time for AB705 Faculty Coordinators, and PD for faculty. We have seen no change.
  - These recommendations are based on research (e.g., CAP, PPIC, RP Group, etc.), local data (provided by IRP), experiences of those in the classroom and support services, and advice given by the CCCCO.
  - The AB705 SSC calls on our institution to support students and faculty in their transfer-level math and English, and credit ESL pathways.
  - We recommend our institution take the necessary steps to come into compliance with AB1805.

**Sabbatical Leave (Lawson)**

We met Thursday the 14<sup>th</sup> of April to review Fall 2021 sabbatical projects. The work done by our faculty on their sabbatical projects is always inspiring.

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

**Student Learning Outcomes (Bealo/Tavakkoly)** – No report.

**Faculty Service Areas (Mudgett)**

The FSA committee is accepting renewals and revisions to discipline FSAs undergoing their renewal cycle.

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

**ADJOURNMENT:** The meeting was adjourned at 3:57 PM.

Respectfully submitted,

*Molly Faulkner*

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Molly Faulkner, Secretary

# Committee on Committees

## Report for Faculty Senate

May 2, 2022

Committee on Committees (ConC) has had several meetings this April. The following are recommendations from the group. *Due to the timeliness of our Great Fall Call for Committee placement, we ask that Senate give particular consideration to approving the two Committee-specific questions recommendations at this time.* We ask that Senate consider adopting the following:

### Committee-specific questions

***Background:*** Currently, all faculty volunteers for committees utilize the same [form](#). This form provides the Faculty Senate Antiracism Statement adopted 10/26/20 and then asks two short-answer questions of all volunteers (ConC recommends adding the language in red):

**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 and how will that influence your role on the committee?**

*Responses will be included on the ballot for voting within Senate. Please try to keep your responses informative, tailored to this specific committee request, and concise.*

**What are the knowledge, skills, and abilities you will bring to this committee?**

*In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate.*

Additionally, the EEDCC Subcommittee has requested the ability to pose additional questions of faculty volunteers.

### **Recommendation:**

Recommend Senate adopt a policy to allow committees to request additional questions of faculty volunteers for service.

***NOTE:*** *The EEDCC Subcommittee has met and approved the following as the questions they wish to appear to volunteers for their committee:*

1. Given the core values of the EEDCC subcommittee, what would make you an effective member of EEDCC?
2. What would you do within your role on the EEDCC Subcommittee to stay current on matters of diversity, equity, inclusion, accessibility, and antiracism *while* engaging and inspiring others in this work?
3. What do you see as the biggest challenge(s) to advance diversity, equity, inclusion, accessibility, and antiracism at Palomar College? How could this subcommittee help the college address these challenges?

### **Senators as Chairs**

***Background:*** The Faculty Senate [Constitution](#) Article IV, Section 8, subpoint A reads in part: *“All Senate committee chairs must be Senators. All Senate subcommittees must meet at least once each semester with established meeting days/times published.”*

Current interpretation is all committees which report to Faculty Senate as “Senate committees,” which includes fourteen committees.

#### **Recommendation:**

Recommend Senate consider allowing some committees to be chaired by a non-Senate faculty, with the consideration of placing a named Senator position among the committee membership.

### **Structure of as-needed committees**

***Background:*** *There are several committees which function on an as-needed basis, yet are listed and filled as if ongoing commitments. Some do have periods of regular engagement; others have been non-responsive and it is unclear whether they currently meet.*

*Additional discussion on as-needed committees will be presented in Senate on May 9th.*

#### **Recommendation:**

Recommend discontinue the Workforce and Community Development Advisory Group (annually or as needed), as the group has been defunct for years.

### Survey for Faculty Senate participation

***Background:*** *There has been much discussion surrounding why faculty involvement on Faculty Senate is low. Recommendations at present are to conduct a survey of the faculty for greater information. Committee on Committees will discuss this survey, and provide recommendations to guide Senate discussion. The intent is to distribute this survey in the month of May.*

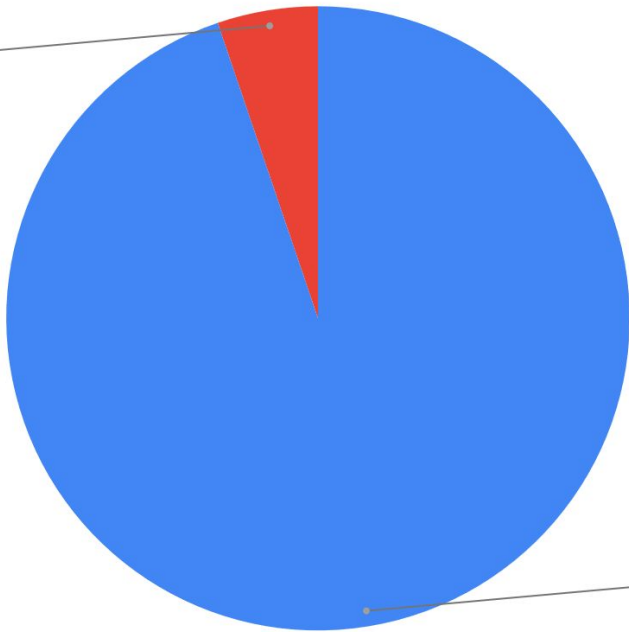
*Additional discussion on a survey for Faculty Senate, including initial suggestions for questions, will be presented for discussion in Senate on May 9th.*

### **Recommendation:**

Create and distribute a faculty survey to gauge interest and understand faculty viewpoints on service on Faculty Senate.

# California Community College Senates

Constitution Alone  
5.2%



Constitution + Bylaws  
94.8%



Out of 115 California Community College Senates...

## Constitution + Bylaws

American River	Cuesta	Laney	Mt. San Antonio	San Mateo
Antelope Valley	Cuyamaca	Lassen	Mt. San Jacinto	Santa Ana
Bakersfield	Cypress	Long Beach City	Napa Valley	Santa Barbara City
Barstow	De Anza	Los Angeles City	Norco	Santa Monica
Berkeley City	Diablo Valley	Los Angeles Harbor	Ohlone	Santa Rosa
Butte	Desert	Los Angeles Mission	Orange Coast	Santiago Canyon
Cabrillo	East Los Angeles	Los Angeles Trade-Tech	Oxnard	Sequoias
Cañada	El Camino	Los Angeles Pierce	Palo Verde	Shasta
Canyons	Evergreen	Los Angeles Southwest	Pasadena City	Sierra
Cerritos	Feather River	Los Angeles Valley	Porterville	Skyline
Cerro Coso	Folsom Lake	Los Medanos	Redwoods	Siskiyou
Chaffey	Foothill College	Los Positas	Reedley	Solano
Citrus	Fresno City	Madera	Rio Hondo	Southwestern
City of San Francisco	Fullerton	Mendocino	Riverside City	Taft
Clovis	Gavilan	Merced	Sacramento City	Ventura
Coastline	Glendale	Merritt	Saddleback	Victor Valley
Columbia	Golden West	Miracosta	San Bernardino Valley	West Hills Lemoore
Compton	Grossmont	Mission	San Diego City	West Los Angeles
Contra Costa	Hartnell	Modesto	San Diego Mesa	West Valley
Copper Mountain	Imperial Valley	Monterey Peninsula	San Diego Miramar	Woodland
Cosumnes River	Irvine Valley	Moorpark	San Joaquin Delta	Yuba
Crafton Hills	Lake Tahoe	Moreno Valley	San Jose City	

## Constitution Alone

- Alameda
- Allan Hancock
- Chabot
- Marin
- Palomar**
- West Hills Coalinga

Constitution + Bylaws: **109**

Constitution Alone: **6**



# ASCCC Models and Guidance

- [Constitution](#)
- [Bylaws](#)
- [Recommendations for Constitutions and Bylaws from 2016 Faculty Leadership Institute](#)

# ASCCC Guidance

## Constitution:

- Provides the basic structure and authority of your senate
- Should not include operational details, such as:
  - Committee structure and membership
  - Election procedures
  - Filling vacancies
  - Meeting times and dates
  - How to suspend bylaws

## Bylaws:

- Provide the operational structure of the senate consistent with the provisions of the constitution

# Canvas Security Messaging

Exhibit 4

DE Committee April 21, 2022

## The issue:

Faculty came to the Faculty Senate to share concerns that students are illegally sharing online content with other students and posting it online without faculty's permission.

The Senate asks the DE Committee to work with ATRC and IS on ways to deter illegal course content sharing. There are limited options in securing information in a Canvas course where students are paying for access to that information.

The D.E. Committee can help deter this behavior by developing messaging to inform students of the private nature of course content and the need to prevent it from being shared. This messaging could be placed in various places where students can see it, including Canvas Messages, onboarding and on a faculty syllabus.

## Draft of messaging:

To create a strong learning community, interactions with learners is critical. There are rules for all forms of teaching and learning modalities including online etiquette. Information contained in an online format are protected under Palomar's [Student Code of Conduct](#) and should not be captured, altered, or distributed outside of the course purview. This includes disseminating information to others in person or the internet. Academic integrity extends to both the content and people in your courses.

## DEI in Curriculum: Model Principles and Practices

### Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. The committee created a workgroup in fall of 2021, charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates.

### Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

### How Do I Use This Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level, and the fourth column shows ways that local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document ends with a brief glossary of terms and the resources from culturally responsive theorists and scholars used in the development of this tool.

<b>Traditional Eurocentric Practice</b> Supporting research may be found at the end of this document.	<b>Equity Principle</b> Supporting research may be found at the end of this document.	<b>Culturally Responsive Classroom Practices</b> All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	<b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> <li>• One dominant culture represented in textbooks and course materials</li> <li>• High cost of course textbooks and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple cultures represented in textbooks and course materials</li> <li>• Low cost and zero textbook costs used</li> <li>• Open Educational Resources used</li> </ul>	<ul style="list-style-type: none"> <li>• Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, SES, religion, age, and abilities perspectives.</li> <li>• Explore and select open education resources and low-cost textbooks and materials for a reduction of costs when feasible.</li> <li>• Ensure textbooks and materials are accessible.</li> <li>• Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Review textbook and course materials selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, SES, religion, age, and abilities perspectives; and provide feedback and guidance.</li> <li>• Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials).</li> <li>• Ensure textbooks and materials are accessible.</li> <li>• Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-</li> </ul>

<b>Traditional Eurocentric Practice</b> Supporting research may be found at the end of this document.	<b>Equity Principle</b> Supporting research may be found at the end of this document.	<b>Culturally Responsive Classroom Practices</b> All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	<b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
		<p>(For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see <a href="#">ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework</a>)</p>	<p>making are prioritized and addressed.</p>
<ul style="list-style-type: none"> <li>● Student facing documents and descriptions focused on deficit-minded language</li> </ul>	<ul style="list-style-type: none"> <li>● Use asset-minded and decolonized language</li> </ul>	<ul style="list-style-type: none"> <li>● Shift language from impersonal verbiage and descriptions to warm, culturally responsive content.</li> <li>● Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves).</li> <li>● Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student</li> </ul>	<ul style="list-style-type: none"> <li>● Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogue, course outlines of record, website, and policies.</li> <li>● Review documents for language and descriptions that may be impersonal and shift descriptions to be warm, &amp; culturally responsive.</li> <li>● Recommend and model rewording language from a colonized mindset to equity mindset.</li> </ul>
<ul style="list-style-type: none"> <li>● Institutional culture of deference to discipline faculty as the only experts on curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Interrogate systemic and institutional barriers</li> <li>● Dismantle institutional deference to hierarchies that perpetuate barriers</li> </ul>	<ul style="list-style-type: none"> <li>● Complete training and professional development on cultural curriculum audits.</li> <li>● Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback.</li> <li>● Protect the cultural integrity of an academic discipline to support equity</li> </ul>	<ul style="list-style-type: none"> <li>● Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees.</li> <li>● Intentionally include culturally responsive experts on curriculum committees and for review of CORs.</li> </ul>

<p><b>Traditional Eurocentric Practice</b> Supporting research may be found at the end of this document.</p>	<p><b>Equity Principle</b> Supporting research may be found at the end of this document.</p>	<p><b>Culturally Responsive Classroom Practices</b> All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:</p>	<p><b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:</p>
	<ul style="list-style-type: none"> <li>• Move as a faculty collective toward antiracist critical consciousness</li> </ul>	<p>by no longer weaponizing “academic integrity” and “academic freedom” that impedes equity and inflicts curricular trauma on our students, especially historically marginalized students.</p>	<ul style="list-style-type: none"> <li>• Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers.</li> <li>• Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR.</li> <li>• Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities.</li> </ul> <p>(For more information on embedding DEI into the COR--see <a href="#">Rostrum article</a> “Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record”)</p>
<ul style="list-style-type: none"> <li>• Course syllabus is approached from a compliance and/or teacher-centered perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Reframe practices and policies to serve as a co-learner and engage in a partnership</li> <li>• Actively care for the whole human being in syllabi/classroom policies</li> <li>• Democratize the</li> </ul>	<ul style="list-style-type: none"> <li>• Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers.</li> <li>• Understand and be sensitive to students’ lived experiences.</li> <li>• Use flexible due dates and make room for students’ needs.</li> <li>• Coach and “water up” - meaning to create learning environments where students become active agents in their</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews.</li> <li>• Provide professional development to support culturally responsive practices.</li> </ul>

<p><b>Traditional Eurocentric Practice</b> Supporting research may be found at the end of this document.</p>	<p><b>Equity Principle</b> Supporting research may be found at the end of this document.</p>	<p><b>Culturally Responsive Classroom Practices</b> All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:</p>	<p><b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:</p>
	<p>student/teacher relationship and empower students' agency over their own learning</p>	<p>own learning (see Hammond's definition in the Glossary of Terms below).</p> <ul style="list-style-type: none"> <li>● Communicate in the syllabus                             <ul style="list-style-type: none"> <li>● intention to create a classroom where students are cared for and valued as learners</li> <li>● desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success</li> <li>● belief that all students are expected to succeed</li> <li>● actively promote awareness and critical examination of dominant norms and broader social inequalities</li> <li>● the value of students' racial/ethnic backgrounds as sources of learning and knowledge, AND</li> <li>● actively promote awareness and critical examination of students' assumptions, beliefs, and privilege</li> </ul> </li> <li>● Source: Equity-Minded Inquiry Series Syllabus Review</li> </ul> <p>(For additional resources and models of</p>	



<b>Traditional Eurocentric Practice</b> Supporting research may be found at the end of this document.	<b>Equity Principle</b> Supporting research may be found at the end of this document.	<b>Culturally Responsive Classroom Practices</b> All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	<b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
		<p>effective culturally responsive practices--see <a href="#">CUE Equity-minded Inquiry Series Syllabus</a></p> <p>(For resources on creating social belonging and supporting the whole student see the <a href="#">College Transition Collaborative</a>.</p>	
<ul style="list-style-type: none"> <li>Classroom experiences, assignments, and assessments are built from an individualist perspective</li> </ul>	<ul style="list-style-type: none"> <li>Shift to a collectivism perspective to engage authentic lived experiences and relate to students cultural norms</li> </ul>	<ul style="list-style-type: none"> <li>Build on diverse backgrounds to engage as a familia, tribe, village through collaborative classroom activities.</li> <li>Be a warm demander and co-learner with students.</li> <li>Intentionally create collaborative engagement opportunities (e.g., group work, peer to peer work, pair shares, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Encourage assignments, practices, and assessments that are formative in addition to summative.</li> <li>Review for a variety of methods of evaluations, assignments, and assessments.</li> <li>Encourage and provide professional development for the creation of authentic assessments.</li> </ul>
<ul style="list-style-type: none"> <li>Assumption that only certain disciplines can address antiracism, diversity, and equity</li> <li>Not recognizing ethnic studies as a well-established discipline</li> </ul>	<ul style="list-style-type: none"> <li>Weave DEI and culturally responsive practice into every course</li> <li>Intentionally design ethnic studies courses with discipline experts, where critical race theory is a foundation</li> </ul>	<ul style="list-style-type: none"> <li>Use culturally responsive practices and a social justice lens in all disciplines.</li> <li>Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines.</li> <li>Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices.</li> <li>Maintain the fidelity of ethnic studies as a well-established discipline.</li> </ul>

<b>Traditional Eurocentric Practice</b> Supporting research may be found at the end of this document.	<b>Equity Principle</b> Supporting research may be found at the end of this document.	<b>Culturally Responsive Classroom Practices</b> All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	<b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
		Chicano/a/Latino/Mexican American Studies	
<ul style="list-style-type: none"> <li>• Siloed programs and services</li> </ul>	<ul style="list-style-type: none"> <li>• Use Guided Pathways frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Rethink mapping and milestones within a student-centered focus.</li> <li>• Utilize the resources available to do the work (SEA, Flex, division/deans funds, guided pathways funds, and ASCCC local senate visits).</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs</li> <li>• Involve students in the Guided Pathways decision making process</li> </ul>

**Glossary of Terms:**

- Collectivism - an individual's sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995)
- Critical race theory - a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).
- Culturally responsive teaching - an educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing . . . to create a safe space for learning. (Hammond, Z., 2015).
- Equity-minded - a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional

practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented (CCCCO Diversity, Equity, and Inclusion Glossary of Terms).

- Euro-centric - privileging European or Westernized values and ways of knowing as the norm or “default” while marginalizing alternative perspectives, histories and knowledge.
- Individualism - the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).
- Student-centered - refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.
- Warm demander - a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, Z., 2015).
- Warm handoffs - directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.
- Watering up - instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with the compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, Z., 2021).

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DRAFT