# THE FACULTY SENATE

## PALOMAR COLLEGE

**FACULTY SENATE  MEETING**

# November 7, 2022

# EXHIBITS

EXHIBIT 1

# THE FACULTY SENATE
### PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
October 31, 2022

APPROVED

**PRESENT:** Melissa Bagaglio, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Erik Duarte (ASG), Kelly Falcone (ZOOM), Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Leanne Maunu, Ben Mudgett, Michael Mufson, Wendy Nelson, Nicole Siminski, Alyssa Vafaei, Elena Villa Fernández de Castro, Edwina Williams, Anastasia Zavodny

**ABSENT:** Leigh Marshall, Scott Nelson, Beth Pearson

**GUESTS:** Erin Feld, Jeff Epstein

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

**CALL TO ORDER** The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

**PUBLIC COMMENTS** – No public comments.

**ANNOUNCEMENTS**

Senate Secretary Molly Faulkner announced that Dr. Peter Gach will be performing on the Steinway piano during Concert Hour on Thursday, November 3 in the Howard Brubeck Theatre. The performance begins at 1 pm.

Senate President Wendy Nelson said an email went out this morning to all fulltime faculty announcing that 20 new fulltime faculty will be hired. Nelson said she would forward the email to parttime faculty as well.

**AGENDA CHANGES** – No agenda changes.

**APPROVAL OF MINUTES**

**Motion 1: MSC Maunu/ Mudgett**  Faculty Senate approval of Faculty Senate meeting minutes dated October 24, 2022 as amended (Exhibit 1).

Abstention: Jenny Fererro

The motion carried.

**ACTION**

**A. Curriculum – Mudgett**

Senator and Curriculum Co-Chair Ben Mudgett said the Curriculum Tech Review group are working hard to complete Curriculum in December. He reminded faculty to make sure they are monitoring their email for any communications

[Noreply@curriqunet.com](mailto:Noreply@curriqunet.com) where faculty can see the status of their curriculum within the process. There is a tentative Curriculum meeting scheduled on December 14 should additional approvals be needed.

**B.    Committee on Committees – Zavodny**
Senator and Committee on Committees Chair Anastasia Zavodny reported that no committee confirmations or elections were needed.

**C.    Constitution & Bylaws**

| **Motion 2: MSC Fererro/Dalrymple** | Faculty Senate approval of the revised Faculty Constitution and the new Faculty Bylaws (Exhibit 2 and 3). |
| --- | --- |

The motion carried.

President Nelson and Senator Will Dalrymple presented a quick summary of the documents. Nelson and Senator/Elections Chair Alex Doyle Bauer are preparing a cover letter to send to faculty along with the documents by next week so they can be voted on by fulltime faculty.

**INFORMATION ITEMS**

A.  **ASG Report –**  No report.
B.  **AB 928 and Common GE for the AA (**Exhibit 4**)** – Ben Mudgett
Senator and Curriculum Co-Chair Ben Mudget addressed Senators by explaining more details and nuances that are coming to Palomar due to AB 928. During Senator Mudgett's review of the various slides he obtained while attending an ASCCC webinar, he provided additional comments and responded to Senator's questions as follows:

- The last GE change was in 2009
- All Academic Senates from the UC, CSU and community college system must approve the proposal. If all three do not approve it, the system administration will design it which is not good. As of right now, the intersegmental committees on Academic Senates have agreed upon the recommended proposal.
- AB 928 takes place in 2025 but planning for it must begin immediately.
- The GE patterns that community college students must take will be designed for students entering the UC and CSU systems.
- All community college students will be placed on a transfer degree pathway but will have an opportunity to opt out.
- Academic Senates (per the 10+1) participates in educational program development and policies so these changes absolutely intersect with  the purview of Faculty Senate, especially the Curriculum Committee.
- The proposed GE Pathway, California General Education Transfer Curriculum (CalGETC) is the new model moving forward.
- Senator Mufson explained the differences of the proposed CalGETC Pathways for each Area and pointed out the primary differences are in Area 3 and 4.
- The CSU Lifelong Learning requirement may be eliminated. Impacts to disciplines such as counseling and reading should be addressed soon.
- Not every student should be required to be on a transfer degree pathway since some do not have plans to transfer and who are at Palomar for other reasons i.e., a job. Some only want a terminal degree awarded at Palomar so this may be a disservice to students.
- The assumption exists but it is unknown if classes approved by IGETC will automatically meet the requirements of CalGETC.
- Its going to be especially important to educate students on the pathways that they will automatically be placed in and who may not necessarily want to be and know they can opt out for something different.

- The Curriculum Committee is considering creating a taskforce to steer the changes but the work will need to be done by the entire campus.
- Faculty Senate may consider creating a formal list of questions to be answered moving forward so all of the collateral work can be addressed.
- Additional student programs must be developed to allow students to be more successful in completing their pathways.

Senator Mufson closed the discussion by saying that AB 1111, dealing with common course numbering needs attention now as well. The role of Faculty Senate and how it will interact with the Curriculum Committee, institutionally and regionally on these changes will be important. The GE pattern must be approved by May 2023 by all three, or the systems office will approve it for us.

**C. AB 705 Support Subcommittee Governance Structure (**Exhibit 5) **– Erin Feld**
Committee Chair, Erin Feld presented the exhibit requesting changes to the committee structure for the AB 705 Support Subcommittee. The name change is recommended due to some recent legislation, AB 1705 and AB 1805 that refer to AB 705 as the Equitable Placement and Completion bill. The committee thinks the committee's name should change to align with bills that reference it. Additional changes were recommended because of recent governance structure changes.

Feld explained that product four referencing campuswide communications was changed. The committee membership is being updated and Senators followed up with questions regarding those membership changes. It was suggested that some members be added on an "advisory" level. Senators asked that the membership be more balanced among discipline representation. It was also noted that every member of this committee should have a vote in all decision making.

Feld will bring these suggestions back to the AB 705 Subcommittee and report back to Senate with a final draft of the document for approval.

**D. Academic Integrity Taskforce (**Exhibit 6) **– W. Nelson**
President Nelson summarized the work product items listed on the document.

Jeff Epstein explained that the suggestions reflect broad areas that might be worthy for a taskforce to consider. He said this is a complex matter that requires cooperation and participation from many key areas on campus. Senator and DE Coordinator Erin Hiro asked that #4 (Role) and the last one (create an action plan to address emerging technologies that facilitate cheating) be removed since the DE Committee is already investigating technologies being used to deal with cheating and are reviewing some viable solutions.

Some of the suggested changes were showing this taskforce reporting to Faculty Senate, making the publication of information as broad as possible. It was also decided that the committee chair should be a sitting Senator. In addition, adding a CCE member from DRC or the STAR Tutoring Center..

President Nelson will update the document based on the discussion and bring it back to Faculty Senate next week.

**E. ASCCC Plenary Meetings (**Exhibit 7 and 8) **– W. Nelson**
President Nelson asked Senators to review the exhibit of resolutions she will be voting on next week at plenary. She asked Senators to reach out to her if they have any questions or concerns.

**F. Educational & Facilities Vision Plan – Tabled.**

**President (Nelson)**
Over the last week, I attended the Education and Facilities Vision Plan 2035 Taskforce meeting (EEVP), EESSC meeting (report below), meeting with faculty from MiraCosta and CSUSM to discuss AB 928 and Faculty Senate Council meeting. Highlights from those meetings:
Education and Facilities Vision Plan 2035 Taskforce Meeting
- We discussed the purpose of the vision plan and how it might be used.
- We discussed the EFVP timeline. We are currently in Phase I – Foundation & Discovery
- We were presented with internal data – headcount, enrollment, persistence, success rates, completions, transfers.
- We also briefly discussed sustainability.
AB 928 meeting:
- We discussed challenges of AB 928 legislation
- We discussed how each College is addressing it at this time.
- We decided to continue meeting and invite SDSU and UCSD to a future meeting.

**Accreditation (Versaci)**
The Accreditation Writing Leadership Team met on Tuesday, October 25 to discuss the progress on the compliance recommendation: "In order to meet the Standards, the Commission requires the College to fully institutionalize processes and practices for integrated fiscal reporting, internal controls, and financial planning to ensure long-term financial stability and effective oversight for sound financial decision-making and budget management." The first part of this process will require some software integration, and the College is currently in the process of securing that. The team also reviewed the timeline, which will require getting most of our compliance together by February 2023 in order to meet the reporting deadline.

**Equity, Education, & Student Success (EESSC) Council (Nelson)**
1. EESSC reviewed and approved the following recent programs:
   a. Advanced Manufacturing: Composites Technology
   b. Coaching
   c. Teacher Credentialing
   d. Medium/Heavy Duty Zero Emissions Technology
2. We also discussed the issue of reviewing instructional PRPs. Members of EESSC liked the idea of reviewing PRPs and dissolving the … Committee
3. In addition, we discussed the changes to AP-4235 - Credit for Prior Learning policy.

**Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan)**
The Institutional Effectiveness, Planning, and Fiscal Stewardship Council met on 10/07/2022 and 10/21/2022. Below are some highlights:
- Barbara Baer and Michelle Tucker along with Acting VPFAS Lane are the proposed Tri-Chair.
- IEPFSC is continuing its work to define its goals which include the following:
  o Staff involvement and PD
  o PRP - monitor and evaluate process
  o Integrated Data and Metrics goal
  o Accreditation - monitor and evaluate process
  o Budget and resource allocation - monitor and evaluate (including staffing of positions across campus)
- Reviewing AP 4235 (Credit By Exam)
  - Council participated in a listening session for the Educational and Facilities Vision Plan

Next meeting is November 4, 2022.

**Student Learning Outcomes (Bealo/Tavakkoly)**
LOSC met and is refining an ILO rubric for Teamwork and hopes to bring it forward at one of the next curriculum meetings.

I am in the process of getting the Critical Thinking ILO sent out to faculty who are teaching a course this semester which has at least one SLO mapped to the Critical Thinking ILO.

**ADJOURNMENT**  The meeting was adjourned at 3:59 PM.

Respectfully submitted,

*Molly Faulkner*
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Molly Faulkner, Secretary

*Item G. from BoardDocs Agenda*

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

| | Subj | Nmbr | Title | Trnsf. | Dist. Ed. | Grad. Basis | Open Entry /Exit | Justification | Reqs. | Originator |
|---|---|---|---|---|---|---|---|---|---|---|
| **G.1. ACTION: New Credit Course - effective fall 2023** | | | | | | | | | | |
| A. | ESL | 93 | Career Exploration and Job Skills | No | TRUE | G/P/N P | No | Students taking ESL courses are typically immigrants and international students who are new to the U.S. education system, U.S. job requirements, and workplace norms. This course is intended to meet the needs of people who are both learning the English language and navigating these new systems, with the purpose of moving students out of ESL classes and into content courses and/or careers. In the past, many elements of this course were integrated into ESL Career Track, ESL 98.1. This new course will be fewer units and have a more specific focus than the previous course. This should increase both accessibility and student retention. | No | Tina-Marie Parker |
| B. | ESL | 94 | Working in the U.S. | No | TRUE | G/P/N P | No | This course is designed to meet the needs of English language learners who are looking for a job in the U.S. or have a job in the U.S. and need language and cultural support. This class helps students navigate the job application process and develop the writing skills needed for creating resumes and cover letters. This course also focuses specifically on cross-cultural communication, collaboration, and problem-solving, which are necessary skills for the 21st century workplace. Although many ESL classes have some similar components, the focus is much more general and often not applicable to working in the U.S. | No | Tina-Marie Parker |
| C. | SOC | 210 | Research Methods for Sociology | CSU | TRUE | G/P/N P | No | To meet the demands for CSU/UC transfer requirements for research methods in sociology. | Prerequisite: SOC 100 Recommended Preparation: SOC 180 or SOC 205 | Jose Briceno |

| | Subj | Nmbr | Title | Trnsf. | Dist. Ed. | Grad. Basis | Open Entry /Exit | Justification | Reqs. | Originator |
|---|---|---|---|---|---|---|---|---|---|---|
| **G.2. ACTION: Credit Course Changes - effective fall 2023** | | | | | | | | | | |
| A. | CHDV | 101 | Principles and Practices of Teaching Young Children | CSU | TRUE | G/P/N P | No | Update with TEP and Cap 8. | No | Laurel Anderson |
| B. | CINE | 225 | Intermediate Single Camera Film and Video Production | UC/CSU | TRUE | G/P/N P | No | C-ID descriptor updates to align with new state requirements: course description, objectives, content, assignments and included diversity language and representation. | Prerequisite: CINE 125 | Lisa Cecere |
| C. | CSIT | 226 | Data Visualization | CSU | TRUE | G/P/N P | No | Business Intelligence/Data Analytics is a very dynamic field of study. Data Visualization is one component of this topic. The course is being updated to include new technology of data virtualization along with data visualization to create dashboards using data analytics and data visualization. | No | Terrie Lynn Canon |
| D. | DBA | 110 | Broadcast and Media Writing | CSU | TRUE | G | No | C-ID descriptor updates to align with new state requirements: course description, objectives, content, textbooks, assignments and included diversity language and representation. Also updated the SLOs. | No | Candace Rose |
| E. | DBA | 130 | Radio Production | CSU | TRUE | G | No | C-ID descriptor updates to align with new state requirements: updated the course description, objectives, content, textbook, and included diversity language and representation. | No | Candace Rose |
| F. | KINE | 181A | Beginning Adaptive Aquatics | UC/CSU | No | G/P/N P | No | KINE 181 is being modified to 181A- Beginning Adaptive Aquatics and a 181B- Intermediate Adaptive Aquatics is being launched to better accommodate students with different abilities and levels of disability. | No | Joseph D. Early |

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| **G.3. ACTION: New Noncredit Courses - effective fall 2023** | | | | | | | | | |
| | Subj | Nmbr | Title | Trnsf. | Dist. Ed. | Grad. Basis | Open Entry /Exit | Justification | Reqs. | Originator |
| A. | N ESL | 993 | Career Exploration and Job Skills | No | TRUE | P/NP/ SP | No | This course will mirror credit ESL 93. Many ESL students can only take noncredit courses, so it is essential to offer this course both ways. The justification for both ESL 93 and NESL 993 is:<br><br>Students taking ESL courses are typically immigrants and international students who are new to the U.S. education system, U.S. job requirements, and workplace norms. This course is intended to meet the needs of people who are both learning the English language and navigating these new systems, with the purpose of moving students out of ESL classes and into content courses and/or careers. In the past, many elements of this course were integrated into ESL Career Track, ESL 98.1. This new course will be fewer units and have a more specific focus than the previous course. This should increase both accessibility and student retention. | No | Tina-Marie Parker |

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| **G.4. ACTION: Noncredit Course Changes - effective fall 2023** | | | | | | | | | |
| | Subj | Nmbr | Title | Trnsf. | Dist. Ed. | Grad. Basis | Open Entry /Exit | Justification | Reqs. | Originator |
| A. | N ABED | 901 | Literacy/Adult Basic Education I | No | TRUE | No | Maybe | "Hours" information needs to be updated, so this course is being put through a course modify. Information about the Certificate was also added to the course description. | No | Lawrence Lawson |
| B. | N ABED | 902 | Literacy/Adult Basic Education II | No | TRUE | P/NP/ SP | Maybe | A new proposal is required to resolve issues around awarding certificates and any potential audits of the process. Also added P/SP/NP grading option and open entry/open exit designation. As well, information related to the certificate and N ABED 902's place in the certificate sequence needed to be added to the course description. | No | Lawrence Lawson |

| | Subj | Nmbr | Title | | | Grad. Basis | Open Entry/Exit | Justification | | Originator |
|---|---|---|---|---|---|---|---|---|---|---|
| C. | N ESL | 931 | Academic Reading for Non-Native Speakers | No | TRUE | P/NP/ SP | No | Need to adjust the non-credit hours as, for the mirrored course, the non-credit courses needs to be a bit higher for scheduling purposes. | Rec. Prep. N READ 950 | Lawrence Lawson |
| D. | N ESL | 973 | Advanced ESL Humanities | No | TRUE | P/NP/ SP | No | Updating this course to reflect its humanities emphasis more fully. | No | Tracy Fung |
| E. | N ESL | 984 | Computer Skills 3 - The Digital Age | No | TRUE | P/NP/ SP | No | We want to better meet students' technology needs in their personal and professional lives. | No | Tina-Marie Parker |
| F. | N ESL | 994 | Working in the U.S. | No | TRUE | No | No | The course title, description, SLOs, and objectives are being updated to match the newly-created ESL 94 course. The reason is to divide ESL 98.1/NESL 994 into two classes. The purpose is to make each class focused on different aspects of career skills, thus allowing students to choose the course that best meets their needs. This should increase enrollment, retention, and success in these courses as well. | No | Tina-Marie Parker |
| G. | N ESL | 996 | Writing Support for the Sciences for Non-Native Speakers | No | TRUE | P/NP/ SP | Maybe | For scheduling purposes, we need to update the hours for this course. | No | Lawrence Lawson |

**G.5. ACTION: Course Deactivations - effective fall 2023**

| | Subj | Nmbr | Title | Trnsf. | Dist. Ed | Grad. Basis | Open Entry /Exit | Justification | Originator |
|---|---|---|---|---|---|---|---|---|---|
| A. | COMM | 144 | Exploring the Effects of Media on Young Children | CSU | | G/P/NP | No | This was a cross-listed course and we are removing it and deactivating the class. | Wendy Nelson |
| B. | DR | 45L | Adapted Computer Laboratory | No | | P/NP | No | We are no longer teaching this course due to an instructor retirement and the use of our new Assistive Technology Center to help students with visual impairments and other disabilities. | Leigh Ann Van Dyke |

**G.6. ACTION: Credit Program Changes - effective fall 2023**

| | Program Title | Disci. | Awrd. | Units | Justification | Orig. |
|---|---|---|---|---|---|---|
| A. | Administration of Justice-Investigations | AJ | AS | | One of the degree requirements, AJ 211 - Fingerprinting, has been deactivated due to the technological changes in the industry that rendered the class obsolete. Another degree requirement, CE -100, has been impossible to obtain recently and triggered a rethinking of the requirement as one that is difficult to obtain under the best of circumstances and should be removed. | David Miller |

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| B. | Administration of Justice-General | AJ | AS | One of the degree requirements, CE100, has been nearly impossible to obtain due to COVID restrictions.  This caused us to rethink the value and accessibility to our students and we decided to remove it as a degree requirement.<br><br>One of the electives has been deactivated, AJ 140, and needed to be removed from the options.  Four additional electives are added to improve degree flexibility and access. | David Miller |
| C. | Administration of Justice-Law Enforcement | AJ | AS | One of the required courses for the degree, AJ 115 Patrol Procedures, has been deactivated due to the content being offered as part of the Police Academy.  Another course, CE 100, needs to be removed due to COVID 19.  It was impossible to obtain work experience during the pandemic and it caused us to rethink the necessity of this class in a post-pandemic world. | David Miller |
| D. | Child Development Associate Teacher | CHDV | CA (8-15) | As the college, students, and community needs change, our department is ready to meet these changes through a streamlined process of students obtaining degrees and certificates while preparing for the workplace and state licenses and permits. | Laurel Anderson |
| E. | Child Development Master Teacher: Early Inclusion | CHDV | AS/CA | This degree/certificate incorporates two other degrees/certificates: Child Development Associate Teacher and Child Development Teacher.<br>This program includes coursework to enhance the principles and practices of working with children in inclusive settings. | Laurel Anderson |
| F. | Child Development Master Teacher: Infant/Toddler | CHDV | AS/CA | The department is realigning the programs to meet college, student and community needs and streamline degree completions. | Laurel Anderson |
| G. | Child Development Master Teacher: Preschool | CHDV | AS/CA | The department is realigning the programs to meet college, student and community needs and streamline degree completions. | Laurel Anderson |
| H. | Child Development Teacher | CHDV | AS/CA | This program incorporates the Child Development Associate Teacher Certificate.<br>Adding CHDV 105 lab options of CHDV 105B and CHDV 105C | Laurel Anderson |
| I. | Child Development: Child and Family Services | CHDV | AS/CA | Our department degrees are stack-able and therefore students can obtain the Child Development Associate Teacher Degree before obtaining this one. | Laurel Anderson |

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| J. | Cinema Studies | CINE | AA | We are adding the new course, Cine 106, Horror Film, as an elective to our AA degree in Cinema Studies. | John McMurria |

We have used our Cine 105 topics course to test out a number of courses that we might want to add to our curriculum. Since spring 2019 we have offered Horror Film, which has been one of our most popular offerings.

Because genre is a central concept in cinema studies, and because we do not have a course focused on a genre in our curriculum, we offered Horror Film as a genre course that would attract student interest and allow us to dive deep into the concept of genre.

Close attention to genre reinforces its centrality to how the film industry works, how viewers engage with film through generic conventions, and how film genres and culture change over time. Horror Film is particularly effective for the study of film given its transformations over time across multiple subgenres, from classic monster horror to the slasher film and the supernatural.

Another important reason we chose the Horror Genre is its significance for examining issues of equity and diversity. Horror films often tap into sublimated cultural anxieties that expose social tensions and contestations over gender, race and class inequities.

For the above reasons, we would like to add this as an elective to our Cinema Studies Associate of Arts Degree

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| K. | Film, Television, and Electronic Media | CINE | AS-T | This program is updated to reflect the new AS-T state requirements.<br>Required Core: added COMM 100, changed the DBA 110 and Cine/DBA 115 to an OR (these two courses are no longer required to be taken together to meet the single course requirement)<br>List B: Added DBA 170 (moved from List C)<br>List C: Added DBA 135, DBA 240, DBA 270 and remove DBA 220<br>Added: updated courses "in review" with C-ID required changes<br>Added: Program SLOs<br>Attached the current TMC_FTVE revised 9_15_22<br>Removed: TA 100 per the TCM curriculum AAM requirement | Candace Rose |
| L. | University Studies: Emphasis in Arts and Humanities | COUN | AA | Removed notation to complete district ethnic studies with the IGETC pattern. IGETC will now require this starting fall 2023. | Benjamin Mudgett |
| M. | University Studies: Emphasis in Scientific Studies | COUN | AS | Adding GEOG and ANTH courses. Removed notation to complete IGETC and district ethnic studies requirement since IGETC will now require this starting fall 2023. | Benjamin Mudgett |

N. [University Studies: Emphasis in Social Sciences]    COUN    AA      Statistics should be included in the program. Many social science transfer programs require a statistics course. Adding newly approved courses that satisfy social science major requirements. These include GBST 101, 102, ANTH 103. Removing notation to complete IGETC+ district ethnic studies requirement since IGETC will now include this requirement as of fall 2023.      Benjamin Mudgett

| G.7. ACTION: Requisites - effective fall 2023 | | | |
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| **The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2023** | | | |
| **Course Number** | | Course Title | |
| A. CINE | 225 | Intermediate Single Camera Film and Video Production | Prerequisite: CINE 125 |
| B. SOC | 210 | Research Methods for Sociology | Prerequisite: SOC 100 Recommended Preparation: SOC 180 or SOC 205 |

| G.8. ACTION: Distance Education - effective fall 2023 | | |
|---|---|---|
| **The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2023** | | |
| **Course Number** | | **Course Title** |
| ESL | 93 | Career Exploration and Job Skills |
| ESL | 94 | Working in the U.S. |
| SOC | 210 | Working in the U.S. |
| CHDV | 101 | Principles and Practices of Teaching Young Children |
| CINE | 225 | Intermediate Single Camera Film and Video Production |
| CSIT | 226 | Data Visualization |
| DBA | 110 | Broadcast and Media Writing |
| DBA | 130 | Radio Production |
| N ESL | 993 | Career Exploration and Job Skills |
| N ABED | 901 | Literacy/Adult Basic Education I |
| N ABED | 902 | Literacy/Adult Basic Education II |
| N ESL | 931 | Academic Reading for Non-Native Speakers |
| N ESL | 973 | Advanced ESL Humanities |
| N ESL | 984 | Computer Skills 3 - The Digital Age |
| N ESL | 994 | Working in the U.S. |
| N ESL | 996 | Writing Support for the Sciences for Non-Native Speakers |

EXHIBIT 3

| November 7 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: Confirm** |
| Martha A. Cortes-Rodriguez | SBS | ECE-Lab School | Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC) | Faculty-at large (22-23) | I work at the ECE-Lab school, if we create a learning center that is aware of diversity and inclusion, then we will create a better future for the little ones that I currently have in my classroom.  If there is anything that I can do to support and advocate for it, I am in. | I work in a state-funded classroom, with children whose parents, are of a different race and culture. Half of the families in my class have a second language as their primary Language.<br>I also have students with IEPs.  Advocacy for diversity, equity, inclusion, and Antiracism starts at an early age. | I am a mentor at the ECE-Lab School, and we work with college students who seek a career as future child Development providers. In my classroom, I have seen students that also have IEPs, and different backgrounds and needs. | I would like to find more resources from my colleagues that can help me to improve my knowledge, about diversity, at the same time I plan to use active listening to hear what others have to say about how we as a college can improve. | One issue that I think we can improve on is finding work opportunities for the students, but we also need to find a way that the needs of different students are meet at the work areas. I feel that Palomar needs to do a better job on providing hands on classes for students so we can guide better, and we can learn more about the needs that our community has. | |

EXHIBIT 4

**PALOMAR COLLEGE**
Learning for Success

| GOVERNANCE STRUCTURE GROUP REQUEST |
|---|

| Request submitted by: | | | | **Date:** 11/7/22 |
|---|---|---|---|---|

**Proposed Name of Requested Group:**

Academic Integrity Taskforce

| | **Council** | | **Committee** | | **Subcommittee** | X | **Task Force** |
|---|---|---|---|---|---|---|---|
| **Action Requested:** | | **Add** | | **Delete** | | **Change** | |

**Role**:
- Promote and publicize a college-wide commitment to academic integrity as a foundational virtue of the Palomar community.
- Review, revise, develop, and recommend a consistent academic integrity policy across the college.
- Advocate for dedicated funding for departments to combat cheating/plagiarism and support students and faculty through workshops and trainings.
- Examine the viability for institutional reporting of academic integrity violations to the campus community and explore possible administrative consequences for academic violations.
- Develop appropriate training and professional development in collaboration with other district groups as appropriate.

**Products:**
Faculty and student resources
Revised or new policy

| **Reporting Relationship:** Faculty Senate |
|---|

| **Meeting Schedule:** Taskforce will determine (end date December 2023) |
|---|

**Chair:**
Senator

**Members:**
1 Instructional Dean
Director of Student Life and Leadership
1 DE Committee representative
1 ASG Representative
1 Classified – DRC/STAR Center
5 Faculty (1 from each instructional division)

EXHIBIT 5

# Overview of the Strong Workforce Faculty Institute

# The faculty institute's why

## 33%

OF STUDENTS COMPLETE IN FOUR YEARS

**24%**

BLACK, LATINX, & NATIVE AMERICAN STUDENTS COMPLETE IN FOUR YEARS

# GOVERNMENT-REQUIRED STUDENT ACCOUNTABILITY METRICS

# GOALS

- **Foster strong collaboration and engagement among faculty, researchers, and deans**

- **Encourage self-reflection, inquiry, and research-based decision-making**

- **Inspire teaching and learning from a culturally inclusive perspective**

# INCENTIVES

- **Participate in a cohort with faculty members from different disciplines**
- **Receive a $2,000 stipend from the Regional Consortium after completing objectives**

# FACULTY OBJECTIVES

- **Complete an assignment (e.g., online form) that asks reflection questions about course-level data and classroom practices**

- **Participate in monthly check-ins with researchers and dean(s) to collaboratively complete the assignment**

- **Attend two regional professional learning events (kickoff and wrap-up)**

# Program Outcomes

- Analysis of class level data on enrollment, fill rates, success, and retention

- Analysis of equity focused data sets

- Link of course materials, classroom policies and assessments

- Alignment of efforts to campus initiatives

- Development of action plan based on their findings

As you fill in the tables below with your percentages, **please keep in mind which demographics in your course are higher or lower compared to your overall college.**

| Race/Ethnicity | % of Students Enrolled in Your Course(s) | Community College Overall (Example) |
|---|---|---|
| African American | % | 5% |
| American Indian/Alaska Native | % | 0% |
| Asian | % | 12% |
| Filipino/a | % | 7% |
| Hispanic | % | 28% |
| Pacific Islander | % | 1% |
| Two or More Races | % | 6% |
| White | % | 37% |
| Other, unreported or N/A | % | 3% |

| Gender | % of Students Enrolled in Your Course(s) Who Did Not Withdraw and Received a Valid Grade (Course Retention Rate) | Community College Overall (Example Course Retention Rate) |
|---|---|---|
| Male | % | 89% |
| Female | % | 90% |
| Other, unreported, or N/A | % | N/A |

# ASSESSMENT TIMELINE EXAMPLE

|  | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | … | Wk 8 |
|---|---|---|---|---|---|---|---|
| Assessment | Writing Assignment | Writing Assignment |  |  | Midterm |  | Final Exam |
| # Students Remaining in Course | 30 | 30 | 15 | 15 | 14 | 14 | 14 |

# INTERVIEWEE

One of the things I noticed with my own data: I don't have a lot of African American students. I had three of them in one class and I ended up with one at the end. I went back and found out that they dropped off after two weeks. I never really looked at data before and I really care about my students. Seeing the data, to this day, it bugs me that the two students dropped out. It really hit me at the core of my teaching. I'm always saying that I care about my students. But those two students, they dropped out and I didn't even notice.

# After engaging with data …

"I will be more intrusive with students in a supportive manner. I will reach out more to just ask how they are doing and what support they need."

"I would like to be more mindful about how students consume technology, so I can include different technologies in class."

"I realized through this process that much of my communication with students is one-way, meaning that I will send out blanket e-mails and post announcements. Rarely do I make direct contact with specific students. "

"I would like to see if different attendance policies such as flexibility in attendance and different wording about late work might better encourage students who may fall behind due to work and family responsibilities"

"I need to adjust the tone and assumptions that I make. I would also like to include images that are more equity-minded."

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# Intro to Behavioral Science Statistics

## Data Reflection

- The class has a nearly 3:1 ratio of women compared with men (73% female, compared to Palomar average of 53% female)
- Retention is high across all demographic categories (between 88% and 94%, with the exception of American Indian/Alaska Native (81%).
- Success, while higher than Palomar average, is lower for specific ethnic groups compared with Whites (80.41%.) Hispanic (71.99%), African American (71.43%)

## Action Plan: Increase Retention/Success and Promote

- Revise Syllabus using OER rubric
- Create class survey for students to use as a teaching tool
- Create good icebreakers/Develop Zoom polls
- Work on developing more peer-to peer assignments using breakout rooms and small tutoring sessions
- Review POET to increase accessibility and to implement best online teaching practices
- Construct a more comprehensive resource module in Canvas to connect students to services
- Consult and collaborate with colleagues about best teaching practices

EXHIBIT 6

# Strong Workforce Institute

Faculty Senate Report, Fall 22, Professor Erin Hiro

## Summary

My work in the Fall 2019/Spring 2020 semester resulted in changes that improved my courses. This year, I realized my changes also fit into the Peralta Equity Rubric. Here are a few small changes you can make in your course to learn from my work and match the state standard in equity.

# Online Equity Rubric
Version 3.0 – October 2020

| | Incomplete | Aligned | Additional Exemplary Elements |
|---|---|---|---|
| **E1: Technology** | Course structure & activities do not yet mitigate digital divide & technology access issues. | Course structure & activities mitigate digital divide & technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers. | Technologies are used in ways that amplify student voices and foster an inclusive course community.<br><br>Tip 1: Add a DB |
| **E2: Student Resources and Support** | Course does not yet highlight how student services support wellness and success. | Course highlights the ways that student services support student wellness and success.<br><br>Tip 2: Templates | Students access relevant support services or resources, at the college or elsewhere, as a part of course-related activities. |
| **E3: Universal Design for Learning (UDL)** | Course content and activities are not yet aligned with UDL principles. | Course content and activities are aligned with core principles of UDL-- i.e., multiple means of representation, action & expression, and/or engagement. Tip 3: Free Course | Students identify UDL principles that support their learning and/or are invited to make suggestions about how to improve course activities with UDL. |
| **E4: Diversity and Inclusion** | Communications and activities do not yet demonstrate that diversity is valued. | Communications and activities demonstrate that students' diverse identities, backgrounds, and cultures are valued. | Students analyze how diversity improves learning in classrooms, workplaces, and communities. |

:

|  | Incomplete | Aligned | Additional Exemplary Elements |
|---|---|---|---|
| **E5: Images and Representation** | Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation. | Images and representations in the course reflect broad diversity; exceptions are explained and discussed. | Students analyze how images and representations impact inequalities. |
| **E6: Human Bias** | Human biases are not yet addressed. | Human biases are identified in course content and activities. | Students analyze and discuss human biases as part of course activities. |
| **E7: Content Meaning** | Connections among course content, students' lives, and students' futures are not yet clear. | Communications and activities draw connections among course content, students' lives, and students' futures. | Students connect course content to their identities, backgrounds, and cultures, and/or the identities, backgrounds, and cultures of others. |
| **E8: Connection and Belonging** | Communications and activities do not yet foster care and connection among students, or with the instructor. | Communications and activities foster care and connection among students, and with the instructor. | Students connect with other class participants, college or community members, and/or professionals in the field. |

Tip 4: Update images

The criteria above, E1 – E8, are designed to be used in conjunction with, and not separate from, the California

# Tip 1

Add an additional discussion board in Canvas (for a ground or online class) that asks students to reply to the following questions and respond to their classmates. Possible prompts:
- How does diversity improve learning in the classrooms, workplaces and communities?
- How can technology support YOUR learning?
- What resources do you need to be successful in this course?
- What human bias do you see in this course, in your life, or at Palomar College?
- How does this course connect to your identity, background and/or culture?

# Tip 2

Whether you have a ground or online class, use these templates to easily bring in Palomar services, which will help eliminate student barriers. It is outlined on the equity rubric. Added bonus: This also helps with course design.
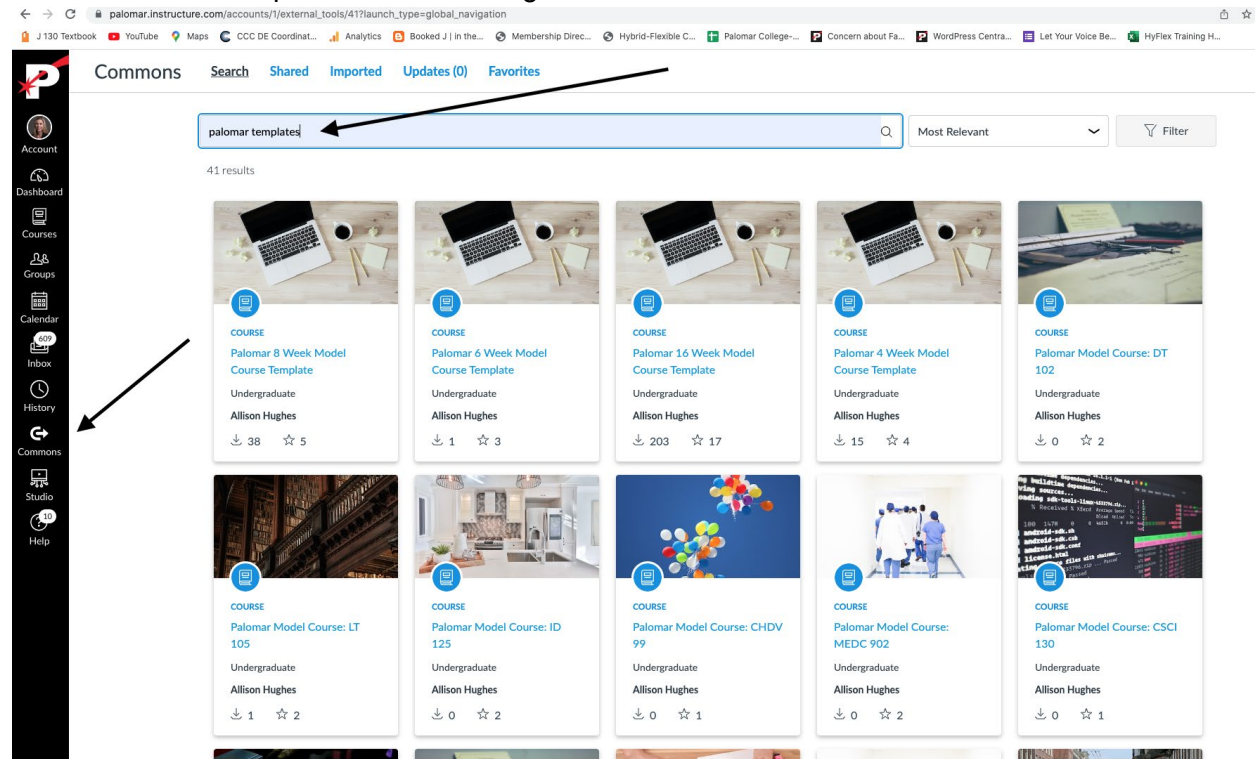


# Tip 3

The Distance Education Committee created a self-paced accessibility course in Canvas called Accessibility and Universal Design. It is like POET as you work at your own pace for PD credit but get feedback from the DE Coordinator. Click Accessibility Training Workshop for Faculty to sign up in the PD Portal.

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## Accessibility and Universal Design

Edit

### FACULTY ACCESSIBILITY AND UNIVERSAL DESIGN FOR LEARNING (UDL) TRAINING

*"Do the best you can until you know better. Then when you know better, do better" ~Maya Angelou*

## Introduction

Welcome to Palomar College's Accessibility and Universal Design Training for Faculty! This course is meant to serve as a quick resource that you can reference for various topics and questions you may have around accessibility in designing your Canvas courses and creating content. We have broken the module and section into topics that you can explore in order, or go directly to a specific topic of interest.

### Course Objectives:

- Recognize accessibility needs of diverse learners.
- Identify basic accessibility considerations across multiple forms of media.
- Understand the guiding principles of UDL.
- Identify formatting that makes content accessible.

### About the Training:

- This course is designed to be a self-directed, self-paced resource.
- Each module requires the completion of and passing a quiz.
- General, pre-written feedback will be provided on quiz answer submissions.

### Support/Help

- Interested in learning even more? Check out our "Additional Resources" section which includes links to more in-depth content including amazing guides created by the Vision Resouce Center.  If you are looking for information on accessibility that is not here please contact us and an accessibility specialist will connect with you.

# Tip 4

Update the images in your course. Check for diversity of race, gender and age. Be sure to remember copyright and alternative text.