



FACULTY SENATE MEETING

May 16, 2022

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
May 9, 2022

APPROVED

PRESENT: Eduardo Aguilar, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Leigh Marshall, Leanne Maunu, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Fari Towfiq, Alyssa Vafaei, Rocco Versaci, Elena Villa Fernandez de Castro, David Williams (ASG), Anastasia Zavodny

ABSENT: Lacey Craft, Kelly Falcone, Sergio Hernandez

GUESTS: Cindy Anfinson, Leah Brown, Billieanne McLellan, Adam Meehan, Tanessa Sanchez,

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 2:32 PM.

PUBLIC COMMENTS – No public comments.

ANNOUNCEMENTS

Senate President Rocco Versaci said Ben Mudgett needs to be replaced as the FSA Chair and Versaci asked for Senators to be ready to step up on May 16. Versaci also announced that Senator Alexandra Doyle Bauer needs to be replaced by another Senator to serve on two committees next year; the Accreditation Steering Committee and the EESSC Council and asked for Senators to step up to those positions on May 16 as well.

Senate Secretary Molly Faulkner invited everyone to attend Performing Arts production of *Kentucky* again this coming weekend. Faculty Dance Concert takes place May 20. Click here to find more information about these and all other events at: <https://www.palomar.edu/palomarperforms/>

Senate VP Jenny Fererro reminded Senators about the Palomar Pride event taking place on May 11 from 11 to 2 PM.

Senator and DE Coordinator Erin Hiro said the final HyFlex showing takes place this coming Friday at noon. Registration to attend can be found on the PD Portal.

Senator Hiro also said that proctoring is now live and she is looking for faculty to test it out. If any faculty has an online asynchronous test coming up, she would love to help, just email EHiro@palomar.edu

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Fererro

Faculty Senate approval of meeting minutes dated May 2, 2022 as amended (see Exhibit 1).

Abstention: Leanne Maunu

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Faulkner

Faculty Senate approval of actions taken at the May 4, 2022 Curriculum meeting (see Exhibit 2).

The motion carried.

Senator and Curriculum Co-Chair Wendy Nelson said she brought the *DEI in Curriculum: Model Principles and Practices* exhibit with the rubric back to Curriculum to help sort out who should be responsible for different tasks within the rubric. Curriculum's recommendation is to have two curriculum committee members and co-chair participate within this workgroup. Senators Scott Nelson and Wendy Nelson volunteered to be a part of the workgroup.

B. Committee Appointments

Senator and Chair of Committee on Committees Anastasia Zavodny said no actions were required this day. She reminded Senators that the Fall call for committees is active now. She also reminded faculty that if their term is expiring on any committee at the end of this academic year, they need to submit a new application.

She also said the Student Services faculty position on the hiring committee for the VP of Finance & Administrative Services is still vacant and needs to be filled right away.

Zavodny reported that the survey emailed to faculty regarding experiences serving on Faculty Senate committees has already resulted in 100 responses.

If anyone needs to see if their term is expiring on any committee, click here: <http://tinyurl.com/PALgovernance>

C. Appoint New Elections Chair

Senate President asked for nominations for a new Elections chair. Senator Fererro nominated Alexandra Doyle Bauer who accepted the nomination.

Motion 3 MSC: Fererro/Towfiq

Faculty Senate approval of Alexandra Doyle Bauer as the Elections Chair for a one-year term.

The motion carried.

D. Senate Officer Elections

Senator Teresa Laughlin nominated Senator Jenny Fererro as Vice-President and Fererro accepted the nomination.

Motion 4 MSC: Laughlin/Towfiq

Faculty Senate approval of Jenny Fererro as Senate Vice-President for a one-year term.

The motion carried.

Senator Teresa Laughlin nominated Senator Molly Faulkner as Secretary and Faulkner accepted the nomination.

Motion 5 MSC: Laughlin/Towfiq

Faculty Senate approval of Molly Faulkner as Senate Secretary for a one-year term.

The motion carried.

VP Fererro nominated Senator Leigh Marshall as the At-Large Council member and Marshall accepted the nomination.

Motion 6 MSC: Fererro/Towfiq

Faculty Senate approval of Leigh Marshall as the At-Large Council member for a one-year term.

The motion carried.

VP Fererro nominated Senator Leanne Maunu to fill the Past-President seat on Council (Versaci can't serve) and Maunu accepted the nomination. Senator Wendy Nelson nominated Senator Erin Hiro and Hiro accepted the nomination.

Motion 7 MSC: Fererro/Towfiq

Faculty Senate approval to accept the results of the vote to fill the Past-President seat on Council for a two-year term (see exhibit 3).

The motion carried.

Leanne Maunu, Senate Past-President Seat

INFORMATION ITEMS

A. PFF Parity Project: Salary Comparison (see Exhibit 4)

Senator Shelbi Hathaway introduced herself, reviewed and explained the exhibit along with the various links embedded in the exhibit. She said this exhibit will be available on the website shortly. Hathaway said AB1752 would create pay parity for part-time faculty in the community colleges by requiring districts to adopt terms of compensation for part-time faculty of at least the same ratio to the full-time faculty for comparable duties. This bill has gone on to the Committee of Higher Education where it was passed 11 to 0. It is now sitting in the next approval committee. Also, there is currently a budget proposal for \$200 million in ongoing funds that would expand and improve health care for part-time faculty that will be going to a vote in the near future.

Several Senators thanked Senator Hathaway and other members of the PFF workgroup for doing the research and putting the exhibit together. Several Senators also expressed support for the workgroup's parity efforts. VP Fererro encouraged faculty to speak of this while addressing Governing Board members during their meetings. The Governing Board provides the direction to the District negotiation team about what they can do. These proposals do cost money and need the public's support as well. Fererro also said not to get too excited about AB 1752 because many, many bills never get pushed through due to lack of support. She encouraged faculty to reach out to their elected representatives to ask for their support of bills related to this issue. Click this link for more information about AB1752:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1752

Senator and PFF Co-President Teresa Laughlin said parity among full-time and part-time faculty has become extremely inequitable over recent years. Community colleges use to follow the same tract as K-12 paying part-time faculty 50% of "everything" full-time faculty receive. This is no longer the case. Laughlin said improving part-time faculty pay and benefits has always been an ongoing goal for PFF but a statewide effort is really needed to make a meaningful difference. This is an institutional statewide systemic problem that needs a solution.

B. Establishment of Committee on Constitutional Review

President Versaci said Council reviewed Article VI of the Faculty Constitution which says that Council can appoint three Senators to work together to serve on this constitutional review group who will make recommendations to the full Senate and faculty at large. Three Senators were appointed; Wendy Nelson, Jenny Fererro and Will Dalrymple and Versaci said the bulk of the work will happen in Fall.

C. Proposed Syllabus Language re Student Responsibilities (see exhibit 5)

Senator Lawrence Laughlin said he along with Senators Wendy Nelson, Jenny Fererro and Will Dalrymple initially worked on this project with DE Coordinator Erin Hiro weighing in with a statement created by the DE Committee. The idea was to have language that Senate can offer to faculty that is optional for use it in their syllabus. That gives some layer of protection to faculty. Senator Lawson asked for feedback from Senators.

Feedback from Senators included making more specific references in the statement to Apps used to share information. Senator Hiro asked if Director Sherry Titus has weighed in on this issue to ensure Student Affairs is onboard with this since they would likely be the enforcement behind it. It was also noted that this issue falls under the purview of the administration for enforcement. Another issue presented was developing a mechanism for faculty and students to report misuse of this material. Another Senator asked about having this as either a training module or a requirement for online course modules akin to plagiarism modules that students are required to take at other colleges. Senator Lawson appreciated comments but reminded Senators that the call from Senate was to write a statement to possibly be used by faculty for their syllabi. Other groups would be responsible for creating other institutional-wide measures addressing these issues that do not fall under the purview of Faculty Senate. ASG representative David Williams said ASG is in support of this measure but hopes there is a safe and responsible way for students to report misuse without compromising their own safety. Lawson said the goal is not to create syllabus language for the specific purpose of asking students to report on each other.

Senator Lawson said the workgroup will review feedback and edit the document where appropriate. Lawson would like to see this move to Action on May 23.

D. Discussion on Committee on Committees & Elections – Tabled.

President Versaci said he wanted to table this item until May 16 due to the limited time remaining. Senator Anastasia Zavodny pointed out that it is timely to a discussion that was happening in the CHAT and offered to send out documentation about it. She said the gist of it was how some of Senate's committees are functioning. Under a definition of calling it a committee, Zavodny said it is subject to the Brown Act if it does have regular meeting occurrences and that it does have to be open to the public. She said some groups function better as an ad hoc group and clarification is needed as to how each committee or ad hoc workgroup should exist.

Senator Laughlin said an ad hoc group doesn't have regular meeting times, doesn't have agendas and doesn't have minutes; it's a working group. Laughlin said if it's a standing meeting that has regular meeting times, minutes and agendas, then it has to be open to the public as part of the Brown Act because Faculty Senate is an elected body. The Constitutional Review workgroup will bring recommendations to the Senate where the larger discussion will take place and that's where the Brown Act will be followed.

REPORTS

ASG (Mouawad) – No report.

President (Versaci)

At the 5/3 Governing Board meeting, the Board reviewed AP 7120A – Faculty Recruitment & Hiring Procedures, the newly-formed document that outlines all things faculty hiring-related and which the Senate approved on 4/25. This document separates out the faculty hiring procedures from the hiring procedures from all other employees, and it

represents a significant change in terms of faculty authority over the hiring processes as outlined in the 10+1+1. I have posted this document on the Senate website (on its own page, "Faculty Hiring Procedures"), and I sent it to all faculty, VPs, Deans, and President Rivera-Lacey.

The Governing Board meeting also featured some speakers during the "Public Comments" section who spoke to the importance of DEI work being done at the school, the craven nature of those who have targeted these individuals, and the responsibility of the District to ensure a safe workplace.

College Council (Versaci) - No report. College Council next meets on Friday, May 13.

Equity, Education, & Student Success (EESS) Council (Versaci) – No report. The EESSC met on Friday, May 6 (before Senate but after reports were due).

Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan) – No report.

Employees, Community, & Communications (ECC) Council (Ferrerro) – No report. ECC Council met on 5/6.

Infrastructure & Sustainability (IS) Council (Lucindo/Martin) – No report.

PFF (Laughlin) – No report.

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

No reports from EEDCC this week as we are meeting on 5/5/22 and we will have an update for next week.

Accreditation (Meehan) - No report.

Distance Education (Hiro)

HyFlex

We have had a lot of questions about how hard HyFlex is to teach so we are offering demonstrations. The next one is set for May 13 at noon in H105. You can click on this link to sign up. [HyFlex Demo Days • 5/13/2022 12:00:00 PM](#)

Proctoring and Part-time Faculty

Some have asked why part-time faculty is not currently working in our new proctoring program. We plan to offer it to part-time faculty but haven't done so yet for the following reasons:

1. We ended up having to use Guided Pathway funding instead of HEERF funding which had different rules. We also were given less money to work with.
2. Since this is managed by the Star Center and we had a short turn-around time, it was advantageous for this pilot program to use current tutors (who are not students) to save time, money and training.

Going forward, we can use part-time faculty for proctoring. According to HR, part-time faculty serving as proctors would be hired as short-term employees and would not get the non-instructional rate. Their pay would match that of the typical short-term employee of \$16 per hour. We are working on a job description with more information.

The future of the proctoring program relies on funding. Currently, there is no money earmarked in the new budget for proctoring. The Senate President and VPI are helping to lobby to make proctoring a part of the budget going forward.

Peer Online Course Review

Professors Linda Morrow and Amy Caterina have spent the year trying to get Palomar certified by the state for exemplary online courses. They have sent six online courses through the rigorous state review and passed with

minimal revisions. That means they are getting close to launching the Peer Online Course Review (POCR) for faculty to join. When it launches, faculty can get paid to work in teams and review each other's online courses. Then, we give them a look before sending them to the state. If the state signs off on your online course, it gets a fancy badge and top billing in the CVC database. That can help your enrollment down the road and your quality right now. For more information, email lmorrow@palomar.edu or acaterina@palomar.edu.

Guided Pathways (W. Nelson) – No report.

Budget (Ferrerro) – No report.

TERB (Lawson) – No report.

Professional Development (Guerrero)

The PD committee approved a new approach for plenary in the Fall 22. Given the growth of our campus to multiple centers, and in the effort of providing more equitable access and inclusion to all staff and faculty (especially PT), we will expand the offerings and re-envision the Friday session. The short version is that we are moving all workshops and trainings to be offered during Monday-Thursday. And reserve Friday to be more of an orientation day where only the college update, all college DEIAA, division meetings, union meetings and department meetings occur. We will be providing full details once the request for plenary sessions is sent out in the coming days. I appreciate the support of the PD committee for exploring new ways to navigate the new future we are co-constructing.

AB705 Subcommittee (Anfinson)

No report from the AB705 SSC. Our last meeting is May 12, 2022.

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfig) - No report.

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

Faculty Service Areas (Mudgett)

FSA: The next discipline FSA renewal cycle closes May 9th. Chairs were notified of the disciplines up for renewal. The committee has received 26 renewals, of which four are needing changes to the discipline FSA. The committee will be reviewing BP and AP 7211 and make edits as needed in collaboration with PFF, the Equivalency Committee, and Human Resources.

Credit for Prior Learning (Rose) - No report.

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

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

Umoja

Dear Colleagues,

Thank you for inviting me to Senate to provide an update on the status of the Umoja Program at Palomar.

As you know, at the beginning of last year, we decided to change how Umoja was coordinated from a single coordinator to a co-coordinator model. I want to acknowledge and appreciate that Amber Colbert and Mercedes Tiggs agreed to take on the role of co-coordinators and were confirmed by the Senate to do so. Both Amber and Mercedes worked tirelessly on behalf of the students in terms of engagement, providing workshops, and setting up learning communities. However, as we have heard from them, it was not a smooth ride.

Unfortunately, they experienced challenges that were a result of systemic issues that absolutely need to be addressed. I want to assure you, publicly, that I am taking a personal interest in moving this program forward and eliminating any systemic barriers to ensure the success and sustainability of Umoja at Palomar. To date, we have already addressed a few areas identified by Amber and Mercedes such as making sure student data is readily available, ensuring there is a budget allocation for Umoja, and remedying the issues around payments for services.

In my recent meeting with Amber and Mercedes, we also identified the following action items that will be addressed as we move forward with the program:

- Umoja report directly to the Vice President for Student Services with weekly meetings between the Coordinator, VPSS, and the Dean of Student Success, Equity, and Counseling.
- Establish an Umoja Advisory Committee (as proposed by Dean Salas) with representation from the Palomar Black Faculty and Staff Association (PBFSA) and the African American Community Advisory Committee. The Advisory Committee would meet monthly.
- Work with the Coordinator to enhance the benefits of participation in Umoja by providing students with book vouchers and priority registration to name a few.
- The coordinator, in collaboration with the Advisory Committee, will provide recommendations to the VPSS and the Dean of Students Success, Equity, and Counseling around counseling, courses, and support.
- VPSS and Dean of Student Success, Equity, and Counseling will work with the coordinator to develop a transparent timeline for the program with clear roles and responsibilities. Thank you to Amber and Mercedes for developing this document already.

In summary, once again, I want to appreciate the time Amber and Mercedes have spent on Umoja as well as serving as trusted advisors to me. Their support, input, and advice have been invaluable. Let me also reiterate my commitment and personal interest in ensuring that this program is successful as we move forward. We owe this to our students.

Therefore, given the short timeline, and the need to have a coordinator identified prior to summer, I request the Senate to consider alternate options that would still maintain the integrity of the 10+1+1 yet

allow us to have a structure in place for the program prior to summer. Amber, Mercedes, and I also strongly recommend consulting with PBFSA and the African American Advisory Council on the appointment of the next coordinator for Umoja.

VP Vikash Lakhani

Based on reading the *Becoming Hispanic Serving Institutions* book, participants worked collaboratively to create recommendations and strategies for the college. They created recommendations for Palomar College to become a true Hispanic Serving Institution beyond the HSI designation.

An ad hoc group consisting of Becoming HSI book club participants, facilitators, and Faculty Senators highlighted recommendations that may be under Faculty Senate purview with the goal of providing Senate direction for action on some of the recommendations.

We are presenting this focused list in two categories--short-term and long-term goals—and we request Senate discuss them and prioritize taking the action it can on these recommendations.

Short-Term Goals	Long-Term Goals
<p>Enhance the racial, cultural, and linguistic experiences for Latinx students. Allocate resources to Latinx enhancing actions, designate time and compensation for those who lead these efforts.</p> <ul style="list-style-type: none"> • Equity in language, literature and skills to be incorporated inside and outside of the classroom • Support faculty/staff leading these efforts • Promote faculty to engage in bilingual opportunities <p>Hire people of color for staff, faculty, and administrator positions, including Latinx people who mirror our student population.</p> <ul style="list-style-type: none"> • Advocate for recruitment in non-traditional places • Advocate for considering where and how we are promoting open positions; job postings need to be intentional about this and posted in places that will attract a diverse candidate pool (be proactive about these needs) • Advocate for demonstration activity/teaching examples that helps represent the diversity of the college to assess how the candidates directly handle a diverse classroom • Develop application and interview questions that elicit the understanding of equity and cultural consciousness relevant to the Latinx population 	<p>Protect and empower Latinx staff and faculty to go into leadership roles.</p> <ul style="list-style-type: none"> • Support the retention of these employees, since too much of a burden gets put on our employees of color to do a lot of the equity work • Allocate and allow leave time for supporting Latinx initiatives • Make opportunities visible and communicate opportunities – “you don’t know what you don’t know” • Support for part-time faculty to be involved – ensure that our part-time faculty are paid for the work that they do • Financial compensation is a great start to support the part-time faculty involved in these efforts, however I would suggest that we find other ways to support them and their success. Identify who they are and how else we can support them. I am thinking of retention of this faculty. • Mentoring opportunities can help with visibility for Hispanic/Latinx faculty who are seeking opportunities (SDICCA can help with mentorships and ASCCC can help with mentorships too) • Promote a robust equity centered first-year institute for tenured faculty based on mentoring here at Palomar College

- Advocate for Diversity Equity Inclusion (DEI) trainings embedded in onboarding practices
- Support for part-time faculty in this area to be involved whenever possible
- Support the retention of faculty of color

Institutional commitment to support ALASS, MEChA, and Puente.

Need participation from the campus and institutional support (release/reassigned time) to do the work since current situation is not sustainable

- Advocate for support for the Puente Program (usually only hold 1 cohort per year) by providing staffing and resources
- Advocate for a designated space to house MEChA as a student organization not as a club, since it has a historical legacy attached to the Chicano Civil Rights Movement and the establishment of Chicano Studies here at Palomar around 1971. This space (s) needs to be named and connected to the history and activism of that time.
- Advocate for a permanent dedicated space for the Puente Project
- Advocate for allocated funding and staff to support serving students within the designated spaces
- Promote hiring a designated full-time Puente English faculty/co-coordinator and full-time Puente Counseling faculty/co-coordinator
- Consult with Puente faculty and the Puente Project Statewide Office on any matters that impact the Puente Project program’s students and functions prior to making decisions, including but not limited to faculty evaluations of teaching/counseling/co-coordinating roles, creation of policies, adherence to the Puente

Provide a physical space dedicated to Latinx students

- Advocate for the creation of a task force with members from the governance councils, along with other faculty/staff/students, and engage all constituents to move this forward
- Promote a designated space for the Latinx population and allocated funding for resources and staff who manage this space to serve these groups.
- Reflect on how to create a classroom atmosphere on how to create a classroom atmosphere that is inclusive of the Latinx population in an effort to create a welcoming HSI campus, while advocating for a Latinx designated space

Provide a physical space for Undocumented/AB 540/DACA and mixed status students.

- Consult with current advocacy group and create an advocacy group/task force with members from the governance councils, along with other faculty/staff/students, and engage all constituents to move this forward
- Promote connections to local immigrant rights organizations and URISE and such to get funding and provide some of the programming and servicing MiraCosta and CSUSM are already providing. Support grants and services the institution can provide for this population.

Project MOU, and autonomy of the Puente faculty/co-coordinator partnership

- Consult with ALASS on Latinx enhancing efforts and recognize the important work this group in historically advocating for this population
- Promote policies that advocate for student success, such as but not limited to priority enrollment, professional development relevant to the student population, and supplemental support.

Use an HSI lens to improve institutional practices and require equity training for all employees.

- Advocate for participation in model practices from the Strong Workforce institute (analyzing student demographics to remove inequities) Dr. RAD, Cultural Curriculum Collective (at MiraCosta), and others
- EEDCC (Defining Validation, microaggressions, diversity, equity, and other basic concepts) and the Ethnic Studies Department should create basic training workshops on important topics related to this population.
- Consult with faculty and other employee groups who already practice equity through the HSI lens

EXHIBIT 4

May 16 2022							
Name	Division	Department	Committee	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 and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	ACTION
Yuan-Lin Lee (Annie)	MSE	Mathematics	AB705 Support Subcommittee	Faculty, Math (22-23)	How do you eat an elephant? One bite at a time, of course—and achieving equity is no different. Take small bites that can have big impact and don't worry about getting it wrong sometimes, as you inevitably will. If you keep going, you can do something that brings about change.	I had worked at the Math Learning Center for 7 years before. I understand the needs of diverse student groups in math and how to help students to minimize the equity gap.	
P.J. DeMaris	Student Services	Counseling	Academic Review Committee	Faculty, Counseling (22-24)	I will take into consideration in our decision making that institutional racism can manifest itself in our policies impacting students' academic circumstances. As an experienced counselor I have a very good understanding on how a student's life and cultural experiences can impact academic outcomes.	While maintaining the District's academic integrity, I will endeavor to understand the petitions brought to the committee from an equitable lens and offer constructive options that strive to balance the needs of the students while maintaining the integrity of our academic offerings.	Vote for ONE
Katie Morris	Student Services	Counseling	Academic Review Committee	Faculty, Counseling (22-24)	Through an Equity and Antiracism lens, I will review petitions and exceptions to our regulations and policies and examine our current policies to ensure they provide opportunities for all students to reach their academic goals by eliminating any barriers that may be in place.	As a Counselor, I bring with me the stories and experiences students share in our counseling appointments as it relates to any barriers they may be facing to need to petition. I currently serve on the DRC Advisory Committee, where we examine the needs of our DRC students and advocate for accessibility in education. I also currently serve on a committee titled, "No Place for Hate" and an active participant in an Equity and Antiracism subcommittee at my children's school district, which feeds into Palomar College.	
Sierra Lovelace	Student Services	Counseling	Academic Review Committee	Faculty, Counseling (22-24)	As a counselor serving on the Academic Review Committee, I will look at each individual's circumstance from an equitable lens. I think it is important to understand that our students come from different educational, social, and economic backgrounds that could impact their outcomes as students here at Palomar College. I feel it is our job to recognize this and afford them with options and opportunities for success.	In addition to being a General Counselor, I have had the opportunity to work with students from many different populations including EOPS, Veterans and Financial Aid. I have 11 years of experience working in financial aid, in a previous position, and I have worked closely with programs like UMOJA (at a different college) and Puente as a Mentor. I believe that these experiences and interactions have made me a strong advocate for our students as it has made me look internally at my own biases. I believe my insight and perspective would be valuable to the Academic Review Committee. Thank you.	
Mona Ellis	MSE	Mathematics	Academic Review Committee	Faculty, Instruction/ Library (22-24)	I will review all student petitions equally and fairly. I will help to make sure the student's concerns are heard and the college's standards upheld.	I have previously served on this committee. In my voting and participation I treated all student petitions and members of the committee with respect. I welcome the opinions and expertise of the other members and have not made preconceived judgements. I feel it is important to have a voting member from Mathematics on the committee as many petitions do involve math classes.	
Karen Wharton	L&L	Library	Academic Review Committee	Faculty, Instruction/ Library (22-24)	When evaluating petitions for exceptions to academic regulations and catalog policies I will be equity-minded by determining whether the request is valid based on other determining factors. I will keep in mind that our main goal at Palomar is to educate students and include as many people as possible.	I will bring my skills as an information professional who is adept at doing research and analyzing information to produce an informed decision.	
Patrick OBrien	Student Services	Counseling	Behavioral Health and Campus Wellness Committee	Faculty, Counselor (21-23)	Historically underrepresented student populations are underserved in the area of behavioral health. I want to work on making institutional changes at Palomar to address that issue. Part of the process is to examine my own biases and how they may impact the students I work with.	I will bring my knowledge from working as a community college counselor for 24 years, including six years with the EOP&S program. As a former member of the Behavioral Intervention Team (BIT), I have already worked with many of the current committee members regarding behavioral health issues. I have a master's degree in education with an emphasis in multicultural counseling and have completed numerous professional development activities in 2020-2022 that included Diversity, Equity, Inclusion, and Antiracism work.	
Lisa Casas	SBS	ECELS	Campus Police Committee	Faculty, request for a counselor (22-24)	I will utilize my knowledge and outreach with the diverse community we serve in Escondido to navigate the conversations and topics within the committee. It is important that all communities are represented equitably.	I am currently the Site Supervisor for our Escondido ECELS which provides me with a great deal of knowledge regarding the Escondido campus and community. I feel that I can bring value to the committee by raising questions, comments, and concerns to Campus Police that they may or may not be aware of. Escondido has a very diverse and unique population and needs to be treated as such. I appreciate the opportunity to work on the committee.	

Wayne Hooper	CTE	Public Safety: Fire Technology	Campus Police Committee	Faculty, request for a counselor (22-24)	My concern is that the Campus Police continue to reach out to ALL student and employee groups to solicit concerns about campus safety and policing and that all campus police officers and employees seek training opportunities to understand the needs of all diverse groups, especially on how to de-escalate conflicts, while still providing campus safety.	As a past public safety employee for over 30 years, I understand the need for a partnership between law enforcement and those they serve. In addition, 2 of my classes are "Ethics for Public Safety", which spends a great deal of time on issues of inclusion, diversity, harassment and discrimination in the public safety profession.	
Jessica Newman	CTE	Interior Design	Career Education Committee (formerly Perkins Planning and Advisory Committee)	Faculty, CTE (22-24)	I am currently a member of this committee, and DEI is one of the categories we use to rank submissions from departments for funds for special projects and equipment, We are specifically interested in projects that help underserved communities, such as people transitioning out of incarceration, or marketing targeted to a group underrepresented in a field (such as marketing targeting women for STEM field).	I am currently in this committee so I am familiar with the all of the processes.	
Michael (Mike) Dudley	SBS	Psychology	Comets Affordable Learning Materials Committee (CALM)	Faculty SBS 22- 24	I am reapplying to serve on this committee. We have always worked diligently to be transparent and equitable in our decision-making processes. We treat all faculty who apply to take part in our programming with dignity and respect.	We are in the middle of the largest grant cycle our committee has ever received and will continue to work with associated faculty through the end of this year (and beyond). I assisted with the creation/adoption of the ZTC/LTC training that is required for grant recipients and currently serve providing feedback for the training's many requirements. Our direct efforts as a committee have served to reduce or eliminate textbook costs for students across Palomar, helping to remove potential barriers posed by course costs.	
							Vote for ONE
Karen Wharton	L&L	Library	Comets Affordable Learning Materials Committee (CALM)	Faculty L&L or Faculty at Large	The very basis of the CALM initiative is to promote equity by allowing students that find textbook prices to be a barrier to their education another opportunity. I would work with my fellow committee members to streamline this process and provide awareness to both students and faculty that a \$300 textbook is not always necessary.	As a library professional this is a cause that is near and dear to my heart. I understand that there are a couple other library personnel on this committee but I believe that's because in our field we are all about getting information resources to the people who need them. My prior knowledge of collaborating with different groups, purchasing materials, and providing resources to students would make me a great fit for this committee.	
William Carrasco	L&L	World Languages	Comets Affordable Learning Materials Committee (CALM)	Faculty, at Large (22-24)	I hope to continue serving in the CALM committee so that I can continue my commitment to increasing equity, diversity and inclusion. I want to offer more opportunities for faculty to create accessible, open educational resources (OER) and eliminate financial barriers to students. In Spring 2020, I started creating a complete, zero-cost textbook program for first and second year French with support from the CALM Committee. I have designed the content of my materials through an antiracist lens to both reflect the linguistic and cultural diversity of both the francophone world and my students. I have also been using my training in accessibility and universal design to further increase equity and inclusion.	Prior to joining the Palomar community, I was a grant writer and coordinator for multiple internship and scholarship programs aimed at increasing the number of women and underrepresented minorities in the sciences. I was also a professor of linguistics in English and in TESOL/Bilingual education specialize in linguistic diversity. In Fall 2019, I joined Palomar College to continue my life-long commitment to celebrating diversity, maximizing inclusion and promoting anti-racism as a professor of World Languages. In Fall 2020, I joined the CALM Committee so that I could help support my Palomar colleagues create textbooks like me and share what I had learned about accessibility and OER. In Fall 2021 I began to serving as co-chair of the Committee with the goal of facilitating CALM grant opportunities for Palomar faculty and seeking additional funding. By Spring 2022, my co-chair and I were able to secure HEERF funding for our "Increasing Student Equity : CALM Textbook Initiative". I am now more committed than ever to paying forward what I have learned and achieved - my symbolic debt to help others achieve advance diversity, equity, inclusion and anti-racism.	
							Vote for ONE
Nicole Siminski	L&L	ESL	Comets Affordable Learning Materials Committee (CALM)	Faculty, L&L (22-24)	Textbooks and expensive learning materials is an equity issue for students at Palomar. Students should not be burdened with unnecessary obstacles to their education. I moved my class to LTC in 2015 and have been an advocate for affordable learning materials ever since. I continue to educate myself on DEIA related concerns through accessibility trainings, ESL equity series, access & equity hours, equitable grading, and other workshops/trainings that continue to help me identify my blindspots and adjust my teaching practices appropriately.	In the past two years, I have served on the CALM committee as an L&L representative. I have been involved in one completed grant cycle and one current grant cycle to support more CALMed courses and OER materials. I have also helped to inform the Palomar community of CALM work through a newsletter. If selected, I can continue supporting the committee on the current grant cycle, which has proven to be a much bigger task than many of us realized. I have been impressed with the OER materials that the grant recipients have contributed and am eager to continue promoting CALM and supporting instructors as they make learning more accessible to Palomar students.	

Alexandra Doyle Bauer	L&L	Library	Comets Affordable Learning Materials Committee (CALM)	Faculty, L&L (22-24)	I am a strong advocate for students getting the materials they need at no or low cost. I take the DEI and Antiracism work very seriously and participate in professional development activities to enhance my knowledge. The idea that this committee works to provide equitable access to materials for students is part of the everyday work I participate in at the Library. I commit to learn more and listen carefully in my ongoing work with Antiracism, Diversity, Equity, and Inclusion for all students.	I hope my knowledge from working on DEI projects such as the Antiracism LibGuide and the Equity Teaching Practices and Resources LibGuide enhance my ability to serve on the CALM Committee.	
Leah Hoover	AMBA	Business	Committee on Service Learning	Faculty, AMBA (22-24)	I am eager to listen and committed to learn from others to improve my own practices on equity and antiracism	I would love to learn more about service learning at Palomar and how I can integrate it into my courses. I look forward to sharing what I learn with my fellow accounting and business colleagues.	
David Miller	CTE	Public Safety	Committee on Service Learning	Faculty, CTE (22-24)	While learning to understand the background of each individual student, what their needs are, and how to best assist them toward their goal, I hope to utilize that knowledge to help students toward their goals of employment in Public Safety and other CTE related disciplines.	I have over 40 years of experience in Public Safety and basic knowledge in other CTE related fields that can be used to assist students in deciding their path toward employment.	
Stephen Crook	MSE	Earth, Space, and Environmental Sciences	Committee on Service Learning	Faculty, MSE (22-24)	<p>Over the last several years I have made it a point to learn about antiracism and to try to actively assess and address systemic racism in all areas of my work. Participating in the Antiracism Book Club in Spring 2021 helped in identifying areas of systemic racism in my courses, and the college more broadly, and allowed me to start working towards acknowledging and improving upon my unconscious biases while identifying areas in which I could proactively support the ideals of equity and antiracism in my classes.</p> <p>In curriculum development and revision of course materials I've sought to better include minoritized voices - I've prioritized the inclusion of guest speakers and sought out relevant stories, research, and experiences of experts from diverse backgrounds. In leading our natural science field courses I've stressed the importance of our Palomar College Land Acknowledgement and made it a point to better include Indigenous histories and practices on the land. In developing our World Regional Geography course I made it a point to go far beyond simple descriptive understanding of the places we discuss to instead spend significant amounts of class time challenging colonial, white supremacist narratives on land theft, enslavement, genocide of indigenous populations, minoritization, subjugation, and neocolonial relationships.</p> <p>Within service learning, we can further an antiracist framework by expanding our partnerships to organizations committed to social justice while also stressing Palomar's commitments to diversity, equity, and inclusion to all partners. We can continue to support diversity, equity, inclusion and antiracism in the way we connect students with partners - encouraging involvement in these valuable "resume building" experiences and connecting students to areas of impact that will best help their growth as well as organizational growth. We can leverage our connections to further antiracism and equity at partner organizations - for instance, my experience is largely with environmental and conservation non-profits, many of which are currently struggling with issues of equity and diversity. Facilitating connections between students who might add valuable perspectives to these organizations could help in addressing inequities at multiple levels.</p>	Throughout my career in higher education it has been my goal to connect students with real world experiences that can help them in their future careers and in their development as well rounded scholars. Through the Geographic Information Systems (GIS) program and the recent development of our California Naturalist Certificate program I've been able to facilitate connections between our students and community partners. For courses in both these areas, I've collaborated with students who have given their time and skills to conservation organizations (Wildcoast, Nature Collective), local government (City of Escondido, Pala Tribe, County Elections Commission), and organizations committed to social justice (San Diego Food System Alliance). I hope to expand on the connections made for these programs, and draw on lessons learned through these partnerships, by continuing to contribute to the Committee on Service Learning. Here at the end of my first term on the committee, I feel that there are increasing opportunities for me to make an impact and to better support the committee, as my understanding of committee functions improves and opportunities for our students to engage in service learning continue to grow with increasing face-to-face contact.	
Melissa Bagaglio	L&L	English	Curriculum Committee	Faculty, L&L (22-25)	Understanding our students and their needs is the most important part of our DEI work. The work done by the curriculum committee in providing oversight and guidance about our programs and courses is essential to our move from the conversation surrounding DEI to taking action to make DEI a reality for our students. As someone from a minoritized group, one of the issues I see is the deficit lens that tends to accompany some of this work, which is something the committee can help remedy better than most other institutions on campus.	I have been a member of the curriculum committee over the past two years. Joining them helped broaden my knowledge of the processes and needs of the campus community, particularly the students. I want to continue doing this work, especially as we move toward including more DEI in our curriculum because it is important to have diverse voices in the committee itself. I understand many of the struggles my students experience because I have also experienced them. Aside from my personal experience, I have also been involved in many antiracist activities around campus, including the Black Minds Matter workshop series and the Becoming HSI book club.	
Mona Ellis	MSE	Mathematics	Disability Resource Center Advisory Committee	Faculty, at-large (22-24)	On this committee is it essential to make sure that all students are treated equitably and receive the support they need. In the wake of AB705 it is essential to ensure that all students receive the support they need to be successful in transfer level math. I seek out opportunities for training and knowledge to help me to better help all students to be successful.	I work with my students to help them to be successful not only in my class, but also once they transfer. I have worked with DRC to make sure all student needs are met while maintaining the standards of the college. I will continue to work with and listen to the DRC staff to develop inclusive solutions that consider individual needs.	Vote for ONE

John O'Loughlin	L&L	American Sign Language	Disability Resource Center Advisory Committee	Faculty, at-large (22-24)	I am committed to learning about Diversity, Equity, Inclusion, and Antiracism by attending the sensitive awareness and BIPOC Deaf related workshops in San Diego County. These exposures shall provide me with a better sense of understanding of how to be a better responsive citizen to the needs of each person.	As a Deaf Professor, I bring my lifelong experiences as a disabled individual and a Deaf person to share the outlier perspectives in order to support the committee's objectives better. I have been teaching the sociological course, Perspectives on Deafness to provide my students with the necessary tools to combat discrimination and practice its inclusivity for all. Not only my contributions to Palomar College, but I also have been an active member of the non-profit organization Deaf Community Services in San Diego.	
Amy Caterina	AMBA	media studies	Distance Education Committee (DE)	Faculty, at large (22-24)	Linda Morrow and I have been developing and are so close to implementing a POOCR process at Palomar, peer online course review. At the core of the POOCR process is helping faculty align their courses to the CVC-OEI rubric with support from the DE committee. Assisting faculty in making their online and in person courses focused on students improves the learning experience for all students, including students with disabilities, students with basic skills needs, and students from underserved populations. Better course design results in higher retention and equity among learners.	I have been a member of the DE committee for several years and have been a part of the development of the POOCR process. We are in the process of becoming a Certified Local POOCR Campus! I have also taken almost every course offered with @one- including, Humanizing Online Teaching & Learning, Equity & Culturally Responsive Online Teaching and Assessment in Digital Learning. I feel very passionate about accessibility and hope to continue my education, sessions at plenary, and work further with the DRC next semester.	
Tanessa Sanchez	SBS	Child Development	Distance Education Committee (DE)	Faculty, at large (22-24)	I will continue to contribute to the teachings and conversations of campus diversity and how to meet student needs through the modalities in which we teach and the resources we provide/use. I will ensure my commitment will include equity, accessibility, and inclusion in all aspects of the students' academic success and experience.	I've completed Palomar's decolonizing my syllabus process, participated in Antiracism, Grading for Equity, and HSI book clubs. I've participated in a Cultural Curriculum Audit and Revision process as well as mentored faculty in creating high-quality online courses. I am POOCR certified, a HyFlex pilot avenger, I've worked on alternative communication task forces, took part in a Future's Academy workgroup, and come to Palomar with great knowledge of Canvas, design, and technology. I am a future thinker with education, innovation, and ease at the forefront of our overall success.	
Jacob Shiba	CTE	Trade and Industry	Distance Education Committee (DE)	Faculty, CTE (22-24)	After participating in the first cohort for the Strong Workforce Faculty Institute (SWFI) in 2019, this really changed my perspective on enrollment, retention, and success across underserved and diverse populations. This new perspective is a lens that I view all my work through, whether on committees, in classes, or in administrative duties. Being a person of mixed race, I have dealt with racism directed toward myself, as well as my own insecurities, in order to try to be my best self to promote an inclusive environment for all.	After serving on the DE committee for the last 2 years, I bring a familiarity with how the committee functions and knowledge of it's responsibilities for the students and faculty at Palomar. My industry/CTE background brings an industry/jobs focused perspective to the committee that is less common on campus. I am familiar with many of the technologies currently in use at Palomar and am interested in continuing to explore what the future of DE looks like at Palomar College.	
Linda Morrow	L&L	Library	Distance Education Committee (DE)	Faculty, Library (22-24)	I currently serve on the Distance Education Committee. In my work with the Distance Education Committee, I have kept equity and anti-racism top of mind. This has informed my approach to the kinds of policies, software, teaching methods and services I support.	There are historic inequities with distance learning. In my role with the Local POOCR Committee, I try to recognize, address, and eliminate these at the course level by working with individual faculty members to align courses to the CVC Rubric which emphasizes equity, diversity and inclusion.	
Kalya Katherine Lesyna	SBS	Sociology	Equal Employment Opportunity Advisory Committee (EEOAC)	Faculty (22-24)	I have been concerned with issues of Diversity, Equity, Inclusion, and Antiracism for many years and am committed to always learning more about these issues. In the past, I chose to teach the cross-listed Race/Class/Ethnicity course. I also chose to teach the Introduction to Women's Studies course, where I focused very heavily on the experiences of women of color. In addition, like pretty much every sociologist I know, I teach extensively about structural racism in my classes. Since I first started teaching sociology, I have always worked very hard to provide my students with readings and videos that highlight the experiences and concerns of African Americans and other underrepresented racial and ethnic groups in the U.S. Many years ago, I volunteered with a Fair Housing Council and was sent out "undercover" to test for discrimination in three areas: apartment rentals, mortgage lending, and restaurant service. All of this knowledge and experience will help me contribute positively to the Equal Employment Opportunity Advisory Board committee, a committee whose main purpose is to help advance equity in employment.	As noted in my statement above, I have actually been an official tester for racial discrimination (as a volunteer worker). Although the discrimination I was testing for focused on housing (apartment rentals and mortgage lending) and restaurant service, the extensive training I got from the Fair Housing Council I volunteered for and the discriminatory acts I sometimes observed when sent into the field taught me a lot about both conscious and unconscious bias in all areas of life. I think this training is extremely helpful for being on a committee like the Equal Employment Opportunity Advisory Board, a committee that is focused on fairness in employment. In addition, I have served on this particular committee at Palomar several times in past years and am very familiar with the issues they deal with.	Vote for ONE
Juliane Van Houten	MSE	Nursing	Equivalency Committee	Faculty, Full-Time MSE (22-24)	I will consider diversity and equity while working on the committee and consider equity when determining course equivalencies	I am Chair of the Nursing Education Department. All of our students need prerequisites in order to apply to the nursing department. I am frequently researching courses at other colleges and collaborating with other departments to seek input regarding equivalent courses.	

Annette Squires	MSE	Math	Equivalency Committee	Faculty, Full-Time MSE (22-24)	I will evaluate each request with a view toward equity and the requirements of the position for which equivalency is requested.	I have been a faculty member at Palomar for 20 years and have served on many committees such as the Student Success and Equity Committee (since renamed), the STEM grant committee, the Facilities committee, the curriculum committee and the Distinguished Faculty award committee. I bring a wealth of experience working within the college with my colleagues to the Equivalency committee. I have participated in many equity professional development workshops including Grading for Equity. Within my department I have been working on my classes and curriculum to make it more equitable and inclusive for all students.	
Gregory Larson	MSE	Mathematics	Equivalency Committee	Faculty, Full-Time MSE (22-24)	The very nature of Equivalency work is to ensure that all applicants with the knowledge base to teach a certain discipline are allowed a chance to be hired to teach that discipline. That's the perspective I have brought to the committee in my past service. Most applicants are not totally familiar with Equivalency processes (why would they be?). So I read applications thoroughly to make sure all relevant education and experience is considered when voting on granting Equivalency, even if the applicants did not highlight those things in their personal statements on why they should be granted Equivalency.	I have served on this committee for over a decade and have attended Statewide Academic Senate sessions on best practices for granting Equivalency. I am currently on the committee, so the work I've done to ensure all qualified applicants are considered for hire is recent.	
Leah Hoover	AMBA	Business	Equivalency Committee	Faculty, Full-Time AMBA	I am eager to listen and committed to learn from others to improve my own practices on equity and antiracism	I would love to be more involved in the process of understanding and streamlining equivalency requirements at Palomar.	
							Vote for ONE
Michael (Mike) Dudley	SBS	Psychology	International Education Advisory Committee	Faculty at-large (22-24)	I have always striven to ensure that every student has an equal opportunity to succeed in my courses. This extends to proactively removing any potential barriers to success related to age, sex, race, culture, etc. I am currently taking part in the Strong Workforce Institute in which we specifically address potential inequities related to such demographics and promote active strategies to ensure equality.	I was an international student myself in college, having studied for a year in France. As such, I bring direct relevant personal experience to this committee. I have taken multiple @one trainings, have decolonized my syllabus, and look forward to being able to extend these efforts as part of this committee.	
Elvia Nunez-Riebel	Student Services	Counseling	International Education Advisory Committee	Faculty at-large (22-24)	As a member of a BIPOC group I bring my experience of seeing students through their lens. In the Academic Review Committee students bring issues that have affected their success with our Academic system. I bring an open mind, heart and flexibility to review the situations our students bring to the table.	I have been in counseling for many years and know the intricacies of our catalog in regards to academic rules and regulations. I am also an advocate for students every time I can do so. Every student deserves the opportunity to be heard and seen. I use an equity and inclusion lens to make sure that students are not left to feel that they are on their own when dealing with the intimidating process of petitioning to this committee. (Academic Review)	
Alan Lechusza Aquallo	SBS	American Indian Studies/American Studies	Learning Outcomes Council Subcommittee	Faculty, At Large (22-24)	Holding equity, social justice, and diversity at the highest level, I incorporate these issues within my course content, class discussions, and working blog site for my classes. In addition, I encourage students to work within the community - using Service Learning options - as a means to help diversify their course knowledge and serve in varied communities which they may otherwise not engage.	I current work within each of these committees (EEDCC as a founding member), and will continue to bring my voice to and for those students as ad advocate for equity, social justice and diversity. In addition, I hold firm that these same standards of community support be applied to committee members, and the entire college campus community as a whole. Again, I verbalize these points as necessary for positive change, and I hold steadfast the core values which DEI holds for all.	
Jason Jarvinen	CTE	Cooperative Education	Learning Outcomes Council Subcommittee	Faculty, at-large (22 - 24)	I would consider Equity and Antiracism efforts as part of my work on this committee. The SLO Committee is responsible for assessing college outcomes/GEILOS and it is critical that we do so in an equitable way. I am committed to continuing to learn about Diversity, Equity, Inclusion, and Antiracism. I learned an incredible amount from the Becoming Hispanic Serving Institutions and Grading for Equity book clubs and I'll continue to engage with these initiatives on campus.	I have served on this committee for three years and I would like to continue. I have seen how thoughtful learning outcomes can help to improve instruction in my own area. I bring a commitment to Diversity, Equity, Inclusion and Antiracism. I'm incorporating what I learn from Diversity, Equity, Inclusion, and Antiracism efforts into my teaching (e.g. transparent assignments).	
Mary "Liz" Mendoza-Liz is preferred	L&L	Speech/ASL	Learning Outcomes Council Subcommittee	Faculty, at-large (22-23)	In LOSC meetings, we constantly strive to make processes equitable and efficient for faculty.	I am a SLO Facilitator and have participated on the committee for four years.	
Erin Feld	L&L	English, Humanities, and Reading	Professional Development Committee (PD)	Faculty, L&L (22-24)	I will use the lens I have been using as a member of the committee right now - how can we make things accessible to all employees at Palomar - on all campuses? What do people want PD to look like, and how can we help reach as many people possible with what they desire to have offered for PD training? I will also consider what training will best help all employees with their interactions with our diverse student population.	I have been bringing my full-time faculty lens to the committee since that is who I am representing on this committee. In doing that, I have talked to other ft faculty to find out their thoughts on things that are discussed in the committee. In addition, I have continued to work on my own DEIA knowledge with participating in the Grading for Equity group on campus this school year and trainings like Structuring Your Course Policies and Messages to Promote Equity, Belonging, and Growth and I Don't See Color, I Just See People: Becoming Culturally Competent.	

Cynthia Cordova	Student Services	Counseling	Professional Development Committee (PD)	Faculty, Student Services (22-24)	I operate through a social justice and equity-minded lens with an awareness that the higher education system was not built with people like me in mind. My professional and personal mission is to expand successful programmatic practices beyond pockets of the institution towards racial equity. Inclusion of people of color in decision-making is necessary in aligning equity intention with equity action. I recognize the need for the PD committee to promote diversity, equity, inclusion and antiracism by supporting all employees through intentional training opportunities. I am committed to my role in creating spaces for equity where there are none and then to ensure that they transcend beyond institutionally constructed parameters. I also commit to sharing about culturally relevant and responsive pedagogy, as well as equitable practices. My journey in all aspects of Puente as a student, mentor for the last seven years, and Puente Counselor/Co-Coordinator at two different colleges, along with my previous role as the Former Foster Youth Counselor/Coordinator and closely working with the others on campus toward equity demonstrates my value for diversity, equity, inclusion, and antiracism.	I have experience in serving on the Educators for Equity Diversity and Cultural Consciousness subcommittee, providing feedback on AP7120 for equitable recruitment and hiring practices, and planning the first Social Justice Convening at Palomar. I also have a commitment to social justice and promoting the growth of my colleagues throughout the campus to practice equity, diversity, inclusion, and antiracism. I co-constructed the Gender Pronoun Guide and Latino/a/x Terminology Guide for Palomar College. I also led the Becoming HSIs Book Club and created a document for seven recommendations for Palomar College to become a true Hispanic Serving Institution. I am an empathetic visionary and am committed to creating a sense of belonging for employees and students at Palomar College.
Mark Clark	MSE	Mathematics	Sabbatical Leave Committee	Faculty, Tenured MSE (22-25)	I will stand for an equitable and inclusive committee environment and work. I see Sabbaticals as a great way to allow faculty to grow in this area if they so choose. My recent sabbatical had a DEI focus as part of my project and I feel I gained a lot from it.	I have been a member of the sabbatical leave committee over several years in the past and have been the faculty co-chair for the committee as well. I find the work of this committee to be very rewarding and would love to get back involved as I return from sabbatical in the fall.
Marlene G. Forney	L&L	Library	Sabbatical Leave Committee	Faculty, Tenured, Library (22-25)	This committee has a designated Library position. I have discussed with the Dept my plan to volunteer for service on SL. They support that plan. My discipline of Library and Information Technology has historically emphasized serving all populations equitably. That ethical foundation is one I fully embrace.	Having taken a sabbatical at Palomar and served for 4 years I've engaged in efforts to clarify details re SL as a negotiated opportunity, enhancing the application process and supporting clear communication with SL applicants and recipients. For the next year we will be implementing options for digital repository of SL materials. I believe this work makes me an ideal volunteer to continue as the Library Faculty to serve o. The committee
Jennifer Herrera	SBS	EHPS	Scholarship Committee	Faculty	I have had the privilege of serving on the Palomar Scholarship Committee for the past three years, and aside from teaching, it has been one of the most impactful works I have ever done. As a former economically disadvantaged college student, I understand that one of the most significant barriers to our student's success is the need for financial support. Direct financial aid helps students pay for necessities like food, housing, school supplies, and other needs. Students' support from their community instills a greater sense of belonging – and motivation – to make it through their higher education. Unfortunately, the need for economic assistance is far more significant now than ever before. During our last general scholarship application cycle, we had a record number of 970 applications. Thus, underscoring how the hardships caused by the pandemic and current inflation continue to have far-reaching consequences for our students. Unfortunately, these effects have not impacted everyone in our community the same. Some of our students have been disproportionately affected more than others. Thus, if selected, I will continue to provide an equitable lens when reviewing each application. Looking at each applicant's merits, as well as their needs.	I worked at Palomar College for five years, both as part-time and full-time faculty. During this time, I had the privilege to be able to be an advocate for diversity, equity, and inclusion both inside and outside the classroom. Aside from my work on the Palomar College Scholarship committee, I have also volunteered my time as a Puente project mentor. A former Puente student is always an honor to celebrate and support the next generation on this crucial chapter of their academic journey. As a trained Puente mentor, I promote student success, access, equity, and diversity. The Puente project program is open to all students and is designed to meet students' needs with low degree completion rates and low enrollment rates at four-year colleges. Students come from all cultural and ethnic backgrounds and are usually the first in their families to attend college. The Puente project helps to prepare educationally disadvantaged students for college admission and success through accelerated instruction, intensive academic counseling, and opportunities for community leadership. I have also recently taken the lead within my department in creating a series of roundtable discussions to promote student success. Within these roundtable discussions, we have conversations on how we can support the beautiful, diverse student body that makes Palomar College a great place to learn and work.
Cory Lindsay	MSE	Biology	Scholarship Committee	Faculty at large (22-24)	By ensuring that every student has the opportunity to be eligible and apply for scholarships through Palomar College.	evaluation of student transcripts and credentials

Matt Doherty	MSE	Biology	Scholarship Committee	Faculty, at-large (22-23)	I believe that the first step forward towards any form of equitable consideration is, initially, cognizance of the issue, and secondly, a recognition of your own internal biases and innate favoritism. Once you've taken these into account, you may then use that lens as an optic to judiciously accommodate and fine-tune your frame of reference for a more equitable conclusion. I would intend to take this viewpoint and actively apply it during my assignment on this committee.	First of all, let me begin by saying how exciting it would be to work on a committee that has such a positive outcome on student achievement and well being, which is the primary reason that I am eager to serve on this committee. Since I received numerous scholarships during my own college career, I understand the work that students put into their applications as well as the value that they place upon these scholarships. For many of our students, scholarships are the difference between receiving an education and not being able to attend school, so for some they can be incredibly important. My recent experiences with diversity and equity have primarily been in the classroom, where I make a sincere effort to be fair with my diverse student population. I also work diligently to identify underachieving students and direct them to areas within the school that might be of help or service to them. I've worked with an abundance of minority students, as well as military members, LGBTQ students, homeless students and students with disabilities. I believe that listening is key to understanding each individual students' perspective and helps to identify students with potential emotional or material issues and that my advocacy takes the form of being an understanding, non-judgemental facilitator who then provides compassion and direction to those students that are in need.	
Krystal Rypien	MSE	Biology	Scholarship Committee	Faculty, at-large (22-24)	I will be sensitive and take action toward advancing issues of equity, diversity and inclusion in my role on the Scholarship committee. This is especially important to ensure that resources and funding are distributed equitably to support all students, with a particular focus on historically marginalized and underserved groups.	I have reviewed scholarship applications on an ad hoc basis for several years. I would like to have a more active role in financially supporting our students.	
Vote for ONE							
Lisa Casas	SBS	ECELS	Team Life Committee	Faculty (at-large) (22-24)	I will utilize my knowledge and outreach with the diverse community we serve in Escondido to navigate the conversations and topics within the committee. It is important that all communities are represented equitably.	I am currently the Site Supervisor for our Escondido ECELS which provides me with a great deal of knowledge regarding the Escondido campus and community. I feel that I can bring value to the committee by bringing awareness to the needs of the Escondido campus in regards to Team Life activities. I appreciate the opportunity to work on the committee.	
Lindsay Sperling	MSE	Chemistry	Team Life Committee	Faculty At Large (22-24)	For this committee I would like to continue to bring new programing and initiatives that can reach our entire Palomar community. Expanding the kinds of efforts, times, locations, types of activities, as well as virtual and in person options.	I have a passion for nutrition and physical activity. I enjoy taking part of and leading activities to help people feel better through healthy eating and physical movement.	
Katy Farrell	SBS	Reading now, Library beginning in Fall 2022	Technology Master Plan Committee	Faculty, divisional (22-24)	I will seek-out information to ensure that the technology needs of all students and campus groups are identified and addressed by the committee.	I'm very proud to be a librarian because libraries have always been in the business of serving everyone and advocating for access to information that is free from censorship. I also have experience advocating for all students as a Palomar reading instructor. Reading is an essential tool for learning and advancement. On this committee, I'll share my experiences working with diverse populations in libraries and as a reading instructor.	
Russell Backman	L&L	English, Reading, and Humanities	Technology Master Plan Committee	Faculty, divisional (22-23)	The implementation of technology on campus and for classes has major consequences for equity. My primary motivation for serving on this committee is to see that the access and expectation for technology is fundamentally driven from a desire to make resources available to all of our students equally, and especially in providing on-campus resources for students for whom the campus is the primary or only dedicated space for academic work.	I have served on the Distance Education for last two years and am a committed advocate for the benefits of technology for education. I began my career working in the technology sector, as a writer, and understand the necessary balance between technological innovation and their successful communication and implementation for diverse groups. It is vital for the college that our mindset toward technology be informed by a desire to serve our entire student body and that we avoid adopting expensive new toys without properly understanding their virtues and compromises.	
Vote for TWO							
Marquesa Cook Whearty	L&L	Speech Communication	Tenure & Evaluations Review Board (TERB)	Faculty, at large (22-24)	Part of our work on TERB is to ensure that the faculty review process is fair, transparent, and supports the mission and goals of the college. In that vein, TERB representatives evaluate, advocate, and streamline the review process for faculty. Within that framework, we also keep student needs at the forefront of our thoughts. In my work on TERB, I keep my commitment to DEI throughout everything I do and every decision I make. Commitment to DEI should be woven into our practice at every level of TERB and our work at the college. This doesn't mean only decolonizing our syllabus or learning about critical race theory. This means that in every action we have as faculty, and every interaction with students, we operate from that standpoint. DEI is not something we should apply to certain circumstances, but should be woven into every part of who we are.	I have served on TERB for two years and would like to continue my service. I plan to apply to be TERB coordinator in the future. I am currently working on a special assignment with TERB mentoring of fellow faculty. I would love to continue to advance my institutional knowledge and support the committee. Additionally, my work on TERB allows me to advocate for students and fellow faculty through the DEI lens. DEI and Antiracism shouldn't be a hat that we put on and take off, it should be part of everything we do as a committee. I am committed to that work and hope to continue that work on TERB.	

Wendy Nelson	AMBA	Media Studies	Tenure & Evaluations Review Board (TERB)	Faculty, at large (appointed by Faculty Senate) (22-24)	I teach courses in the Media Studies Department. During my second year as part-time faculty member at Palomar College, I developed the department's first multicultural course. Last summer, I led the "Equitizing Curriculum" workshop where I helped faculty analyze their success and retention data and showed them how to approach curriculum with a DEI lens. I am committed to using DEI and anti-racist principles in my classes and in all of the activities I am involved with on campus (curriculum, strong workforce, guided pathways, Senate). My hope is to bring this commitment to the TERB Committee.	I have chaired six probationary committees, several peer committees and served as an outside member on several probationary committees. I have also evaluated many PT faculty in the Media Studies Dept. I have also served on TERB for for the last two years. I will bring this experience to the TERB process and help ensure that ALL faculty are treated equitably.
Elise Lindgren	MSE	Biology	Tenure & Evaluations Review Board (TERB)	Faculty, at large (appointed by Faculty Senate) (22-24)	I am continuously learning about the importance of equity and antiracism at the community college level, through completing trainings and working with students, faculty, and staff. When becoming a tenured faculty member, we should be open to educating ourselves about antiracism and equity, and it should be an important part of the tenure process. As a member of this committee, I hope to continue learning and to use my ideas and experiences when discussing evaluations and the tenure process.	As a newly tenured faculty member, I have recent experience with the tenure process as a probationary faculty. I hope that my recent experience can be beneficial to this committee. I have completed many trainings in diversity, equity, and antiracism, and am taking active steps in improving equity and creating an antiracist classroom. My goal is to continue advocating for equity and antiracism at a college-wide level. Additionally, I have been a member of the Equal Employment Opportunity Advisory Committee, which has given me experience with advocating for faculty and staff diversity.
Erin Feld	L&L	English, Humanities, and Reading	Tutoring Committee	Faculty, Reading (22-23)	The Tutoring Committee needs to meet the needs of all Palomar students, so to me it will be vital for to look at decisions we have to make with a lens of - does this decision put anyone at a disadvantage? If it does, we have to amend things so no student is kept from accessing these vital resources.	The position I am applying to is for a reading faculty member, so I will bring that expertise with me to the committee - what do students in my subject area need the most? This past year I have worked with the Grading for Equity group on campus and attended various trainings like: Structuring Your Course Policies and Messages to Promote Equity, Belonging, and Growth and I Don't See Color, I Just See People: Becoming Culturally Competent.

EXHIBIT 5E

May 16 2022										
Name	Division	Department	Committee	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 and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	Given the core values of the EEDCC subcommittee, what would make you an effective member of EEDCC?	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?	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?	ACTION
Alan Lechusza Aquallo	SBS	American Indian Studies	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Faculty At-Large	I work to bring direct and critical attention to DEI issues for the entire college community. Taking this stand - and being a founding member of this committee - I continue to remain aware of local/national issues related to DEI, and related areas, in order to draw attention to how best to serve the college community as a whole.	As stated, being a founding member of this committee, I bring with me years of academic, scholarly, and community activism which is firmly founded upon issues of DEI. Likewise, I share this work with my students through active course work - related to Native/non-Native issues - and share the DEI activities throughout the college in order to encourage DEI values and realities for all.	As a founding member, I have, and remain, vocal about DEI issues and share - wide and far - these issues with colleagues, department associates, and students. I have, and remain, diligent in how other outside colleges/universities form and relate to these issues as a member of the San Diego Ethnic Studies Consortium, as an additional means to widen the scope and realities of DEI work. This is only one example of my current, and on-going work for DEI issues. Others methods, which I underscore, are the associations for local tribal communities, Native students, and the fair, ethical, social-justice and equity for these areas.	I have addressed this point in my response to the question above. In summary, I remain aware, and involved with local/national areas of DEI through social media, news forum, and community work which I, in turn, share with colleagues in order to understand how better to focus attention upon DEI issues at Palomar College.	The visibility, realities, and awareness of how unethical, unfair, dis-just, and insecure the issues of DEI are to the campus community as a whole, including, but not limited to, faculty. I stand firm - as stated elsewhere - that there needs to not only be a critical evaluation of DEI issues on campus, but, in addition, there needs to be a strong voice - which I use politely and with justice and equity - regarding these issues, no matter how insensitive these DEI issues may be for some to hear, realize, and work toward correcting these intolerable issues.	
Michael Mufson	AMBA	Performing Arts	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Faculty At-Large	The primary lens for EEDCC work is Equity and Antiracism. I have been involved in Civil Rights and Antiracism activism for most of my life. Recognizing the deeply embedded history of White, European cultural supremacy in all our social, political and economic systems and how those systems inherently disadvantage people of color and other marginalized groups in our educational processes is key to maximizing the success of our students.	I have served on the EEDCC committee already for one year. I'm also serving on the Equity in SLOs Task Force. As such, I have become very familiar with the body of research and literature about the complexities of DEI work in higher education. As a Theatre Arts teacher and theatre maker, I have produced numerous works and facilitated dialogues that have enlarged my understanding and connection to the personal and political dimensions of racism in the USA.	My background of work on this topic, track record as an outspoken advocate for DEI and antiracism on our campus, and life-long engagement as a Social Justice activist and activist. Also, as a White, Cisgender, privileged male, I am aware of my positionality and have cultivated the importance of deep listening, respect, and stepping back when engaged in this work.	I remain active with outside groups such as The Poor People's Campaign and SURJ (Showing up for racial justice). I listen to a lot of podcasts that center BIPOC voices and perspectives. I also am engaged in reading the research connecting Equity to Learning Outcomes and Assessment.	Most of our college employees are struggling just to meet the given demands of their positions and have limited capacity to engage in the challenging work of individual and institutional transformation necessary to advance the concrete goals of DEI in education. The EEDCC provides a broad perspective to the campus governance bodies and to individual faculty that move this work forward on our campus. We sustain necessary conversations and propose solutions to immediate situations and long term strategies for centering DEI at core of our institutional values and practices.	
Karen Wharton	L&L	Library	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Faculty at Large	I will keep in mind the core definitions of DEI rather than just letting them be buzzwords and use these meanings to guide my work in this committee.	In this committee I would bring a passion for the cause, an eagerness to learn and to advocate for Palomar students and staff.	I am not afraid to have the tough conversations. I may not be perfect or get it right all the time, but I am committed to trying and doing better. Because I am relatively new to Palomar College I will be able to provide an outsider's lens to see what systems are working and which ones could use some improvement.	I love professional development! I read books on DEI matters during my personal time and am always eager to attend workshops or trainings that teach actionable steps we can take within our organization.	I think it is easier to have these conversations and come up with solutions in a small group setting, but when it comes to upsetting the fabric of a large institution such as Palomar College many people are hesitant to change. The subcommittee can provide evidence for the necessity of these changes and research best practices to make sure the changes we are suggesting are cost effective.	
Dr. Sabrina Menchaca	Student Services	Disability Resource Center/ALASS	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Faculty At-Large	I have always been committed to equity for all. It is an endless effort that I have and will continue to offer my time and passion too. I can definitely speak and share my struggles with equity, but I want to learn more about others' experiences. It is important that as a subcommittee member I attend and participate with other diverse groups, not only to learn but also to role model how we support each other. I am committed to DEI training and willing to bring it back to our campus and train others. I am excited about coming together as a diverse campus in supporting each other and I want to be part of that effort.	I have been an advocate for those who have been disproportionately impacted all my life. My knowledge stems from my personal experience, my education in sociology and counseling psychology and my passion and love for people. My ability to be open-minded, fair and willingness to always learn continues to feed my skills for personal and professional growth. I am a life-long learner. I am an active member and president of ALASS, Association of Latinos and Allies for Student Success. This year I assisted in leading the institutionalization of our biggest Latino event Tarde De Familia. I spearheaded for the first time three student scholarships that were supported by ALASS funds and presented five workshops on my personal intersectionality experiences to this campus. This year my knowledge to recognize my fear of sharing my personal story, my ability to find my voice, and my skill of bravery to share my story anyways has made me a great advocate for diversity, equity, inclusion and antiracism.	This year I have presented five workshops on uncomfortable topics including Race, disability and women. I have bravely shared my personal adversity with each topic, and it has allowed me to feel comfortable in my own skin. I felt validated and more confident as person. I want to be able to provide a safe space for others to do the same on our campus. My personal core values are definitely in line with this committee, and I would value the opportunity to join others in this quest.	I think it is important to reach out to diverse groups and participate in their events to gain knowledge about their experiences to help me see beyond my own understanding. I will also continue to find new research in DEIA efforts to offer insight to the work we are doing as a subcommittee. I think it is important to ask students what they need and want in regard to this work, so that our work stays centered on them. As always, I try to learn something new each day that adds to my knowledge of equity.	One of the biggest challenges I have recognized is that policies and procedures do not consider the intersectionality of all groups when making decisions, unless someone of that group is sitting at the table and sharing their voice. Unfortunately, every group does not have the time to sit on every committee. There is a need to have a process where all groups are considered in decisions without all groups having to be physically present. I presented a workshop on a Decision-Making Model that considers all groups when making campus wide decisions without all groups being present. I would like the opportunity for this subcommittee to present this option as a choice for our campus. If this decision-making model was implemented, then each group would feel they are being represented. They would feel like Palomar College has their back and that they matter. If decisions about policies and procedures by design are interwoven with all considered, then trust among groups can be built advancing diversity, equity, inclusion and antiracism efforts.	

Committee on Committees

Faculty Senate Survey

May 16, 2022

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.*

The suggested Survey is below. Please feel free to make comments as to suggestions and recommendations.

Faculty Senate Survey

This survey is being sent by the Chair of Committee on Committees on behalf of the Faculty Senate.

Your responses will all be anonymous.

The Faculty Senate is interested in hearing your feedback regarding inclusion within Senate and committees. This survey is intended for ALL faculty (you do NOT need to have served on Senate in order to participate).

We appreciate your candid feedback!

What is your classification?

Please select the role which best describes you. This information is being gathered in the aggregate.

Full-Time Faculty

Part-Time (Adjunct) Faculty

Service -- Please select all that apply:

With the years you have been at Palomar College, please select from the following that apply to you:

- I have served at least one semester on any committee
- I have served on Faculty Senate
- I have served on PFF (Palomar Faculty Federation)
- I have never served on shared governance

Guest -- Please select all that apply:

With the years you have been at Palomar College, please select from the following that apply to you:

- I have attended a committee meeting as a guest
- I have attended a Faculty Senate meeting as a guest
- I have attended a PFF meeting as a guest
- I have never attended a shared governance meeting as a guest

Have you ever served on Faculty Senate?

- Yes
- No

Depending on respondent's answer, they will be directed to one of the following:

If YES:	If NO:
<p>Senate service You have indicated previous (or perhaps current) service on Faculty Senate. The following section will ask your opinion and feedback on several topics. We appreciate your candor!</p> <p>I felt welcomed, included, and heard while serving on Senate. <i>Please feel free to elaborate in the following open-ended question if you wish.</i></p> <ul style="list-style-type: none"> Strongly disagree Disagree Neutral Agree Strongly agree It has varied over the years 	<p>No Senate service You have indicated that you have never served on Faculty Senate. The following section will ask your opinion and feedback on several topics. We appreciate your candor!</p> <p>Which of the following apply to you? <i>Please select all that apply.</i></p> <ul style="list-style-type: none"> Volunteered, but was not elected Meeting times inconvenient (Mondays 2:30-3:50pm) Time commitment too large Lack of compensation Did not feel welcome Uninformed about the process Ineligible (my department already has maximum representation) I don't feel experienced enough to join I was encouraged NOT to join I have no interest in serving Other, please fill in here

I felt welcomed, included, and heard while serving on Senate.

Please use this space to elaborate further on the question, if you wish. All responses are anonymous.

[open-ended response]

I feel Senate listens to and includes diverse viewpoints regularly in discussions.

During your time serving on Senate, how well do you feel diverse or inclusive viewpoints were regularly heard and included in discussions?

Strongly disagree
Disagree
Neutral
Agree
Strongly agree
It has varied over the years

I feel Senate listens to and includes diverse viewpoints regularly in discussions.

During your time serving on Senate, how well do you feel diverse or inclusive viewpoints were regularly heard and included in discussions?

[open-ended response]

Please use this space to elaborate on any of the above as to why you have not yet served on Faculty Senate.

We appreciate your open and honest feedback, criticism, questions, concerns, etc! All responses are anonymous.

[open-ended response]

Do you feel like your needs and concerns are represented on Senate?

Yes
No
Unsure

What would help to encourage you to consider volunteering to serve on Faculty Senate?

Is it a change in meeting times, more open culture, increased diversity and representation, workshops informing you of Senate and their procedures, etc? We want to know your thoughts and feedback!

[open-ended response]

What recommendations do you have for how Faculty Senate can best meet your needs?

For example, would you like: to be more informed, to be invited to meetings, Professional Development training on the role of Senate, a Senator to visit your department meetings, to be able to attend meetings online, etc.

[open-ended response]

EXHIBIT 7

Please respect the integrity and intellectual content of this class. With permission of the instructor, students may record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use and study. Materials in this course—unless otherwise indicated—are protected by copyright. As well, any course materials are the intellectual property of their authors and are protected. Content contained in this class is protected under Palomar's AP 5500 Standards of Student Conduct and may not be copied, captured, altered, sold, or distributed in print or digitally without written permission of the course instructor. This includes sharing or posting course content to others in person, through the mail, or via the internet (including over social media, email, etc.). When in doubt, please ask the professor for clarification.