THE FACULTY SENATE
PALOMAR COLLEGE

FACULTY SENATE MEETING

December 12, 2022

EXHIBITS

EXHIBIT 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
December 5, 2022

APPROVED

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

ABSENT:

GUESTS: Cynthia Cordova**,** Carmelino Cruz, Billieanne McLellan, Stephen Palmer

P**lease 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 *Winter Dance* is this weekend, December 9 and 10. *Gods of Comedy,* directed by Michael Mufson is also this weekend, December 8 through the 11. To purchase tickets or for more information, go to www.Palomarperform.com

Senator Leanne Maunu said the English, Humanities and Reading Department is hosting an Open House for the Little Free Library on December 7. New book stock will be available as well as refreshments. Menstrual product donations will be accepted for the Student Period Club during the Open House and other locations across campus.

Senator and PFF Co-President Lawrence Lawson said anyone can sign up in MD-330 for a free grocery gift card. Also, PFF thanked all who donated to PFF's recent toy drive. PFF just delivered 44 toys along with a PFF cash donation to the Labor Council to go to families that need assistance during the holidays. Also, anyone can sign up and buy a grocery gift card to be donated to the Nutrition Center here at Palomar.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Doyle Bauer   Faculty Senate approval of Faculty Senate meeting minutes dated November 28, 2022 (Exhibit 1).

Abstentions: Lacey Craft, Lawrence Lawson

The motion carried.

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ACTION

A. Curriculum – Mudgett
Senator and Curriculum Cochair Ben Mudgett said no action was needed for Curriculum. He added that there is a Curriculum meeting scheduled for December 14 to approve the final curriculum.

B. Committees - Zavodny

Motion 2: MSC Zavodny/Faulkner   Faculty Senate approval to confirm faculty on the following committee (Exhibit 2):

The motion carried.

Equal Employment Opportunity Advisory Committee (EEOAC) – **Adena Issaian,** Faculty, appointed by Faculty Senate, 22-24

INFORMATION ITEMS

A. ASG Report – Erik Duarte
ASG Senator Erik Duarte said that WinterFest takes place this week on Wednesday and Thursday from 11 to 2 pm and everyone is welcome. A costume and/or ugly sweater contest is planned. Two new ASG Senators were added last week.

B. Review HSI Recommendations Under Senate Purview (Exhibit 3) – W. Nelson
Senate President Wendy Nelson began explaining the exhibit and asked Senators and others to provide feedback regarding activities and goals that fall under Faculty Senate. Senators expressed the need to focus, centralize or combine guidance coming for these issues from the Chancellor's Office, ASCCC and other equity workgroups or committees because this work can become very overwhelming.

As Senators and guests asked for clarification and provided feedback, President Nelson edited the EXCEL spreadsheet with changes to Recommendation 1-5. President Nelson said she would continue to update the document and suggested pulling information into a second spreadsheet that falls under Faculty Senate purview. She will bring the updated documents back to Senate for further discussion.

C. Constitution/Bylaw Vote – W. Nelson
President Nelson summarized the results of the voting for the constitutional and bylaw change and asked Senators for feedback of what the next steps should look like.

Several Senators shared the following points:

- There may be some kind of disconnect between Faculty Senate and faculty in general.

- Issue(s) (part-time faculty becoming Senate President) were presented during the email exchange prior to the vote but Faculty Senate can't assume this was the only issue.

- A more in depth discussion needs to take place to better understand the split (constitution/bylaws) of what faculty need to approve versus what's appropriate for Faculty Senate to approve. Some Senators felt sufficient dialogue regarding this has not occurred. Then, take this information to the faculty.

- Introduce more evidence to faculty that shows most community colleges have separate faculty constitutions and bylaws… Palomar is not in the norm.

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- Develop a simple faculty survey asking why they voted as they did and give them an opportunity to provide feedback in general.

- To maintain privacy, another voting system other than Google should be used for future faculty voting.

- Senate unanimously approved the changes to the constitution and bylaws but a majority of full-time faculty didn't agree. Is Faculty Senate truly representing faculty at this point?

- Senate should be honest and as clear as possible sharing potential outcomes of votes that are made.

- How does Senate engage faculty to participate in important discussions. This matter was on five separate agendas which gave all faculty an opportunity to come to Senate meetings to become more informed on all faculty related matters.

- In the future, Senate may give notice to faculty when an important issue or vote is coming their way. But it may not be useful because there is no guarantee that faculty will read "that" email if they aren't reading emails about Senate agendas and matters in general.

- If a survey is done, Senate will decide next steps…either make changes to the documents based on this feedback or leave the constitution as it reads now.

Council and the Council at Large member will create the survey and send it to faculty.

D. Cross-Listed Course Evaluations – Tabled.

E. Reviewing a Syllabus – Tabled.

F. Educational & Facilities Vision Plan – Tabled.

REPORTS

President (Nelson)
During the last two weeks I attended the following meetings: Educational and Facilities Planning Task Force Meeting, EESSC (report below), College Council (report below), Highpoint: Phase II strategy planning (Course Auditor / Degree Planner), META SLO Assessment demo, Title 5 Updates to DE and the College Council Organizing Governance. I also was the faculty observer for the VPFAS 2nd level interviews during the Thanksgiving break.
Here are some highlights:
1. Educational and Facilities Planning Task Force Meeting –
    - We discussed the College's enrollment flow – what areas our students are coming from, where students who reside in our service area go.
    - We also discussed our service area demographics.
    - Finally, we discussed labor market data – employment rates, occupations with most openings, and labor market gap analysis.
2. Highpoint: Phase II strategy planning – we discussed the following projects:
    a. Advisee Relationship Management - Streamline the advising process by giving your advisors the tools they need to manage their advisees, communications, and appointments quickly and efficiently. So, they can focus on what really matters: student success.
    b. Course Auditor: Comply with Title IV requirements. HighPoint Course Auditor ensures students take classes that qualify for their Financial Aid. Simplify the enrollment process by instantly notifying students of courses that will or will not qualify.

c.   Degree Planner: Improve on-time degree completion HighPoint Degree Planner automatically helps students identify the courses they should take to graduate and clearly indicates the sequence in which to take them. Students can explore various scenarios and see which plan fits their needs to graduate on time.

3.   META SLO Assessment – We were provided with a demonstration of META's SLO assessment module. If we decided to move our SLO assessment data to META then both curriculum information and SLO assessment data would be in one place.

4.   College Council Organizing Governance – I attended the second meeting of this group. We continued discussing some of the issues around the organization of our counsels, committees and workgroups. We discussed some examples from other colleges, how to use Office to help,

College Council (Nelson)
Discussed BP 6250 Budget Management
Discussed and approved changes to AP 4235 and AP 2510
Discussed and approved adding a PD representative to the Access & Inclusion Committee
Reports from the following groups were presented: IEPFSC, EESSC, ECCC, ISC, Administrative Association, ASG, Confidential and Supervisory Team, CCE/AFT, Faculty Senate and PFF/AFT

Equity, Education, & Student Success (EESSC) Council (Nelson)
EESSC discussed two policies and reviewed 27 instructional comprehensive PRPs.

Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan)
Here you go and thank you!

The Institutional Effectiveness, Planning, and Fiscal Stewardship Council met on 11/18/2022. Below are some highlights:

1.   General reserves change to 16.67%, up from 5%. GB reserve is going to 16.67% from 7%. Requirement for district to have in place before February 28. Part of Emergency Conditions Allowance application.

2.   Governance surveys: Formative surveys – for the first 3 years. Then summative evaluations in year 4. Annual survey is in April and results will be looked at in May. During College Council annual retreat in summer, the college will look at results to set its goals or revise/edit handbook.
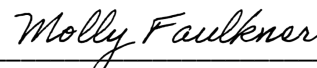
Next meeting is December 2, 2022.

PFF (Lawson)
PFF continues to negotiate with the District on the new, three-year contract. We took faculty feedback during our listening sessions and are presenting proposals reflective of faculty need and positive workplace environments. As well, we continue to pursue holiday charity activities such as our toy donation drive and grocery gift cards for members. We're so proud of our members for the work they do both on and off campus for students and the community. Last, we say goodbye on the 6th to three current Governing Board members, thank them for their service, and look forward to positive relations with the new Governing Board.

ADJOURNMENT The meeting was adjourned at 3:58 PM.

Respectfully submitted,

Molly Faulkner
_____
Molly Faulkner, Secretary

Item G. from BoardDocs Agenda

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

G.1 ACTION: New Credit Course - effective fall 2023									
	Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry /Exit	Justification	Reqs.	Originator

	Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry /Exit	Justification	Reqs.	Originator
A.	AAS	100	Introduction to Asian American Studies	CSU	Yes	G/P/NP	No	This course is being created to meet the demand of the Ethnic Studies requirement at the state level (AB 1460) and for the college (Ethnic Studies requirement). And to fulfill a need for more courses in Ethnic Studies that specifically relate to experiences of Asian Americans. Please note that the appropriate prefixes need to be created in META such as ES (for Ethnic Studies instead of MCS) and AA for Asian American. Curriculum specialist have already been contacted on 9/8/22, and we are awaiting their help with this. Course proposed for local area D (social sciences), ethnic studies, CSU area D social sciences/ethnic studies, IGETC area 4 social sciences/ethnic studies.	No	Angelica Yanez
B.	*Removed*									
C.	CMPST	110	Introduction to Composites, Mold Prep, and Tooling	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for proper education in that field is not being met by any other schools.	**Prerequisite:** DT 117 and MACH 108	Michael Wright
D.	CMPST	111	Composites Bagging and Materials	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for proper education in that field is not being met by any other schools	**Prerequisite:** CMPST 110	Michael Wright
E.	CMPST	210	Composite Machining and Part Finish	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for proper education in that field is not being met by any other schools.	**Prerequisite:** CMPST 110	Michael Wright

F.	CMPST	211	Composite Engineering, Pattern and Mold Construction	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for proper education in that field is not being met by any other schools	**Prerequisite:** CMPST 110	Michael Wright
G.	ENG	100E	English Composition Enhanced	CSU	Yes	G	No	ENG 100E is being created in response to feedback we have received about our currently separate ENG 49 and ENG 100 class model. We created ENG 49 in response to AB 705, and the two classes together are our co-requisite college-level composition class. This new class will combine both classes into one course, making it easier for students to register and making the class content more focused/directed on best practices and just-in-time teaching methods. Course proposed for competency in reading and writing, local GE area A.1 English Composition, CSUGE A.2 Written Communication, and IGETC A.1 English Composition	No	Leanne M. Maunu

H.	FIRE	171G	S 290 Intermediate Wildland Fire Behavior	No	No	G/P/NP	No	Palomar College is an Accredited Regional Training Program (ARTP) as established California State Fire Marshal – our accrediting authority. To become and maintain status as an ARTP, the entity (Palomar) needs to be a community college, provide a firefighter academy, provide a degree program in fire technology, and provide professional development classes for current fire personnel. Palomar College introduced a series of professional development classes that allow the participant to become a certified Fire Officer and Fire Instructor. S-290 Intermediate Wildland Fire Behavior is a prerequisite for one of the classes in the Company Offer series - CO 2E (our Fire 171 E). There are no competing classes in the Palomar curriculum and the class can only be taught by instructors certified by the California State Fire Marshal. All language in this META proposal comes from the California State Fire Marshal Course Plan (Objectives, prerequisites, etc.) and is attached to this proposal. The author of this class is the National Wildfire Coordination Group (NWCG) and it is used by the California State Fire Marshal, and approved instructors,by permission.	**Prerequisite:** Proof of successful completion of S-190 Introduction to Wildland Fire Behavior	Ed Sprague
I.	KINE	181B	Intermediate Adaptive Aquatics	UC/CSU	No	G/P/NP	No	By splitting the current KINE 181 (Adaptive Aquatics) course into 2 courses, beginning and intermediate, the courses can better meet the needs of students with a variety of disabilities.	No	Leanne Farmer
J.	KINE	196	Theory of Coaching	CSU	No	G	No	Necessary for the course curriculum for the coaching certificate	No	Leigh Marshall

K.	KINE	298	[Internship](#)	CSU	No	P/NP	No	Supervised internship hours will benefit our students in the coaching certificate program. We have developed an Advisory Council for our new coaching certificate program that recommended internship hours as part of our program curriculum. Our advisory council consists of community partners that are private business owners (gyms & coaching facilities), commercial businesses, non-profit companies (Boys & Girls Club, YMCA) as well as local interscholastic programs. We met with our cooperative education coordinator which recommended we develop an internship course specific to Kinesiology so our faculty can oversee the program students and goals.	**Prerequisite:** HE 104	Lacey Craft
L.	MATH	100E	[Exploring Mathematics Enhanced](#)	CSU	Yes	G/P/NP	No	Merging the co-requisite support class into the parent class by creating a new single enhanced course, as well as updating the course content (description, SLOs, etc) to incorporate the recommendations from the 'DEI in Curriculum: Model Principles and Practices' as well as our other DEIAA efforts in the curriculum front. MATH 100E is being proposed to satisfy local math competency, local GE area A.2, CSUGE B4	**Prerequisite:** Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.	Luis Guerrero

M.	MATH	101E	Practical Math: Quantitative Reasoning Enhanced	CSU	No	G/P/NP	No	Merging the co-requisite support class into the parent class by creating a new single enhanced course, as well as updating the course content (description, SLOs, etc) to incorporate DEI principles. CR - updated prerequisites per department and curriculum chair.	**Prerequisite:** Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.	Shelbi Hathaway
N.	MATH	110E	College Algebra Enhanced	CSU	Yes	G/P/NP	No	Merging the co-requisite support class into the parent class by creating a new single enhanced course, as well as updating the course content (description, SLOs, etc) to incorporate DEI principles. CR - updated prerequisites per department and curriculum chair. MATH 110E will be proposed to satisfy math competency, local AA GE area A.2, CSUGE B4, IGETC 2A.	**Prerequisite:** Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.	Mark D. Clark

O.	MATH	115E	[Trigonometry Enhanced](#)	CSU	Yes	G/P/NP	No	Creating an enhanced course to support undeserved students as well as updating the course content (description, SLOs, etc) to incorporate DEI principles. CR - updated prerequisites per department and curriculum chair. MATH 115E is proposed to satisfy math competency, local GE area A.2, and CSUGE Area B4.	**Prerequisite:** Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.	Mark D. Clark
P.	MATH	120E	[Elementary Statistics Enhanced](#)	UC/CSU	Yes	G/P/NP	No	Merging the co-requisite support class into the parent class by creating a new single enhanced course, as well as updating the course content (description, SLOs, etc) to incorporate the recommendations from the 'DEI in Curriculum: Model Principles and Practices' as well as our other DEIAA efforts in the curriculum front. CR - updated prerequisites per department and curriculum chair.	**Prerequisite:** Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.	Mark D. Clark

Q.	MATH	130E	Calculus for Business and the Social Sciences Enhanced	CSU	Yes	G/P/NP	No	Merging the co-requisite support class into the parent class by creating a new single enhanced course, as well as updating the course content (description, SLOs, etc) to incorporate the recommendations from the 'DEI in Curriculum: Model Principles and Practices' as well as our other DEIAA efforts in the curriculum front. This course is proposed to satisfy math competency, local GE area A.2, CSUGE B4, IGETC 2A.	**Prerequisite:** MATH 110 or MATH 110E or MATH 126 or eligibility determined through the math placement process.	Mark D. Clark
R.	ZEVTEC	210	Steering, Suspensions & Frame	CSU	No	G	No	This is a new course as part of our "New Zero Emissions Technologies program".	No	Sergio Hernandez

S. ZEVTEC 225 [Troubleshooting & Repair of HIGH-VOLTAGE SYSTEMS](#) CSU No G No This course is part of the "New Medium/Heavy Duty Zero Emissions Program". **Prerequisite:** DMT 110 or ASE Certification L3 Light Duty Hybrid/Electric Vehicle Specialist or ASE Certification School Bus Certification S6 – Electrical/Electronic Systems or ASE Automotive certification A6 – Electrical/Electronic Systems or ASE Transit Bus Certification H6 – Electrical/Electronic Systems or Advanced Transportation and Logistics Electric Bus training Level 1 | Sergio Hernandez

	Subj	Nmbr	Title	Trnsf.	Dist.	Grad.	Open	Justification	Reqs.	Originator
**G.2 ACTION: Credit Course Changes - effective fall 2023**									
A.	AP IW	716	[Photovoltaics, Electric Vehicle Charging Stations, Battery Storage, and Microgrid Systems](#)	No	No	G/P/NP	No	Requesting this course change to update the title to include electric vehicle charging stations, battery storage, and microgrid systems; add course objectives related to electric vehicle charging stations, battery storage, and microgrip systems; update Content/Body of Knowledge; and update Textbooks.	Prerequisite: Student is a Registered State Indentured Apprentice	Jason Jarvinen

B.	AP SC	708	Safety Systems and Supervision Techniques	No	No	G/P/NP	No	Updating course name, course objectives, methods of instruction, textbooks, assignments, and methods of assessment.	Prerequisite: Student is a Registered State Indentured Apprentice	Jason Jarvinen
C.	CHDV	201	Practicum in Early Childhood Education	CSU	Yes	G/P/NP	No	The changes include a decrease in lecture hours, and an increase in the lab requirement, allowing students additional practicum experience as a way to streamline our program. Additionally, the language and content of specific knowledge and objectives have been updated to include modern and current practices in the field.	Prerequisite: CHDV 105 and CHDV 115 and CHDV 185	Tanessa Sanchez
D.	MATH	100	Exploring Mathematics	UC/CSU	Yes	G/P/NP	No	Updating the course content (description, SLOs, etc) to incorporate the recommendations from the 'DEI in Curriculum: Model Principles and Practices' as well as our other DEIAA efforts in the curriculum front. These changes are already being proposed in the new enhanced version of the course M100E	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures. or Corequisite (Course required to be taken concurrently): MATH 1	Luis Guerrero

E.	MATH	101	Practical Math : Quantitative Reasoning	UC/C SU	Yes	G/P/NP	No	Update title of course and catalog description to include non-repeatability with 101E. CR - updated prerequisites per department and curriculum chair.	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.	Mark D. Clark
F.	MATH	110	College Algebra	UC/C SU	Yes	G/P/NP	No	Updating the Course Description, textbooks, Methods of Instructions, and Methods of assessment to align with the Course Outline of Record Review with an Equity Lens. CR - confirmed BSTEM requisite.	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.	Shelbi Hathaway

G.	MATH	115	Trigonometry	CSU	Yes	G/P/NP No	Updating the Course Description, textbooks, Methods of Instructions, and Methods of assessment to align with the Course Outline of Record Review with an Equity Lens. CR - confirmed BSTEM requisite.	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.	Shelbi Hathaway
H.	MATH	120	Elementary Statistics	CSU	Yes	G/P/NP No	Updating the Course Description, textbooks, Methods of Instructions, and Methods of assessment to align with the Course Outline of Record Review with an Equity Lens. CR - Confirmed SLAM requisite.	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.	Shelbi Hathaway

I.	MATH	130	Calculus for Business and the Social Sciences	CSU	Yes	G/P/NP	No	Updating the Course Description, textbooks, Methods of Instructions, and Methods of assessment to align with the Course Outline of Record Review with an Equity Lens.	Prerequisite: MATH 110 or MATH 110E or MATH 126 or eligibility determined through the math placement process	Shelbi Hathaway
J.	SPAN	211	Spanish for Heritage Speakers I	CSU	Yes	G/P/NP	No	Changes in Course Description. Changes in Distance Ed.- Accessibility. We will not have audio recording transcripts. Changes in Objectives.	Limitation on Enrollment: Limitation on Enrollment: This course is not open to students with previous credit for Spanish 201.	Elena Villa

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 KINE	981A	Beginning Adaptive Aquatics	No	No	P/NP/SP	No	This course will mirror the for credit KINE 181A Beginning Adaptive Aquatics class to remove barriers for disabled students by improving access and equity for students who are unable to meet the requirements for the credit-based course and to provide a safe and appropriate environment that promotes their health and wellbeing.	No	Leanne Farmer
B.	N KINE	981B	Intermediate Adaptive Aquatics	No	No	P/NP/SP	No	This course will mirror the for credit KINE 181B Intermediate Adaptive Aquatics class to remove barriers for disabled students by improving access and equity for students who are unable to meet the requirements for the credit-based course and to provide a safe and appropriate environment that promotes their health and wellbeing.	No	Leanne Farmer

	Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry /Exit	Justification	Reqs.	Originator
C.	N KINE	982	Adaptive Weight Training	No	No	P/NP/SP	No	This course will mirror the for credit KINE 182 Adaptive Weight training class to remove barriers for disabled students by improving access and equity for students who are unable to meet the requirements for the credit-based course and to provide a safe and appropriate environment that promotes their health and wellbeing.	No	Leanne Farmer
D.	N KINE	984	Adaptive Body Conditioning	No	No	P/NP/SP	No	This course will mirror the for credit KINE 184 Adaptive Body Conditioning class to remove barriers for disabled students by improving access and equity for students who are unable to meet the requirements for the credit-based course and to provide a safe and appropriate environment that promotes their health and wellbeing.	No	Leanne Farmer
E.	N MUS	958	Chamber Singers for Older Adults	No	Yes	P/NP/SP	No	Establish non-credit course for Adult 50+ community participants	Limitation on Enrollment: Audition or tryout	John Russell

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 AP PRE	901	Introduction to the Construction Trades Industry	No	No	P/NP/SP	No	Added student learning outcomes to comply with SLO requirements, updated grade options to pass/no pass/satisfactory progress because the course is a program requirement for a certificate, added minimum qualifications and work-based learning categories.	No	Jason Jarvinen
B.	N AP PRE	930	Electrician - Hands On Skills	No	No	P/NP/SP	No	Added student learning outcomes to comply with SLO requirements, updated grade options to pass/no pass/satisfactory progress because the course is a program requirement for a certificate, added minimum qualifications and work-based learning categories	No	Jason Jarvinen
C.	N AP PRE	940	Sheet Metal - Hands On Skills	No	No	P/NP/SP	No	Added student learning outcomes to comply with SLO requirements, updated grade options to pass/no pass/satisfactory progress because the course is a program requirement for a certificate, added minimum qualifications and work-based learning categories.	No	Jason Jarvinen

D.	N BMGT 988	Procurement Management; Quality, Cost, and Risk	No	Yes	P/NP/SP No	The following noncredit courses are currently set up as non-graded. In curriculum committee, Nichol gave a presentation about noncredit and shared information about the challenge of having nongraded courses in noncredit certificate programs. If grades are not associated with a course that is a program requirement for a certificate, the records office is unable to determine whether or not the student has met that program requirement. The graded options for noncredit classes are 1) Not Graded, 2) Grade/Pass/No Pass 3) Pass/No Pass/Satisfactory Progress, 4) Graded Only	Recommended Preparation: MATH 120	Mary Cassoni
E.	N MATH 915	Mathematical Literacy	No	No	P/NP/SP No	Updated type of grade to Pass/No Pass/Satisfactory Progress	No	Craig Chamberlain
F.	N MEDC 901	Medical Professions Preparatory Module 1	No	Yes	P/NP/SP No	Update grading criteria and SLOs	No	Sarah DeSimone
G.	N MEDC 902	Medical Professions Preparatory Module 2	No	Yes	P/NP/SP No	Need to upgrade grading criteria, SLOs and DE offering	No	Sarah DeSimone
H.	N MEDC 903	Medical Professions Preparatory Module 3	No	Yes	P/NP/SP No	Update grading criteria and SLOs	No	Sarah DeSimone

G.5 ACTION: New Credit Programs - effective Fall 2023

	Program Title	Disci.	Award	Units	Justification	Orig.
A.	Coaching	KINE	CA	12-17	In service to the community, we seek to prepare future coaches and create more opportunities to serve our College and diverse community. CSUSM does not currently offer this program which is why they have endorsed this certificate. Our sister college, MiraCosta, also does not offer any similar certificate. There are currently a handful of community colleges in the state that offer a Coaching Certificate (Rio Hondo, Monterey Peninsula, East LA). We want to continue to evolve and expand the program with active input from our Community Advisory Council.	Leigh Marshall

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

	Program Title	Disci.	Awrd.	Units	Justification	Orig.

A.	Digital Video	GCMW	AS/CA	Requirement Changes: DBA 120 took the place of DBA 125 The photography and other production elements taught in 120 is much more in line with the skillsets required for the degree and the regional job market. DBA 125 was moved to an elective option. DBA 170 took the place of DBA 130 DBA 170 is a very thorough course on foundational non-linear skills and complements the GCMW half of this degree extremely well. There are several modules related to audio editing in 170 which provides students with the basic audio post-production skills needed for job placement. While DBA 130 is dedicated entirely to audio and foley post-production work, there aren't as many jobs dedicated to that skillset in the region as there are general editing and post jobs. DBA 130 was moved to an elective option so students still have that option should they choose to pursue that path. Elective Changes: Added DBA 240 - It's an advanced video production course and a good option for those Digital Video students looking to get into paid camera work. Removed DBA 150 from electives. It is being deactivated.	Scott Richison
B.	Drafting and Design CADD/CAM Technology	DT	AS/CA	We are updating this Program due to an error found in the required courses found in the current catalog listing.	Anita Talone
C.	Management Information Systems	CSIT	AS/CA	Updated the Group 1 Electives (select 1) Removed outdated courses and added new more relevant courses in CSIT for an MIS major. Old list: CSCI 112, CSIT 145, CSIT 180,CSNT 111, CSWB 110 New list: CSIT 150, CSIT 175, CSIT 180, CSIT 226, CSIT 230, CSWB 110	Terrie Lynn Canon

D. Radio and Television   DBA   AA/CA   There are two primary catalysts for the changes.   Scott

1 - The degree hasn't been updated since 2012 and the media production landscape has changed   Richison
significantly in that time. There are also multiple courses listed as elective options that haven't been
offered for years and/or have been deactivated.

2 - As currently written, this is a 30-unit degree that requires several studio production courses which
are only offered once a year with no option for Summer courses other than internships. It currently
also requires several courses that teach the same or similar basic skills with no option to specialize or
develop an individual academic pathway. It is also impossible for a student to complete this degree
within two years while taking a 12-unit load and extremely difficult to complete within three. The
number of required units is now 18.

3 - The degree's intent is to provide students with job skills while placing them into the market at a
quicker rate (30 units vs. 18 units)

Changes: Required Courses:- Eliminated DBA 230

DBA 230 is a studio course that is offered once a year. The only difference between DBA 230 and DBA
240 is the format. DBA 240 is a morning show. The same basic skills are being taught in DBA 240 and
the format will alternate to ensure that students have exposure to multiple show formats.

- Eliminated DBA 220 - Studio course that was offered once a year. The only difference between DBA
220 and DBA 240 is the format. DBA 220 is a sports show. The same basic skills are being taught in DBA
240 and the format will alternate to ensure that students have exposure to multiple show formats.

- Eliminated DBA 100 - This is a survey course and of little to no use for students wishing to gain
employment in the field of media production after graduating. Moved to elective.

Added several "or" options for all areas/tiers of basic skills. This allows students to develop their individual academic path while learning the required basic skills as it relates to their path.
Tiers/Areas
- Introduction to Media Production (DBA 120 or DBA 125)
- Audio Production (DBA 130 or DBA 230)
- Advanced Production or Advanced Post-Production (DBA 270 or DBA 275 or DBA 240 or DBA 225)
Editing (DBA 170) and Media Writing (DBA 110) are still required with no "or" option.
Elective Changes:
Removed DBA 100L - Course has been deactivated
Removed DBA 150 - Course has been deactivated
Removed DBA 180 - Course has been deactivated
Removed TA 107 - Lighting course that has a pre-requisite of technical theater (TA 105). This was essentially a two-course requirement. Basic lighting skills are offered in all courses in the Introduction to Production as well as the Advanced Production required tiers.
Added - GCMW 204 - Motion Graphics for Multimedia
Updated SLOS
Updated Catalog Description.

G.7 ACTION: Noncredit Program Changes - effective fall 2023					
Program Title	**Disci.**	**Awrd**	**Units**	**Justification**	**Orig.**
A. Adult Basic Education	N ABED	Comp l.	N/A		Lawrence Lawson

G.8 ACTION: Requisites - effective fall 2023			
The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2023			
Course Number	Course Title		
A. CMPST 110	Introduction to Composites, Mold Prep, and Tooling	**Prerequisite:** DT 117 and MACH 108	
B. CMPST 111	Composites Bagging and Materials	**Prerequisite:** CMPST 110	
C. CMPST 210	Composite Machining and Part Finish	**Prerequisite:** CMPST 110	
D. CMPST 211	Composite Engineering, Pattern and Mold Construction	Prerequisite: CMPST 110	
E. FIRE 171G	S 290 Intermediate Wildland Fire Behavior	Prerequisite: Proof of successful completion of S-190 Introduction to Wildland Fire Behavior	
F. KINE 298	Internship	Prerequisite: HE 104	
G.. MATH 100E	Exploring Mathematics Enhanced	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.	

H.	MATH	101E	Practical Math: Quantitative Reasoning Enhanced	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.
I.	MATH	110E	College Algebra Enhanced	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.
J.	MATH	115E	Trigonometry Enhanced	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.
K.	MATH	120E	Elementary Statistics Enhanced	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.
L.	MATH	130E	Calculus for Business and the Social Sciences Enhanced	Prerequisite: MATH 110 or MATH 110E or MATH 126 or eligibility determined through the math placement process.
M.	ZEVTEC	225	Troubleshooting & Repair of HIGH-VOLTAGE SYSTEMS	Prerequisite: DMT 110 or ASE Certification L3 Light Duty Hybrid/Electric Vehicle Specialist or ASE Certification School Bus Certification S6 – Electrical/Electronic Systems or ASE Automotive
N.	AP IW	716	Photovoltaics, Electric Vehicle Charging Stations, Battery Storage, and Microgrid Systems	Prerequisite: Student is a Registered State Indentured Apprentice
O.	AP SC	708	Safety Systems and Supervision Techniques	Prerequisite: Student is a Registered State Indentured Apprentice
P.	CHDV	201	Practicum in Early Childhood Education	Prerequisite: CHDV 105 and CHDV 115 and CHDV 185
Q.	MATH	100	Exploring Mathematics	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on
R.	MATH	101	Practical Math : Quantitative Reasoning	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on
S.	MATH	110	College Algebra	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204)
T.	MATH	115	Trigonometry	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204)
U.	MATH	120	Elementary Statistics	Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on
V.	MATH	130	Calculus for Business and the Social Sciences	Prerequisite: MATH 110 or MATH 110E or MATH 126 or eligibility determined through the math placement process
W.	SPAN	211	Spanish for Heritage Speakers I	Limitation on Enrollment: Limitation on Enrollment: This course is not open to students with previous credit for Spanish 201.
X.	N MUS	958	Chamber Singers for Older Adults	Limitation on Enrollment: Audition or tryout

Y. N BMGT 988   Procurement Management; Quality, Cost, and Risk   Recommended Preparation: MATH 120

	Course Number		Course Title	
G.9 ACTION: Distance Education - effective fall 2023				
	Course Number		**Course Title**	
A.	AA	100	Introduction to Asian American Studies	Angelica Yanez
B.	CINE	106	Horror Film	John McMurria
C.	ENG	100E	English Composition Enhanced	Leanne M. Maunu
D.	MATH	100E	Exploring Mathematics Enhanced	Luis Guerrero
E.	MATH	110E	College Algebra Enhanced	Mark D. Clark
F.	MATH	115E	Trigonometry Enhanced	Mark D. Clark
G..	MATH	120E	Elementary Statistics Enhanced	Mark D. Clark
H.	MATH	130E	Calculus for Business and the Social Sciences Enhanced	Mark D. Clark
I.	CHDV	201	Practicum in Early Childhood Education	Tanessa Sanchez
J.	MATH	100	Exploring Mathematics	Luis Guerrero
K.	MATH	101	Practical Math : Quantitative Reasoning	Mark D. Clark
L.	MATH	110	College Algebra	Shelbi Hathaway
M.	MATH	115	Trigonometry	Shelbi Hathaway
N.	MATH	120	Elementary Statistics	Shelbi Hathaway
O.	MATH	130	Calculus for Business and the Social Sciences	Shelbi Hathaway
P.	SPAN	211	Spanish for Heritage Speakers I	Elena Villa
Q.	N MUS	958	Chamber Singers for Older Adults	John Russell
R.	N BMGT	988	Procurement Management; Quality, Cost, and Risk	Mary Cassoni
S.	N MEDC	901	Medical Professions Preparatory Module 1	Sarah DeSimone
T.	N MEDC	902	Medical Professions Preparatory Module 2	Sarah DeSimone
U.	N MEDC	903	Medical Professions Preparatory Module 3	Sarah DeSimone

EXHIBIT 3

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Benjamin Mudgett			Date:	

Proposed Name of Requested Group: Assembly Bill 1111/928 Steering Committee Taskforce

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

Role:
The purpose of this taskforce is to understand and prepare for the impacts of AB 1111 and 928.

AB 1111, common course numbering, requires California Community Colleges to adopt and implement a common course numbering system by 2024.

AB 928 establishes a singular lower division general education pathway that meets the academic requirements necessary for transfer to the California State University and the University of California and would require each of the respective administrative bodies to determine the singular lower division general education pathway if the three systems are unable to do so. The singular GE pathway will be implemented for the fall term of the 2025-26 academic year. By August 1, 2024, colleges will be required to place students on an Associate Degree for Transfer (ADT) pathway where one exists for their major, unless the student opts out.

Products
The taskforce will provide high-level oversight in the monitoring of the intersegmental response and implementation efforts at the state-level and regionally. The task force will also engage in consultation with the Faculty Senate and other district and regional bodies, including K12 and regional four-year partnerships impacted by AB 1111/928. The taskforce will report their findings and implementation recommendations to the Curriculum Committee, Faculty Senate, and other shared governance bodies on a regular basis. Working groups of the taskforce may be created to provide recommendations related to specific service areas of the district. These working groups shall report their findings and recommendations regularly to the Steering Committee Taskforce.

The General Education Subcommittee shall be responsible for the general education aspects of AB 928. This subcommittee will evaluate the local general education and district requirements and shall make recommendations for changes to the Steering Committee Taskforce and the Curriculum Committee.

Reporting Relationship: Curriculum Committee

Term: Spring 2023 - Spring 2025

Meeting Schedule: Meetings will be held at least twice per semester. Study groups may be formed to work on individual segments of AB 1111/928 on behalf of the steering committee taskforce. Study groups are anticipated to meet at least monthly.

Chairs:
Vice President of Instruction (tri-chair)
Articulation Officer (tri-chair)
Lead records evaluator member of the Curriculum Committee (tri-chair)
Members:
- Vice President of Student Services
- A dean from each of the following divisions:
  o L/L
  o SBS
  o MSE
- Transfer Center Director
- General Education Subcommittee
  o Faculty shall be members of the Curriculum Committee. If membership cannot be filled by the Curriculum Committee, the Faculty Senate will appoint the General Education Subcommittee members (co-chairs - Articulation Officer and faculty Curriculum Committee Co-Chair):
  o 1 faculty from each CalGETC area (7 total)
  o 1 faculty from each of the following competency areas:
    ▪ Health and Fitness
    ▪ American History and Institutions
  o 1 Counselor
  o 1 SLO Coordinator
- Financial Aid representative
- Veteran Services representative
- Curriculum Specialist

- A Business Systems Analysts (BSA) from each of the following areas:
  - Student Services
  - Instructional Services

EXHIBIT 4

December 12 2022							
Name	**Division**	**Department**	**Committee**	**Position**	**How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?**	**What are the knowledge, skills, and abilities you will bring to this committee?**	**ACTION**
Vickie Mellos	L&L	ESL	AB705 Support Subcommittee	Faculty, ESL	As an ESL faculty member, I want to advocate for international, multilingual, and immigrant students to ensure that placement processes are not discriminatory. Also, on this committee I would like to share and brainstorm ways we can foster success for all ESL students, not just the ones with a leg up in society and education.	For spring semester, I will be taking over as the AB-705 ESL coordinator while Tracy Fung is on sabbatical. Last year I co-hosted equity workshops in our ESL department and would like to continue that work on this committee. Note: When Tracy returns from sabbatical, she will likely return to this committee.	

EXHIBIT 5

Statements from Faculty about Micro and Macroaggressions

Faculty Senate 12-12-22

Available by Request

EXHIBIT 6

Disarming Racial Microaggressions: Microintervention Strategies for Targets, White Allies, and Bystanders

Derald Wing Sue, Sarah Alsaidi, Michael N. Awad, Elizabeth Glaeser, Cassandra Z. Calle, and Narolyn Mendez
Teachers College, Columbia University

Given the immense harm inflicted on individuals and groups of color via prejudice and discrimination, it becomes imperative for our nation to begin the process of disrupting, dismantling, and disarming the constant onslaught of micro- and macroaggressions. For too long, acceptance, silence, passivity, and inaction have been the predominant, albeit ineffective, strategies for coping with microaggressions. Inaction does nothing but support and proliferate biased perpetrator behaviors which occur at individual, institutional and societal levels. This article introduces a new strategic framework developed for addressing microaggressions that moves beyond coping and survival to concrete action steps and dialogues that targets, allies, and bystanders can perform (microinterventions). A review of responses to racist acts, suggest that microaggression reactions/interventions may be primarily to (a) remain passive, retreat, or give up; (b) strike back or hurt the aggressor; (c) stop, diminish, deflect, or put an end to the harmful act; (d) educate the perpetrator; (e) validate and support the targets; (f) act as an ally; (g) seek social support; (h) enlist outside authority or institutional intervention; or (h) achieve any combination of these objectives. We organize these responses into four major strategic goals of microinterventions: (a) make the invisible visible, (b) disarm the microaggression, (c) educate the perpetrator, and (d) seek external reinforcement or support. The objectives and rationale for each goal are discussed, along with specific microintervention tactics to employ and examples of how they are executed.

Keywords: microinterventions, microaggressions, macroaggressions, metacommunication, race

"We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people."

—Dr. Martin Luther King Jr.

"The world is a dangerous place to live, not because of the people who are evil, but because of the people who don't do anything about it."

—Albert Einstein

Authors' note. Derald Wing Sue, Sarah Alsaidi, Michael N. Awad, Elizabeth Glaeser, Cassandra Z. Calle, and Narolyn Mendez, Department of Counseling and Clinical Psychology, Teachers College, Columbia University.

Sarah Alsaidi and Michael N. Awad contributed equally to the article, and their names are listed in alphabetical order.

Correspondence concerning this article should be addressed to Derald Wing Sue, Department of Counseling and Clinical Psychology, Teachers College, Columbia University, Box 36, 525 West 120th Street, New York, NY 10027. E-mail: Dw2020@tc.columbia.edu

These notable quotes echo the sentiment of many social justice advocates regarding the appalling worldwide silence and inaction of people in the face of injustice, hatred, and oppression directed toward socially marginalized group members (Freire, 1970; Potok, 2017; Tatum, 1997). In the United States, the omnipresence of racial bias and bigotry has led many to question the reasons for their persistence in light of widespread public condemnation. Social scientists have proposed a number of reasons for people's failure to act: (a) the invisibility of modern forms of bias, (b) trivializing an incident as innocuous, (c) diffusion of responsibility, (d) fear of repercussions or retaliation, and (e) the paralysis of not knowing what to do (Goodman, 2011; Kawakami, Dunn, Karmali, & Dovidio, 2009; Latané & Darley, 1968; Scully & Rowe, 2009; Shelton, Richeson, Salvtore, & Hill, 2006; Sue, 2003).

These reasons apply equally to targets of discrimination, White allies, and "innocent" bystanders (Scully & Rowe, 2009; Sue, 2015). In many cases, bias and discrimination go unchallenged because the behaviors and words are disguised in ways that provide cover for their expression and/or the belief that they are harmless and insignificant. Even when the biased intent and detrimental impact are

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unmasked, the possible actions to be taken are unclear and filled with potential pitfalls. The reasons for inaction appear particularly pronounced and applicable to the expression of racial microaggressions (Sue et al., 2007), and racial *macro*aggressions, a concept to be introduced shortly (Huber & Solorzano, 2014).

The bombardment of racial micro/macroaggressions in the life experience of persons of color has been described as a chronic state of "racial battle fatigue" that taxes the resources of target groups (Smith, Hung, & Franklin, 2011). In the stress-coping literature, two forms of managing stress have been identified: emotion-focused coping and problem-focused coping (Lazarus & Folkman, 1984). The former is a strategy utilized by individuals to reduce or manage the intensity of the emotive distress (internal self-care) and tends to be more passive, whereas the latter is used to target the cause of the distress (external). Problem-focused strategies are more long term solutions that are proactive and directed to altering, or challenging the source of the stressor. Although there is considerable scholarly work on general models of stress-coping (Lazarus, 2000; Lazarus & Folkman, 1984), there is less research that take into consideration how people of color cope with prejudice and discrimination (Brondolo, Brady Ver Halen, Pencille, Beatty, & Contrada, 2009). Even when race-related stress and coping are discussed, it seldom explores questions about what people of color can do to disarm, challenge and change perpetrators or institutional systems that oppress target populations (Mellor, 2004). We anchor our proposed race-related coping strategies to the more active problem-focused strategies in navigating prejudice and discrimination, preserving well-being, and promoting equity.

Additionally, scholars have largely ignored the role that White allies and well-intentioned bystanders play in the struggle for equal rights (Scully & Rowe, 2009; Spanierman & Smith, 2017). Most research and training have attempted to identify how White Americans become allies, but there is an absence of work on the types of actions or intervention strategies that can be used to directly combat racism (Sue, 2017). In this article, we present a conceptual framework that (a) emphasize the harmful impact of race-related bias on persons of color (b) include a distinction between individual microaggressions that arise interpersonally and *macroaggressions* that arise on a systemic level, (c) acknowledge the central value of self-care in coping used by persons of color, (d) highlight the importance of disarming and neutralizing harmful microaggressions, (e) suggest intervention strategies that can be used by targets and antiracists, and (f) relate them to the goals of social justice.

The Harmful Impact of Microaggressions

Racial microaggressions are the everyday slights, insults, putdowns, invalidations, and offensive behaviors that people of color experience in daily interactions with generally well-intentioned White Americans who may be unaware that they have engaged in racially demeaning ways toward target groups (Sue et al., 2007). In addition to being communicated on an interpersonal level through verbal and nonverbal means, microaggressions may also be delivered environmentally through social media, educational curriculum, TV programs, mascots, monuments, and other offensive symbols. Scholars conclude that the totality of environmental microaggressions experienced by people of color can create a hostile and invalidating societal climate in employment, education, and health care (Clark, Spanierman, Reed, Soble, & Cabana, 2011; Neville, Yeung, Todd, Spanierman, & Reed, 2011; Solorzano, Ceja, & Yasso, 2000; Sue, 2010). Likewise, the current political climate (Potok, 2017) has been identified as a significant stressor for many Americans, especially to people of color because of its racially charged connotation (American Psychological Association [APA], 2017a, 2017b).

Many critics have downplayed the harmful impact of microaggressions, and have described them as trivial, negligible slights, insignificant offenses and as having inadequate empirical support (Campbell & Manning, 2014; Lillienfeld, 2017). Schacht (2008) believes microaggressions are no different from the everyday incivilities and rudeness in any human encounter. Thomas (2008) called microaggressions "macrononsense" that "hardly necessitate the handwringing reactions" by people of color. Lukianoff and Haidt (2015) asserted that we are teaching people of color to catastrophize and have no tolerance for being offended. In many respects, these assertions minimize the harmful impact of microaggressions and make an erroneous assump-

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tion that nonrace-based offenses are no different from race-based ones (Sue, 2010).

Sue (in press) has made a strong case that racial microaggressions are different from "everyday rudeness" in the following ways. They are (a) constant and continual in the lives of people of color, (b) cumulative in nature and represent a lifelong burden of stress, (c) continuous reminders of the target group's second-class status in society, and (d) symbolic of past governmental injustices directed toward people of color (enslavement of Black people, incarceration of Japanese Americans, and appropriating land from Native Americans). In one revealing study on Asian Americans, for example, Wang, Leu, and Shoda (2011) found that race-based microaggressions were much more harmful to the targets than nonraced-based insults because their lower social status in society was a constant reminder of their overall subjugation and persecution. They concluded that racial microaggressions differed significantly in quality and quantity from general nonrace-based incivilities.

In a major survey of over 3,300 respondents, the APA (2016) found that daily discrimination experienced by people of color had a profound impact on stress levels and contribute to poorer health. An astoundingly high number of African Americans (over 75%) reported *daily discrimination*; Asian Americans, Latina/o Americans, and Native Americans also all report significantly higher discriminatory experiences than their White counterparts. Among the reported discriminatory treatments were unjustified questioning by police and/or threats, receiving second-class health care treatment, unfair labor practices (being fired or not promoted when otherwise qualified), treated with disrespect, considered less intelligent, having teachers discour-

age them from further education, and unfriendly neighbors who made life difficult for them. According to microaggression theory, these individual forms of discriminatory behavior can be classified as microassaults, microinsults, and microinvalidations that vary on a continuum from being overt, intentional and explicit to subtle, unintentional, and implicit (Sue, 2010; Sue et al., 2007).

Being burdened with and contending with a lifetime of microaggressions have been found to increase stress in the lives of people of color (APA, 2016), deny or negate their racialized experiences (Neville, Awad, Brooks, Flores, & Bluemel, 2013), lower emotional well-being (Ong, Burrow, Fuller-Rowell, Ja, & Sue, 2013), increase depression and negative feelings (Nadal, Griffin, Wong, Hamit, & Rasmus, 2014), assail the mental health of recipients (Sue, Capodilupo, & Holder, 2008), create a hostile and invalidating campus and work climate (Purdie-Vaughns, Steele, Davies, Ditlmann, & Crosby, 2008; Solorzano et al., 2000), impede learning and problem solving (Salvatore & Shelton, 2007), impair employee performance (Hunter, 2011), and take a heavy toll on the physical well-being of targets (Clark, Anderson, Clark, & Williams, 1999).

The Harmful Impact of (Macro-)Aggressions

In addition to focusing on the detrimental impact of individual forms of microaggressions, some social justice advocates have indicated that institutional and cultural racism forms the foundations of prejudice and discrimination at the systemic levels (Jones, 1997; Tatum, 1997; Sue, 2010). Cultural racism has been identified as the individual and institutional expression of the superiority of one group's cultural heritage (arts, crafts, language, traditions, religion, physical appearance, etc.) over another group with the power to impose those standards (Jones, 1997). Its ultimate manifestation is ethnocentric monoculturalism (Sue & Sue, 2016), or in the case of the United States, an ideology of White supremacy that justifies policies, practices and structures which result in social arrangements of subordination for groups of color through power and White privilege. Huber and Solorzano (2014) used the term *macroaggression* to refer to the power of institutional and structural racism.

Considerable confusion surrounds the term (*micro-)aggression* regarding its usage, overtness, intentionality, and impact. It appears to be a misnomer when used to refer to people angrily shouting racial epithets, police officers unjustly profiling and shooting an African American suspect, or White parents not allowing their sons or daughters to date people of color. For many, these do not appear to be *micro-* but are instead *macroacts* of bias and discrimination. Microaggression theory, however, considers these acts as one of three forms of microaggressions (*microassaults*) that are conscious and deliberate (like old-fashioned racism) but occur

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on an interpersonal rather than a systemic level. This is not to deny that microaggressions cannot have major harmful impact such as the unwarranted shooting and killing of a Black male suspect (Sue, 2010). However, whether an act is subtle or blatant, deliberate or unintentional, or whether it has a shockingly harmful impact on targets are not criteria used to judge whether it is a micro- or a macroaggression. Chester Pierce (1969, 1970), credited with introducing the term *microaggression*, meant "micro" to refer to "everyday" rather than being lesser or insignificant.

We concur with Huber and Solorzano (2014) that the term *racial macroaggression* be reserved for systemic and institutional forms of racism that is manifested in the philosophy, programs, policies, practices and structures of governmental agencies, legal and judicial systems, health care organizations, educational institutions, and business and industry. Unlike microaggressions which have a more limited impact on an individual level, macroaggressions affect whole groups or classes of people because they are systemic in nature. The philosophy and belief in "manifest destiny," for example, justified unrestrained 19th century American expansion resulting in the forced removal of Native American from their lands, and provided a rationale for going to war with Mexico. There was a belief that God had decreed to Whites the right to expand and to impose their way of life on indigenous people who were described as heathens, uncivilized and primitive (Cortes, 2013; Sue, 2003). Like their individual counterparts, macroaggressions from a societal viewpoint can also be classified as macroassaults (Jim Crow laws), macroinsults (governmental policies aimed at civilizing American Indians), and macroinvalidations (forced assimilation and acculturation). In contemporary times, for

example, the proposed building of the southern border wall, travel bans from Muslim-majority countries, and voting laws that limit early or weekend voting that disproportionally impacts people of color are examples of macroaggressions. In many respects, racial macroaggressions represent an overarching umbrella that validates, supports, and enforces the manifestation of individual acts of racial microaggressions.

The Need to Take Action: People of Color, White Allies, and Bystanders

Given the immense harm inflicted on individuals and groups of color via prejudice and discrimination, it becomes imperative for our nation to begin the process of disarming, disrupting, and dismantling the constant onslaught of micro- and macroaggressions. In this section, we describe the potential antiracist actions of three major groups—*targets, allies*, *and bystanders*—in their struggle against racism; we advocate the need for these constituents to take a proactive stance against the discriminatory actions of perpetrators. Through our review of the literature, we extract guiding principles that provide suggestions, strategies and interventions that disrupt, diminish, or terminate prejudice and discrimination at the individual level. Because of space limitations, however, we confine our discussion of microinterventions to primarily individual offenders. This is not to deny the importance of addressing macroaggressions, as there is a huge need for scholars and practitioners to develop antiracist microintervention strategies directed at biased institutional programs and practices and toward biased societal social policies as well.

Targets

Targets are people of color who are objects of racial prejudice and discrimination expressed through micro/macroaggressions. The experience of a microaggression can often feel isolating, painful and filled with threat (Sue, 2010). In the race-related stress-coping literature, the first rule of thumb for targets is to *take care of oneself* (Holder, Jackson, & Ponterotto, 2015; Mellor, 2004). In this respect, it is important to distinguish between the internal (survival and self-care goals of the target), and the external (confronting the source) objectives in dealing with bias and discrimination. It is often problematic to ask people of color to educate or confront perpetrators when the sting of prejudice and discrimination pains them. A number of coping or self-care strategies in the face of racism have been identified: social support (Shorter-Gooden, 2004), spirituality and religion (Holder et al., 2015), humor (Houshmand, Spanierman, & De Stefano, 2017), role shifting (Jones & Shorter-Gooden, 2003), armoring (Mellor, 2004), cognitive reinterpretation (Brondolo et al., 2009),

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withdrawing for self-protection (Mellor, 2004), self-affirmations (Jones & Rolon-Dow, in press), and directly or indirectly confronting the racism (Obear, 2016). It is this last proactive response that we believe merits much more attention as it is one of the main explanations for inaction in the face of microaggressions.

Little has been done to offer people of color the tools and strategies needed to disarm, diminish, deflect, and challenge experiences of bias, prejudice, or aggression (Mellor, 2004). Although it is important not to negate the functional survival value of self-care for people of color, it represents a defensive or reactive strategy that does not eliminate the source of future acts of bias. The experiences of discrimination can be jarring and can cause a "freeze effect" (Goodman, 2011). Without knowing what to do or how to respond, targets often experience great anxiety, guilt, and self-disappointment. People of color often wish to confront the aggressor but their lack of action or paralysis leads to later rumination about the situation and to negative self-evaluations (Shelton et al., 2006; Sue et al., 2007). Additionally, individuals who do not stand up for themselves often experience feelings of helplessness and hopelessness. The result may be a fatalistic attitude and belief that racism is normative and must be accepted (Williams & Williams-Morris, 2000).

Rather than perpetuate a sense of resignation, it would be beneficial to (a) provide targets with a repertoire of interpersonal responses to racism, (b) arm them with the ability to defend themselves, (c) offer guiding principles and a rationale behind using external intervention strategies, and (d) decrease the negative impact on their mental health and well-being. Response strategies provide targets with the tools to be brave in the face of adversity and to feel dignified, leading to an increased sense of self-worth. They also provide targets with the ability to dispel racist attitudes of perpetrators through educational and action-oriented approaches, leading to a greater sense of self-efficacy. Unfortunately, not responding often leads to internalizing prevalent racist attitudes and negative beliefs about oneself (Speight, 2007).

White Allies

Allies are individuals who belong to dominant social groups (e.g., Whites, males, heterosexuals) and, through their support of nondominant groups (e.g., people of color, women, LGBTQ individuals), actively work toward the eradication of prejudicial practices they witness in both their personal and professional lives (Broido, 2000; Brown & Ostrove, 2013). Allies surpass individuals who simply refrain from engaging in overt sexist, racist, ethnocentrist, or heterosexist behaviors; but rather, because of their desire to bolster social justice and equity, to end the social disparities from which they reap unearned benefits, and to maintain accountability of their actions to marginalized group members, they are motivated to take action at the interpersonal and institutional levels by actively promoting the rights of the oppressed (Brown & Ostrove, 2013). Like targets, allyship development involves internal and painful self-reckoning, and a commitment to external action.

The internal component for potential White allies involves soul searching as to who they are as racial/cultural beings, acknowledging and overcoming their biases, confronting their motivations for engaging in antiracism work, and recognizing how their lives would be changed for the better in the absence of oppression (Edwards, 2006; Helms, 1996). As indicated by Helms' (1996), developing a nonracist White identity is a major step toward social justice work; allies are motivated by an intrinsic desire to advocate for equity rather than by White guilt or to seek glorification as a "White savior." Her theory of White racial identity development addresses this issue profoundly, and is central to our understanding of the difference between the development of a nonracist identity (interpersonal reconciliation with Whiteness) and an antiracist identity (taking external actions against racism). When individuals expect credit for being an ally, broadcast their self-righteousness to others, or do not accept criticism (especially from persons of color) thoughtfully, their work as an ally becomes questionable (Spanierman & Smith, 2017).

Scholars in the field of racism have been advocating for dialogue, openness, and social action for many years (Helms, 1996; Sue, 2015; Tatum, 1997). These works have often been the basis of colloquial strategies for breaking down racism and developing an "allied" identity for White people. It is a concerted movement from words toward

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action, from privilege toward understanding one's positionality in oppression, and from identifying oppression to making a daily effort to resist that make allies distinct from bystanders, families, or friends (Brown, 2015; Reason & Broido, 2005). Allies possess affirmative attitudes on issues of diversity (Broido, 2000), consciously commit to disrupting cycles of injustice (Waters, 2010), and do not view their work as a means to a measurable end but a constant dismantlement of the individual and institutional beliefs, practices, and policies that have impeded the social growth and wellbeing of persons of color.

The shift from a nonracist identity to an action-oriented approach, however, assumes that activists have in their response repertoire the knowledge and skills to combat racism effectively. This may be a fallacious assumption as most educational and training programs often fall far short of teaching White allies the concrete and direct action strategies needed to influence perpetrators and social systems (Scully & Rowe, 2009; Sue, 2017).

Bystanders

Bystanders can be anyone who become aware of and/or witness unjust behavior or practices that are worthy of comment or action (Scully & Rowe, 2009). In many respects, the definitions of targets, allies, and bystanders may overlap, but research on White allyship suggests that allies are more likely to have an evolved awareness of themselves as racial/cultural beings, and to be more attuned to sociopolitical dynamics of race and racism (Broido, 2000; Helms, 1996). Although anyone can be a bystander, including targets (witnessing discrimination against a member of their group), we reserve this term for individuals who may possess only a superficially developed or a nebulous awareness of racially biased behaviors, and of institutional policies and practices that are not fair to a person of color or racial group. These individuals do not fall into the classes of targets or White allies but represent the largest plurality of people in society.

Most bystanders experience themselves as good, moral, and decent human beings who move about in an invisible veil of Whiteness (Sue & Sue, 2016), have minimal awareness of themselves as a racial/cultural being (Helms, 1996), and who possess limited experiences with people of color (Jones, 1997). Their naiveté about race and racism makes it very difficult for them to recognize bias or discrimination in others, and/or how institutional policies and practices advantage select groups and disadvantage groups of color. When they witness a discriminatory incident, for example, they may have difficulty labeling it as a racist act or they may excuse or rationalize away the behavior as due to reasons other than racism (Dovidio, Gaertner, Kawakami, & Hodson, 2002; Obear, 2016). Even when right or wrong behavior is recognized, inaction seems to be the norm rather than the exception.

Considerable scholarly work has attempted to explain the passivity of bystanders, even in the face of clear normative violations (Latané & Darley, 1968, 1970; Scully, 2005). Diffusion of responsibility, fear of retaliation, fear of losing friends, not wanting to get involved, and other anticipated negative consequences have all been proposed as inhibiting active bystander interventions. A number of social scientists, however, have begun to turn their attention to exploring conditions that would enhance or enable bystanders to intervene (Ashburn-Nardo, Morris, & Goodwin, 2008; Rowe, 2008; Scully, 2005). Four requirements for bystander action seem important: (a) the ability to recognize acceptable and unacceptable behaviors, (b) the positive benefits that accrue to the target, perpetrator, bystander, and organization through taking action, (c) providing a toolkit for active bystander interventions, and (d) the use of bystander training and rehearsal (Scully & Rowe, 2009).

Responding to Microaggressions

People of Color, White allies, and bystanders would all benefit from being cognizant of concrete strategies to disarm microaggressions. Although our focus is on interpersonal microaggressions, we propose a broader conceptual framework based on intervention strategies directed toward biased (a) individual perpetrator actions, (b) institutional programs, practices, and structures, and (c) social and community policies (see Figure 1). The choice and appropriateness of an action strategy may depend on which group is responding to racism, and whether the intervention strategy is directed toward a perpetrator, institution or societal pol-

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icy. The antiracist techniques and strategies are not meant to be exhaustive, nor are they seen as universally applicable to all groups, populations, or institutional/societal structures, but rather are an attempt to list a few of the strategic goals and objectives that underlie antiracism interventions.

Microinterventions

We define microinterventions as the everyday words or deeds, whether intentional or unintentional, that communicates to targets of microaggressions (a) validation of their experiential reality, (b) value as a person, (c) affirmation of their racial or group identity, (d) support and encouragement, and (e) reassurance that they are not alone. The term *microaffirmation* has occasionally been used to refer to some of these behaviors (Jones & Rolon-Dow, in press), but microinterventions are much broader in scope. In many respects, they have two primary functions. First, they serve to enhance psychological well-being, and provide targets, allies, and bystanders with a sense of control and self-efficacy. Second, they provide a repertoire of responses that can be used to directly disarm or counteract the effects of microaggressions by challenging perpetrators. They are interpersonal tools that are intended to counteract, change or stop microaggressions by subtly or overtly confronting and educating the perpetrator.

Although some may perceive microinterventions to be small and insignificant actions that potentially trivialize the nature of racism, many scholars have suggested that the everyday interventions of allies and well-intentioned bystanders have a profound positive effect in creating an inclusive and welcoming environment, discouraging nega-

tive behavior, and reinforcing a norm that values respectful interactions (Aguilar, 2006; Houshmand et al., 2017; Jones & Rolon-Dow, in press; Mellor, 2004; Scully & Rowe, 2009). In other words, microinterventions can have a *macroimpact* by creating a societal climate in public forums, employment settings, and educational institutions that encourage the positive and discourage the negative (Scully & Rowe, 2009).

Microaggression interventions undertaken by individuals may vary in the degree of subtlety or directness. Unless adequately armed with strategies, microaggressions may occur so quickly that they are oftentimes over before a counteracting response can be made. A review of responses to racism, suggest that microaggression reactions/interventions may be primarily to (a) remain passive, retreat, or give up, (b) strike back or hurt the aggressor, (c) stop, diminish, deflect, or put an end to the harmful act, (d) educate the perpetrator, (e) validate and support the targets, (f) act as an ally, (g) seek social support, (h) enlist outside authority or institutional intervention, or (i) achieve any combination of these objectives (Aguilar, 2006; Brondolo et al., 2009; Houshmand et al., 2017; Joseph, & Kuo, 2009; Mellor, 2004; Obear, 2016).

Table 1 provides a listing of a few of the individual intervention strategies identified in our review of the literature. It has been a monumental undertaking to classify and organize the many tactics suggested by antiracist activists because they are often presented as simple *comebacks* without a clear explication of their rationale. We provide a conceptual framework of microinterventions divided into five categories: *strategic goals, objectives, rationale, tactics,* and *examples*. We elaborate on some of these to illustrate the principles for their inclusion, provide examples of microintervention tactics that can be taken, and discuss their potential desired outcome. It is important to note, however, that developing microinterventions is not only a science but also an art. Implementing or using the tactics can be manifested in many ways and is most influenced by creativity and life experiences (Sue, 2015). The strategic goals of microinterventions are to (a) make the "invisible" visible, (b) disarm the microaggression, (c) educate the offender about the metacommunications they send, and (d) seek external support when needed. It is important to note, however, that almost all the tactics outlined in Table 1 may overlap with one another, depending on the motives of the target, ally, or bystander. Oftentimes, the same tactic may be used either to disarm the microaggression or to educate the offender. In many cases, a microintervention tactic may operate from a combination of these goals.

Strategic Goal: Make the "Invisible" Visible

It is oftentimes much easier to deal with a microaggression that is explicit and deliberate because there is no

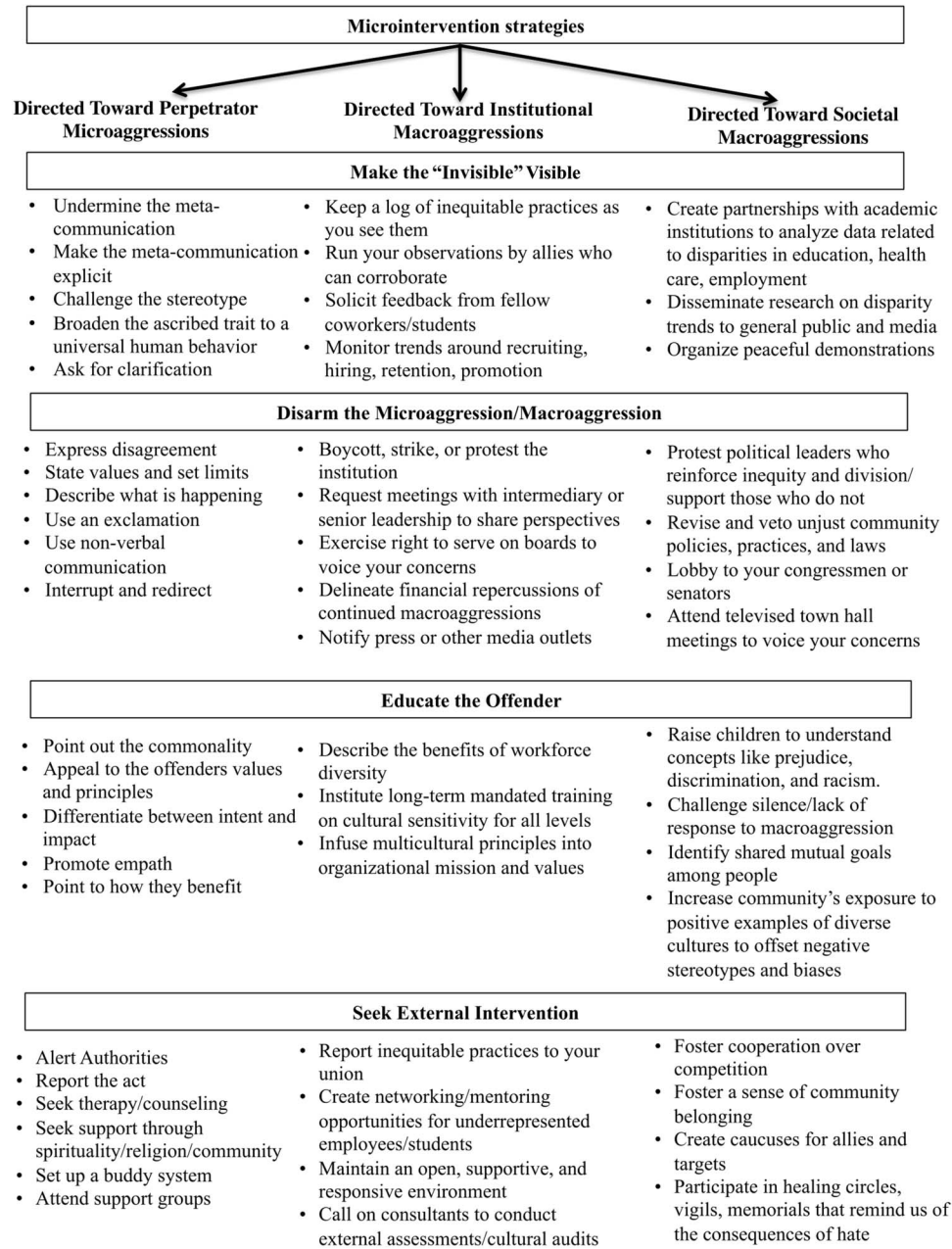| Microintervention strategies		
Directed Toward Perpetrator Microaggressions	**Directed Toward Institutional Macroaggressions**	**Directed Toward Societal Macroaggressions**
Make the "Invisible" Visible		
• Undermine the meta-communication • Make the meta-communication explicit • Challenge the stereotype • Broaden the ascribed trait to a universal human behavior • Ask for clarification	• Keep a log of inequitable practices as you see them • Run your observations by allies who can corroborate • Solicit feedback from fellow coworkers/students • Monitor trends around recruiting, hiring, retention, promotion	• Create partnerships with academic institutions to analyze data related to disparities in education, health care, employment • Disseminate research on disparity trends to general public and media • Organize peaceful demonstrations
Disarm the Microaggression/Macroaggression		
• Express disagreement • State values and set limits • Describe what is happening • Use an exclamation • Use non-verbal communication • Interrupt and redirect	• Boycott, strike, or protest the institution • Request meetings with intermediary or senior leadership to share perspectives • Exercise right to serve on boards to voice your concerns • Delineate financial repercussions of continued macroaggressions • Notify press or other media outlets	• Protest political leaders who reinforce inequity and division/ support those who do not • Revise and veto unjust community policies, practices, and laws • Lobby to your congressmen or senators • Attend televised town hall meetings to voice your concerns
Educate the Offender		
• Point out the commonality • Appeal to the offenders values and principles • Differentiate between intent and impact • Promote empath • Point to how they benefit	• Describe the benefits of workforce diversity • Institute long-term mandated training on cultural sensitivity for all levels • Infuse multicultural principles into organizational mission and values	• Raise children to understand concepts like prejudice, discrimination, and racism. • Challenge silence/lack of response to macroaggression • Identify shared mutual goals among people • Increase community's exposure to positive examples of diverse cultures to offset negative stereotypes and biases
Seek External Intervention		
• Alert Authorities • Report the act • Seek therapy/counseling • Seek support through spirituality/religion/community • Set up a buddy system • Attend support groups	• Report inequitable practices to your union • Create networking/mentoring opportunities for underrepresented employees/students • Maintain an open, supportive, and responsive environment • Call on consultants to conduct external assessments/cultural audits	• Foster cooperation over competition • Foster a sense of community belonging • Create caucuses for allies and targets • Participate in healing circles, vigils, memorials that remind us of the consequences of hate

Figure 1. Microintervention strategies.

guesswork involved about the intent of the perpetrator (racial epithets or hate speech). Most microaggressions, however, contain both a conscious communication and hidden or metacommunication that is outside the level of perpetrator awareness (Nadal et al., 2014). Naiveté and innocence make it very difficult for offenders to change, if they perceive their actions as devoid of bias and prejudice (Jones, 1997). Microintervention tactics aimed at making the "invisible" visible can take many forms. Undermining or naming the metacommunication is an example of one of these tactics outlined in Table 1. For

example, a White teacher says to a third-generation Asian American student, "You speak excellent English!" The metacommunication here may be "You are a perpetual alien in your own country. You are not a true American." In using a microintervention tactic, the student responds, "Thank you. I hope so. I was born here." This tactic may seem simplistic, but it does several things. It acknowledges the conscious compliment of the perpetrator, lowers defensiveness for the comeback to follow, subtly undermines the unspoken assumption of being a foreigner, and plants a *seed* of possible future awareness of

Table 1
Microintervention Strategies

Strategic goals	Objectives	Rationale	Tactics	Examples
		Scenario: *African American male enters an elevator occupied by a White heterosexual couple. The woman appears anxious, moves to the other side of her partner, and clutches her purse tightly.* Metacommunication: *Black men are dangerous, potentially criminals, or up to no good.*		
Make the "invisible" visible	Bring the micro-/macroaggression to the forefront of the person's awareness	Allows targets, allies, and bystanders to verbally describe what is happening in a nonthreatening manner	Undermine the metacommunication	"Relax, I'm not dangerous."
	Strike back, defend yourself, or come to the defense of others	When allies or bystanders intervene, reassures targets they are not "crazy" and that their experiences are valid		"Don't worry, John is a good person."
	Indicate to the perpetrator that they have behaved or said something offensive to you or others	When those with power and privilege respond, has greater impact on perpetrator	Name and make the metacommunication explicit	"You assume I am dangerous because of the way I look."
	Force the perpetrator to consider the impact and meaning of what was said/done or, in the case of the bystander, what was not said/done		Challenge the stereotype	"I might be Black, but that does not make me dangerous."
			Broaden the ascribed trait	"Robberies and crimes are committed by people of all races and backgrounds."
			Ask for clarification	"Do you realize what you just did when I walked in?" "Do you feel afraid to be in this elevator with me?" "What was that all about? Are you afraid of him?"
		Scenario: *Colleague makes the following statement about a new employee with a visible disability: "He only got the job because he's handicapped."* Metacommunication: *People with disabilities only receive opportunities through special accommodations rather than through their own capabilities or merit.*		
Disarm the microaggression	Instantly stop or deflect the microaggression	Provides targets, allies, and bystanders with a sense of control and self-efficacy to react to perpetrators in the here and now	Express disagreement	"I don't agree with what you just said."
	Force the perpetrator to immediately consider what they have just said or done	Preserves targets' well-being and prevents traumatization by or preoccupation with what transpired		"That's not how I view it."
	Communicate your disagreement or disapproval towards the perpetrator in the moment	Allows perpetrator to think before they speak or behave in future encounters with similar individuals	State values and set limits	"You know that respect and tolerance are important values in my life and, while I understand that you have a right to say what you want, I'm asking you to show a little more respect for me by not making offensive comments."

Table 1 (*continued*)

Strategic goals	Objectives	Rationale	Tactics	Examples
			Describe what is happening	"Every time I come over, I find myself becoming uncomfortable because you make statements that I find offensive and hurtful."
			Use an exclamation	"Ouch!" "Ahhh, C'mon!"
			Nonverbal communication	Shaking your head Looking down or away Covering your mouth with your hand
			Interrupt and redirect	"Whoa, let's not go there. Maybe we should focus on the task at hand."
			Remind them of the rules	"That behavior is against our code of conduct and could really get you in trouble."

Scenario: *Student in a chemistry class makes the following comment about an Arab American student:*
"Maybe she should not be learning about making bombs and stuff."
Metacommunication: *All Arab Americans are potential terrorists.*

Strategic goals	Objectives	Rationale	Tactics	Examples
Educate the offender	Engage in a one-on-one dialogue with the perpetrator to indicate how and why what they have said is offensive to you or others	Allows targets, allies, and bystanders the opportunity to express their experience while maintaining a relationship with the offender	Differentiate between intent and impact	"I know you didn't realize this but that comment you made was demeaning to Maryam because not all Arab Americans are a threat to national security."
	Facilitate a possibly more enlightening conversation and exploration of the perpetrator's biases	Lowers the defense of the perpetrator and helps them recognize the harmful impact	Appeal to the offender's values and principles	"I know you really care about representing everyone on campus and being a good student government leader but acting in this way really undermines your intentions to be inclusive."
	Encourage the perpetrator to explore the origins of their beliefs and attitudes towards targets	Perpetrator becomes keen to microaggressions committed by those within their social circle and educates others	Point out the commonality	"That is a negative stereotype of Arab Americans. Did you know Maryam also aspires to be a doctor just like you? You should talk to her; you actually have a lot in common."
			Promote empathy	"The majority of Arab Americans are completely against terroristic acts. How would you feel if someone assumed something about you because of your race?"
			Point out how they benefit	"I know you are studying clinical psychology. Learning about why those stereotypes are harmful is going to make you a better clinician."
Seek external reinforcement or support	Partake in regular self-care to maintain psychological and physical wellness	Mitigates impact of psychological and physiological harm associated with continuous exposure to microaggressions	Alert leadership	Ask to speak to a manager or someone who is in authority
	Check in with self and others to ensure optimal levels of functioning	Reminds targets, allies, and bystanders that they are not alone in the battle	Report	Report the incident in person or use anonymous online portals such as the Southern Poverty Law Center or use a hashtag on social media to make your experience go viral
	Send a message to perpetrators at large that bigoted behavior will not be tolerated or accepted	Ensures situations of discrimination or bias do not go unnoticed	Therapy/counseling	Seek out individual counseling with culturally competent providers for self-care and well-being

(*table continues*)

Table 1 (*continued*)

Strategic goals	Objectives	Rationale	Tactics	Examples
			Spirituality/religion/ community	Turn to your community leaders or members for support
			Buddy system	Choose a friend with whom you can always check in and process discriminatory experiences
			Support group	Join a support group such as "current events group" that meets weekly to process issues concerning minorities

false assumptions. With some modification, this type of response can also be made by White allies or bystanders who hear or see the transgression.

For targets, especially, there are other advantages to making the "invisible" visible. Disempowering the innuendo by "naming" it has been advocated by Paulo Freire (1970) in *Pedagogy of the Oppressed*. He concluded that the first step to liberation and empowerment is "naming" an oppressive event, condition or process so it no longer holds power over those that are marginalized. It demystifies, deconstructs and makes the "invisible" visible. Naming is (a) liberating and empowering because it provides a language for people of color to describe their experiences and (b) reassures them that they are not *crazy*. It further forces those with power and privilege to consider the roles they play in the perpetuation of oppression.

Likewise, White allies and bystanders cannot intervene when they are unable to recognize that a microaggression has occurred. The first rule of effective intervention is the quality of *perspicacity* or the ability to see beyond the obvious, to read between the lines, and to deconstruct conscious communications from metacommunications. Being able to decipher the double meanings of microaggressions is often a challenging task. Sternberg (2001) described perspicacity as a quality that goes beyond intellect but encompasses wisdom that allows for a person's clarity of vision, and penetrating discernment. Racial awareness training has been found to be effective in helping individuals recognize prejudicial and discriminatory actions, and to increase bystander intervention in the workplace (Scully & Rowe, 2009).

Strategic Goal: Disarm the Microaggression

A more direct means of dealing with microaggression is to disarm them by stopping or deflecting the comments or actions through expressing disagreement, challenging what was said or done, and/or pointing out its harmful impact. This more confrontive approach is usually taken because of the immediate injurious nature to targets and those who witness it. One technique advocated by Aguilar (2006) is to state loudly and emphatically, "Ouch!" This is a very simple tactic intended to (a) indicate to the perpetrator that they

have said something offensive, (b) force the person to consider the impact and meaning of what they have said or done, and (c) facilitate a possible more enlightened conversation and exploration of his or her biases. Some examples are the following: "Those people all look alike" ("Ouch!"); "He only got the job because he's Black" ("Ouch!"); and "I'm putting you on the finance committee, because you people (Asian Americans) are good at that" ("Ouch!").

Another tactic found to be useful is to interrupt the communication and redirect it. During the course of a conversation when a microaggression, or a biased, and misinformed statement is made, simply interrupt it by directly or indirectly stopping the monologue, and communicating your disagreement or displeasure. This is very effective when a racist or sexist joke is being told. Examples of verbal microinterventions are these (Aguilar, 2006): "Whoa, let's not go there," "Danger, quicksand ahead!" and "I do not want to hear the punchline, or that type of talk." Nonverbal responses may include shaking your head (disapproval) and physically leaving the situation.

Strategic Goal: Educate the Perpetrator

Although microinterventions often create discomfort for perpetrators, most are not meant to be punitive, but rather educational (Sue, 2015). When microinterventions are used, the ultimate hope is to reach and educate the perpetrator by engaging them in a dialogue about what they have done that has proven offensive, what it says about their beliefs and values, and have them consider the worldview of marginalized group members (Goodman, 2011). We realize that education is a long-term process and brief encounters seldom allow an opportunity for deep discussions, nevertheless, over the long run, microinterventions plant seeds of possible change that may blossom in the future. This is especially true if they are exposed to frequent microinterventions by those around them, creating an atmosphere of inclusion and an environment that values diversity and differences (Purdie-Vaughns et al., 2008; Scully & Rowe, 2009). Many brief educational tactics can be taken by targets, allies, and bystanders to educate perpetrators. In Table 1, these include appealing to the offender's values and principles, pointing out the commonalities, increasing the

awareness of professional and societal benefits, and promoting empathy.

One of the most powerful educational tactics is to help microaggressors differentiate between good intent and harmful impact. When microaggressions are pointed out to perpetrators, a common reaction is defensiveness and shifting the focus from action to intention (Sue, 2015). Here, the person who may have engaged in behaviors or made a statement perceived as biased claims that "I did not intend it that way." In racial dialogues, shifting the topic to intent is tactically very effective because proving biased intent is virtually impossible. To overcome the blockage, it is often helpful to refocus the discussion on impact instead of intent. Some common statements may be the following: "I know you meant well, but that really hurts"; "I know you meant it as a joke, but it really offended Aisha (or me)"; "I know you want the Latinas on this team to succeed, but always putting them on hospitality committees will only prevent them from developing leadership skills"; I know you kid around a lot, but think how your words affect others"; and "I know you meant it to be funny, but that stereotype is no joke."

Strategic Goal: Seek External Reinforcement or Support

There are times in which individual efforts to respond to microaggressions may be contraindicated, and the most effective approach is to seek external support from others or from institutional authorities (Brondolo et al., 2009; Mellor, 2004). Targets, allies, and bystanders oftentimes put themselves at risk by confronting others about their microaggressions, and such efforts are often emotionally draining (Sue, 2017). Although the concept of racial battle fatigue is very applicable to targets, social justice advocates must also be prepared for the huge pushback likely to occur from others around them. Perpetrators may deny a target's experiential reality by claiming the person of color is *oversensitive, paranoid,* or *misreading the actions of others.* For allies and bystanders who choose to intervene, they may be accused as *White liberals,* or *troublemakers,* and consequently isolated or avoided by fellow White colleagues. A family member who objects to a racist joke told by an uncle, for example, may be admonished not to rock the boat for the sake of family harmony, or threatened to be disowned by the family. Antiracism work is exhausting and seeking support and help from others is an aspect of self-care.

Some important actions that can be taken are to find a support group, utilize community services, engage in a buddy system, or seek advice and counseling from understanding professionals. These external sources are meant to allow targets, allies, and bystanders to express their emotions in ways that are safe, to connect with others who validate and affirm their being, and to offer advice and suggestions. In many ways, these actions are meant to better

prepare advocates for the challenges likely to be encountered, and to immunize them to the stresses of social justice work.

On another front, microinterventions often dictate seeking help from institutional authorities, especially when (a) a strong power differential exists between perpetrator and target, (b) the microaggression is blatant and immediately harmful (microassault), (c) it would be risky to respond personally, or (d) institutional changes must be implemented. A discriminatory act by a manager may best be handled by reporting to a higher authority or seeking an advocate with the same social/employment standing as the perpetrator within the company. Reporting racist graffiti and/or hate speech to university administrators, law enforcement agencies, and other community organizations are all possible microinterventions.

Context Matters

It would be erroneous and even dangerous for anyone to recommend microintervention strategies devoid of context and environmental considerations. Microaggressions do not occur in a vacuum and neither do antiracism strategies. White allies and bystanders who intervene after witnessing racial microaggressions may have a greater impact on the White perpetrator than targets who respond. Yet, it is also possible that a well-intentioned bystander might "make matters worse" by intruding on the privacy of the target (Scully & Rowe, 2009). It is important for all individuals engaging in microinterventions to operate with perspicacity and to understand the repercussions—both positive and negative. A few of these considerations are the following.

First, *pick your battles.* Although applicable to all three groups, this imperative seems more appropriate to people of color. Responding to frequent and endless microaggressions can be exhausting and energy depleting. For the purposes of self-preservation and safety, it is important to determine which offense or abuse is worthy of action and effort.

Second, *consider where and when you choose to address the offender.* Calling out someone on a hurtful comment or behavior in public may provoke defensiveness or cause an ugly backlash that does not end microaggressions but increases them. Determine the place (public or private), or time (immediate or later) to raise the issue with perpetrators.

Third, *adjust your response as the situation warrants.* If something was done out of ignorance, *educate* rather than just *confront.* A collaborative rather than an attacking tone lowers defensiveness and allows perpetrators to hear alternative views.

Fourth, *be aware of relationship factors and dynamics with perpetrators.* Interventions may vary depending on the relationship to the aggressor. Is the culprit a family member, friend, coworker, stranger or superior? Each relationship may

dictate a differential response. For a close family member, education may have a higher priority than for a stranger.

Last, *always consider the consequences of microinterventions, especially when a strong power differential exists between perpetrator and target.* Although positive results can ensue from a microintervention, there is always the potential for negative outcomes that place the target, White ally, or bystander at risk.

Discussion

In closing, we would like to suggest possible future directions in the study of microinterventions and provide a few general observations. First, although the existing stress-coping literature has identified valuable strategies in dealing with general stress, there is little research on microintervention coping strategies. It is imperative to identify new race-related response strategies, to determine their impact on microaggressive comments or actions, and to establish their effectiveness. It would also be valuable to determine the potency of microintervention training, and whether increasing the arsenal of antiracism strategies for targets have any positive effect on mental health, feelings of increased efficacy, and self-esteem. Likewise, does arming targets, allies, and bystanders with microinterventions increase the likelihood of challenging microaggressions? A reason often given for inaction in the face of bias is "not knowing" what to do. Additionally, "Do targets always want bystanders and allies to intervene?" Are there specific instances when interventions would be harmful to targets by reducing self-efficacy and autonomy, or actually increasing microaggressions? If so what are those situations and conditions? Further, what is the relationship of racial, cultural, and gender differences in responding to racist acts or statements? Do certain coping responses or specific microintervention strategies align better with some cultures or social identities? Lee, Soto, Swim, and Bernstein (2012) found that Asian Americans typically utilize indirect and more subtle approaches to maintain interpersonal harmony, whereas African Americans tend to confront racism more directly. To assume one is more functional than the other is to make an ethnocentric value judgment. It may be better to approach this issue by asking, "What role does race, culture, and ethnicity play in confronting discrimination, and what are the advantages and disadvantages that arise from their culture-specific use?" It is clear, that the concept of microinterventions is a complex issue, and future research is needed to clarify their manifestation, dynamics and impact.

Second, in the arena of education and training, identifying microintervention strategies and skills is not enough to produce actions on the part of well-intentioned individuals. It is clear that active interventions will only occur when other inertia and inhibitions are overcome, and when these skills are learned, practiced, and rehearsed. Some organizations in the business sector have begun "active bystander" training in confronting prejudiced responses (Aguilar, 2006; Ashburn-Nardo et al., 2008; Scully & Rowe, 2009). We believe such training would also benefit targets and White allies, and suggest similar microintervention training programs for psychology, education and other social service professions.

Third, this article has mainly addressed the microaggressions delivered on individual and interpersonal levels. Future research and work aimed at disarming macroaggressions at the institutional and societal levels are equally if not more important to develop. What can targets, allies, and bystanders do to impact macroaggressions that flow from the programs, procedures, practices, and structures of institutions and from societal social policies? We are currently working on delineating microintervention strategies at the institutional and societal levels shown on Figure 1.

Fourth, readers are probably aware that some of our examples and statements are not simply confined to racial microaggressions. Almost any marginalized group in our society can be subjected to microaggressions. Thus, many of our microintervention strategies may be equally applicable to gender, sexual orientation/identity, disability and other group-based micro/macroaggressions as well. We strongly encourage other scholars and practitioners to explore microintervention strategies that may not only share commonalities with other target populations, but also those unique to the group.

Last, it would be a monumental mistake to believe microinterventions alone would cure the omnipresent onslaught of microaggressions, and lead to the enlightenment of perpetrators. It is important to note that microaggressions are reflections of explicit and implicit biases and simply stopping prejudicial actions is not enough, unless serious internal self-reckoning occurs. Although microinterventions are short-term frontline actions that deal with the immediacy of racism expression, we believe they have major potential positive benefits for targets, White allies, bystanders, and ultimately our society.

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EXHIBIT 7

Addressing Racelighting on Community College Campuses

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Addressing Racelighting on Community College Campuses

J. Luke Wood[a] and Frank Harris III[b]

[a]Distinguished Professor of Education, San Diego State University, San Diego, California; [b]Alumni Distinguished Faculty, San Diego State University, San Diego, California

ABSTRACT
Racelighting is a form of psychological manipulation whereby Black, Indigenous and People of Color (BIPOC) second-guess their experiences, perceptions, and realities due to racism. In this article, the authors provide recommendations for how community colleges can foster environments that counter the harmful effects of racelighting.

Racism is a normal, daily experience for Black, Indigenous, and other People of Color (BIPOC) in U.S. society. In our nation's community colleges, racism has been identified as a detrimental factor impacting students' sense of belonging and identity development, educators' time investment in students, and campus climate (Wood et al., 2015). These factors inhibit students' learning, growth, and development as well as the institution's ability to facilitate their success (e.g., persistence, achievement, transfer; Wilson, 2021). In the 1970's, Pierce offered the term *racial microaggressions* to refer to the mundane and routine experiences Black people have with subtle racism. Pierce noted racial microaggressions confine Black people to a psychological state where they tacitly accept their disenfranchisement. Microaggressions can include a range of communication (e.g., verbal, nonverbal), and "these subtle, minor, stunning, automatic assaults are a major offense mechanism by which Whites stress Blacks unremittingly and keep them on the defensive" (Pierce, 1989, p. 308). Moreover, Pierce argued these messages greatly mar one's self-confidence, contributing to the recipient feeling immobilized. Sue (2010) expanded the concept beyond the Black community to address racial microaggressions People of Color and other minoritized communities face.

As Sue et al. (2007) noted, there are three primary types of microaggressions, including microassaults, microinsults, and microinvalidations. Microassaults are akin to tradition and overt racism. These can include use of racial epitaphs, purposefully derogatory actions and characterizations, and discouraging interracial exchanges. This type of microaggression is focused on less often because the messages are rendered consciously. Microinsults insult People of Color through messages that are disrespectful, demeaning to the person's identity, or generally insensitive. These messages often are communicated without intention yet have a negative impact on BIPOC. Among the numerous types of microinsults are messages conveying People of Color are prone to criminal behavior, are academically inferior due to their racial heritage, and come from families and communities that are "lesser than." Respectively, microinsults are referred to as assumptions of criminality, ascriptions of intelligence, and second-class citizenship. Microinvalidations are messages serving to refute the experiences, perceptions, and racialized realities of People of Color. A key type of microinvalidation is the denial of individual racism, whereby a White individual dismisses the personal experiences BIPOC have with racism. As with microinsults, microinvalidations often are communicated without intention.

CONTACT Frank Harris ✉ frank.harris@sdsu.edu 💻 Alumni Distinguished Faculty, San Diego State University, San Diego, California, USA

Racelighting defined

One outgrowth of racial microaggressions is racelighting. Essentially, racelighting is what occurs when gaslighting is racial. Gaslighting is a form of psychological manipulation in which a "perpetrator distorts information and confuses a victim, triggering the victim to doubt their memory and sanity" (Tormoen, 2019, p. 2). Racelighting is done with the intent to control the victim's thoughts, actions, and behaviors. Similarly, racelighting is "the process whereby People of Color question their own thoughts and actions due to systematically delivered racialized messages that make them second guess their own lived experiences and realities with racism" (Wood & Harris, 2021a, para. 4). Similar to differences between microassaults compared to microinsults and microinvalidations, racelighting can occur in ways that are both intentional and unintentional, referred to as active racelighting and passive racelighting, respectively. This is a key distinction between racelighting and gaslighting.

Active racelighting occurs when the perpetrator intends to confuse and disorient the victim, which is done to make the recipient question their own sanity and reality. This form of racelighting is most similar to gaslighting. The following scenario is an example of active racelighting:

> Ambrosa is a Black female administrator at a community college. She is highly competent and is a seasoned student affairs professional. She was promoted recently to the position of director. Tracy is a White female staff member who has conflictual relationships with her peers. Tracy also does not believe she receives enough recognition for her contributions to the college and is jealous of the opportunities Ambrosa is given. Tracy sets out to undermine Ambrosa. In work meetings, she criticizes Ambrosa's ideas, programs, and ability to manage her team. She does so publicly to undermine Ambrosa. Tracy repeatedly extends the stereotype that Ambrosa is emotionally unstable, especially when Ambrosa tries to defend herself. Despite Ambrosa's fiscal prudence, Tracy actively tries to convince others that Ambrosa mismanages her budget. She uses labels about Ambrosa such as "diva" and "overbearing" and frequently uses the phrase "there she goes again." Due to her vigorousness in conveying these messages to Ambrosa and their colleagues, people begin to believe there must be some truth to what Tracy is saying. Ambrosa starts to feel like she is under fire and cannot get things right. Her staff begin to undermine her openly, especially ones she has been forced to write up or discipline. Ambrosa begins feeling deep feelings of inadequacy and disorientation, and she starts to second guess her own decision making. Tracy is actively racelighting Ambrosa.

In contrast, passive racelighting occurs when there is no intent to sow doubt or disorientation. BIPOC begin to experience an accumulation of racial microaggressions early in life. The long-term effects of these psychologically invalidating and insulting messages can be the tacit belief that the messages are indeed true. The following scenario could be an example of passive racelighting:

> Jeremiah is a 30-year-old Native American student studying business. He returns to college with the goal of transferring to a university. When he starts at the community college, his counselor tries to advise him away from his goal of transferring to a university and instead suggests he complete a certificate program in automotive repair. His counselor states the certificate program would be a better "fit" for him. Having been away from school for some time, Jeremiah struggles in his classes early on. His professors treat him like he is unintelligent and does not belong. In fact, when he first arrived to his calculus class, his faculty member asked him if he was in the right room. Jeremiah does not talk much in class because he is concerned he will not get the answer right. His professors see this as disengagement and routinely ignore him. In his English class, his most recent paper received a "B-" grade, and comments from the professor were demeaning. They suggested Jeremiah might want to drop the class before the deadline. Jeremiah begins to question his own worth and academic capabilities. He feels like he cannot get anything right and starts to question whether school is the right place for him. Jeremiah is experiencing passive racelighting.

Both forms of racelighting can lead BIPOC to second guess their experiences, feelings, capabilities, knowledge, decision making, recollections, and even their basic humanity. At an interpersonal level, racelighting can be amplified when messages are conveyed with a sense of credibility, authority, or authenticity. Due to the pervasive nature of racism as a culturally embedded aspect of society, racelighting messages can be amplified further at an organizational level when the actions and words of BIPOC are framed through labels emphasizing their criminality, inferiority, or emotional instability. As Wood and Harris (2021b) noted, BIPOC can experiences intense feelings of doubt, disorientation, and delusion in response to an accumulation of racial microaggressions in an

environment. Racelighting can have significant negative effects on BIPOC students, faculty, and staff. Specifically, Wood and Harris III argued racelighting serves as a pathway to interpersonal outcomes such as racial battle fatigue (RBF), a term Smith (2004) coined as a framework to explain how experiences with racism impact BIPOC holistically. The impacts are noticeably similar to combat stress syndrome and can include cognitive impacts (e.g., marred attentional focus, inability to retain information), psychological impacts (e.g., stress, anxiety, anger suppression, resentment), and physiological impacts (e.g., tension headache, elevated heartbeat, upset stomach). Long-term effects of RBF pose significant ramifications for one's health and lead people of color to question their own worth (Smith, 2004; Smith et al., 2007). Given this, we offer three recommendations educators can employ to address racelighting in community colleges.

Recommendations for practice

First, institutions should provide professional learning opportunities for BIPOC students, faculty, and staff on topics such as bias, racial microaggressions, racelighting, and RBF. Professional learning is critical for racelightees and racelighters. For racelightees, or recipients of racelighting, professional learning provides an opportunity to learn about the nature of their oppression. Such opportunities can provide a sense of control over racelighting experiences, leading recipients to feel disempowered, disoriented, and delusional. This empowerment is key to countering experiences with racelighting (Wood & Harris, 2021b). For passive racelighters whose actions are unknown, greater awareness of racial microaggressions can lead racelighters to understand the ramifications of their actions. As Sue et al. (2007) noted, this education should enhance their ability to identify different types of racial microaggressions (e.g., assumptions of criminality, ascriptions of intelligence), to understand the impact of their actions on others and to engage in actions to repair their actions and improve their behavior. Moreover, passive racelighters may also benefit from learning how to be better allies to BIPOC when active racelighting occurs.

Second, institutions should support the establishment of employee resource groups (ERGs). ERGs are community or affinity groups at colleges designed for staff and faculty from the same identity groups to come together for support, networking, and advancing organizational diversity and equity goals. ERGs provide a venue for employees to engage with other employees who may have a shared understanding of the challenges they navigate due to their identities (Welbourne et al., 2017). ERGs provide a venue for educators to discuss their experiences with racial microaggressions, dispel stereotypes, and engage in informal learning (Green, 2018). ERGs can help to address racelighting by providing a venue to counter messages leading BIPOC to second guess their own experiences, thoughts, and realities. BIPOC can experience an environment where they are reassured of their capabilities, contributions, and experiential knowledge.

Third, institutions should have regular mechanisms in place to learn about the experiences of BIPOC and to intercede when racism occurs. This learning can include routinized opportunities to hear from BIPOC students, faculty, and staff about their experiences at the institution. Perspectives from these individuals can be attained through interviews, focus groups, town halls, and assessments of campus climate. To maximize the benefits of this recommendation, institutions must believe the experiences they learn about from those who have been impacted by microaggressions and racelighting. Otherwise, the racelightee is microaggressed further because of a denial of individual racism, a subtype of microinvalidations (Sue et al., 2007). This is disheartening when it occurs given that racelighting naturally disorients and makes the recipient of racelighting feel delusional; thus, denying the experiences racelightees articulate can accelerate experiences with racelighting. In addition, institutional leaders must have the intention to act on issues that are raised. Harper and Hurtado (2007) noted:

> Conducting a climate study can be symbolic of institutional action, only to be filed away on a shelf. We advocate that data . . . guide conversations and reflective examinations to overcome discomfort with race, plan for deep levels of institutional transformation, and achieve excellence in fostering racially inclusive learning environments. (p. 7)

Disclosure statement

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EXHIBIT 8

Curriculum / Cross-listing

Goal: Encourage disciplines with cross-listed courses to consider removing the cross-listing.

Plan: Reach out to to faculty/department chair with an email providing the "why" and a link to a Google form.

Google Form:

1. Send out Google Form / Survey asking:
   a. Your class is cross-listed with one or more classes. Do you want to stay cross-listed? Y/N
   b. Which course is the parent course of this cross-listing?
   c. Do all disciplines meet minimum qualifications for the course? Y/N/don't know
   d. Have you added the state minimum qualifications in META from the drop-down list? Y/N
   e. Is your discipline reviewing this course in META regularly?
   f. Is your discipline assessing the student learning outcomes for this regularly? Y/N
   g. Do you have a cross-listing agreement completed for this cross-listing? Y/N/don't know

2. Schedule meetings with disciplines answering "A" - NO
3. Schedule meetings with disciplines answers "C" or "E" - NO

Meetings:

1. Meeting #1 Faculty who want to remove cross-listing
Faculty will discuss:
   - Review cross listed course master list
   - Discuss and determine parent course
   - Decide what discipline will remain
   - Discuss steps/impact in META

2. Meeting #2 Faculty who want to keep the cross-listing
Faculty will discuss:
   - Adding minimum qualifications
   - Updating or completing a cross-listing agreement
   - SLO Assessment plan

Div	Offer 1	Offer 2	Offer 3	Offer 4	Offer 5
AMBA	ART 182	MUS 182	TA 182	AMS 182	DNCE 182
AMBA	ART 183	MUS 183	TA 183	AMS 183	DNCE 183
AMBA	BUS 145	FASH 125			
AMBA	CINE 115	DBA 115			
AMBA	CINE 125	DBA 125			
AMBA	DBA 170	CINE 170			
AMBA	DBA 225	CINE 225			
AMBA	DBA 270	CINE 270			
AMBA	DBA 275	CINE 275			
AMBA	DNCE 137	MUS 137			
AMBA	DNCE 138	MUS 138			
AMBA	DNCE 173	MUS 173	TA 173		
AMBA	DNCE 174	MUS 174	TA 174		
AMBA	DNCE 283	MUS 283			
AMBA	DNCE 284	MUS 284			
AMBA	JOUR 140	PHOT 140			
AMBA/CTEE	BUS 136	FCS 136			
AMBA/CTEE	TA 109	FASH 109			
CTEE	AP C 739	AP DL 739			
CTEE	AP C 774	AP AC 774	AP DL 774	AP PL 774	
CTEE	AP C 783	AP PL 783			
CTEE	AP DL 701	AP AC 701	AP PL 701		

CTEE	AP DL 702	AP AC 702	AP PL 702		
CTEE	AP DL 703	AP AC 703	AP PL 703		
CTEE	AP DL 704	AP AC 704			
CTEE	AP DL 705	AP PL 705			
CTEE	AP DL 715	AP PL 715			
CTEE	AP DL 716	AP PL 716			
CTEE	DT 117	WELD 117			
CTEE	ID 150	ARCH 150			
CTEE	IT 108	WELD 108			
CTEE	MACH 190	DT 190	WELD 190		
LL/AMBA	SPCH 125	TA 125			
MNHCS	ASTR 120	GEOL 120			
MNHCS	BIOL 135	BIOL 135			
MNHCS	GEOG 115	ES 115			
MNHCS/AMBA	GEOG 158	GCIP 158	GEOL 158		
SBS	AIS 130	ANTH 130			
SBS	AIS 140	ANTH 140			
SBS	AMS 200	MCS 200	SOC 200		
SBS	ANTH 126	AS 126			
SBS	ANTH 155	CS 155			
SBS	CHDV 172	EDUC 172			
SBS	LS 121	POSC 121			
SBS	POSC 240	LS 240			
SBS	PSYC 105	SOC 105			

SBS	PSYC 125	SOC 125			
SBS	PSYC 145	SOC 145			
SBS	PSYC 150	SOC 150	AODS 150		
SBS	PSYC 155	SOC 155	AODS 155		
SBS	PSYC 205	SOC 205			

Your class is cross-listed with one or more classes. Do you want to stay cross-listed? Y/N
Which course is the parent course of this cross-listing?
Do all disciplines meet minimum qualifications for the course? Y/N/don't know
Have you added the state minimum qualifications in META from the drop-down list? Y/N
Is your discipline reviewing this course in META regularly?
Is your discipline assessing the student learning outcomes for this regularly? Y/N
Do you have a cross-listing agreement completed for this cr

EXHIBIT 9

PALOMAR COLLEGE
Learning for Success

[COURSE NAME & NUMBER] Syllabus

[Your syllabus is a contract between you and your student, providing information about the class and setting expectations. This also sets the tone for the class. Proofread your syllabus to make sure that you have not included information about teaching assignments at other colleges. Your syllabus does not need to be unnecessarily long. This template is made to help guide you, but make your syllabus work for you and your students. Just be sure to create a syllabus that is accessible and easy to access for students.]

Course Title: [Course information can be found in the class schedule, college catalog, and course outline of record.]
Section Number:
Modality:
Days/Times:
Term/Year:
Classroom Location: [Note that Palomar has classes at several locations across its large district. Be sure that you are familiar with the location of your class within the district as well as location of your class on a particular campus. If your class is online or hybrid, direct students to Canvas.]

Instructor Name:
Email: [Be sure to use your Palomar College email address- especially important for official documentation if needed]
Phone: [Best not to use your personal phone. Check with your ADA to make sure you are setup with a Palomar extension. Giving students your personal phone number is not a good idea.]
Office Location: [Full-time faculty, list your on-campus office location.
Part-time faculty, you can schedule office hours in one of the three private offices located in the part-time faculty workroom. Some departments have an office set aside near your department ADA's office. Check with your ADA for details.]
Office Hour Schedule: [Full-time faculty are required to have 5 hours a week in their office for office hours. Part-time faculty can be paid for office hours dependent on your teaching load. This is negotiated and may change from year to year. For part-time office hour information, please go to http://www2.palomar.edu/pages/hr/employees/personnel/ptfaculty/.]
Office Hour Access Information:
Communication Guidelines: [It is a good idea to let your students know if you have communication guidelines such as "M-Th I will respond to emails within 24 hours. Emails received on Saturday and Sunday will likely not be returned until Monday."]

Course Description

[Find in catalog, or review the Course Outline of Record in CurricUNET - META (https://www2.palomar.edu/pages/curriculum/meta/). Use your Palomar email username and password as your login.]

Course Objectives

[All CORs are located in CurriQunet META which may be accessed through Palomar's Single Sign-On portal at https://idmpg.palomar.edu/_layouts/PG/login.aspx?ReturnUrl=%2Fsso%2Fdefault.aspx. CORs may also be accessed at http://palomar.curricunet.com/PublicSearch (no sign-in is required to utilize this search).]

Student Learning Outcomes

[Contact your department chair or ADA, or view on the SLO website, http://www2.palomar.edu/pages/slo/, Be sure you know if one of the SLO's will be assessed for the current semester. Discuss SLO and Assessment with your department chair or department SLO facilitator. http://www2.palomar.edu/pages/sloresources/slo-facilitators/]

Course Materials & Resources

[No money is to be collected in class. Be sure to list all required and recommended materials on your syllabus, and stick to them. No surprises later in the semester!]

Required Text

[If you are unsure, contact your ADA or Chair. You may also check with the bookstore. https://www.bkstr.com/palomarstore/shop/textbooks-and-course-materials]

Recommended Texts & Other Readings

[Remember, no surprises later in the semester; list everything they may need.]

Online Resources - Canvas

[Starting in Spring 2018, Blackboard will no longer be available, and all courses will use Canvas LMS. Be sure to include how you expect students to use Canvas and how they can access the course there. If you're using any publisher materials in Canvas, let students know how to access those resources as well.]

How to Access the Course

1. Click the Canvas link at the very top of the Palomar College website.
2. On the next page, click the button/bar labeled "Canvas Login".
3. Login to the Palomar College Portal with your full Palomar College email address and password.

   Students can find their Palomar College email address in MyPalomar(eServices) displayed under the Welcome tab. The password for the Palomar College student email address is the same password used to login to MyPalomar(eServices).

Your First Time Logging In

1. If this is the first time you've ever logged in to Canvas, you will be re-directed to the OpenCCC website to login to the California Community College OpenCCC system that hosts Canvas on

behalf of all California Community Colleges. OpenCCC allows you to access California Community Colleges secure web applications.

2. OpenCCC requires every student to create a CCCID used by all California Community Colleges. If you already have a CCCID, created when you've ever applied to a California Community College, use it to sign on to OpenCCC.
   - If you don't remember your OpenCCC username and password, the OpenCCC Sign On page includes a "Forgot?" link to help you retrieve your CCCID.
   - If you do not have a CCCID, you must create one using the "Create a New Account" link on the OpenCCC Sign On page. When creating your OpenCCC account, please carefully read the instructions and information provided about this account.
   - If you have any problems accessing or creating your CCCID, please contact the California Community College OpenCCC Support Team at 877-247-4836 or support@openccc.net.

Get Help with Canvas

If you've never used Canvas before, you can learn more about Canvas from the Canvas Student Guides. If you have questions or need assistance, please call the Palomar College Information Services Help Desk at 760-744-1150 ext. 2140 or email helpdesk@palomar.edu.

Field Trips & Other Class Fees

[All field trips require advanced approval from you chair and dean and Clery Act Training on your part (contact Karen Boguta-Reeves at x3977). Class fees, etc., are set up and communicated to students well in advance of your class. Always discuss with your department chair in advance.]

Policies

College Policies

Americans with Disabilities Act (ADA)

[Provide directions/instructions for students with disabilities. If a student is granted an accommodation from the DRC, the student must bring you verification of that. You cannot deny that accommodation. Contact Disability Resource Center for assistance: http://www2.palomar.edu/drc/.

An example of the statement that could be used on your syllabus: "Disclosure of Disabilities to Instructors/Staff: If you have specific disabilities and require special accommodations, please let me know right away. DRC (Disability Resource Center) will, upon student request, inform faculty/staff about functional and/or educational limitations and about recommended accommodations." Never ask a specific student if he/she has a disability.

For information about the presence of service animals in the class, see https://www2.palomar.edu/pages/drc/service-animals/.
We are allowed to ask two questions only:
1) Is the animal required because of a disability? and 2) What work/task is the animal trained to perform? Service animals include dogs and miniature horses.]

Example Statement from DRC:

"Students with disabilities who may need academic accommodations (e.g. test accommodations), interpreting/captioning, academic and disability management counseling, etc. are encouraged to discuss their authorized accommodations (listed on an official Academic Accommodation Letter provided to the student) from the Disability Resource Center (DRC) with their professors. Students should provide timely notice of the authorized accommodation(s) to the professor to allow sufficient time for the accommodation(s) to be implemented. The faculty member will work with the DRC Office to ensure that proper accommodations are made.

Students seeking to apply for and request disability-related accommodations are invited to contact the DRC at 760.744.1150, ext. 2375, stop by the DRC office in the DSPS building, or visit the DRC at https://www2.palomar.edu/pages/drc/."

Pregnancy & Related Conditions

[Palomar College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing accommodations can seek assistance with accommodations from the College ADA 504 Officer [Pearl Ly, x2759] or from the Title IX Office [Shawna Cohen, *Deputy Title IX Coordinator,* x2608]. The college has a Lactation Support website https://www2.palomar.edu/pages/lactationsupport/title-ix-and-parenting-rights/]

Mental Health, Stress Management and Wellness Services Statement

[Provide a statement about mental health, stress, and wellness. Recommended language: "As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down or depressed, experience difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Palomar College services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Behavioral Health Counseling Services website at https://www2.palomar.edu/pages/bhcs/."]

Housing & Food Insecurity Statement

[Recommended statement from ASG, OSA, and Faculty Senate: "The Office of Student Affairs ((760) 744-1150 x2594) can connect you to resources assisting with food, housing, and more, including the Anita and Stan Maag Nutrition Center and other free food events. Visit the website (https://www2.palomar.edu/pages/studentaffairs/) for a full list of available community resources. If you feel comfortable doing so, please communicate with your instructor about any food or housing insecurity you may be facing that may impact your performance in class."]

Diversity Statement

[Provide a statement about diversity. Such as "We at Palomar College take pride in our gender, sexual, religious, ethnic, and racial diversity. We do not tolerate hate of any kind on campus, and we especially condemn in the strongest possible terms the intolerance and mistreatment of those who are lesbian, gay, bisexual, transgender, or questioning. Embrace all differences!" From the Child Development Website http://www2.palomar.edu/pages/childdevelopment/]

Student Safety

[Are you teaching a course in a classroom where safety is an issue such as a Chemistry lab? If so, provide safety information. Your department may have standard language to include.]

Academic Integrity

[Include a statement about academic Integrity. If you are not sure what to write you can review the information provided by the Office of Student Affairs https://www2.palomar.edu/pages/studentaffairs/home/policies/academic-integrity/.]

Course Policies

Drop Policy

[What is your drop policy? Be clear with your students. Whatever your policy, you must apply the same policy to all students. You **must drop** any student identified as a "no show" (students registered who have *never* attended class) by reporting these students on the first census drop roster or online through Faculty eServices. You **may elect to drop** a student for excessive absences (defined as more than the number of times the class is scheduled to meet per week). Again, be sure that you apply your policy consistently to all students. **You may not lower a student's grade solely due to absences, for example if a student has earned an A based on course assignments, but has missed a lot of class you cannot say something like: "Your grade will be lowered by a letter grade if you miss more than 3 classes".** It is critical that you keep attendance records on all of your students in all of your classes. If you drop a student who happens to be on financial aid or is on the GI Bill, you will be asked to provide that student's last date of attendance. What you list will impact that student's funding.]

Student Behavior Expectations

[Include behavioral expectations including consequences (but don't back yourself into a corner that you can't get out of. If you make an exception for one student, it will have to be made for all. Keep in mind that we are a community college and that our students are adults. Keep in mind, too, that we accept the top 100% of all applicants. Your expectations should be reasonable but clear. This is a key area for providing a clear but welcoming tone. Palomar's Student Code of Conduct. If an issue arises, please report the matter to Office of Student Affairs using the Incident Report.]

Late Work Policy

[Will you allow late work? Possible statement "Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval". Please note, our students with disabilities have mentioned several times that allowing late work even one time or for a reduction in points is very valuable for them.]

Grading Policy

[Everything that the student needs to know about how he/she will be graded for your class should be made crystal clear in this one brief section. Check your addition. Keep your grading straightforward. Don't throw surprises in elsewhere, and don't make changes along the way. Be sure that any information included on Canvas matches with what you have set forth in your syllabus. Have a friend or colleague look at your policy to make sure that it can be easily understood.]

Letter Grade Assignment

[Include an explanation between the relationship of points earned and the final letter grade. **Example:** "Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows"]: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

Graded Course Activities

- [Assignment Name = Point Value/Percentage (SLO X)
- Assignment Name = Point Value/Percentage (SLO X)
- Assignment Name = Point Value/Percentage (SLO X)
- Assignment Name = Point Value/Percentage (SLO X)
- Assignment Name = Point Value/Percentage (SLO X)
- Assignment Name = Point Value/Percentage (SLO X)
  - Total Points Possible/100%]

How to Access Grades

[How will your students be able to see their grades? Will you be using the LMS to post grades? Will you be keeping your own spreadsheet so that they would need to meet with you to see their points?]

Academic Resources

[Palomar College has tutoring available in many subjects: https://www2.palomar.edu/pages/tutoringservices/. We are also piloting online tutoring for online classes and for classes held somewhere other than San Marcos or Escondido.]

Important Dates

[Be sure to let your students know the important add, drop, withdraw dates. http://www2.palomar.edu/pages/enrollmentservices/calendars/]

Course Calendar

[Be sure to include a course calendar that includes the important dates in your course. Now that we are in a compressed calendar, we no longer have a finals week. Please be sure to note this in your course calendar. For the academic calendar, go to: http://www2.palomar.edu/pages/enrollmentservices/calendars/.]

Week 01: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 02: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 03: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 04: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 05: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 06: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 07: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 08: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 09: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 10: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 11: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 12: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 13: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 14: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 15: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

Week 16: [Topic Title & Dates]

- Readings
- Assignments
- Class Meetings

EXHIBIT 10

![SWC Southwestern College logo]

Faculty Course Syllabus and Materials Review Form A
Academic Faculty

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

Faculty: _____   **Discipline:** _____

Course: _____   **School:** _____

In accordance with evaluation procedures for instructional faculty, the instructor shall provide copies of a course syllabus for each course that the unit member is teaching during the semester of evaluation. The primary purpose of this review is to provide constructive feedback to faculty members regarding their course syllabi and materials. The following review also provides sample statements regarding college policies to assist faculty members in improving their syllabi. Instructors are expected to distribute the course syllabi to the students in their classes on the first day.

SYLLABUS:

Satisfactory	Needs Work	
☐	☐	Course description and objectives, either verbatim from the course outline or an abridged version that references the course outline.
☐	☐	Student Learning Outcomes stated.
☐	☐	Calendar of activities as applicable: topics, themes, etc.
☐	☐	Calendar of examinations, field trips, project due dates, oral presentations as applicable.
☐	☐	Required and supplementary textbooks and necessary course materials.
☐	☐	Attendance and tardiness policy: Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceeds twice the number of hours the class meets per week.
☐	☐	Behavior/discipline requirements as deemed necessary (e.g. permission to tape lectures, personal electronic equipment).
☐	☐	Out-of-class assignment policy (e.g. homework, papers, field trips).
☐	☐	Method of evaluating student progress toward, and achievement of, course objectives, including method by which the final grade is determined
☐	☐	Faculty contact information: voice mail, SWC email, office hours and/or consultation availability, and appointment procedure
☐	☐	Disability Support Services (DSS) Accommodation Statement (please use verbatim): "Southwestern College recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes they may have a disability and would like more information, they are encouraged to contact Disability Support Services (DSS) at (619) 482-6512 (voice), (619) 207-4480 (video phone), or email at DSS@swccd.edu. Alternate forms of this syllabus and other course materials are available upon request."

Satisfactory	Needs Work	
☐	☐	Plagiarism statement (please use verbatim): "Academic dishonesty of any type by a student provides grounds for: disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation."
☐	☐	**Optional:** Academic Success Center Referral (inclusion highly recommended, please use verbatim): "To further your success, reinforce concepts, and achieve the stated learning objectives for this course, I refer you to Academic Success Center learning assistance services. You will be automatically enrolled in NC 3: Supervised Tutoring, a free noncredit course that does not appear on your transcripts. Services are located in the ASC (420), the Writing Center (420D), the Reading Center (420), Math Center (426), the Library/LRC Interdisciplinary Tutoring Lab, MESA, specialized on-campus School tutoring labs, the Higher Education Center, and the San Ysidro Education Center. Online learning materials and Online Writing Lab (OWL) are available at www.swccd.edu/owl.
☐	☐	**Optional:** Other information which advises students of requirements established by the instructor (or department) for meeting course objectives or deemed necessary to inform the students (e.g. hazardous materials in laboratory, availability of Student Support Services such as tutoring, Math Center, Writing Center, etc.)

Comments:

_____

_____

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Evaluator Signature	Date	Faculty Signature	Date