



**FACULTY SENATE MEETING**

May 23, 2022

EXHIBITS



Minutes of the  
MEETING OF THE FACULTY SENATE  
May 16, 2022

APPROVED

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

**ABSENT:** Lacey Craft, Kelly Falcone, Elena Villa Fernandez de Castro

**GUESTS:** Leah Brown, Amber Colbert, Cynthia Cordova, Vikash Lakhani, Billianne McLellan, Patrick O'Brien, Hossna Sadat Ahadi, Tanessa Sanchez, Mercedes Tiggs

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

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

**PUBLIC COMMENTS** – No public comments.

**ANNOUNCEMENTS**

Senate Secretary Molly Faulkner invited everyone to attend the Faculty Dance Concert this Friday and Saturday. Click here for more information: <https://www.palomar.edu/palomarperforms/>

Senator and TERB Coordinator Lawrence Lawson made the following statement:

*Pearl Young, Ruth Whitfield, Andre Mackniel, Katherine Massey, Celeste Chaney, Margus Morrison, Heyward Patterson, Aaron Salter Jr., and Roberta Drury should be alive today. They are not alive today because of a racist, anti-immigrant, anti-semitic 18-year-old white supremacist.*

*This latest disgusting action is yet another reason why our Senate and our college must maintain and increase its support for Diversity, Equity, Inclusion, and Antiracism in our policies and our curricula.*

*If instead of being steeped in hate propagated by fringe groups, what if he'd taken classes and been surrounded by people that highlighted, valued, and celebrated the contributions to history, life, and culture of our BILPOC family, friends, and neighbors and their ancestors?*

*Now is the time for speaking up and continuing our DEIA work on this campus and in our communities, and I would like the Senate to keep that in mind as we move forward.*

Senator and DE Coordinator Erin Hiro announced that the *High Impact* magazine just arrived and will make it to stands on the San Marcos and Escondido campuses later this week.

**AGENDA CHANGES** – Information items A and B will be moved up on the agenda right after minutes are approved.

## **APPROVAL OF MINUTES**

**Motion 1** MSC: Faulkner/W. Nelson

Faculty Senate approval of meeting minutes dated May 9, 2022 as amended (see Exhibit 1).

The motion carried.

## **INFORMATION ITEMS**

### **A. Update on Umoja Program (see Exhibit 2)**

Senate President Rocco Versaci reminded Senators this is a follow up to a discussion from a few weeks ago when Senate received an Umoja Update. There were concerns expressed by Senators that certain individuals and groups had not been consulted for the plan moving forward. There were also concerns that systemic barriers that were in place that led to the previous co coordinators resignations, had not been resolved. Versaci said he told Dean Salas and VP Lakhani that there is not enough time left in the semester to follow the procedures outlined in the joint appointment process.

VP Vikash Lakhani reviewed the exhibit. He also said the coordinator would go through extensive summer training so the coordinator needs to be selected before summer break. Lakhani said that Colbert and Tiggs suggested that he consult with the Palomar Black Faculty and Staff Association (PBFSA) and the Black Advisory Committee to produce recommendations to appoint a coordinator or to work with Senate to get a call out for this position right away. Versaci said that time is needed to update the job description because it is currently written with two coordinators (one from Instruction and one from Counseling) for the program and that would have to be modified to reflect just one coordinator. VP Lakhani said since there is just 50% release time associated with this position, he supports one coordinator with the entire 50% release time and down the road as the program is built out, switch back to co-coordinators who both have 50% release time associated with the program.

David Williams from ASG said creating an Umoja Club right away may help temporarily fill the void for students until the Umoja Program gets back on its feet.

Senator Lawrence Lawson questioned whether Umoja can be available to students in Fall without a coordinator in place. If a coordinator is required in order for the program to exist, Senate should consider having an emergency meeting after the semester to finalize this position. This is Senator Lawson's first choice and was supported by incoming Senate President Wendy Nelson and other Senators as well.

VP Lakhani said the job description could be updated this week with the assistance of Faculty Senate. President Versaci along with senators Leanne Maunu and Alyssa Vafaei volunteered to assist VP Lakhani and Dean Salas. Lakhani will also reach out to PBFSA and the Black Advisory Committee to assist with this task.

Mercedes Tiggs and Amber Colbert emphasized the importance of moving forward right away with this task.

### **B. Faculty Response to HSI Recommendations (see Exhibit 3)**

Hossna Sadat Ahadi started the presentation by explaining the exhibit showing short term and long term goals. Senators Eduardo Aguilar and Wendy Nelson said Cynthia Cordova and VP Lakhani reviewed the recommendations identified from the last HSI presentation and assigned roles of who could perform the tasks needed. Faculty Senate does have some assignments they can actually do or support in other ways and that is what the exhibit shows.

Senator Lawson said the list was pared down to the areas the group thought were in Faculty Senate purview and this could be a tool for Senators to use when developing future agendas. He also said Senate should make sure to infuse these recommendations into the work Senate is doing or developing.

Cynthia Cordova shared a spreadsheet that listed recommendations and explained the details and assignments. Several Senators voiced their support of these efforts and offered additional ideas to support the identified goals. The spreadsheet can be viewed here: [Becoming HSI Recommendations - Action Plan.xlsx](#)

Incoming Senate President Wendy Nelson said this work will be brought to a summer retreat she is planning for Senators.

## **ACTION**

### **A. Curriculum**

Senator and Curriculum Co-Chair Wendy Nelson said no curriculum action is needed. Nelson posted a link which showed courses that need to be reviewed and said the curriculum deadline is October 1.

<https://docs.google.com/spreadsheets/d/1dYYjZpccTnylkrRIHkrgtZGbAzQ2Rf6J/edit?usp=sharing&oid=115469484173506193707&rtpof=true&sd=true>

### **B. Committee Appointments**

Senator and Committee on Committees chair Anastasia Zavodny said three important Senator positions need to be filled. Those positions are chairing the Faculty Service Area (FSA) Review Committee, serving on the Accreditation Steering Committee and serving on the Equity Education and Student Success Council (EESSC). Current FSA Chair, Senator Ben Mudgett explained the work of the FSA chair and committee. Senator Jason Jarvinen volunteered to chair FSA. Senator Lawrence Lawson volunteered to serve on the Accreditation Steering Committee. Versaci decided to hold off filling the EESSC position until Fall.

**Motion 2** MSC: Ferrero/Zavodny

Faculty Senate approval of the following volunteer positions:

The motion carried.

Faculty Service Area Chair – **Jason Jarvinen**  
Accreditation Steering Committee – **Lawrence Lawson**

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

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

Nay: Lawrence Lawson

The motion carried.

AB705 Support Subcommittee – **Lee (Annie) Yuan-Lin**, Faculty, Math (22-23)  
Academic Review Committee – **Mona Ellis**, Faculty/Instruction, Library (22-24)  
Academic Review Committee – **Karen Wharton**, Faculty/Instruction, Library (22-24)  
Behavioral Health & Campus Wellness Committee – **Patrick O'Brien**, Faculty, Counselor (21-23)  
Campus Police Committee – **Lisa Casas**, Faculty, request for a counselor (22-24)  
Campus Police Committee – **Wayne Hooper**, Faculty, request for a counselor (22-24)  
Career Education Committee (formally Perkins Planning & Advisory Committee) – **Jessica Newman**, Faculty, CTE (22-24)  
Comets Affordable Learning Materials Committee (CALM) – **Michael (Mike) Dudley**, Faculty, SBS (22-24)  
Committee on Service Learning – **Leah Hoover**, Faculty, AMBS (22-24)  
Committee on Service Learning – **David Miller**, Faculty, CTE (22-24)  
Committee on Service Learning – **Stephen Crook**, Faculty, MSE (22-24)  
Curriculum Committee – **Melissa Bagaglio**, Faculty, L&L (22-25)  
Distance Education Committee – **Amy Caterina**, Faculty, at-large (22-24)  
Distance Education Committee – **Tanessa Sanchez**, Faculty, at-large (22-24)  
Distance Education Committee – **Jacob Shiba**, Faculty, CTE (22-24)  
Distance Education Committee – **Linda Morrow**, Faculty, Library (22-24)  
Equal Employment Opportunity Advisory Committee (EEOAC) – **Kalya Katherine Lesyna**, Faculty (22-24)

Equivalency Committee – **Leah Hoover**, Faculty, Fulltime, AMBA  
 Learning Outcomes Council Subcommittee – **Alan Lechusza Aquallo**, Faculty, at-large (22-24)  
 Learning Outcomes Council Subcommittee – **Jason Jarvinen**, Faculty, at-large (22-24)  
 Learning Outcomes Council Subcommittee – **Mary “Liz” Mendoza**, Faculty, at-large, (22-23)  
 Professional Development Committee – **Erin Feld**, Faculty, L&L (22-24)  
 Professional Development Committee – **Cynthia Cordova**, Faculty, Student Services (22-24)  
 Sabbatical Leave Committee – **Mark Clark**, Faculty, Tenured MSE (22-25)  
 Sabbatical Leave Committee – **Marlene G. Forney**, Faculty, Tenured Library (22-25)  
 Scholarship Committee – **Jennifer Herrera**, Faculty  
 Scholarship Committee – **Cory Lindsay**, Faculty, at-large (22-24)  
 Scholarship Committee – **Matt Doherty**, Faculty, at-large (22-23)  
 Scholarship Committee – **Krystal Rypien**, Faculty, at-large (22-24)  
 Technology Master Plan Committee – **Katy Farrell**, Faculty, divisional (22-24)  
 Technology Master Plan Committee – **Russell Backman**, Faculty, divisional (22-23)  
 Tutoring Committee – **Erin Feld**, Faculty, Reading (22-23)

**Motion 4** MSC: Zavodny/Faulkner

Faculty Senate approval of the following unopposed EEDCC committee confirmations (see Exhibit 5):

The motion carried.

Education for Equity, Diversity, and Cultural Consciousness Subcommittee:

**Alan Lechusza Aquallo**, Faculty, at-large  
**Michael Mufson**, Faculty, at-large  
**Karen Wharton**, Faculty, at-large  
**Dr. Sabrina Menchaca**, Faculty, at-large

**Motion 5** MSC: Zavodny/Aguilar

Faculty Senate approval to accept the results of the ballot (see Exhibit 4).

The motion carried.

Senator Zavodny explained the ballot to Senators and then it was emailed.

Academic Review Committee – **Sierra Lovelace**, Faculty, Counseling (22-24)  
 CALM – **William Carrasco**, Faculty, at-large (22-24)  
 CALM – **Alexandra Doyle Bauer**, Faculty, L&L (22-24)  
 DRC Advisory Committee – **John O’Loughlin**, Faculty, at-large (22-24)  
 Equivalency Committee – **Gregory Larson**, Faculty, Full-time MSE (22-24)  
 International Education Advisory Committee – **Elvia Nunez-Riebel**, Faculty, at-large (22-24)  
 Team Life Committee – **Lisa Casas**, Faculty, at-large (22-24)  
 TERB – **Wendy Nelson**, Faculty, at-large (appointed by Faculty Senate) (22-24)  
 TERB – **Marquesa Cook-Hearty**, Faculty, at-large (22-24)

Senator Zavodny announced that an additional faculty volunteer from L&L is needed to serve on the Hiring Committee for the VP of Instruction. This volunteer needs to be in place by Monday, May 23. A call will be going out later today.

Senator Zavodny reminded Senators that there have been recent discussions regarding the lack of interest among faculty of serving on Faculty Senate. Instead of trying to make assumptions of why this is occurring, Committee on

Committees suggested to create and email a Senate survey to go out to all faculty. Zavodny shared the exhibit (see Exhibit 6). The responses to the survey will be collected anonymously. Committee on Committees will compile the results, review and make recommendations to Faculty Senate.

EEDCC Co-Chair Hossna Sadat Ahadi said it would be important to collect demographic data on the responders if possible so it's known if faculty of color are responding as well. Sadat Ahadi said it will also be useful to hear from current and past Senators of what works for them so that Senate can get a better idea of why there is such disparities with diverse faculty being able to get on Senate and committees as well. Looking at different things that create greater inequities for faculty to be able to serve in various shared governance on the campus is critical.

Senator Zavodny said the plan is to get the survey emailed out before the end of the semester so compiling data and reports can begin this summer. If a robust reply doesn't occur this semester, the survey can go out again early Fall.

**Motion 6 MSC:** Vafaei/Faulkner

Faculty Senate approval to adopt the survey (see Exhibit 6).

The motion carried.

**C. Appoint Senate Representative to Accreditation Steering & EESSC** – see Action “B” above

**D. Appoint FSA Chair** – see Action “B” above

**E. Proposed Syllabus Language re Student Responsibilities (see Exhibit 7)**

Senator Lawrence Lawson shared and explained the most recent version of the exhibit that was vetted by EEDCC and Student Affairs last Friday. Senator Teresa Laughlin questioned the wording related to class recordings. It is unclear whether students need to get permission from the instructor or “just need to know” before recording. Senator Alyssa Vafaei shared concerns when there are disability accommodations. Senators Lawson and Vafaei will review Ed Code, revise the language in the document and bring it back to Senate on May 23.

## **INFORMATION ITEMS**

**C. Senate Meetings in Fall**

VP Fererro said it is likely that Faculty Senate will need to meet in person beginning in Fall. According to the Brown Act, all Senators need to be physically in the room in order to vote. The meetings could be hosted in a format that allows anyone else to attend remotely. The meetings will take place in LRC116 which is a hyflex room.

**D. Discussion on Committee Organization – Tabled.**

## **REPORTS**

**ASG (Mouawad)** – No report.

**President (Versaci)**

With only two meetings left in the semester, there are a number of issues left to resolve. At today's Senate meeting, we will be getting an update from Vice President Lakhani about the Umoja Program and the concerns previously expressed by the Senate regarding the systemic issues that led to the previous co-coordinators' resignations. VP Lakhani will also discuss an idea for an “interim” coordinator, as the process to elect an official coordinator (or co-coordinators) requires much more time than is left this semester, given the requirements of the “Joint Appointments Procedures” agreed to by the Senate and the District. Looking ahead to our final Senate meeting on 5/23, we will be getting updates on Senate

recommendations involving enrollment (from VP Lakhani) and hiring (from VP Montoya), as well as on the policing action items generated at the all-campus forum in June of 2021.

**College Council (Versaci)** – No report.

College Council met on Friday, May 13 (before Senate but after reports were due).

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

The EESSC met on Friday, May 6. We heard a presentation on the Student Success Teams, and volunteers were solicited to review AP 5500 (Standards of Conduct), AP 5520 (Student Discipline Procedures), and AP 5530 (Student Complaints and Grievances).

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

The Institutional Effectiveness, Planning, and Fiscal Stewardship Council met on 05/06/2022. The Council continued its work in small groups and focused on the goals in breakout rooms. Below are brief updates from the groups:

1. Integrating equity (and other) data across the institution (Group Lead: Barton)
  - a. Prioritized Vfs and Equity data over ACCJC and SCFF although all are important.
2. Creating an Integrated Deadlines Calendar (Group Lead: Lane)
  - a. Continued looking for best technology tool to manage calendars.
3. Ensuring staff are involved in project planning (Group Lead: Kahn/Chauderlot)
  - a. “User group” term was reviewed and updated as people who are directly involved and/or impacted by innovations, proposed changes, and processes. The institution recognizes the need to involve these related user groups in providing feedback and insight based on their day-to-day work, experience, and expertise. User groups should be included in all proposed changes and processes.

Next meeting is May 20, 2022 which might be cancelled or shortened due to employee recognition ceremony.

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

ECC Council met on 5/6. The meeting agenda was light, and the bulk of the time was spent receiving updates on the Delta Dental plans. Open enrollment will occur in August, and the bargaining units will be negotiating any changes to employee contributions this summer.

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

- Reporting duties- Reporting duties for council members will be covered at the next meeting.
- Technology Master Plan Sub-Committee- Mike Day updated that there are still no faculty representatives for the sub-committee. No meetings have occurred yet. PRP requests have been reviewed. Emails have been sent out to faculty to request representatives. Erin Hiro will follow up with Mike Day to suggest names.
- Discussion of Accessibility Map for the San Marcos Campus- The council voted to add an accessibility map as an agenda item for discussion. Erin Hiro shared one of her students had to use Google Earth to determine if they could participate in a campus tour due to a lack of signage for accessible routes. Chris Miller shared that there is a construction map available that identifies accessible paths from the bus stop to every building on campus. Dennis Astl suggested creating signs with QR codes that link to the DRC. Alyssa Vafaei suggested including elevator locations, rest rooms with electric doors and disabled parking options on a new map. Alyssa suggested that the DRC should be directly involved in the creation of an accessibility map. Tom Medel expressed concerns that the map could get cluttered to read if it contained too much information and expressed concerns about an active shooter situation when providing a public building map. Alyssa Vafaei, Russell Thomas and Dennis Astl will meet as a working group to further discuss. Najib Manea shared demonstrated the Mapplic Application which could be utilized for an accessibility map if it is purchased for the website.
- Goal Planning- Each group (Technology, Facilities, Sustainability) met to discuss academic year plans to be carried over to next year. Each group listed specific goals with due dates.

**PFF (Laughlin)** – No report.

**Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi) – No report.**

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

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

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

**Budget (Ferreiro)**

Budget committee met on 5/10. Interim VPFA Nancy Lane provided information on the tentative budget revenue projections, the FY22 actuals and projections, planned updates to the Gooder Colleges comparison, a status update on FCMAT recommendations, and a reminder that the May Revise will be released on 5/14/22. The May Revise will be discussed at the 5/24/22 Budget Committee meeting. Departments can review their budgets now for FY 22-23 in the Finance database and submit budget adjustments on 7/1/22. Special kudos to faculty members Teresa Laughlin and Barbara Baer, who continually ask pointed and relevant questions, point out inconsistencies, and demonstrate a firm understanding of the budget process.

**TERB (Lawson) – No report.**

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

**AB705 Subcommittee (Anfinson) – No report.**

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

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

**Student Learning Outcomes (Bealo/Tavakkoly)**

The GE/ILO assessment has been emailed to the faculty who have relevant courses this semester that are mapped to Written Communication and/or Civic Engagement. Questions regarding completing the assessments should be directed to the relevant SLO Facilitator for a given discipline or area. The assessments are due the week after finals.

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

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

**ADJOURNMENT** The meeting was adjourned at 3:56 PM.

Respectfully submitted,

*Molly Faulkner*

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Molly Faulkner, Secretary



**Item D. from BoardDocs Agenda**

The following curriculum changes, pending appropriate approvals, will be effective fall 2023:

D.1. ACTION: New Noncredit Courses- effective fall 2023											
Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/ Exit	Justification	Reqs.	Originator	
A.	N WELD	N 900	<a href="#">Augmented Arc SMAW</a>		N/A	No	G/P/ NP	May be	This class will provide essential job training for detainees. It will also serve as a transitional path into the Palomar College welding Technology pathway.	<b>Limitation on Enrollment:</b> Students must meet VDF enrollment qualifications.	Ashley Wolters
B.	N WELD	N 901	<a href="#">Augmented Arc GMAW</a>		N/A	No	G/P/ NP	May be	This class will provide essential job training for detainees. It will also serve as a transitional path into the Palomar College Welding Technology pathway.	<b>Limitation on Enrollment:</b> Students must meet VDF enrollment qualifications.	Ashley Wolters
C.	N WELD	N 902	<a href="#">Augmented Arc GTAW</a>		N/A	No	G/P/ NP	May be	This class will provide essential job training for detainees. It will also serve as a transitional path into the Palomar College welding Technology pathway.	<b>Limitation on Enrollment:</b> Students must meet VDF enrollment qualifications.	Ashley Wolters
D.	N WELD	N 903	<a href="#">Introduction to Welding &amp; Welding Safety</a>		N/A	No	G/P/ NP	May be	This class will provide essential job training for detainees. It will also serve as a transitional route to the Palomar College welding Technology pathway.	<b>Limitation on Enrollment:</b> Students must meet VDF enrollment qualifications.	Ashley Wolters

D.2. ACTION: Credit Course Changes - effective fall 2023											
Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/ Exit	Justification	Reqs.	Originator	
A.	DNCE	101	<a href="#">Survey of World Dance</a>	No	UC/ CSU	Yes	G/P/ NP	No	Needed to update the course description since it moved from face to face to online. Also, SLOs and textbooks.		Margaret M. Faulkner

D.3. ACTION: Credit Course Deactivations - effective fall 2023											
Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/ Exit	Justification	Reqs.	Originator	
A.	FASH	109	Elementary Stage Make-Up	Yes	CSU	No	G/P/ NP	No	This course has never been offered in the Fashion Program. It is not in any of the Fashion Degrees or Certificates. Therefore, it needs to be removed from the fashion courses. It was cross-listed with TA 109 which will remain in TA.		Rita Campo Griggs

**May 18, 2022 Curriculum Committee Actions**

**D.4. ACTION: Credit Program Changes - effective fall 2023**

Program Title	Disci.	Awrd.	Units	Justification	Orig.
A. <a href="#">Administration of Justice- Homeland Security</a>	AJ	AS/CA	33	The program change is only to remove CE 100 as a degree requirement. CE 100 has been difficult to obtain (direct work experience in the public safety workplace) due to COVID 19 restrictions and caused faculty to rethink the requirement. This lowered the total required units from 36 to 33.	Ed Sprague
B. <a href="#">Art History</a>	ART	AA-T	18	This degree meets the Transfer Model Curriculum for Art History and provides students with a seamless transition to the CSU and UC system. Required core changed from 9 to 15 units (added ART 104 and 169); list B and C removed. No change to units.	Mark J. Hudelson

**Item E. from BoardDocs Agenda**

The following curriculum changes, pending appropriate approvals, will be effective spring 2022:

**E.1. ACTION: Distance Education and Course Reviews**

The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2022.

Subj	Nmbr	Title	Dist.	Originator
A. DNCE	115	Ballet I	Yes	Margaret M. Faulker

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# Curriculum Report 2021-2022

— Top 10 List —  
Wendy Nelson , Co-Curriculum Chair

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# #1 Curriculum Approvals

Course Changes = 93

Course Deactivations & Reactivations = 115

News Courses = 21

New Programs = 7

Program Changes = 27

Program Deactivations = 17

## #2 Distance Education

- Removed Emergency Status for the College
- Approved **163** courses for New or changes to Distance Education

# **#3 Replaced Multicultural Requirement with Ethnic Studies Requirement**

**#4 Waived GE/ local requirement for Bachelor's  
Holders or Higher**

**&**

**Created four new GE options to match student goal**

# #5 University Studies

- Deactivated five University Studies Degrees
- Changed the names of remaining degrees
- Created new learning outcomes
- Integrated curricula to align with the outcomes
- Assigned three US degrees to academic departments



## #6 DEI and Curriculum

- Held a Curriculum and Equity workshop this summer where faculty reviewed success/retention data, participated in training on decolonizing the syllabus, transparent assignments, and discussed how they would make changes to their CORs and course materials.
- Working with META to add DEI information to appropriate modules
- Took part in the ME/WE plenary session

# #7 Math Competency / Math 56/60 / Prerequisites

## **Math Competency:**

Catalog Language: Intermediate Algebra or equivalent\* or any transfer-level math\*\*, or BUS 204, or PSYC/SOC 205 with a grade of “C” or better. Math Competency is satisfied with a grade of ‘C’ or better in high school Algebra II, or Integrated Math 3, or the equivalent (documentation required). \*\*”transfer level math” is MATH 100-245, excluding MATH 197

## **Prerequisite Language:**

- BSTEM (business, science, technology, engineering and math)
- SLAM (statistics and liberal arts math)

## #8 Requisite Challenge Form

- Updated form to make it more user-friendly for students
- Added CPL language to form

## #9 Credit for Prior Learning

### **Total # of CPL students: 138**

- 106 are MIL Program students
- 32 are students in other programs
- Some of the disciplines - AJ, ASL, CSIT, CSNT, EME, ESL, FREN, GCIP, GERM, ITAL, JAPN, MIL, MUS, PHOT, SPAN

# #10 Developed Comprehensive Curriculum Timeline

Timeline includes:

- Curriculum Deadlines
- Catalog Deadlines
- Mapper Deadlines
- Communication to Student Services

# THANK YOU!!!

CURRICULUM COMMITTEE MEMBERS

CHERYL KEARSE, RICHARD LOUKES, KRISTA LOUGH

BEN MUDGETT, CANDACE ROSE, AUNDREA TAVAKKOLY

And Jack Kahn for his leadership for many years!

# COMMITTEE CONFIRMATIONS

# EXHIBIT 4

May 23 2022								
Name	Division	Department	Please indicate your Faculty status.	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: Confirm
Betsy Little	SBS	Psychology - Behavioral Science	Full-Time Faculty	Bookstore Subcommittee	Faculty, at-large (22-24)	I'm not sure, but I think the bookstore could be used as a place to highlight DEI topics	I like bookstores! And am a faculty member. Faculty serve students by encouraging, enabling, fostering and facilitating learning. Part of that service includes the need to maintain currency in the field or be able to find answers and learn new techniques to implement for continued student success.  Teaching is an incredible opportunity to see immense potential in each student and operate in creative ways to foster learning and growth. I have wonderful stories of students who, while in their own eyes were incapable of succeeding, have since progressed into fulfilling vocations.  I have learned to see the incredible potential in people, not rely on outward appearance, socioeconomic status, race, color or creed. As an educator I strive to speak life into students to further them in realizing their potential and honing their talents and skills.  From my early days of becoming a tenured professor I have strived to meet the needs of industry by creating courses and adopting technology that align training and build pathways for students to succeed in careers and entrepreneurial endeavors. Courses have had to be modified as traditional methods were replaced with modern updates and the rapidly changing industries required a retooling of current employees or new skillsets for graduates entering careers. With employment trends shifting towards a gig economy, programs were altered to integrate business and STEAM courses to prepare these entrepreneurs.  I attend conferences and trade shows on a consistent basis to keep abreast of technology and industry trends that will affect students and alter the needed skillsets for them to remain relevant in the job market. My entrepreneurial curiosity drives me to pursue emerging technologies and I am a researcher at heart. I possess a particular mix of knowledge, experience, skills and talent and what makes me come alive is when that is imparted to others as wisdom and understanding in ways that benefit them and those they serve or interact with. I have a deep love of teaching and am always looking for ways to further expand and foster relationships to industry and adjust instruction to what the market dictates, thus creating relevant pathways enabling graduates to thrive in careers.  I have developed into a master of digital media through years of entrepreneurial efforts and curriculum creation. I prefer to be proactive and take necessary risks to remain relevant in technology and education rather than rely on reactionary efforts that can leave graduates underprepared for industry. My experience has formed the right skillset to serve on the Career Education Committee.	
Mark Bealo	AMBA	Graphic Communications	Full-Time Faculty	Career Education Committee (formerly Perkins Planning)	Faculty, Instructional (21-23)	Equity and antiracism is part of my way of life.		
Elise Lindgren	MSE	Biology	Full-Time Faculty	Curriculum Committee	Faculty, MSE (22-25)	I am continuously learning about the importance of equity and antiracism at the community college level, through competing trainings and working with students, faculty, and staff. When developing policies related to curriculum, I feel strongly that we must keep in mind the importance of diversity, and the effect that this can have on our students. I look forward to seeing how this committee incorporates equity into their work, and I hope to be a part of this process.  My degree is in Ethnic Studies. Ethnic studies occupies a unique place within higher education. The field's existence is owed to grassroots struggles of communities of color and their allies. I currently work with DEI (Diversity Equity and Inclusion) with our new President Dr. Estrella. I will use not only my Latino background but my professional training in order to support our efforts to continue to bring equity and antiracism in our community. As our campus and community continue to become more diverse, the ability to work towards equity and inclusion is critically important, ensuring everyone has the respect and economic opportunity that enables our students, faculty and staff to succeed. My Online training can play an important role to integrate equity and inclusion in our online classes.	I have completed many trainings in diversity, equity, and antiracism, and am taking active steps in improving equity and creating an antiracist classroom. I have experience with diversifying curriculum, and hope to examine how this can impact my classroom over multiple semesters. My goal is to continue advocating for equity and antiracism at a college-wide level, and being a part of this committee will be a big step. 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.	
Alex Gomez	SBS	Ethnic Studies	Full-Time Faculty	Distance Education Committee (DE)	Faculty at-large (22-24)		I am an experienced educator with over twenty years of teaching experience both at the college and at the high school level. I have taught a wide range of Latin American studies, ethnic studies, US History, and Chicano Studies classes. It gives me the ability to connect all these different subjects when needed providing the students with a wider range of exposure.  One of my greatest strengths is technology. I was one of the pioneers of Online teaching at SDSU, SVWC, Palomar College, and Grossmont College. I am proud to be one of the first instructors to have started the online Chicano Studies classes at Palomar College back in 2000. I have been with Blackboard and Canvas since it started providing services at the colleges. Aside from Canvas and Blackboard, I consider myself an expert in other MSLS such as; Akdemi, Edsby, and 30 hands Cloud.	
Marlo Willows	SBS	Behavioral Science	Full-Time Faculty	Distinguished Faculty Award Committee (DFA)	Faculty Full-Time (22-23)	I will ensure all faculty will have an equal opportunity to showcase their excellence in teaching. Extra attention will also be given to faculty who are providing opportunities for students from diverse backgrounds.  I have raised my level of anti-racism awareness and applied it to my core values. I've used this knowledge when updating my course syllabus and have conducted my work and decision making through an anti-racist lens. What is more, for one of my classes, I'm presently researching student success rates through enrollment, retention, course attributes and characteristics data to determine how I can be more equitable with my syllabi, class assignments, and my overall approach to teaching. I have also attended the Umoja Summer Learning Institute—a weeklong training program, where I learned what practices and strategies to apply to my teaching skills to reach all students more effectively and intentionally, which is clearly noted in my student success rate. My participation in this committee would be through an mindfulness approach. Everyone brings beautiful ideas to the table, so by listening, accepting and appreciating everyone's input, the team will be incredibly successful.	I was lucky enough to be on this committee once before and found it inspiring to see all the wonderful, diverse, and inclusive faculty we have. I hope to be able to be inspired once again!	
Karmi Minor-Flores	Student Services	Counseling	Full-Time Faculty	Distinguished Faculty Award Committee (DFA)	Faculty Full-Time (22-23)	The Distinguished Faculty Award Committee recognizes faculty for their exceptional teaching. This, by its very nature, must include faculty who put equity and antiracism front and center. Each faculty's approach to equity and antiracism has been, and will continue to be, a large part of the criteria in choosing the nominees and the faculty who are recognized for this award.	In support of my Puente mentees and the Puente program, I've attended and participated in several Puente events, the most recent was An Evening Dr. Anita T. Revilla on Spirit Murders and Spirit Protectors. I've coordinated the Umoja program for approximately three years. With this change, it included writing program grants and End of the Year reports, submitting MIS reports, submitting budgets each semester, managing student caseloads, program marketing, purchasing, creating workshops/Porch Talks, coordinating new student orientations, coordinating and chairing Umoja TEAM meetings, attending regional meetings, and year-long training, coordinating End of the Year Celebrations, which includes logistics, entertainment, guest speakers, food, locating a venue.	
W. Scott Kardel	MSE	Earth, Space & Environmental Science	Full-Time Faculty	Distinguished Faculty Award Committee (DFA)	Faculty Full-Time (22-24)	I was a bit taken aback that our committee was comprised of mostly white faculty. I felt that one role I played (even as a white member) was to make sure we were being inclusive in our definitions of excellence and that we may need to consider different posing different questions to the nominees to ensure we are being representative and equitable.	I have served on this committee for the last several years and it is an enormously positive experience to recognize the amazing work being done by faculty here on campus.	
Betsy Little	SBS	Psychology - Behavioral Science	Full-Time Faculty	Distinguished Faculty Award Committee (DFA)	Faculty, Full-Time (22-24)	In order to best serve the committee, it is fundamental that I, as a member, stay informed about the best practices for equity and antiracism so that the decisions and perspectives I bring to the committee are in accord with these global issues that trickle down to our college. I would continue to commit to my learning about Diversity, Equity, Inclusion and Antiracism most of all through my participation in relevant workshops that are and have been offered through Palomar College's Professional Development, as well as externally as they arise in my discipline.	I served previously for 2 years. Love being on committees where what we argue about is "who is the MOST awesome?"	
Adriana Guillen	L&L	World Languages	Full-Time Faculty	Distinguished Faculty Award Committee OR Faculty Position Priority	Faculty Full-Time (22-24)	That is what this committee is all about, in my perspective. I would bring my skills as a former Title IV investigator at National University, my experiences as Dean of Students, Resident Hall Director and RA, as well as my time in collegiate student government and later advising student government and several student organizations, including the Diversity Student Activist club, at Trinity Lutheran College. I would use this experience in the student life, academic and administrative world, of which I have held roles in each. These roles as a student and young professional helped shape me in to the person I am, shaped my world views, and fueled my drive to seek ways to be inclusive and equitable in my classroom and in my professional and personal life.	I would be happy to serve on either of these committees because as a relatively new faculty member, I have been involved in our efforts to award faculty accomplishment and/or partake in the process of faculty prioritization for hiring.  As I mentioned above, I have served in a number of roles in the student life, academic and administrative world, and I am drawn to these areas over and over again, both to learn and gain more perspective of others and to serve in any capacity I can. At prior institutions I served as a liaison for students of color to our College President and to help address inequities in the services we offered our students. His response was quite negative and in large part because of this I shortly after left the institution for a more student-empowering college. I finally found that at Palomar and I want to now contribute to a good work I see started here. Additionally, my area of scholarship focuses on perceptions of and by marginalized populations. Specifically, my most notable research focuses on GLBTQ and non-traditional heterosexual domestic violence. I love our students and this is a committee that I can feel passionate about serving on.	
Betsy Little	SBS	Psychology - Behavioral Science	Full-Time Faculty	Equity, Education, and Student Success Council (ESSC)	Faculty (Senate-appointed)			
Karmi Minor-Flores	Student Services	Counseling	Full-Time Faculty	Registration Committee	Faculty at-large (22-23)	Having been a counselor for approximately 20 years and working in various programs (EOPS, FYE, TRIO Student Support Services (SSS), EOC Educational Opportunities Centers (EOC), CalWORKS, Transfer and General Counseling), I can appreciate their need for priority registration. I've also worked with and taught class to returning students, First Generation, Low-income, and students with disabilities, Foster Youth, homeless, Veterans, students of various identities, ages, backgrounds and ethnicities. I have an understanding of the "groups" that some programs are presently in and feel that I could contribute my knowledge and experience in said programs and departments. I participated in the Umoja Summer Learning Institute—a weeklong training program, where I learned what practices and strategies to apply to my teaching skills to reach all students more effectively and intentionally, which is noted in my student success rates within the last three years. I also participated in the Diversity, Equity Inclusion (DEI) Summer Institute where I learned about how Palomar was preparing to address many issues on campus and establishing an action plan to create an inclusive classroom and antiracist curriculum.	I've been a SSS and EOC TRIO director with a strong knowledge of the Federal Rules and Regulations for TRIO programs, written an EOC TRIO grant (2.5 million dollars), which was awarded for five years. Met and went beyond my program objectives each year. In addition, I was Palomar's Umoja coordinator for approximately three years. I've created and managed program comprehensive budgets, maintained and managed student caseloads. Within my various roles in a college setting, I've worked with faculty where we worked cohesively with the mindset of inclusion, equity and antiracism—a work in progress aimed for improvement with every term and beyond.	
Yan Tian	MSE	Math	Full-Time Faculty	Registration Committee	Faculty at-large (22-24)	I would like to take part in registration process to better understand and to better serve students.	Being a minority myself, I have experienced many different things. Also, I would like to improve students' registration. I have seen some students went through registration with miscommunication in terms of prerequisite.	
Heather Hosaka	L&L	ESL	Full-Time Faculty	Registration Committee	Faculty at-large (22-24)	One way I hope to utilize an equity and antiracism lens is to work with the committee to find ways for the district to support our diverse population of ESL students who face many barriers when registering. Because I work closely with our ESL student population, I have an understanding of the many obstacles they face, such as difficulties with technology or limited access, no social security number, no credit card, or being unable to pay fees. I am committed to continue learning about and advocating for our diverse student population.	As an ESL instructor, I work with and advocate for a diverse population and have an understanding of the equity and antiracism challenges our students face. Recent experiences include creating and sharing teaching materials and articles at department antiracism workshops and helping to write the department's antiracism statement. In my committee work in the past, I have done my best to advocate for students that might be overlooked. For example, when working on the Student Success and Equity Committee, I asked that some money not be given only to credit students as this would prevent any aid going to noncredit ESL students; it was decided that the money could be awarded to noncredit students with an emphasis on outreach and aid for our undocumented population.	
Leanne Mauu	L&L	English	Full-Time Faculty	Transfer Advisory Committee	Palomar College English professor (22-24)	I have been doing my best to educate myself on antiracism and equity, and to look through those lenses for all the work that I do, both in terms of college service and in my teaching. In both my classes and committee work, I also strive to look at everything in terms of how it may impact our students, especially those who are disproportionately impacted. The DEI work that I have done most recently includes participating in Palomar's recent DEI-focused book clubs, taking the Black Minds Matter class, taking the @One Culture Responsive Teaching course, and being a part of last year's Curriculum and Equity cohort group. I also attend AB 705-related conferences and webinars on a regular basis, and have grounded myself in its assets-based pedagogy.	The Transfer Advisory Committee was the very first campus committee I ever served on at Palomar, and in the twenty years since then, I have served on a wide range of committees, most of which focus on issues pertaining to student engagement and success. These include the Basic Skills Committee, the AB 705 Support Sub-Committee, the Equity, Education, and Student Success Council, and the Tutoring Committee. I also bring an understanding of AB 705 as it relates to transfer and our students. I also work with our English major students as one of our advisors on the English Majors Group, and as the faculty advisor for the The On Period Club. Both of these roles help me connect with students outside of the classroom, and I can bring their experiences and voices to the Transfer Advisory Committee.	
Kellie Miller	L&L	Literature	Part-Time Faculty (Adjunct Faculty)	Tutoring Committee	Faculty, at-large (22-23)	Through my teaching experiences, I have had the wonderful opportunity to work with students from various cultures, socioeconomic backgrounds and different points in their academic careers—with many students entering college for the first time in several years since high school. These experiences have helped me to develop tutoring and teaching approaches to best support students by incorporating activities, questions, and prompts that encourage self-reflection and provide students with an opportunity to share their own experiences. Additionally, I also prioritize incorporating multiple cultural perspectives, texts, and pedagogy for students to find connection in. I plan to utilize these skills to assist the committee and to ensure that a variety of tutoring and teaching approaches are considered to best assist students.	I have not only instructed students from a wide variety of backgrounds but I also had the opportunity to work directly in tutoring as well. I have experience tutoring students at San Diego State University, where I worked as an embedded tutor in the classroom, and also as a tutor in Miramar College where I worked directly in a classroom as an instructional assistant and in the campus' writing center where I assisted all students. At Mt. San Jacinto College, I worked as a faculty tutor to help students who needed assistance in developing their writing. Each of these experiences has given me an opportunity to work on tutoring approaches, question prompted conferencing, and ways to encourage students to guide the course of the tutoring session so that they can get their questions answered and also find value in their work.	

Vote for 1

Luz Carrillo	MSE	CHEMISTRY	Full-Time Faculty	Tutoring Committee	Faculty, MSE (22-23)	<p>I am committed to utilize equitable and antiracist practices in the committees I am part of. As a faculty of a minority group (Latinx) it is also important that I bring my experiences and share my perspective on the subjects of inclusion and diversity. In the tutoring committee, I want to serve as an advocate for the services that can help the student population particularly in the STEM field. As an instructor, I understand the importance of having resources on campus for the students that need the extra help. I am also interested in learning about how we can improve (and or provide) training services for people interested in serving as tutors on campus.</p>	To this committee I will bring my experience in training supplemental undergraduate instructors (SI), and my knowledge of the needs of students that want to pursue careers in STEM.
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# EXHIBIT 5

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: Confirm
Katy Farrell	L&L	Library (beginning fall 2022)	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	faculty at-large 22-24	As the manager of the Escondido Center Library (beginning in Fall 2022), I'll advocate for equity and antiracism action at the College's three centers. I am not an expert in issues related to diversity, equity, inclusion or antiracism, but I am very receptive and committed to learning through listening, reading, taking courses, attending events, etc.	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. Last year, I took two @One courses that focused on equitizing online learning and I participated in the Palomar College Equity & Curriculum project.	I'm very comfortable with change and disruption. It's time for me to be more proactive in supporting colleagues and students who haven't had the privilege that I had/have as a white, cisgender person.	I'll continue to educate myself through reading and professional development. That's the easy part. What I'm committed to doing, which is a little out of my comfort zone, is to engage and inspire others (outside of the EEDCC) to self-reflect and take action to support students and colleagues.	I think that many of us are living in a bubble, including myself sometimes. This subcommittee can help bring awareness followed by plans for action.	

5/23/2022		Vice President Instruction					
Name	Division	Department	Hiring Committee:	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	Action: Vote for 1	
Marquesa Cook Whearty	L&L	Speech Communication	VPI	The role of the VPI is crucial to the college. They make critical decisions that affect faculty and students. Those decisions directly and indirectly affect class size, faculty, staffing, and student life on campus. In addition to decisions such as staffing and class size, the VPI holds important roles in multiple committees on campus, such as TERB, that directly affect faculty and students. It is critical that the person holding this position appreciates and supports DEI efforts at the college. More than supports and appreciates, the VPI should help lead the way with innovative and creative ideas to support the entire campus in an optimal way. The VPI should think pragmatically and creatively to address the problems on campus, as well as celebrate the successes. The VPI is a very important actor, and I would be honored to serve on the hiring committee.	I have been a faculty member at Palomar since 2015. I have seen the college go through many changes, and I would be so excited to help usher in the new VPI. The new VPI will serve as a leader for the campus and should lead the way using a lens of DEI and campus welfare. Over the last few years, I have greatly enjoyed being involved in campus activities and committees, and this would be a great way for me to contribute to the college.		
Rocco Versaci	L&L	English	VPI	I would like to continue the DEIA work started on campus and in Senate by making sure that our approach to all phases of hiring—candidate materials screening & deliberation, interview questions/tasks, and deliberations of the finalists—has a focus on DEIA concerns beyond a designated question or two. It is important to distinguish between, on the one hand, simply using current rhetoric, and on the other hand, demonstrating true commitment to DEIA work in the form of demonstrated/demonstrable action. I will certainly do my best to ensure that our next VPI embraces these values and is committed to action.	As a former department chair, PFF Co-President, and now Faculty Senate President, I have had the opportunity to interact closely with several different Vice Presidents of Instruction over the years in terms of both working conditions and academic and professional matters. These opportunities have given me insight into the kinds of skills and attitudes (toward our students, toward education, toward faculty, toward shared governance) that a solid VPI should possess. I have also served on several administrative-level hiring committees and have no problem with speaking up to make sure that faculty concerns are both heard and responded to. In terms of DEIA experiences and advocacy, I feel that the most relevant recent work I've done has been on the revision of the faculty hiring procedures and the tri-chairing of the EESSC. Both of these jobs have been invaluable to me, as they've allowed me to learn from my colleagues about the barriers faced by students, employees, and potential employees. They have also demonstrated how important it is for employees in general—and, in this case, the Vice President of Instruction in particular—to not just understand and recognize these barriers, but to be able to help remove them.		
Scott Nelson	L&L	World Languages	VPI	One of the most effective ways to combat racism and to promote diversity, equity, inclusion and antiracism is by ensuring that the people in power support these antiracist efforts. As a committee member, I would make sure that only candidates that are committed to DEI and antiracism are considered for the position of VPI. Institutionalizing antiracism and implementing policies that support diversity, equity and inclusion need to be at the top of the agenda of the candidates as well as of the hiring committee.	As a current department chairperson, I work closely with my division dean and meet with the VPI a few times per semester. When our division had an interim dean, I met regularly with the VPI and gained a good understanding of the job description and requirements. As part of this committee, I would bring that knowledge and experience to help ensure that we hire someone that will be a good fit for the college and that actively supports DEI and antiracism.		
Lawrence Hamilton	L&L	ESL	VPI	The Vice President of Instruction has a lot of influence on our campus, and it is essential that any candidate's interview performance is considered from a number of perspectives including being seen through a DEIA lens in order to understand how the candidate's decisions as VPI would impact DEIA efforts on campus. Through my work with EEDCC and other campus groups, I have listened to my Latino/a/x, Black/African-American, Asian/Asian-American, Pacific Islander, and Indigenous colleagues and learned some of what our college still has to accomplish to meet the DEIA needs of our students and employees. That understanding is what I bring to this committee. With that understanding, I feel prepared to reflect on a VPI candidate's answers and ascertain how committed they are, through the necessary functions and work of the VPI's office, to the important work we are doing on campus.	I have been on many hiring committees—including several for VPs. I have participated in numerous committees and councils on campus. I have seen the inner-workings of a number of processes on our campus. I see how areas connect and the disconnect that exists between areas. Based on this, I feel prepared to truly consider a candidate's responses to interview questions and determine, based on the hiring criteria we're asked to look at, is the candidate is the right fit for such a pivotal, connective role on our campus. I am thoughtful, reflective, and thorough and bring those attributes to this committee.  In terms of DEIA work, I am a member of EEDCC currently, and our committee discusses a number of policy and practice initiatives aimed to increase equity, inclusion, diversity, and antiracism on out campus. This work has allowed me the understanding to advocate for my sometimes marginalized or ignored colleagues and, most importantly, support my colleagues when they are advocating for themselves.  This advocacy has taught me what to look for in other advocates, and there are few advocates on campus on the Administrative side as important as the VPI. We need an advocate for students. We need an advocate for faculty doing important work on campus—DEIA work especially but other work as well. We need an advocate for our education system here at Palomar.		
Alexandra Doyle Bauer	L&L	Library	VPI	The new VPI must be onboard with our commitment to Antiracism at Palomar College. My work in the Library with promoting Antiracism materials and guides proves that I am committed to working on learning more about Diversity, Equity, and Inclusion as well as Antiracism. Our institution has no room for bigotry or exclusion of any kind, and I hope to help this committee find the best possible candidate to lead the VPI position forward with the Antiracism and DEI initiatives in the forefront of all they do for the College, the students, and the employees.	My experience at Palomar College over the past 13 years and the skills I have gained have prepared me to serve on this important hiring Committee.  My committee work at Palomar College provides an outlet for my advocacy for Diversity, Equity, Inclusion, and Antiracism. I have served on the Faculty Senate and the Equity, Education, and Student Success Council. I have found that from serving on those important committees it has reinforced the fact we need to support DEI and Antiracism initiatives and ideals across our college community. My work in the Library has me looking at all I do through an Antiracism lens. This is more important now than ever, as the students we work with are like sponges. They absorb the Antiracist and diverse ideas we spread through our work in the Library. Teaching as a Professor in the LIT Program gives me an opportunity to be a positive influence for my students and to incorporate DEI materials into my course. I am able to offer assignments tailored to foster Antiracism and DEI work into my students' lives. I take the DEI and Antiracism work very seriously and participate in professional development activities to enhance my knowledge. I commit to learn more and listen carefully in my ongoing work with Antiracism, Diversity, Equity, and Inclusion for our entire district community!		



**Proposed Syllabus Language (Revised) re Student Responsibilities**

Please respect the integrity and intellectual content of this class. Students may only record video or audio of lectures with the consent of the instructor, and recordings may only be made for personal educational use. (An official accommodation letter from the Disability Resource Center may also permit recording.) All course content, including slides, videos, handouts, assignments, exams, textbooks, etc., is the intellectual property of its creator; is protected by Palomar's AP 5500: Standards of Student Conduct; and may be protected by copyright. Unless otherwise indicated, course content may not be copied, captured, altered, sold, or distributed in print or digitally without written permission of the course instructor. This includes sharing course content with others in person, through the mail, or via the internet (including social media, email, etc.). When in doubt, please ask the instructor for clarification.

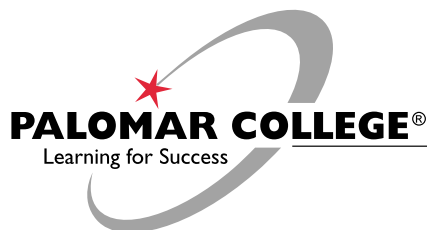
Suggestions for Areas Outside of Faculty Purview

- 1 • Rethink first level interviews (e.g., reimbursed travel expenses, Zoom/online interviews in post-COVID world).
- 2 • Rethink (and work with departments on) the scheduling of job searches to coincide with discipline-specific hiring calendars.
- 3 • Encourage and help the Office of Public Affairs promote to the community at large the work the school is doing in terms of equity initiatives.
- 4 • Advocate for the use of HSI (Hispanic Serving Institute) funding and other sources to celebrate Latino students in visible ways—celebrations, murals, etc. (this ties to improving the public image of Palomar in ways that could attract more diverse faculty applicants).
- 5 • Get update from HR on hiring candidates whose degrees are “pending” (Senate approved this on 4/23/18)
- 6 • HR training for faculty and EEO reps who serve on hiring committees should include something focused on implicit bias; the training currently provided by HR needs more antiracist and racial equity focus.
- 7 • Post on the HR website testimonial videos from diverse faculty to share their experiences at Palomar College.
- 8 • Provide, in video format, step-by-step instructions to applicants for navigating the HR system and submitting applications.
- 9 • Improve outreach to increase diversity of hiring pools. Examples of this include but are not limited to making sure that outreach includes organizations that can share announcements with their listservs: A2mend, APAHE, AAWCC, AACC, AAHEE, etc. In addition, positions should be advertised with the Chronicle of Higher Education, CCC Registry, ASCCC, etc.
- 10 • District support for a range of classes (i.e., don’t cut unique classes due to “efficiency scheduling”), as these classes provide attractive teaching opportunities for diverse candidates as well as diverse students.
- 11 • Increase the input of faculty/discipline experts in scheduling
- 12 • Rethink the diversity categories used.
- 13 • Improve the information that is gathered, including but not limited to the following: tracking those who choose more than one diversity category, finding out why diverse applicants do not accept/cancel interviews, finding out why diverse candidates do not accept job offers, finding out where candidates hear about job announcements, etc.

**Enrollment Ideas/Suggestions Discussed in Faculty Senate 9/20/21**

- Stop the week-before-classes cuts at less than 20. When you cut students, they go other places. Perhaps floating the notion of letting 20% of these classes go, at first, and track the data to see how many of those classes hit the cap.
- Advertising should be improved. As a friend told me who drives by the Palomar sign by Westgate Mall - you can't even read the sign. It should say in huge letters FREE COLLEGE FOR HIGH SCHOOL GRADS!
- Allow information about classes to be CLEARLY accessed by students.
- <https://www.palomar.edu/stepstoenroll/> - Add how to find textbooks needed for the course.
- Like high school, many students want to meet with a counselor before enrolling in classes. We do not have enough counselors to serve them. Hire counseling or peer advisors who can assist with onboarding and enrolling students in 1<sup>st</sup> semester at Plomar.
- Many undecided students need help in choosing a career.
  - Partner with San Diego Workforce Partnership and offer similar resources.
  - Hire certified Career Advisors that only focus on assisting students in selecting a career/major.
- Need to increase “touch points” for students to interact with a “live” person.
- Student are complaining they are receiving different information from different counselors. Increase consistency and accuracy by designating one or more counselors for each of the Pathways (Art, Media, and Design, Health and Public Services, STEM, Trade and Industry, Business, Humanities and Languages and Social and Behavioral Sciences. At the same time, keep General Counseling, especially for Undecided majors.
- I recently became familiar with JCCC (in Overland Park, KS), a CC with about 20,000 students. Their enrollment system is great: intuitive, integrated, and as simple as shopping at Amazon. Maybe we can find out what they are using? We don't need to reinvent the wheel - other colleges have already figured it out for us.
- Nancy Browne and Wendy Nelson collected information this summer on the challenges for applying/enrolling. Brought this information to Kendyl, Vikash, Leslie. Vikash suggested a subcommittee of the Communication committee.

- Create a how-to video on how to apply, enroll, step by step. Make sure it's updated every semester.
- Bill Jahnel is creating a proposal to create shadow classes that do not impact FTES and would cost nothing in terms of FTEF.
- American Rescue Act has a funding source for debt forgiveness. If we could sweep any outstanding student debts before registration, this would help boost enrollment. This money can be used specifically to drop barriers like bookstore fees, etc.
- Honors program does not currently exist. Many students want this, and those that do go to the other local colleges who have it. The UCs really like students to have taken the honors classes.
- Boost Career Center counseling- students need direction.
- A solution to our retention issues: Offer Adobe software tutoring through our Palomar College Tutoring Center.



June 11, 2021

**Jack S. Kahn, Ph.D.**

Interim Superintendent/President

**Governing Board**

Mark R. Evilsizer

Christian Garcia

Norma Miyamoto

Brian E. Olson

Roberto Rodriguez

Student Trustee, Rachel Alazar

**Office of the President**

Dear Colleagues,

As you may recall a “reply all” email was sent to many of us on May 21. This resulted in several follow-up emails and a campus forum on May 27. Michael Mufson led the discussion inviting people to share concerns, thoughts, and ideas for a path forward. Regarding the email itself, the college is continuing to review the situation.

In the forums, many ideas and suggestions were shared with Chris Moore, Campus Police Chief and Michael Andrews, Director of the Police Academy. Follow-up discussions with Chief Moore, Director Andrews, Assistant Superintendent/Vice President Borth, and Assistant Superintendent/Vice President Montoya, were held to generate a plan for institutional improvement. Below you will find a summary of the plan.

Website and Social Media Presence:

- A. Campus Police will update their webpage to include information about their employees, an updated DEI message, and expression of commitment.
- B. The Police Academy will update their webpage with an updated DEI commitment statement.
- C. The Campus Police will review their social media presence and plan with the Public Information Officer.

Trainings:

- A. The Police Academy will launch a Contact Hypothesis training through the Commission on Peace Officer Standards and Training (POST). This DEI training is being offered to police academies throughout the state. The training will launch in Module 1 (the completion module of the Police academy) in September.
- B. Michael Andrews is meeting with a representative of the Museum of Tolerance to determine if we can include trainings in our Police Academy and Campus Police department training.
- C. Chief Moore will attend the Train-the-Trainer [Principled Policing](#) at Cal State Long Beach this summer.

Research:

- A. Human Resources will provide the demographics of employees in the Campus Police department and discuss future recruitment improvements, in the context of the College’s overall efforts to recruit more diverse staff and faculty.
- B. Chief Moore will research best practices on how other colleges have approached the Racial Identity and Profiling Act (RIPA) to combat racial profiling.



- C. In fall 2021, the Police Academy and Campus Police department will work with Dr. Rafiki Jenkins to establish a focus group of Police Academy students, other Palomar students, Institutional Research and Planning, faculty and staff to design a survey together to assess feedback from the community on policing. This work will begin this summer.

Future forums:

- A. Both the Police Academy and the Campus Police department are committed to regular forums to update the community on the progress of the institutional improvement plan. The first forum will be scheduled for the beginning of the fall term.
- B. Both the Police Academy and the Campus Police department will work with the ASG to schedule ongoing forums to address student-specific issues.
- C. The Campus Police Committee will track and move progress forward.

I want to personally thank Michael Mufson for his stewardship of this conversation and the openness of Chief Moore and Director Andrews to implementing changes. Thank you also to the Palomar community who provided critical analysis, ideas, and suggestions for positive change. Please be on the lookout for opportunities to assist in continuing with this important work.

Sincerely,

*Jack S. Kahn*

Jack S. Kahn, Ph.D.  
Interim Superintendent/President

**EEDCC Statement – 4/4/22**

Palomar College employees have recently experienced anonymous threats of bodily harm and other violent acts privately and on social media due to their racial identity, DEI, social justice, and antiracism work. These threats have continued with no signs of abatement, and we are horrified and dismayed at both the threats themselves and the lack of transparency with handling such critical matters. Social justice, DEI, and antiracism has become the greatest threat to white supremacy and colonialism, and these attempts to silence progress and change is history repeating itself. Historically, we know lack of action is complicity, and this inaction places people and systems on the wrong side of history and results in individuals and communities to live in fear.

We again invoke the concept of In Lak 'Ech, or “you are my other me:” an attack on one member of our campus community is an attack on us all, and it impacts the entire institution. If an employee cannot feel safe on campus or in their own home as a result of work performed to fulfill the College’s mission, our existing policies and procedures have failed and require revision.

Palomar College leadership must take immediate action to protect the physical and emotional well-being of employees under threat, build solidarity from the entire college community, and enact policies and procedures that respond nimbly to counter-act incidents as they occur. These threats are acts of domestic terrorism intended to reverse the great work of employees on behalf of the most vulnerable and marginalized students in our society, and ultimately to undermine the mission of our college and our educational system. College leadership must address this situation with courage and not give in to a regime of fear and silence. Let us learn from the narratives and experiences of those who have experienced inequities, discrimination, racism, and sexism for the sole purpose of dismantling them. These threats denigrate the entire community college system and the call to action we have been charged with. All members of our district are expected to support and stand in solidarity with DEI efforts at our campus.

As the Educators for Equity, Diversity, and Cultural Consciousness, we invite Faculty Senate to join us in solidarity to take a public stand against people who threaten others’ lives, and to join us in our pursuit of creating a safe and supportive environment for all employees to do DEI work.

We call on College leadership to be the leaders that they have been tasked to be; to implement policies and procedures that will allow the district to address threats against faculty with a sense of urgency, and to publicly recognize the trauma and harm these threats have caused to the targeted faculty and their families. What follows is not a complete list, but a starting point for change we as a campus so urgently need:

- Acknowledgement and transparency of threats to Palomar employees
- Swift and public condemnation of threatening and hateful attacks
- Response with urgency to support employees

- Immediately draft a plan to respond to these threats, which will then be brought to all constituent groups for feedback and input
- Proactive and intentional actions to provide protection and safety by creating and implementing practices to cultivate a physically and psychologically safe environment, rather than a reactive approach that places burden on targeted employees
- Develop a safe reporting mechanism in collaboration with EEDCCC and HR to keep a record, provide support, and accountability
- Align intention with action for social justice, DEI, and antiracism work and Palomar employees who conduct/embody these efforts for the Palomar College community

In the words of bell hooks, “sometimes people try to destroy you, precisely because they recognize your power—not because they don’t see it, but because they see it and they don’t want it to exist.”

# DEIAA

- 1) Requests/Recommendations
  - 7- EEDCC (4/4/22)
  - 9- Antiracism 3000 (10/22/21)
  - 7- HSI (Fall 2021)
  - 14- EPW (5/23/22)
- 2) Call for Review of Institutional Structures/Practices
  - Incident Reporting
  - Investigation Procedures
  - Investigation Timelines
  - Coordinated Effort
  - Comprehensive Communication Loop

# DEIAA

## ▪ 3) Current Institutional Mitigations

- Independent Investigator
- Chief Diversity Officer
- Ombudsperson
- Bias Incident Reporting
- Safety Procedures
- Understanding “the Grey” (Best Practices)

## ▪ 4) Identification of Funding & Progress on Space

## ▪ 5) Update on Policing (4 areas)

## ▪ 6) Communication Breakdown

## ▪ 7) Diverse Hiring

## ▪ 8) Ongoing Administrator PD

# DEIAA

- 9) Meetings
- 10) Initiatives
- 11) Personal Commitment