

#6

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, January 03, 2026 6:23:46 AM
Last Modified: Saturday, January 03, 2026 7:19:59 AM
Time Spent: 00:56:12

Page 1: Please review the following:

Q1

Contact Person:

Name	Courtney Hammond
Email Address	courtney.hammond@gcccd.edu

Q2

Department:

History, Humanities, Philosophy and Religious Studies

Q3

Title of Request:

Classroom Furniture

Q4

Location of Request:

F Building Philosophy, Humanities and Religious Studies classrooms

Q5

Type of Request (Select one):

Equipment: Tangible property with a purchase price of at least \$200 and a useful life of more than one year. Technology related items such as hotspots, computers, tablets should be requested through the College Technology Committee

Q6

Description of Request: Please provide a description of the supplies, equipment, or miscellaneous request. When making your request, please be as specific as possible and include information such as make, model, manufacturer, color, quantity, etc.

We are requesting the purchase of 70 collaborative student-centered learning desks/chairs to outfit our two designated 35 person classrooms in the F building. We would prefer triangular shaped desks ("wing desks") that can be arranged into clusters of various sizes for discussion-based learning. We would prefer a neutral desktop wood color, and either gray or black edges and legs. We are flexible concerning the exact make and model, manufacturer, and color, but the following is an example: Smith Systems Interchange Wing Desk <https://smithsystem.com/catalog/2020/94/> .

Q7

Estimated Cost:

We are currently awaiting a quote, however recent requests by other departments for similar desks and chairs fall between \$32,000 and \$38,000.

Q8

Respondent skipped this question

Please attach quote, if available

Q9

Total Cost of Ownership: Your requested item may incur ongoing expenses. What are the ongoing expenses associated with your request? If there are ongoing expenses, please detail how you plan to support these costs with your existing budget by completing the text boxes below.

Initial Cost of Item

tbd

Impacts to Staffing

none

Q10

Justification of Request: The justification of the request is a key area to focus on. The ROC encourages you to strengthen your request by providing a robust rationale detailing all relevant criteria. When writing the rationale, keep in mind that those reviewing the justification may not be familiar with your department and needs. Providing detailed information and context can help clarify the need for your request. Please select the applicable criteria(s) and provide the details of how the criteria(s) relate to your request.

Critical need,**Impact on student success and access,****Equity and Antiracism,**

The justification of the request is a key area to focus on. ROC encourages you to strengthen your request by providing a robust rationale detailing all relevant criteria. When writing the rationale, keep in mind that those reviewing the justification may not be familiar with your department and needs. Providing detailed information and context can help clarify the need for your request.:

In Philosophy, Humanities, and Religious Studies, teaching and learning take place through dialogue, inquiry, and the shared examination of ideas—not through a one-directional lecture model. Our classes rely on discussion-based, student-centered learning environments where students engage directly with texts, ethical dilemmas, lived experiences, and interpretive questions. Much of the intellectual work in these disciplines happens collaboratively: small-group dialogue, peer-led analysis of readings, guided debates, case-based exploration of moral and cultural issues, and reflective activities that help students connect course concepts to their own lives. These student-centered approaches are essential for fostering critical thinking, active engagement, and a sense of belonging—particularly for students who may initially doubt their capacity to participate in abstract or discussion-heavy courses. When we reorganize students into small groups, pair them for close-reading exercises, or shift between whole-class dialogue and collaborative problem-solving, the physical classroom layout becomes a determining factor in whether students can meaningfully engage with the material and with each other. Traditional fixed desks significantly inhibit the flexible movement and rapid reconfiguration required in these learning environments. They make it difficult for students to form circles or small groups, to turn and face peers, or to engage in dynamic activities without disrupting the entire classroom. As a result, the furniture impedes student participation and limits our ability to deliver the interactive, equity-minded pedagogy that is foundational to our disciplines. For this reason, we are requesting modular desks and chairs for our two classrooms (75 stations). These desks are lightweight, mobile, and designed to be reconfigured quickly into a range of group formations that support active learning. Their design makes it possible to shift seamlessly between individual reflection, partner work, small-group dialogue, and whole-class inquiry. Upgrading these classrooms will ensure that students across all sections of Philosophy, Humanities, and Religious Studies have access to an inclusive student-

Religious Studies have access to an inclusive, student-centered learning environment that supports engagement, collaboration, and deeper learning.

Q11

Program Goals: Please identify the program goal(s), as stated in your current annual or comprehensive program review, that this request would help your program achieve. Provide a brief explanation of how it would do so.

1. Reduce/eliminate equity gaps and increase the overall success rate to 80%

Flexible, mobile furniture directly supports our equity and success goals by enabling the student-centered, discussion-driven learning environments that are foundational to Philosophy, Humanities, and Religious Studies. When students can easily join small groups, participate in peer-supported inquiry, and engage in reflective activities without physical barriers, they are more likely to feel included, confident, and academically capable. These conditions would greatly contribute to closing equity gaps and improving course success rates.

2. Diversify faculty and increase the number of equity-minded practitioners

Equity-minded pedagogy requires an adaptable learning environment. Modern, flexible classroom layouts make it possible for current and future faculty (including a hoped-for full-time Humanities/Religious Studies hire) to implement high-impact, student-centered teaching practices. By ensuring that our classrooms physically support collaboration, inclusive dialogue, and culturally responsive learning activities, we strengthen our program's ability to attract, retain, and empower equity-minded instructors.

3. Develop new curriculum and update existing curriculum to better serve Cuyamaca's diverse student population

Much of our ongoing curricular development centers on relevance, cultural responsiveness, and active engagement. Courses that address diverse worldviews, ethical questions, lived experiences, and interpretive traditions require frequent transitions between whole-class conversation, small-group analysis, and partnered reflection. Mobile and modular desks and chairs allow instructors to reorganize the classroom quickly to match the needs of a lesson, supporting new curricular designs and making it easier for students from all backgrounds to meaningfully participate.
