



MEETING

September 25, 2023

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
September 18, 2023

APPROVED

PRESENT: Ben Adams, Will Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Kengo Hotta (ASB)(ZOOM), Lawrence Lawson, Vickie Mello, Anne-Marie Mobilia, Michael Mufson, Wendy Nelson, Maryan Rizk, Nina Shmorhun, Nicole Siminski, Anastasia Zavodny

ABSENT: Melissa Bagaglio, Jason Jarvinen, Lisette Lasater, Beth Pearson, Elena Villa Fernández de Castro

GUESTS: Lisa, Cecero (ZOOM), Kimberly De La Cruz, Scott Klinger, Elyse Real, Tanessa Sanchez, Norma Villegas

Notes: Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC “emergency circumstances” or ZOOM-JC “just cause.” Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

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

Senator Michael Mufson announced that *Stupid F**king Bird* debuts on September 29 and he encouraged everyone to come.

Senator Kelly Falcone said the DE Committee will be looking at a newly revised AP 4105 at its next meeting this week. There are two issues with the course formats. One HyFlex was listed as an example of a partially online course but it doesn't actually meet the definition of a partially online course. And the second one is clarifying fully online courses can be synchronized, asynchronous, or a combination of both, which is something we already do here. It just needs to be clarified in the language. She will be bringing the updated version back to Senate. Senator Falcone said this was never officially approved by the Senate. Last year, it was officially approved by curriculum, and it was an information item at Senate and an information item at EESSC.

Senate President Wendy Nelson welcomed the new ASG representative Kengo Hotta.

AGENDA CHANGES - No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Rizk

Faculty Senate approval of Faculty Senate meeting minutes dated September 11, 2023 as amended (Exhibit 1).

The motion carried.

ACTION**A. Curriculum**

Senator and Curriculum Co-Chair Vickie Mellos made the following comments:

- The GE Subcommittee met on 9/15. We reviewed the proposed Revisions to Title 5 Regulations relating to associate degree Requirements. It is at the 1st Reading, but we looked it over to get an idea of how it will impact our GE pattern if approved. We discussed ideas of how we want our local general education (competencies) to be structured for our students in light of the Senate's resolution to support lifelong learning and self-development.
- There are some empty spots on the Assembly Bill 1111 / 928 Steering Committee Taskforce and GE Subcommittee that we need to fill.
- Curriculum/program changes are due on October 2, 2023. We have drop-in sessions on Monday 9/25 12-2pm (HyFlex, Room H-105) and Wednesday 9/27 4-5pm (Zoom). Cheryl Kears and Vickie Mellos are also available by appointment if faculty cannot attend those sessions and need help.

B. Committee on Committees Election**Motion 2: MSC Zavodny/Faulkner**

Faculty Senate approval of the results of the ballot of the following positions (Exhibit 2):

The motion carried.

North County Higher Education Alliance (NCHEA) – **Diana Ortiz**, Faculty at-large (23-25)
Committee on Service Learning – **Marie Templo-Capule**, Library (23-25)
Tenure & Evaluations Review Board (TERB) – **Tamara Weintraub**, Faculty, at-large (23-25)

Senator and Chair of Committee on Committees Anastasia Zavodny reviewed the voting process with Senators and emailed the ballot.

As Senators read the answers to questions asked of candidates, in some instances, the answer provided did not answer the question effectively or sufficiently. Some Senators expressed concern that DEIAA questions may be duplicated and confusing to candidates. After some discussion, there was consensus that the questions be reviewed by Senate and then reviewed and approved by EEDCC.

Senators shared concerns that all EAC candidates need to provide more information to ensure Senators are approving the right candidate in this very important group. Senator Zavodny said she could reach out to the three candidates to ask for more information relating to that specific committee.

Motion 3: MSC Lawson/ Dalrymple

Faculty Senate approval to postpone a vote on the EAC position.

The motion carried.

INFORMATION

A. Equivalency Outcome From (Exhibit 3)

Scott Klinger, chair of the Equivalency Committee shared the exhibit showing an updated Equivalency Outcome Form the committee unanimously approved. The only change was removing “eminence” as a sole criterion that could be checked when evaluating minimum qualifications during the faculty hiring process. The Academic Senate for California Community Colleges (ASCCC) passed a resolution to remove eminence only and provided guidelines. The Equivalency Committee chose to remove “eminence” from the Equivalency Committee’s document to align with the ASCCC guidelines. Klinger read the ASCCC resolution.

Klinger said the committee looks at work experience and education experience with objective documentation, transcripts, work experience that already considers many of the things that would qualify someone under eminence. Every person has their own definition of eminence and because of that, there is really no objective (a standard that everyone follows) way to measure that.

Senate Secretary Molly Faulkner said the use of eminence in her field is very valuable. Without the word being referenced at all on the document, negates its existence. Klinger said eminence can be shared or explained as work experience or academic experience. Both are how someone could claim eminence.

B. Educational and Facilities Vision Plan Update (Exhibits 4 and 5)

President Nelson encouraged Senators to read the entire document. It will become the instrument that guides the College for the next ten years. Some of the changes to facilities can’t be updated unless Palomar passes another bond. The Governing Board last week approved hiring a consulting firm to look into the possibility.

Nelson displayed the Goals & Objectives and said faculty are all part of these calls. What we do, what we might be expected to do, what we should be doing are part of these objectives and goals. After she summarized the goals and objectives. Senators provided feedback which she added to the document. Nelson said she would provide this feedback to Michelle Barton.

Other feedback during the discussion:

Senators discussed the definition of learning communities.

Kengo Hotta from ASG said that from his perspective, there are many pages on the website that need to be updated. This makes it difficult for students to know where to get answers. And the time it takes to get someone live on the telephone takes at least 10 minutes.

C. Enrollment Management Academy (Exhibit 6)

President Nelson said a group of Palomar faculty, deans and leadership recently went to an Enrollment Management Academy at UCSD. Nelson said it was an intense 3-day academy where the participants were exposed to a lot of information.

Senator Lawson, who also attended said they talked about efficiency, and how it’s measured and possibly changing the efficiency metric. Faculty hears the gold standard being 17.5. They were very clear at this conference that it’s a gold standard that no one’s going to hit. People live comfortably further below that, and you can do what’s right for your institution.

Lawson added they emphasized cutting classes is not an enrollment strategy. They said that if everyone understood what's going on, no one feels swindled so it'd be good for us to get on the same page. We talked about smart scheduling and making sure that we are scheduling based on student needs, and sometimes that means adding classes late. And in order for that to happen, one must have an HR department who can move quickly to make those part-time faculty hires.

Lawson added that reimagining the scheduling for student needs is necessary. Part of that may be incentives for faculty to teach in non-ideal times for faculty, but ideal for student time blocks. That's something that obviously PFF has in mind now.

Senator Falcone said the enrollment management priorities should be the bullets underneath one of Vision Plan Goals.

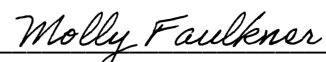
President Nelson said that the priority document is not a final document and then after the group meets again an updated document will be brought back to Senate.

D. AP 7120 Interim Hiring Committee Composition Update – Tabled.

E. Report – Tabled.

ADJOURNMENT The meeting was adjourned at 3:50.

Respectfully submitted,



Molly Faulkner, Secretary

Item H. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective fall 2024:

H.1. Credit Program Deactivations - effective fall 2024						
Program Title	Disc.	Awrd	Units	Justification	Originator	
A. Computer Network Administration- with Emphasis: Cisco	CSNT	AS/CA	28	I am deactivating this degree along with 2 similar degrees to create a more-streamlined pipeline for students that is more relevant to the industry.	Nicholas R Green	
B. Computer Network Administration- with Emphasis: Microsoft	CSNT	AS/CA	28	Deactivating to create a single streamlined degree path that aligns more with student success and industry needs.	Nicholas R Green	

H.2. ACTION: Course Deactivations - effective fall 2024								
Subj	Nmbr	Title	Trnsf.	Dist. Ed	Grad. Basis	Open Entry/Exit	Justification	Originator
A. CSNT	180	Wireless Networking	CSU	Yes	G/P/NP	No	This course is no longer valid in industry and the topics are covered by other courses.	Nicholas R Green
B. KINE	114A	Beginning Walkfit	UC/CSU		G/P/NP	No	The course has not been offered for many years and is a stand-alone course with no impact on deactivation.	Joseph D. Early
C. KINE	114B	Intermediate Walkfit	UC/CSU		G/P/NP		The course has not been offered for many years and is a stand-alone course with no impact on deactivation.	Joseph D. Early
D. KINE	114C	Advanced Walkfit	UC/CSU		G/P/NP	May be	The course has not been offered for many years and is a stand-alone course with no impact on deactivation.	Joseph D. Early

Item I. from BoardDocs Agenda

I.1. ACTION: Distance Education and Course Reviews				
The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective fall 2023.				
Subj	Nmbr	Title	Dist.	Originator
A. ECON	125	Introduction to Labor Studies		Sung Park
B. ECON	295	Directed Study in Economics		Sung Park
C. GEOG	100	Earth's Dynamic Environment: Introduction to Physical Geography	Yes	Stephen Crook
D. GEOG	110	Meteorology: Weather and Climate	Yes	Catherine Jain
E. KINE	170H	Team Sports- Soccer Biomechanics	Yes	Joseph D. Early
F. KINE	170O	Team Sports- Wrestling Strategies	Yes	Joseph D. Early
G. KINE	170P	Team Sports- Wrestling Biomechanics	Yes	Joseph D. Early

9/25/2023 Updated							
					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?		
Name	Division	Department	Committee	Position		What are the knowledge, skills, and abilities you will bring to this committee?	ACTION
Katie Morris	Student Services	Counseling	Academic Standards and Practices	Faculty at-large (23-25)	Through an Equity and Antiracism lens, I will review our academic standards and practices and examine our current policies to ensure they provide opportunities for all students to reach their academic goals by eliminating any barriers that may be in place.	As a Counselor, I bring with me the stories and experiences students share in our counseling appointments. Through an equity focused lens, I will review academic standards and practices at Palomar College that support success for all students. I recently served on the DRC Advisory Committee, where we examine the needs of our DRC students and advocate for accessibility in education. I also currently serve on a committee titled, "No Place for Hate" and an active participant in an Equity and Antiracism subcommittee at my children's school district, which feeds into Palomar College.	
Michael Mumford	MSE	Mathematics	Evaluations Appeals Committee (EAC)	Faculty (tenured) at-large (23-24)	I have been very involved in DEIA prof development and will bring that to the committee.	At Palomar for 33 years and have served on many committees but never on this one. I wish to both bring and expand my DEIA experience.	
Jerry Rafiki Jenkns	L&L	English	Evaluations Appeals Committee (EAC)	Faculty (tenured) at-large (23-24)	I will take into consideration all the identities that a student embraces as well as the history of the College's treatment of marginalized students in making decisions about a student's appeal application.	I research and publish on topics surrounding questions of diversity, equity, and inclusion. Thus, I have theorized and examined practices of antiracism (e.g., antiblackness), why they continue to exist, and how they can be addressed.	

	Faculty Senate Equivalency Committee
	Equivalency Outcome Form

This form is to be completed by the Chairperson of the Faculty Senate Equivalency Committee.

Applicant's Name:

The applicant's academic and professional background is equivalent to:

- ☐ Associate's degree plus 6 years of full-time work experience in _____
- _____
- ☐ Bachelor's degree plus 2 years of full-time work experience in _____
- _____
- ☐ Master's degree in _____
- ☐ Master's degree in _____
- with emphasis in _____
- ☐ Master's degree in _____
- with certificate in _____
- ☐ Bachelor's degree in _____
- and Master's in _____

The equivalency is based on: _____

- ☐ Approved by the Faculty Senate Equivalency Committee for
- ☐ Disapproved by the Faculty Senate Equivalency Committee for

Reason(s): _____

Equivalency Chair Signature: _____ Date: _____

HUMAN RESOURCES

AP 7120 RECRUITMENT AND HIRING**References:**

Education Code Sections 70902 (d); 87100 et seq., 87400, 87408-87408.6, 88003, and 88021;
Title 5 Code Sections 53000 et seq.;
Accreditation Standard III.A

GENERAL PROVISIONS

Equal Employment Opportunity (EEO) – Commitment to Diversity: In all phases of recruitment and hiring, equal opportunity is afforded to all employees and qualified applicants for employment without discrimination on bases including but not limited to: ethnic group identification, race, color, national origin, religion, socio-economic status, age, gender, gender identity, gender expression, sex, physical or mental disability, sexual orientation, political affiliation, transgender, marital status, veteran status, medical conditions, union membership or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Applicants not possessing specific qualifications as outlined in the job announcement who feel that their background and experience is equivalent to the minimum requirements are encouraged to apply.

Equal employment opportunity issues (e.g., diversity of applicant pool) are addressed in BP/AP 3420 titled Equal Employment Opportunity and the District's EEO Plan.

FACULTY AND EARLY CHILDHOOD EDUCATION LAB SCHOOL HIRING

In accordance with BP 2510 titled Participation in Local Decision Making, the Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on academic and professional matters to include Faculty Hiring Policy, Faculty Hiring Criteria, and Faculty Hiring Procedures. All Faculty and Early Childhood Education Lab School (ECELS) Teacher hiring is outlined in AP 7120A entitled Faculty Recruitment and Hiring Procedures, which are aligned with those outlined in AP 7120; where they diverge then AP 7120A shall have precedence for positions that fall within this purview.

RECRUITMENT AND ANNOUNCEMENTS

1. Recruitments

Full-time faculty positions are requested by departments or disciplines and then are prioritized by a subcommittee of the Equity, Education, and Student Success Council (EESSC), utilizing a procedure developed by EESSC and are outlined in AP 7120A.

Part-Time Faculty positions are requested using the posting request form and submitting it to HRS. HRS shall advertise all open part-time faculty positions.

All other positions are requested by departments using a Position Authorization Request (PAR) form. Prioritizations of these recruitments are determined by the Superintendent/President and Vice Presidents.

2. Announcements

Human Resource Services must approve all announcements prior to posting. The position announcement is developed through a collaborative process involving the department/program, appropriate administrators, and Human Resource Services (HRS).

1. Approval: Announcements must receive final authorization as indicated in Table 1 for permanent positions.

Table 1. Announcement Authorizations by Position Type.

Position Type	Required Approval
Superintendent/President	Governing Board
Vice President	Superintendent/President or Designee
Directors and Deans	Appropriate Executive Administrator
Administrators Below Director	Supervisor of Position or Designee
Full-Time Faculty/Part-Time Faculty	See AP7120A
Classified	Supervisor of Position or Designee
CAST (Confidential and Supervisory Team)	Supervisor of Position or Designee
Early Childhood Education Lab School Teachers	See AP7120A

2. Components: The position announcement must include the following:
 - A description of the position duties, and responsibilities, salary, benefits, and terms of employment (including working hours and conditions, and classification);

- For academic positions, minimum qualifications as determined by the Board of Governors, and for classified positions, as determined by the Governing Board (Board);
- Pursuant to Title 5, Section 53022, minimum qualifications shall also include a statement regarding sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;
- The District's Diversity, Equity, Inclusion, Accessibility and Antiracism (DEIAA) commitment statement, and student demographics;
- Preferred qualifications (when listed) that are job related and consistent with business necessity; hiring supervisors/committees should carefully consider whether their "preferred qualifications" might create a barrier to a diverse applicant pool and use them only when warranted;
- If applicable, a provision for determination of equivalency;
- If applicable, a statement regarding required participation in shared governance;
- Additional language required for compliance with federal, state, and District regulations (e.g., Equal Opportunity Employer notice);
- Any application procedures specific to the posted position;
- A statement indicating if travel expenses will be reimbursed.

3. Advertising

1. HRS provides assistance including the identification of appropriate advertising media. Table 2 outlines minimum advertising durations.
2. Job announcements are advertised through various organizations (e.g., the California Community Colleges Registry) and through various online sources;
3. Transfer Opportunities: For eligible positions, notice of transfer opportunities will be distributed internally to provide current employees notice of such positions, subject to provisions of applicable collective bargaining agreements or employee handbooks.
4. Interim Positions: The District may appoint or hire interims pursuant to Title 5, § 53021, "provided however, that no interim appointment or series of interim appointments exceeds two years in duration". When possible, an interim position should be posted. If posted, a minimum one-week advertising period is required. Those appointed into an interim position shall not be eligible to apply for the permanent position.

Table 2. Advertising Durations for Permanent Positions.

In extenuating circumstances, a shorter advertising period may be authorized by the Vice President for Human Resources.

Position	Minimum Advertisement Duration
Educational Administrators	8 weeks
Classified Administrators	4 weeks
Confidential and Supervisory Team (CAST)	4 weeks
Classified	2 weeks
Full-Time Faculty/Part-Time Faculty	See AP 7120A
Early Childhood Education Lab School Teachers	See AP 7120A

5. Recruitment Methods

- HRS recruits all permanent positions and part-time faculty positions.
- Presidential searches will be handled in accordance with BP 2431 titled Superintendent/President Selection.
- All applications shall be submitted directly to HRS.

6. Applications

1. Applications are available online through the District website and submitted through the District's designated online application system. The application will contain the following basic components:
 - Application inclusive of educational and professional histories, skills and qualifications and references; and
 - Confidential data for federal and state collection and reporting purposes.
2. HRS will accept application materials until the posting is closed.
3. Letters of recommendation, if required, will be accepted per the deadline indicated on the job posting.

SCREENING AND INTERVIEW

A. Pre-Screening

HRS will pre-screen all applications for completeness and evidence of minimum qualifications. All applicants with completed applications who meet stated minimum qualifications or appropriate evidence will be forwarded to the Selection Committee.

B. Selection Committee Screening

All screening criteria, interview questions, teaching demonstrations/skills

tests/performance demonstrations and their associated scoring rubrics must be approved by HRS before Selection Committee members receive applications. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement. Depending on the volume of applications received for a particular position, additional screening criteria may apply.

C. Selection Committee Composition

1. Selection Committee composition is outlined in Table 3 below and applies to both permanent and interim appointments.

Table 3. Composition of Selection Committee by Position Type and Interview Level.

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
Assistant Superintendent/ Vice President for Instruction ‡Ψ	• 1st-Level: Another Vice President • 2nd-Level: Superintendent/President	• One faculty member from each instructional division; and one faculty member from Student Services • Two Instructional Deans or Educational Administrators appointed by the Superintendent/President • One representative from Student Services appointed by the Assistant Superintendent/Vice President for Student Services • One representative from Human Resource Services appointed by the Assistant Superintendent/Vice President for Human Resource Services • One representative from Finance & Administrative Services appointed by the Assistant Superintendent/Vice President for Finance & Administrative Services • One member of the Administrative Association • One member of the Confidential & Supervisory Team • Four classified employees to include at least one from Instruction • Two students	• All other Vice Presidents • One rep from each of the constituent groups from first-level
Assistant Superintendent/ Vice President for Student Services ‡Ψ	• 1st-Level: Another Vice President • 2nd-Level: Superintendent/President	• Four faculty members, to include at least one from Student Services • Two Student Services administrators appointed by the Superintendent/President • One representative from Instruction appointed by the	• All other Vice Presidents • One rep from each of the constituent groups from first-level

		Assistant Superintendent/Vice President for Instruction • One representative from Finance & Administrative Services appointed by the Assistant Superintendent/Vice President for Finance & Administrative Services • One representative from Human Resource Services appointed by the Assistant Superintendent/Vice President for Human Resource Services • One member of the Confidential & Supervisory Team • One member of the Administrative Association • Four classified employees to include at least one from Student Services • Two students	
Assistant Superintendent/Vice President for Finance & Administrative Services ‡Ψ	• 1st-Level: Another Vice President • 2nd-Level: Superintendent/President	• Four faculty members to include at least one instructional faculty members and at least one from Student Services • One representative from Instruction appointed by the Assistant Superintendent/Vice President for Instruction • One representative from Student Services appointed by the Assistant Superintendent/Vice President for Student Services • One representative from Human Resource Services appointed by the Assistant Superintendent/Vice President for Human Resource Services • Two Finance & Administrative Services administrators appointed by the Superintendent/President • One member of the Confidential & Supervisory Team • One member of the Administrative Association • Four classified employees to include at least one from Finance & Administrative Services • Two students	• All other Vice Presidents • One rep from each of the constituent groups from first-level
Assistant Superintendent/Vice President for Human Resource Services ‡Ψ	• 1st-Level: Another Vice President • 2nd-Level: Superintendent/President	• Four faculty members to include at least one instructional faculty member and one from Student Services • One Instructional representative appointed by the Assistant Superintendent/Vice President for Instruction • One Student Services representative appointed by the Assistant Superintendent/Vice President for Student Services	• All other Vice Presidents • One rep from each of the constituent groups from first-level

		- One Finance & Administrative Services representative appointed by the Assistant Superintendent/Vice President for Finance & Administrative Services - One member of the Administrative Association - One member of the Confidential & Supervisory Team - Four classified employees to include at least one from Human Resource Services - Two Human Resource Services representatives appointed by the Superintendent/President - Two students	
Dean ‡	1st-Level: Co-chairs consisting of an existing Dean from any division (with the approval of the appropriate Vice President) and a faculty member appointed by the Faculty Senate 2nd-Level: Appropriate Vice President	- One faculty member from each department within the affected division - One representative from each of the other constituent employee groups: Administrative Association, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT - Additional members may be appointed at the Vice President's discretion	- Superintendent/President - The Dean co-chair of the 1st-level committee - An additional member from relevant/affected divisions may be appointed by the Vice President where appropriate - One rep from each of the constituent groups from first-level
Chief of Police, Director and all other Educational Administrator positions ‡	1st-Level: Any executive, senior, or Administrative Association administrator (for directors who report to the Superintendent/President, the chair shall be appointed by the Superintendent/President or designee) 2nd-Level: Appropriate executive or senior administrator	- One representative from each of the constituent employee groups: Administrative Association, Faculty, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT - Additional members may be appointed at the discretion of the executive or senior administrator to whom the position reports	- Chair of the 1st-Level Committee - At least two additional members from first-level
Faculty	See AP 7120A	See AP 7120A	See AP 7120A
All other Classified Administrator positions, Confidential & Supervisory	Supervisor of the position or designee	- Majority of committee must consist of employees from within the affected department/program - At least one employee from outside of the department - One representative from the	2nd-Level interviews are not required; if conducted, the committee consists of the following:

Team positions, and Classified positions‡		applicable constituent group: Administrative Association, Confidential & Supervisory Team, or CCE/AFT Note: Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position	- Supervisor of the position - Members of the 1st-level committee (optional) - The executive, senior, or other administrator to whom the position's supervisor reports (optional) - Additional members may be appointed at the executive, senior, or other administrator's discretion (optional)
Early Childhood Education Lab School	Coordinator or Center Liaison or designee Also see AP 7120A	- Majority of committee must consist of employees from within the affected department/program - At least one employee from outside of the department Note: Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position Also see AP 7120A	2nd-Level interviews are not required; if conducted, the committee consists of the following: - Supervisor of the position - All or some Members of the 1st-level committee (optional) - The executive, senior, or other administrator to whom the position's supervisor reports (optional for all positions except site supervisor or coordinator) See AP 7120A
Interim position postings if applicable ‡	Appropriate executive or senior administrator	- One representative from each of the constituent employee groups: Administrative Association, Faculty, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT - Additional members may be appointed at the discretion of the executive or senior administrator to whom the position reports	2nd-Level interviews are not required; if conducted, the committee consists of the following: - Supervisor of the position - Members of the 1st-level committee (optional) - Additional members may be appointed at the executive, senior, or other administrator's discretion

‡ For these positions, except where otherwise indicated, constituent group representatives are appointed by the leadership of their representative constituent groups (e.g. classified employees are appointed by the CCE/AFT Executive Council; students are appointed by the Associated Student Group leadership; faculty are appointed by the Faculty Senate, and administrators by the Administrative Association and CAST reps are appointed by CAST Executive Council). Constituent groups may appoint at-large representatives if volunteers are not available in designated areas.

Ψ For these positions, interim Vice Presidents who are not applying for the position in question may serve on 2nd-Level Committees.

2. **Verification of Committee Composition:** HRS verifies compliance of selection committee membership with applicable Board policies and procedures.
3. **Diversity:** Per Title 5, 53024.e, “Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.” The selection committee should be balanced in its diversity and, to this end, will seek representation from under-represented groups whenever possible.
4. **Confidentiality:** Each participant in the hiring process is responsible for maintaining the confidentiality of all aspects of the selection process, including written materials, oral discussions and any other information that relates to the selection process. Such information may be shared only with members of the Selection Committee, HRS, and the administrators involved. Confidentiality must be maintained permanently, except when otherwise required by law.
5. **Training:**
 - a. Prior to participating as a selection committee member, members must receive training on the selection process. Such training must occur within one year prior to serving on a selection committee. HRS shall provide selection committee training. See the Selection Committee Training materials available through HRS.
 - b. Training shall include the philosophy and commitment to staff diversity as outlined in the District’s Equal Employment Opportunity Plan and BP/AP 3000 titled Antiracism, and this training should be inclusive of diversity and the impact of bias on the selection process, the roles and responsibilities of all members of the selection committee, the selection process, interview procedures and techniques (including guidelines on appropriate follow-up questions and reference checks), and the confidentiality of the selection process.
6. **Responsibilities:**
 - a. The Committee Chair/Co-Chairs is/are responsible for:
 - Ensuring that all committee members maintain sensitivity to and understanding of the diverse backgrounds and experiences of applicants throughout the hiring process;

- Ensuring compliance with District policies and procedures in conjunction with the hiring process;
 - Coordination of calendars to ensure participation of all committee members, including the Compliance Officer;
 - Coordination of candidate interviews with HRS;
 - Maintaining committee records;
 - Performing other duties determined by agreement with the committee;
 - Obtaining an interview assistant/proctor and providing them with the necessary documents to assist with interviews.
- b. Voting Committee Members responsible for:
- Maintaining sensitivity to and understanding of the diverse backgrounds and experiences of applicants throughout the hiring process;
 - Complying with District policies and procedures in conjunction with the hiring process;
 - Identifying selection criteria based on the minimum and preferred qualifications of the position in light of the expected duties and responsibilities of the position. Screening criteria will include an evaluation of the extent to which applicants have and demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college;
 - Developing job-related interview questions and ideal answers, to distinguish candidates who will best meet the needs of students, the department and the District in the position;
 - Developing at least one question to evaluate applicants' sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college;
 - Recommending the allotted time for the interview/interview components;
 - Developing the teaching demonstration, skill test, and/or presentation and scoring rubrics;
 - Deciding the modality of the interviews, the modality must be the same for all candidates at each level;
 - Individually screening all applications forwarded by HRS to select candidates for interview using the pre-approved screening criteria and rubric, completing screening forms for each applicant;
 - Selecting candidates for interviews;
 - Interviewing selected candidates using the pre-approved questions;
 - Selecting finalists to forward to the second-level interview.

The voting members of the Selection Committee recommend an unranked list of finalists for consideration. All of the finalists recommended must be fully acceptable to the Committee.

- Choosing members who will serve on the second-level Selection Committee if applicable (see “second-level Selection Committee Formation” section for details);
 - Choosing member to perform reference checks in accordance with the reference check guidelines provided by HRS;
 - Completing and submitting the HRS interview report, using specific job-related reasons for why a candidate was/was not chosen.
7. Attendance: All members of the Selection Committee, including the Compliance Officer, must be present for all meetings, interviews and deliberations. If a voting member of the committee misses any part of an interview or deliberation, the committee member is ineligible for further participation in the hiring process. The committee may conduct some pre-interview committee work electronically (i.e., via email).
8. The Compliance Officer’s Role: A Compliance Officer, appointed by HRS, is required to serve on each selection committee. It is the responsibility of the Compliance Officer to observe and monitor the hiring process to ensure equity, objectivity and consistency for each applicant and to serve as a non-voting resource person to the selection committee(s). The Compliance Officer must be present during all meetings of the hiring committee and included in all hiring committee emails and in whatever platform hiring communications are conducted (e.g., Microsoft Teams).
9. Interview Assistant/Proctor’s Role: The Interview Assistant/Proctor is responsible for maintaining confidentiality, proctoring the applicable skills test(s) and question review, and escorting the interview candidates to the appropriate question review/testing and interview locations.

D. Background Checks

Policies and procedures governing applicant background checks are as outlined in AP 7337 titled Fingerprinting and AP 7126 titled Applicant Background Checks.

E. Reference Checks

Reference checks are required for all positions. HRS will provide the committee chair with reference check guidelines and sample questions designed to assist committees in conducting reference checks. Reference checks should include an assessment of the extent to which the candidate demonstrates sensitivity to and understanding of the diverse academic,

socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

F. Interviews

1. Practical Skills, Demonstrations and Testing: The initial interview process may involve skills testing and performance demonstrations appropriate to the position. All skills tests and performance evaluation processes must be approved in advance by HRS and follow applicable administrative procedures.
2. Interviews are conducted as outlined in Tables 3 and 4. Interviews may be conducted in-person or via a telecommunication format used by Human Resource Services (i.e. Zoom).
3. In the event a selected applicant declines the position or is otherwise unable to be employed in the position, the qualified applicant pool for any posted position may be utilized for up to 90 days after an offer of employment has been extended.

Table 4. Positions Requiring Second-Level Interviews and Specific Second-Level Interview Components.

	Vice Presidents	Directors	Deans	Faculty
Open Forum	X (required)			See AP 7120A
Site Visits	X (optional)		X (optional)	
Reference Checks between 1st and 2nd level Interview	X (required)	X (required)	X (required)	

4. Final Administrative Interviews: The Superintendent/President interviews the finalists for all senior and executive administrative positions recommended by the Selection Committee. It is at the Superintendent/President's discretion to arrange additional interviews or meetings with appropriate campus constituencies.
5. Joint Selection Committee for Full-Time Faculty 2nd Level Interviews: The Superintendent/ President considers input from each committee member and works towards consensus as much as possible in making the final selection. The Superintendent/President will make the final recommendation to the Governing Board. See AP 7120A.

G. Travel Expenses for Interview Candidates

1. Interview candidates who must travel 150 miles or more one way from their

residence to the District are eligible for reimbursement with proper verification.

2. The District may reimburse candidates for first-level interviews contingent on funding and will reimburse candidates for second-level interviews.
3. All expense documentation must be submitted to HRS within 30 days of completing travel. Only original receipts shall be accepted as proper travel expense documentation for reimbursement purposes.
4. Reimbursement is limited to \$1,000.00 to cover the travel costs incurred by the candidate on behalf of themselves only. Allowable travel costs and associated processes will be provided to eligible candidates and shall follow the appropriate administrative procedure.

H. Deliberation and Selection Process

1. Deliberations: For all positions, after interviews are completed, the voting members of the Selection Committee discuss and evaluate the qualifications of the interviewed candidates. Deliberations and any selection decision must be based solely on the job-related qualifications of each candidate.
2. For positions with only single-level interviews, or for the final interviews, in addition to forwarding the candidate(s) recommended for hire, the committee may choose to forward one or more candidates as alternates whenever possible.
3. For positions requiring second-level interviews, a minimum of two unranked candidates must be forwarded. Exceptions require the approval of the Superintendent/President or designee. Where an exception to the minimum candidates is not warranted, the original applicant pool may be revisited for potential candidates and the position recruitment may be extended or reposted.
4. Table 5 below outlines the alternatives where there are insufficient finalists for a position.

Table 5. Actions and Required Authorization for Insufficient Position Finalists for non-faculty positions.

Authorized Action	Deciding Authority
Cancel the recruitment	Responsible administrator
Authorize a single candidate	Superintendent/President or designee
Review the applicant pool again	Responsible administrator and the 1st Level Committee

Extend 1st screening duration or repost	Responsible administrator and the 1st Level Committee, subject to HRS approval
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5. Selection: The voting members of the Selection Committee shall work toward consensus as much as possible in making the final decision in selecting the finalist(s) to whom the tentative offer of employment will be extended. Final selection is the sole responsibility of the Superintendent/ President and is subject to Governing Board approval. See BP 2430 titled Delegation of Authority to the Superintendent/ President and BP/AP 7110 titled Delegation of Authority.
6. If none of the finalists are selected for hire, the Selection Committee and the appropriate administrator will:
 - a. Review information regarding the recommended finalists and/or the nature of the position; and/or
 - b. Review the interview pool to ensure that other potential finalists have not been overlooked; and/or
 - c. Recommend that the search be extended and/or reopen the position.

EMPLOYMENT OFFERS

- A. **Conditional Offers:** All employment offers are conditional pending satisfaction of pre-employment requirements, including submission of required documentation and forms, background and/or reference checks, fingerprinting, proof of eligibility for employment, tuberculosis (TB) risk assessment and certificate of freedom from communicable disease (see BP/AP 7330 titled Communicable Disease) and Governing Board approval. All conditions of employment must be met prior to employment.
- B. **Pre-Employment Requirements:**
 1. Physical Examination: Depending on the nature of the position, a pre-employment physical examination may be required to ensure sufficient fitness for the duties associated with the particular position. See BP 7335 titled Health Examinations.
 2. Criminal History-Live Scan Verification: All offers of employment are conditional pending receipt of satisfactory criminal history reviews via Live Scan. See: AP 7337 titled Fingerprinting.
 3. Official Transcripts: Official transcripts for degrees awarded and coursework taken as indicated on the application are required. Coursework and degrees that are completed outside of the United States are required to have transcripts evaluated (evaluation to U.S. equivalency and a course by course analysis) by an appropriate U.S. credentials evaluation service.
 4. TB Risk Assessment: A person shall not be initially employed by Palomar

College unless the person has within the last 60 days submitted to a TB risk assessment developed by the State Department of Public Health and the California Tuberculosis Controllers Association and, if risk factors are present, an examination to determine that he or she is free of active tuberculosis (California Education Code Section 87408.6). This verification must be renewed every four years.

C. Conditional employment offers are made as follows:

1. HRS will make the tentative employment offer for all positions except the following;
2. For full-time faculty positions, the appropriate dean will make the offer;
3. For dean positions, the appropriate vice president will make the offer; and
4. For vice-president positions, the president will make the offer.
5. HRS coordinates all necessary intake and orientation procedures and extends the formal job offer after completion of all pre-employment requirements.

HRS shall retain all applications and recruitment materials on file for four years.

Also see BP/AP 3410 titled Nondiscrimination; BP/AP 3420 titled Equal Employment Opportunity; BP/AP 7211 titled Faculty Service Areas and Competencies, BP/AP 4015 titled Minimum Qualifications and Equivalencies; AP 7126 titled Applicant Background Checks; AP 7120A titled Faculty Recruitment and Hiring Procedures; BP/AP 3000 titled Antiracism; BP/AP 2510 Participation in Local Decision Making; BP 2430 titled Delegation of Authority to the Superintendent/President; BP 2510 titled Participation in Local Decision Making; BP/AP 7110 titled Delegation of Authority; BP/AP 7330 titled Communicable Disease and AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal Records.

Office of Primary Responsibility: Human Resource Services

Senate September 25, 2023

Committee Volunteer Form

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?*

Responses will be included on the ballot for voting within Senate. Please try to keep your responses informative, tailored to this specific committee request, and concise.

What are the knowledge, skills, and abilities you will bring to this committee?*

In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate.

Hiring Committee Volunteer Form:

How will you utilize an Equity and Antiracism lens in your work with this hiring committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?*

Responses will be included on the ballot for voting within Senate. Please try to keep your responses informative, tailored to this specific hiring committee request, and concise.

What are the knowledge, skills, and abilities you will bring to this hiring committee?*

In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate

Palomar Community College District Procedure**AP 4105****INSTRUCTIONAL SERVICES****AP 4105 DISTANCE EDUCATION****References:**Education Code Sections 66700 and 70901 et seq.;

Title 5 Sections 55200 et seq.

Title 5 Sections 55260 et seq.;

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

ACCJC Accreditation Standard II.A.1

Commented [FK1]: compare to: changes to Title 5:
<https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/15-day-text-distance-education-regulations-final-a11y.pdf?la=en&hash=67C62C28C0E072CAC67087D3D7B55A16944E9CEC> and previous AP 4105:
<https://www.palomar.edu/governingboard/wp-content/uploads/sites/64/2017/06/AP-4105-Distance-Education-SPC-approved-9-17-19.pdf>

Authentication:

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The District shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

To comply with federal requirements, all Palomar College online courses use the District-supported Learning Management System which uses secure login credentials.

Definition:**Date Approved: 5/15/2012; Revised: 9/17/19***(Replaces all previous versions of AP 4105.)*

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. An “online” distance education course uses the District-supported Learning Management System with no face-to-face or on-campus requirements. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a “partially online” course.

Definitions:

- **Distance Education:** Title 5 §55200 defines distance education as “education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include: (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio conference; or (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision. The definition of ‘Distance Education’ does not include correspondence courses.”

Note: Correspondence Education includes courses where the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence education is not distance education and requires separate approval.

Publication of Distance Education Course Section Facts:

- The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:
 - Details of the class format, including any in-person synchronous meeting days/dates and times.
 - Any required asynchronous, in-person activities.
 - Any required technology platforms, devices, and applications for all class formats.
 - Any test or assessment proctoring requirements.

Class Formats:

Commented [LL2]: @Falcone, Kelly This looks good to me. I made a couple of working suggestions in comments below.

Commented [FK3R2]: @Lough, Krista L thank you for your suggestions!

Date Approved: 5/15/2012; Revised: 9/17/19

(Replaces all previous versions of AP 4105.)

- **Face-to-Face:** Learning that requires the instructor and students to meet in person at a set time and location.
- **Fully Online:** Learning that occurs completely online. All approved instructional contact hours, including online proctored assessments or course orientations, are delivered online. No in-person (face-to-face) assessments or meetings are required. Instructional contact hours for fully online classes can be synchronous, asynchronous, or a combination of both.
 - **Synchronous Online:** Learning where the instructor and the student meet at the same time and interact through the use of technology.
 - **Asynchronous Online:** Learning in which the instructor and student are separated by time and distance and interact through the use of technology.
- **Partially Online:** Learning that occurs through a combination of Face-to-Face and Online (Synchronous and/or Asynchronous). An online class that requires any amount of Face-to-Face contact is considered a Partially Online class, this includes a single in-person course orientation, proctored in-person assessments, or any other in-person requirement.
 - **Note:** Students are provided with the specific in-person or online course meeting requirements in the class schedule per the required Publication of Distance Education Course Section Facts.
- **HyFlex:** Learning that occurs in both Face-to-Face and Synchronous Online class formats simultaneously. Students have the flexibility to choose to attend either in-person or online at a set time and location.

Commented [LL4]: Should that second comma be there? It seems like it changes the meaning.

Commented [LL5]: "class", rather than course? We usually refer to the curriculum as the course and the section offering as the class.

Commented [LL6]: "contact", rather than meetings?

Commented [LL7]: "class", rather than course?

Course Approval and Certification:

Each new or existing course to be provided through distance education shall be reviewed and approved separately. If any portion of the instruction in a course or a course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required.

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development.

When approving courses to be offered through distance education, the Curriculum Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to any portion of a class conducted through distance education as are applied to in-person

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(Replaces all previous versions of AP 4105.)

classes. Areas that are part of the Distance Education Review process include, but are not limited to:

- Student Access to Resources
 - Student Services
 - Intervention and Remediation Recommendations
 - Test Security
 - Academic Integrity
- **Course Quality Determinations:** Determinations and judgments about the quality of the course offered through distance education are made with the full involvement of the Curriculum Committee.
 - **Course Outline of Record or Addendum to Course Outline:** The course outline of record or an addendum to the official course outline of record for any new or existing course provided through distance or correspondence education **must** address the following:
 - How course outcomes will be achieved in a distance education mode;
 - How the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction;
 - How the course design and all course materials must be accessible to every student, including students with disabilities.
 - **Duration of Approval:** All distance courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Regular and Substantive Interaction:

Title 5 §55204 states districts must ensure that “any portion of the course that is delivered through distance education will include **regular and substantive interaction** between the instructor(s) and students, (and among students if described in the course outline of record or DE Addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.”

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- **Substantive interaction:** For purposes of this definition, substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
 - Providing direct instruction;
 - Assessing or providing feedback on a student's coursework;
 - Providing information or responding to questions about the content of a course or competency;
 - Facilitating a group discussion regarding the content of a course or competency;or
 - Other instructional activities approved by the institution's or program's accrediting agency.
- **Regular interaction:** Interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
 - Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
 - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- **Instructor to Student Interaction:** Any portion of a course through distance education includes instructor-initiated regular substantive interaction between instructor and students either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, e-mail, or other activities.
- **Student to Student Interaction:** Faculty will ensure opportunities for ongoing regular and effective student-to-student contact.
 - Best practices include, but are not limited to, implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

Date Approved: 5/15/2012; Revised: 9/17/19

(Replaces all previous versions of AP 4105.)

Accessibility Standards:

- All course materials must be accessible, as explained in Title 5: “a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.”
- Electronic course materials, e-textbooks, websites, and course packs must be in compliance with the Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d), and Web Content Accessibility Guidelines (WCAG).
 - Instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d), and Web Content Accessibility Guidelines (WCAG). Distance education courses, materials, and resources must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Distance education resources must generally be designed to provide “built in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

Faculty Selection and Workload: Instructors of course sections delivered through distance education are individuals responsible for delivering course content who meet the qualifications for online instruction known as Faculty Online Certification.

- **Faculty Online Certification:** Validation of preparedness, or certification, of faculty to teach online shall be determined in at least one of the following ways:
 - Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops.
 - Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.

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- Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate.
- **List of Certified Online Faculty:** Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator ensures all faculty who have satisfied the certification requirements are added to the college's comprehensive list of certified online instructors.
 - ~~Prior to assigning an online course, department chairs or deans will consult the list of certified online instructors each term to ensure that faculty have met at least one of the three requirements.~~
 - ~~An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.~~
 - ~~For assigning of distance education courses, refer to PFF-District CDA/ Article 20.~~
- **Maintaining DE Currency:** To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

Office of Primary Responsibility: Faculty Senate and Instruction Office

Date Approved: 5/15/2012; Revised: 9/17/19

(Replaces all previous versions of AP 4105.)

HUMAN RESOURCES**AP 7800 EMPLOYEE RESIDENCY****Reference:**

[INSERT ANY REFERENCES HERE]

Purpose

This policy is intended to promote efficiency and continuity throughout all campus administrative functions; provide students with high quality assistance and accessibility to all academic and campus services; ensure that students receive an engaging education and respond to emerging needs of students.

Palomar Community College is a local community college funded by the local taxpayers within north coastal San Diego County. The interests of the community and the college are best met when employees are present and visible in the communities they serve. Employees residing out-of-state create operational impacts, including limitations on the employee's ability to timely report for on-site work, attend in-person departmental and other meetings, trainings, governance or committee assignments, advise student clubs or attend college events, manage performance, productivity, efficiency, collaboration, and/or ensure adequate operational coverage. The residency requirement ensures that students can be served in a modality that best suits their ever-changing needs and is essential for ensuring adequate technology resources, connectivity, virus protection, and assistance can be provided to employees.

Out-of-state residency creates tax and other potential liabilities to the district, including, but not limited to, business license requirements, compliance with various labor and employment laws, unemployment insurance provisions, worker's compensation, and state mandated training requirements. Pursuant to the California Emergency Services Act, any person employed by a county, city, state agency, or public district in California is a public employee and Disaster Service Worker. In the event of an emergency, a Disaster Service Worker may be called into work and required to report for duty on short notice. Employees performing work out-of-state cannot fulfill the Disaster Service Worker requirements of state law.

Definitions

The term "employees" refers to all District personnel including but not limited to faculty members, classified professionals, administrators, and other full or part-time staff.

An employee's residence is defined as the primary place the employee certifies is their intended one, true, permanent home or domicile to which the employee intends to return following any absence. The residence determination is made using a variety of factors including where the employee maintains living quarters, place of filing tax returns, property ownership, driver's license, and vehicle registration. The establishment of a P.O.

Date Approved:

Box does not satisfy residency requirements for purposes of employment.

Employee Residency

All District employees must maintain and permanently reside in a principal place of residence in the State of California that is within two-hundred (200) road miles from the employee's regularly designated District worksite. The two-hundred mile limit extends in all directions via direct streets or freeways from the employee's District worksite within the State of California.

The District may consider an individual request to temporarily reside outside of the State of California or the two-hundred mile limit on a case-by case basis upon approval of the Vice President of Human Resources upon recommendation from the appropriate vice president. Any exception to this policy shall not exceed twelve consecutive months. The District's decision on any such request will be at the District's sole discretion, and is not subject to any appeal procedure, administrative or otherwise.

Associate (part-time) faculty and Community Education short-term employees who have a fully online assignment with the District must reside within the State of California, but may live beyond two-hundred (200) road miles from their designated District worksite without requiring an exception under this policy.

The effective date of this policy shall be Month Date, 2023. Any employee who is in violation of this policy may be subject to discipline, up to and including termination from District employment.

Date Approved:

Office of Primary Responsibility: Human Resource Services

Date Approved: