|  |  |
| --- | --- |
| **Women’s Studies** | **Date: 12/01/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.****Devon Smith PhD****Susan Miller PhD** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

|  |
| --- |
| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**

**(For enrollment, WSCH, & FTEF data, use Fall term data only).** * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)
	+ [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)
	+ [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)

The Women's Studies Program is now in its third year and we are pleased to report a number of course- and program-level successes. We have also done more work on articulating the goals of the program, building the campus profile of Women’s Studies through student-driven programing, and growing the Gender and Women's Studies club. Our enrollment numbers continue to be strong despite the overall decrease in enrollment campus-wide. We, too, have felt the decline in overall students and have compensated by adjusting our course offerings to target prime time slots and by offering one less section of Soc 135 Gender so that we can maximize our enrollment. Our Census Load% has improved to 80% from 75.2% in 2013-14. Our WSCH/FTEF is 468. Both Census and WSCH/FTEF have increased from 2013-14 and we feel our program is moving in the right direction. Our success and retention rates remain steady with little change from last year. Success rates are 62.4% while retention rates are 86.2%. This lets us know that we are keeping the large majority of students and although we would like to see higher success rates, we believe that somewhat lower success rates reflect that our program is rigourous, and focused on critical thinking and analytical writing, We feel confident that we are preparing students for transfer and that the demands of our program make students well-equipped to major in Women’s Studies or Sociology at a four-year school. These accomplishments would be difficult for any discipline, but are even harder for the Women’s Studies program, which is multidisciplinary in nature. Coordinating and having a meaningful impact on such a diverse collection of disciplines (in many cases with different Deans) makes the fact that we have attained this level of success even more remarkable.  Last year we were able to report more comprehensively on the progress of the program. And while we’ve made strides in this area, we must note that the following analysis is still not complete. We are having particular trouble assesing program-level SLOs.and we discuss plans for changing this in the next section. |

|  |
| --- |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>

The one area of our program that we still struggle with is doing comprehensive analysis of program SLO’s. Our course SLO’s for Gender (Soc 135) and Intro to Women’s Studies (Soc 115) are up to date and indicate that our students are understanding the complexity of gender theory and socialization. However, our program is multi-disciplinary and we are working on a way to obtain and analyze a more comprehensive understanding of program SLO’s from the following courses: Women in History (Hist 130), Psychology of Women (Psych 130), Native Women in the Americas (AIS 165), Race, Gender and Media Effects (COM 105) and Women and Literature (ENG 280). Our plan is to make our program data available to all faculty who teach the courses mentioned above, in the hopes it will encourage more participation in the SLO process through data sharing. We have also decided to create a summary form that will list both program SLO’s and have faculty from each course report on student success related to the SLO’s. We are attempting to standardize a process which will give us comprehensive data across the variety of various disciplines in Women’s Studies. We hope that by implementing these changes, next year we will be able to provide a more complete report on program SLO’s. We are aware that SLO’s drive program decisions and are eager to analyze outcome data.  |

|  |
| --- |
| 1. **Other Relevant Data and Information.**
2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**

Our program continues to show robust growth. However, much of this growth is not reflected in traditional data and measurements. The two courses in Sociology, Soc 115 and 135, are on a strong upward growth trend with enrollment increasing each semester. We are seeking ways to extend these enrollment increases to other courses in the program such as History 130 and AIS 165 by working cooperatively with those department in advertising and outreach. As mentioned above, our SOC 115 course (Intro to Women’s Studies) had the highest enrollment this semester (FALL 2015) to date. This growth is perhaps better reflected in the tremendous student interest and involvement in things like the Gender and Women’s Studies student club. Like SOC 115, the club also has recorded it’s highest membership to date. Meeting minutes indicate that the club meets at a minimum of every other week and has consistently high attendance (approximately 15 students regularly attend meetings and plan activities). Furthermore, the students who now make up the club have undertaken unprecedented levels of campus involvement. In November, the club collaborated with Active Minds (a student club that raises awareness about mental health issues) to host a THREE DAY event about sexual assault on college campuses. On the first day they hosted a self-defense class that was open to the public. On day two they hosted a panel discussion of PTSD. On day three they hosted a screening of the documentary *The Hunting Ground* (about sexual assault on campuses). All three events were well-attended. The film played to a standing-room-only crowd. We cannot emphasize enough the hard work and dedication that these students had to put forth to host an event of this scope. It is a testament to the growth and presence of the club on campus that they were so successful. We believe that there is a strong connection between the continued growth of the Women’s Studies Program and student-centered programming of this kind. We would like to receive institutional support to continue these student enrichment activities, which we believe are criticial to student engagement in community and school.. However, it remains difficult for Professor Smith to balance her departmental duities while continuing to grow the Women’s Studies program due to a number of time constraints. In addition to a full 5 course, per-semester, teaching load, she is the advisor of the Women and Gender Studies club, which is more active every semester. Additionally she is responsible for overseeing the committee that plans Women’s History Month and various other activities throughout the semester. Her responsibilities also include developing and nurturing connections with community agencies such as AAUW, coordinating the collection of SLO data for a multidisciplinary program, as well as making connections with other college/university Women’s Studies Programs (via NCHEA activities). In addiiton she is significantly involved in detailed program planning and outreach at high schools and at other events that encourage student participation and enrollment. Finally, she has additional obligations to the Sociology program, which include monitoring enrollment, SLO collection and data analysis, hiring, and scheduling, among other things. This leaves very little time to grow the Women’s Studies program and to oversee the planning and implementation of events that the Women’s Studies program (and the affiliated student club) have become known for. Because Dr. Smith’s duties far exceed the usual professional development and service expectations, we are requesting a 20% release time for her. A 20% release time would greatly facilitate her ability to continue to serve both Women’s Studies (and Sociology) at her current capacity. 1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**

As stated above, the Women's Studies program at Palomar is growing at a rapid rate, not only in terms of enrollment in our core Soc classes but also in terms of its visibility on the campus through the activities of students.. There is evidence of this in the growth of classes like SOC 115 (Intro to Women’s Studies) and in the increasing student interest in the Gender and Women’s Studies club. Last year we noted that we planned to make some adjustments to the offering of our classes. For example, we are offering the Gender Studies 135 course only in the spring semester of this year (instead of every semester). Additionally, we are offering SOC 115 online in the spring, instead of in face-to-face format. We have also carefully analyzed the times and days that classes are offered to make sure they are in "prime time" slots. We will continue to advertise and do outreach across campus. We will also work diligently on collecting our SLO data and updating assessments as necessary.We are pleased that more students than ever seem to be aware of and are participating in Women 's Studies sponsored events. As indicated earlier in this document, student involvement in the Gender and Women’s Studies club is double what it was last year. The club is now collaborating with other student clubs to host multi-day events. Similarly, the Women’s Studies Faculty (in collaboration with the student club) hosted our most successful Women’s History Month events to date in March 2015. The theme was “Women and Social Justice.” We hosted a panel discussion on reproductive health concerns that featured midwives, OBGYNs and professors from area universities who study reproductive health and justice. A student in the Gender and Women’s Studies club took the initiative to oraganize and produce a flashmob on campus to highlight art as social protest. The marquee event was a screening of the short film *Muted,* which profiled the fact that girls of color do not receive as much media attention as white girls when they are abducted. The producers of the film came down from Los Angeles to host a post-screening Q and A. We were pleased to fill the Howard Brubeck Theater almost entirely for this popular event. Again, we take this as evidence that there is campus-wide interest in events of this kind. For March 2016 we are planning a slate of events having to do with interpersonal violence (including sexual assault, stalking, domestic violence and human trafficking). We hope to place special emphasis on healing from these traumas.  |

|  |
| --- |
| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**

n/a |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

|  |
| --- |
| **Discuss/Summarize progress on last year’s goals. Include** 1. **the impact on resources allocated and utilized;**
2. **any new developments or concerns that are affecting the program;**
3. **any new goals for the program; and**
4. **other information you would like to share.**

In last year’s PRP we listed the following goals:1. Request travel funds to attend conferences
2. Participate in NCHEA events with Women’s Studies programs at area colleges/universities
3. Secure a dedicated campus space for Women’s Studies students
4. Begin a discussion of a program name change (to Gender and Women’s Studies instead of Women’s Studies).

Goal 1 – We are extremely grateful to have received a portion of the travel funds requested in last year’s PRP. We cannot overstate the importance of traveling to academic conferences in order to stay current in our fields of study and to aquire academic resources. For example, in March of 2015, with the help of PRP travel funds, Prof Smith was able to attend the International Conference on Masculinity. At this conference Prof Smith attended a number of discussions hosted by leading academics in the field of Masculinity Studies. She also attended the premier screening a film called *The Mask You Live In,* a groundbreaking film about masculinity in the United States. Because of her exposure to this film, the Women’s Studies faculty are already planning a campus-wide screening of the film for Spring 2016. Travel to academic conferences has a direct impact on Palomar College programming. This year, Prof Smith plans to attend the Pacific Sociological Association conference with the help of PRP travel funds. She looks forward to aquiring new information and resources. Sociology is a particularly dynamic field and it is important that we stay current in our specializations. The past year has seen an explosion of cultural commentary on sexuality, especially around the transgendered community. Students are interested and curious about these changing definitions of gender and sexual identity. It is extremely important to network in this field to stay current with the literature and to keep abreast of intellectual thought in this field.Goal 2 – We are currently in the process of coordinating with Mira Costa College and CSUSM on NCHEA events for March and April of 2016. Faculty on all three campus have met to tentatively plan a slate of events dealing with two themes: **1) Interpersonal Violence and 2) Gender and Social Justice.**Re: ***Interpersonal Violence***: The preliminary plan is for events to include the following: A Sexual Assault Awareness Rally with guest speaker Erin Merryn; A Community Resource Fair to provide information to students about gender violence; *The Clothesline Project* (this is a program started on Cape Cod, MA, in 1990 to address the issue of violence against women. It is a vehicle for women affected by violence to express their emotions by decorating a shirt. They then hang the shirt on a clothesline to be viewed by others as testimony to the problem of violence against women. With the support of many, it has since spread world-wide. We would like to bring this to Palomar); An Interpersonal Violence Awareness Conference featuring workshops on healthy relationships, bystander intervention, how to incorporate awareness into the classroom, gender and cultural norms that perpetuate violence, etc.Re: ***Gender and Social Justice***: The preliminary plan is to organize events to include the following: A Sexuality Symposium featuring a panel of students and faculty discussing various issues related to gender identity, sexual orientation and sexual expression; A movie screening of the *Mask You Live In* with a discussion panel; A speaking event featuring Jackson Katz, a renowned author and scholar noted for his work on masculinity. We are excited to bring these events to area colleges/universities with the help of NCHEA and we feel very encouraged by the cross-collaboration between our campuses to facilitate these events.Goal 3: We are still eager to secure a dedicated campus space for our students. Obviously this is a major undertaking, but preliminary talks with other faculty and administrators indicates that there is both an interest in and a need for such a space. We look to CSUSM’s Gender Equity Center for guidance and inspiration. Having a Gender and Women’s Studies space (even if it is simply an empty office) would not only facilitate meeting the needs of Palomar students, it would aid in the institutionalization of the program and our ability to coordinate with other corresponding centers (like the Gender Equity Center at CSUSM). Goal 4: We continue to explore changing the name from Women’s Studies to Gender and Women’s Studies. We are proceeding carefully with this goal because we want to be sure that it does not adversely impact things like our ability to articulate our courses with other campuses. However, we believe that the name change will be more inclusive of our community and invite students from the wide diversity of gender and sexual orientations to participate in activities that promote tolerance, social justice and social change. NEW GOALS: We envision the following goals for next year.Goal 1: We are requesting a 20% release time from contract load for our program coordinator. Dr. Smith’s activities include planning numerous events (such as those outlined above), networking across campuses for NCHEA and other activities to support transfering students, and networking with community organizations such as AAUW (American Association of University Women), Planned Parenthood and other outside agencies that bring useful information and support to students. She is the advisor to the burgeoning Gender and Women’s Studies student club, which actively sponsors and organizes 1-2 events per month. She also is in charge of the monumental task of SLO program development, assessment and tracking across multi-disciplinary courses and she would like to spend more time working in that area. In addition, Dr. Smith does numerous outreach activities such as presenting on the AA degree at local high schools and to counseling as well as advertising Women’s Studies course on campus to boost enrollment. She would like to create a website for the program but with out some release time, it is very diffiuclt to do all that we envision. It is worth mentioning again that she does all of this while maintaing her adminstrative and teaching obligation to Sociology. Goal 2: We plan to continue to work with counseling to increase the profile of Women’s Studies on campus and to help boost student interest in Women’s Studies courses and the Women’s Studies major. We have received disappointing reports this semester that counseling may not be recommending the Women’s Studies major to students (at least one student reported that she was actively discouraged from pursuing the major). We appreciate the difficult and important work that counseling does and simply chalk this up to a misunderstanding about the benefits of majoring in Women’s Studies.. At the same time, it feels like an uphill battle when students report to us that counselors tell them not to take our courses or major in Women’s Studies. We are hopeful that by reaching out to counseling and having productive discussions with counselors will encourage them to feel more comfortable recommending courses and the major to students. Goal 3: We are going to request funding for travel to academic conferences. It seems there is unprecedented academic and social interest in the fields of gender and feminist studies. It is therefore vital that we stay up-to-date on the current thinking in the field. Furthermore, conferences are one of the best ways to network with other professionals in the field. This has a direct impact on everything from course content to student programming. As mentioned earlier in this document, we are planning to screen a film on campus next semester only because Prof Smith was exposed to the film at a recent conference. Goal 4: We would like to make it a goal to further collaborate with other disciplines and student clubs on campus. We are specifically interested in hosting increasingly diverse student programming. The Black Student Union is up and running again as of this semester. The advisor to the club is one of our dynamic sociology adjuncts and we have already talked with her about collaborating on events dealing with a variety of themes. We collaborated with this same adjunct on a Political Economy Days talk on crime and white privilege. It was very well received so we look forward to more programming of this kind. At present we are also hoping to do programming focusing on Latinas. There has also been a discussion of hosting (along with Amerincan Indian Studies) a screening of the film *A Thousand Voices*, a film about New Mexico’s Native American women.Goal 5: Outreach and Advertisement of the Program - We believe more work could be done to raise the profile of the Women’s Studies Program on campus. Outreach to counseling, flyers, stickers and buttons promoting the program as well as more diverse programming will all be part of meeting this goal. Although we are pleased with the growth of the program thus far, we believe there is more work to be done and that the program can achieve even greater visibility.  |
|  |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.**  | **DVD *Killing Us Softly 4*** | **600010** | **4** | **1 and 4.3** | **We have done programming in the past using this film to talk about depictions of women in the media. It is powerful and always resonates with students. The Women’s Studies Program would like to host another screening of the film in collaboration with the Gender and Women’s Studies Club, who would like to do a series of events on body positivity in the spring. We plan to invite the psychology department to cohost as well. This will further our goal of collaborating with other departments AND of raising the profile of the Women’s Studies Program on campus. It would also be good to have this important and valuable film permanently so that other faculty can use it. This will also make an excellent PD opportunity for faculty.** | **$315.00** |
| **a2.**  | **DVD *The Mask You Live In*** | **600010** | **4** | **1 and 4.3** | **As indicated in this PRP, we are planning on screening this film at Palomar in the spring semester as part of a series of events having to do with Gender and Social Justice. It is our hope that we will be able to screen the film in the Howard Brubeck Theater and invite students from Palomar and area colleges and universities to see this groundbreaking film on masculinity in the U.S. This will further our goal of hosting diverse programming on campus and will also help us to connect with students and faculty on other area campuses. This is a very new film and it is not available widely so having a hard copy will enable us to use it in a range of classes in a variety of disciplines moving forward. This will also make an excellent PD opportunity for faculty.**  | **$350.00** |
| **a3.**  |  | **600010** |  |  |  |  |
| **a4.**  |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.**  | **Button maker** | **600010** | **5** | **1** | **It is important that students are aware not just that there is a women’s studies program, but that there are a wide range of courses associated with this multidisciplinary degree. Therefore we have had to rely on unique outreach materials to raise the profile of our program. The stickers with information about Women’s Studies courses have been very popular. However, some students are reluctant to take them/use them because they are permanent. Using the existing sticker design but turning them into buttons would alleviate this problem and give us another tool for advertising the program.**  | **The button maker is $300 (incl shipping and tax). The cost of 200 buttons is $75.** **TOTAL: $375.00**  |
| **b2.**  |  | **600010** |  |  |  |  |
| **b3.**  |  | **600010** |  |  |  |  |
| **b4.**  |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.**  |  | **400010** |  |  |  |  |
| **c2.**  |  | **400010** |  |  |  |  |
| **c3.**  |  | **400010** |  |  |  |  |
| **c4.**  |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.**  | **Release time** | **500010** | **1** | **1** | **Palomar College lists the following as some of its core values: creativity and innovation in engaging students, faculty, staff and administrators; diversity in learning environment, philosophies, cultures, beliefs and people; excellence in teaching, learning and service. The Women’s Studies program seeks to meet these goals in everything from its coursework to the events sponsored by the program and the affiliated Gender and Women’s Studies club. However, Prof Smith’s ability to comprehensively oversee the program (and the degree to which it meets the aforementioned goals) is hampered by the scope of this large, multidisciplinary program, as well as her commitment to the sociology department. 20% (1 course) release time would assist her in meeting these demands. Ultimately this will benefit the program and, by extension, the students at Palomar.**  | **20% (1 course)** |
| **d2.**  |  | **500010** |  |  |  |  |
| **d3.**  |  | **500010** |  |  |  |  |
| **d4.**  |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.**  | **Travel to academic conferences – Pacific Sociological Association Conference in Oakland, CA 2016** | **500010** | **3** | **3.3** | **A core value of Palomar College is "excellence in teaching, learning, and service." Women’s Studies is in a perieod of dynamic growth, and staying current is essential to our being excellent instructors and to improving student progress and learning, and defining career pathways for students. Going to conferences such as the annual meeting of the Pacific Sociological Assocation helps us tremendously in our efforts to keep up in our field. The PSA conference always has a dynamic gender section that will be valuable to us as Sociologists and in Women’s Studies. The amount of funding requested here is the total cost for one full-time faculty member to attend the annual PSA meeting in 2016. The cost includes flights, hotels, food, and registration fees. Attendance at these conferences is in line with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).** | **$975** |
| **e2.**  |  | **500010** |  |  |  |  |
| **e3.**  |  | **500010** |  |  |  |  |
| **e4.**  |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.**  |  | **230010** |  |  |  |  |
| **f2.**  |  | **230010** |  |  |  |  |
| **f3.**  |  | **230010** |  |  |  |  |
| **f4.**  |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

 **STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  | **Release time** | **500010** | **1** | **1** | **Palomar College lists the following as some of its core values: creativity and innovation in engaging students, faculty, staff and administrators; diversity in learning environment, philosophies, cultures, beliefs and people; excellence in teaching, learning and service. The Women’s Studies program seeks to meet these goals in everything from its coursework to the events sponsored by the program and the affiliated Gender and Women’s Studies club. However, Prof Smith’s ability to comprehensively oversee the program (and the degree to which it meets the aforementioned goals) is hampered by the scope of this large, multidisciplinary program, as well as her commitment to the sociology department. 20% (1 course) release time would assist her in meeting these demands. Ultimately this will benefit the program and, by extension, the students at Palomar.**  | **20% (1 course)** |
| **2.**  | **Travel to academic conferences - Pacific Sociological Association Conference in Oakland, CA 2016** | **500010** | **3** | **3.3** | **A core value of Palomar College is "excellence in teaching, learning, and service." Women’s Studies is in a perieod of dynamic growth, and staying current is essential to our being excellent instructors and to improving student progress and learning, and defining career pathways for students. Going to conferences such as the annual meeting of the Pacific Sociological Assocation helps us tremendously in our efforts to keep up in our field. The PSA conference always has a dynamic gender section that will be valuable to us as Sociologists and in Women’s Studies. The amount of funding requested here is the total cost for one full-time faculty member to attend the annual PSA meeting in 2016. The cost includes flights, hotels, food, and registration fees. Attendance at these conferences is in line with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).** | **$975** |
| **3.**  | **Button Maker** | **600010** | **5** | **1** | **It is important that students are aware not just that there is a women’s studies program, but that there are a wide range of courses associated with this multidisciplinary degree. Therefore we have had to rely on unique outreach materials to raise the profile of our program. The stickers with information about Women’s Studies courses have been very popular. However, some students are reluctant to take them/use them because they are permanent. Using the existing sticker design but turning them into buttons would alleviate this problem and give us another tool for advertising the program.** | **The button maker is $300 (incl shipping and tax). The cost of 200 buttons is $75.** **TOTAL: $375.00**  |
| **4.**  | **DVD *The Mask you Live In*** | **600010** | **4** | **1 and 4.3** | **As indicated in this PRP, we are planning on screening this film at Palomar in the spring semester as part of a series of events having to do with Gender and Social Justice. It is our hope that we will be able to screen the film in the Howard Brubeck Theater and invite students from Palomar and area colleges and universities to see this groundbreaking film on masculinity in the U.S. This will further our goal of hosting diverse programming on campus and will also help us to connect with students and faculty on other area campuses. This is a very new film and it is not available widely so having a hard copy will enable us to use it in a range of classes in a variety of disciplines moving forward. This will also make an excellent PD opportunity for faculty.**  | **$350.00** |
| **5.** | **DVD *Killing Us Softly*** | **600010** | **4** | **1 and 4.3** | **We have done programming in the past using this film to talk about depictions of women in the media. It is powerful and always resonates with students. The Women’s Studies Program would like to host another screening of the film in collaboration with the Gender and Women’s Studies Club, who would like to do a series of events on body positivity in the spring. We plan to invite the psychology department to cohost as well. This will further our goal of collaborating with other departments AND of raising the profile of the Women’s Studies Program on campus. It would also be good to have this important and valuable film permanently so that other faculty can use it. This will also make an excellent PD opportunity for faculty.** | **315.00** |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |
| **11.** |  |  |  |  |  |  |
| **12.** |  |  |  |  |  |  |
| **13.** |  |  |  |  |  |  |
| **14.** |  |  |  |  |  |  |
| **15.** |  |  |  |  |  |  |
| **16.** |  |  |  |  |  |  |
| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |
| **21.** |  |  |  |  |  |  |
| **22.** |  |  |  |  |  |  |
| **23.** |  |  |  |  |  |  |
| **24.** |  |  |  |  |  |  |
| **25.** |  |  |  |  |  |  |
| **26.** |  |  |  |  |  |  |
| **27.** |  |  |  |  |  |  |
| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests**  | **Position Title/Category****Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  |  |  |  |  |  |  |
| **2.**  |  |  |  |  |  |  |
| **3.**  |  |  |  |  |  |  |
| **4.**  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**