

Minutes of the  
MEETING OF THE FACULTY SENATE  
October 3, 2011

APPROVED

PRESENT: Bruce Bishop, Monika Brannick, Melinda Carrillo, Jenny Fererro, Katy French, Marty Furch, Lori Graham, Barb Kelber, Greg Larson, Teresa Laughlin, Jackie Martin-Klement, Pam McDonough, Linda Morrow, Wendy Nelson, Patrick O'Brien, Lillian Payn, Perry Snyder, Diane Studinka, Fari Towfiq

ABSENT: Haydn Davis, Christina Moore

GUESTS: Rocky Brady (ASG), Theresa Hogan Egkan, Dan Sourbeer, Judy Wilson

CALL TO ORDER: The meeting was called to order by the President, Monika Brannick, at 2:04 p.m., in Room SU-30.

Approval of Minutes:

Motion 1 MSC Bishop, Towfiq: Faculty Senate approval of the minutes of September 26, 2011, as amended. The motion carried.

Public Comments: Lori Graham commented on a flier that was posted on a pole on campus that advertised work for students. It required an upfront registration fee of \$25. There was no stamp from the Office of Student Affairs on the document which is required to post such a document. Monika Brannick indicated that she would contact the Office of Student Affairs with this information in case there other notices like this one posted on campus.

Announcements: Barb Neault Kelber informed Senators that the remaining members of the Tenure & Evaluations Review Board Evaluation Appeals Committee have been appointed. The committee structure is now as follows:

Tenure & Evaluations Review Board Evaluation Appeals Committee  
(2011-12)

*Faculty Members*

Jenny Fererro  
Wendy Nelson  
Pam McDonough  
Haydn Davis (Alternate)  
Diane Studinka (Alternate)

*Superintendent/President's Appointees*

Berta Cuaron  
Norma Miyamoto  
Daniel Sourbeer (Alternate)

*Tenure & Evaluations Review Board Member*

Sandra Andre  
Perri Brock (Alternate)

*PFF Members*

Teresa Laughlin

Shayla Sivert (Alternate)

Agenda Changes: Senators agreed to suspend the agenda to discuss Information Item G, Summer Bridge Program, followed by Action item F, Assigned Time – STEM Coordinators, then Action item C, Service Learning, due to guests being present to address these items.

Assigned Time –  
STEM Coordinators:

Monika Brannick reminded Senators that the district was granted a Title V/HSI STEM Grant in 2010. The goal of the grant is to increase the number of Hispanic and low income students transferring to CSUSM in the STEM majors, although the grant benefits students of all ethnicities. This is accomplished by facilitating transfer to CSUSM; increasing student support (SI, tutoring, STEM Scholar activities, etc.); improving instruction (increasing computation and analysis across the STEM curriculum, integrating disciplines, purchasing new equipment, professional activities, etc.); building a STEM (Learning) Center to serve as a study and resource center to enhance a STEM culture; and recruiting students into the STEM disciplines both at Palomar and through community outreach. Brannick indicated that faculty members working on the grant were initially paid stipends, because the semester was already in progress. Those faculty members have been working on various projects and workgroups to determine what is needed to maintain a successful program. Last month their reassigned time was included for approval in the Governing Board Agenda but Brannick requested that the item be pulled because this issue has yet to be brought forward to the Faculty Senate. Because there are faculty members in the positions who are already receiving reassigned time, it is being requested that the Senate approve these faculty members for this semester only, then send out a call for the spring semester.

Dean Dan Sourbeer added that it was an oversight that this issue wasn't brought to the Faculty Senate initially. Because the positions included in the grant allowed for assigned time, he did not realize that the Faculty Senate should have been included in the process of approval. The same oversight occurred with the formation of the committee structure, which should have been brought to the Senate for approval.

Motion 2

MSC Laughlin, Ferrero: Faculty Senate approval of the following appointments:  
Mark Lane, Title V HSI Science, Technology, Engineering, and Mathematics Grant STEM Center Coordinator, with 60% assigned time for the position.

Kimberly Marshall, STEM Grant Supplemental Instruction Coordinator, with 40% assigned time, and NSF STEM Grant Project Director, with 40% assigned time.

The motion carried.

Brannick informed Senators that she would provide a draft of the Committee Structure Request for approval at next week's meeting.

Summer Bridge  
Program:

Theresa Hogan Egkan provided Senators with an update on the Summer Bridge Program, which is designed to assist students with their math and reading skills, thereby helping them to move from Math 15 to Math 50/60 in five weeks. In addition students are taught the important skills needed to become successful college students. The curriculum includes Math, Reading, and Counseling components. The program in 2011-2012 was a definite success as 35 of 44 students moved up to Math 50, 56 or 60 in 5 weeks.

Hogan Egkan provided data on the progress of students during the Summer Bridge 2011 Program, and a question and answer period followed. Senators noted the impressive increase in the number of students who progressed into a higher level of math courses at the conclusion of the program. Hogan Egkan noted that a reading component was infused this year, and learning styles were also assessed. Forty-four students participated in the program this year; approximately double the total for last year. Because there was a challenge with classroom space over the summer, which limited the number of participants, the group will look for more space next summer.

**Service Learning:** At last week's meeting, Senators discussed the Service Learning Coordinator position, which recently became vacant when the faculty member serving in the position went on sabbatical.

Monika Brannick noted that the 20% release time for the position of Service Learning Coordinator has become available for this semester. She pointed out that the Senate now needs to take action on whether to further support the Service Learning program, including the funding of assigned time for the position of the Service Learning Coordinator through spring 2012. In fall 2012, Palomar College will chair the North County Higher Education Alliance (NCHEA) again, at which time the 20% assigned time will go back to that position. After a brief discussion, there was agreement that a call should be distributed as soon as possible to seek a faculty member for the position of Service Learning Coordinator.

**Motion 2** MSC Laughlin, O'Brien: The Faculty Senate supports the distribution of a call to fill the position of Service Learning Coordinator for a term through spring, 2012, with 20% release time. The motion carried.

**Committee  
Appointments:**

**Motion 3** MSC O'Brien, Laughlin: Faculty Senate approval of the following committee appointment:

Tenure & Evaluations Review Board  
(2010-2012 Mathematics & the Natural and Health Sciences)  
Carol Bruton (at-large)

The motion carried.

**Peer Evaluation  
Review Chairs:**

**Motion 4** MSC Morrow, Fererro: Faculty Senate ratification of the following Peer Review Committee appointments:

Rebecca Barr, Peer Review Chair for Veronica Aguilera  
Linda Locklear, Peer Review Chair for Patti Dixon  
Trong Nguyen, Peer Review Chair for Russ McDonald

The motion carried.

Curriculum: Copies of the Palomar College Curriculum Committee Meeting Actions were provided at last week's meeting.

Motion 5 MSC Ferrero, Laughlin: Faculty Senate ratification of the Curriculum Committee items and attachments dated September 21, 2011. The motion carried.

Service Points for Work/Advisory Groups: At last week's meeting, Monika Brannick referred to several emails she received from Professional Development Coordinator Leanne Maunu and the ensuing discussions with her regarding Service Points awarded to faculty participating in advisory and work groups. Several of the standing work and advisory groups provide Service Points, but many of the newly created ones do not. In order to provide consistency, Senators discussed the need for a review of Service Points in general, either by the Faculty Senate or the appropriate committee.

Discussion followed on whether the issue should be sent to the Professional Development Advisory Board for the development of guidelines. It was noted that faculty, as professionals, should be able to petition for Service Points for those duties that merit the receipt of that credit. Faculty members enjoy autonomy with the current Professional Development process and creating set guidelines may hinder that process. Senate members also discussed how Service Points are utilized and obtained.

Senator Bruce Bishop volunteered to do some research on the history and use of Service Points and bring that information back to the Senate soon. Monika Brannick indicated that she would contact Professional Development Coordinator Leanne Maunu and inform her of the Senate's discussion on this issue.

POD Access Guidelines: Marty Furch distributed copies of an updated draft of the Palomar Outcomes Database SLOAC Access and Reporting Guidelines (Exhibit A). Senate members discussed the document at last week's meeting and provided minor suggestions for change.

Motion 6 MSC O'Brien, Morrow: Faculty Senate approval of the Palomar Outcomes Database SLOAC Access and Reporting Guidelines, as amended. The motion carried.

Module 1, Palomar Online Education Training (POET): Lillian Payn provided a slideshow presentation on Module 1, Palomar Online Education Training (POET).

Payn reminded Senators that Palomar must show how its instructors would be prepared to teach online, according to Accreditation recommendations. In response to the ACCJC's recommendation the Academic Technology Committee created the POET module, which will assure the preparation for online instruction. Payn further reminded Senators that the Faculty Senate approved the "Validation of Preparedness to Teach Online" document as a pilot, which was brought forward by the Academic Technology Committee (ATC) last year. Members of the ATC met over the summer to establish a plan of action and determine the structure for this training.

Barb Kelber noted the distinction between "Validation" and "Evaluation." She stated that the Tenure and Evaluation Review Board (TERB) approved the revised form for the evaluation of instructors last year, and the form is now posted on the TERB website. The Palomar College Online Course Validation Checklist is a means of validating the quality

of online courses and identifies the necessary and desirable attributes and best practices that an accomplished online course should have. She noted the need to maintain a distinction between the evaluation of instructors and the validation of quality of online courses.

Payn added that none of the training would be considered in the evaluation process for tenure.

A question and answer period occurred during and after the presentation. It is expected that the program will be launched in the spring, with both online and face-to-face training provided. Examples were provided of online training as well as modules which will be available for faculty use.

This item will be brought back for Action at next week's meeting.

Policies & Procedures:  
BP 4030, Academic  
Freedom:

Senators were provided with copies of BP 4030, Academic Freedom (Exhibit B).

There was discussion on limiting the wording in the policy and including wording to refer to Article 3 of the collective bargaining agreement, because contract language changes more frequently.

Monika Brannick indicated that the ACCJC's standard asks for more specific language in the board policy. Laughlin stated that she will contact Human resources and ask for clarification again.

ADJOURNMENT: The meeting was adjourned at 3:34 p.m.

Respectfully submitted,

Melinda Carrillo, Secretary

EXHIBIT A

Faculty Senate Approved 10/03/11

**Palomar Outcomes Database SLOAC Access and Reporting Guidelines**  
Learning Outcomes Council, September 2011

**Introduction**

The assessment of student learning outcomes (SLOs) is a curricular activity that can be both beneficial and productive. Faculty who engage in SLO development and assessment can acquire concrete evidence upon which to base the collegial review of their programs and the improvement and enhancement of student learning both in individual classes and across a program. If SLO processes are integrated into the culture of the college, the use of assessment data as a basis for decision-making can empower the faculty voice in planning and budgeting discussions. (Guiding Principles for SLO Assessment, ASCCC 2010)

The Palomar Outcomes Database (POD) is designed to assist the College with the implementation of the Student Learning Outcomes and Assessment Cycle (SLOAC). The database stores and organizes outcomes, assessment plans, assessment results, and action plans. In addition, a reporting component provides various summaries of the data that have been entered.

This document was developed by the Learning Outcomes Council to clarify levels of access to the POD.

**Statement of Facts**

1. The District will not use the Outcomes database or the data collected by the Outcomes database for faculty evaluation or discipline. (Palomar Faculty Contract, Article 17.9.1)

**2. All information stored in the Outcomes database is considered public record and may be requested by individuals and organizations (including Palomar faculty and administrators) under the California Public Records Act.**

3. The Outcomes database entry fields call for a brief summary of assessment plans, results and follow-up actions. Faculty have the option of uploading more detailed assessment documentation to the database.

**Description of POD Levels of Access and Persons Assigned to Each Level of Access**

The database technology permits five levels of access to the POD. The following list describes each access level as well as those individuals and groups assigned to each access level.

1. **POD Super Administrator:** This level of user has complete access to all units within the database. The super administrator can modify the database, run reports at all levels, and can create or delete individual account access. ○ The two SLOAC faculty coordinators and two classified staff members within Instructional Services have been assigned the responsibility of configuring and maintaining the POD. Only these four individuals have super administrator account access. The two classified staff members act under the direction of the SLOAC coordinators and have super administrator access strictly for the purposes of database maintenance and operation.

2. **POD Administrator:** This level of user has complete access to the unit/discipline to which he/she has been given permission. An administrator may enter high level goals for the department, assign other users to the unit, enter plans, record results, upload documents, and run reports for the unit.

Faculty Senate Approved 10/03/11

○ Only department chairs are automatically assigned administrative rights to the units/disciplines that they manage. The department chair must formally request POD Administrator access for all other faculty.

3. **POD User:** This level of user can do everything the administrator level can do *except* enter high level goals, assign personnel to the unit, and share folders. This user will have a login to the program. Users have access to all data within disciplines to which they have been given access, including all assessment results and uploaded documents. ○ All permanent faculty have user access to the disciplines in which they teach. Part-time faculty may also be granted user access at the discretion of the permanent faculty within a particular unit/discipline. The department chair must formally request user level access for part-time faculty.

4. **POD Reports Only:** This level of user can run reports for the unit but cannot access any of the data entry screens for the unit. This level of user has access to all data within a unit via the reports features. This user will have a login to the program. ○ No specific individuals or groups are automatically granted reports only access. Faculty within a discipline may choose to grant reports only access to part-time faculty as well as the division's dean and/or other Palomar College administrators. The department chair must formally request report only access for an individual.

5. **POD Email Only:** This level of user can be assigned tasks from within the program. The user will receive an email with a link into the outcomes database where he/she can enter and submit the data. Any user with administrator or user permission will automatically be an email user. This level of user will be unable log into the program. ○ No specific individuals or groups are automatically granted report access. Part-time faculty may be granted email only access at the discretion of the permanent faculty within a particular unit/discipline. The department chair must formally request email only access for an individual.

## **Reports**

The database can generate reports for individual units/disciplines, departments, divisions and at the college level. Reports may be used by faculty to manage assessment efforts within their units/disciplines.

**Reminder to faculty: Any data or information entered into the database is considered public record.**

The College administration may also request reports as evidence to support the District's ongoing effort to meet accreditation standards. College level reports requested by administration may be generated by the SLOAC coordinators.

The faculty request that the following fields be omitted from reports generated for the College administration:

1. Result summary

2. Reflection on Results Action (action plan details)
3. Documents placed in the databases Documents repository

If Administration would like to view and/or share sample data from the fields above for any reason, including evidence of meeting accreditation standards, the administration should first seek approval from the faculty within the affected discipline(s).



EXHIBIT B

**INSTRUCTIONAL SERVICES**

BP 4030      ACADEMIC FREEDOM

**References:**

Title 5 Section 51023;  
Accreditation Standard II.A.7

The instructional program at Palomar College shall be conducted in accordance with principles of academic freedom of inquiry. The educational program must encourage freedom of expression and freedom of inquiry within the framework of responsibility.

Palomar College considers academic freedom, defined by its attendant rights and responsibilities, as a vital, primary force in the achievement of the aims and objectives of the institution. ~~Academic freedom involves inherently the following rights and responsibilities:~~

- ~~• To research to the limit of competence and training, the assigned teaching area and its references~~
- ~~• To survey, probe, and question the relationship of humans to their environment within the guidelines of research techniques and intelligent discussion~~
- ~~• To question and challenge, without fear of censorship or discipline, those actions originating from within the institution which seriously affect the total academic environment~~
- ~~• To introduce, within the assigned teaching area, controversial concepts, issues, and systems, subjecting these ideas to the test of objective reasoning~~
- ~~• To create an unhampered and clear intellectual atmosphere democratically maintained, encouraged, and supported by students, staff, administration, and members of the Governing Board~~
- ~~• To associate with those individuals or groups of one's choice without fear of censorship or discipline, unless such association is forbidden by law~~

**From Article 3 of the collective bargaining agreement**

Faculty members have the right to express their professional opinions in learning environments with students. Faculty members shall make every effort to offer differing points of view on controversial subjects that may be reviewed or discussed in learning environments with students. Faculty members shall promote an atmosphere in learning environments with students that is conducive to free and open inquiry.

Faculty members retain their freedom of expression under both the federal and state constitutions. Faculty members shall have the following rights and responsibilities:

- To use the normal channels of campus communication free of prior censorship;
- To accept responsibility for the substance and manner of their campus communications;
- To speak or write publicly, free of prior censorship or subsequent discipline by the College or District, as a citizen on matters of public concern;
- To make reasonable efforts to be accurate in public statements about college and District matters, and to indicate that they write or speak as public citizens and not as spokespersons of the institution; and
- To associate with those individuals or groups of one's choice without prior restraint or subsequent discipline, unless such association is forbidden by law.
- Faculty members shall not engage in any political activity in learning environments with students that is prescribed by § 7050-7055 of the Education Code.

At no time will the inherent right of staff to use any of the normal channels of campus communication be abridged, nor will individual staff members be singled out for special prior censorship of their use of such channels of communication. It is understood that staff members exercising this right will accept responsibility for both the substance and the manner of their messages.

The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and institution by his/her utterances. Therefore, he/she should at all times be accurate, show respect for the opinions of others, and make every effort to indicate that he/she is not an institutional spokesperson.

Palomar College encourages freedom of expression and the free flow and exchange of information and ideas. The College seeks to protect academic freedom and supports free and unfettered scholarly inquiry. In compliance with these requirements, the College encourages faculty, staff, and student involvement with others in support of candidates for offices or in the furtherance of other political activities.

Also see BP/AP 7370 titled Use of District Resources for Political Activity and BP 2716 titled Political Activity.