



MEETING

October 9, 2023

EXHIBITS



EXHIBIT 1

Minutes of the MEETING OF THE FACULTY SENATE September 25, 2023

APPROVED

PRESENT: Ben Adams, Melissa Bagaglio, Will Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Shelbi Hathaway, Jason Jarvinen, Lisette Lasater, Lawrence Lawson, Vickie Mellos, Michael Mufson, Wendy Nelson, Beth Pearson, Maryan Rizk, Nina Shmorhun, Nicole Siminski, Elena Villa Fernández de Castro, Anastasia Zavodny

ABSENT: Jenny Fererro (ZOOM-A), Anne-Marie Mobilia

GUESTS: Barbara Hammons, 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 Molly Faulkner announced that *Stupid F**king Bird* debuts on Friday, September 29 with performances throughout the weekend.

The PC3H Committee invited everyone to join them at the next Governing Board meeting on October 10. Pride Center assistant Dylan will read a statement thanking the Board for their past support of the LGBT community and look forward for continued support for that important part of the student population.

Senator and PFF Co-President Lawrence Lawson said that on October 4 at 3:00, Dr. Elizabeth Lockwood, a CBM Global representative at the UN, and Pamela Molina will present about their respective role in global advocacy for persons with disabilities.

Senator Lawson announced that PFF meets Thursday, September 28 at 4 p.m. in H-306.

Senator and Chair of Committee on Committees, Anastasia Zavodny said Political Economy Days are coming on October 17 and 18. The final schedule is almost complete and will be emailed out soon.

Senate President Wendy Nelson reminded Senators of the upcoming retreat on Monday, October 2.

President Nelson said faculty volunteers are still needed on the TERB Evaluation Committees as well as PD peer mentors.

President Nelson said there are four new Senators who will be invited to the retreat on October 2.

AGENDA CHANGES - No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Hathaway

Faculty Senate approval of Faculty Senate meeting minutes dated September 18, 2023 as amended (Exhibit 1).

Abstentions: Melissa Bagaglio, Lisette Lasater

The motion carried.

ACTION

A. Curriculum

Motion 2: MSC Bagaglio/Doyle Bauer

Faculty Senate approval of Curriculum Committee actions approved at the September 20, 2023 meeting (Exhibit 2).

The motion carried.

B. Committee on Committees Election

Motion 3: MSC Zavodny/Lawson

Faculty Senate approval to accept the results of the ballot for the following positions (Exhibit 3).

The motion carried.

Academic Standards and Practices – **Katie Morris**, Faculty, at-large (23-25)
Evaluations Appeals Committee – **Michael Mumford**, Faculty (tenured) at-large (23-24) alternate
Evaluations Appeals Committee – **Jerry Rafiki Jenkins**, Faculty (tenured) at-large (23-24)

Senators voiced concerns whether to move forward with the election for the EAC Committee based on candidate responses to the questions on the volunteer form. Consensus was to move forward with voting today.

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

C. Equivalency Outcome Form

Motion 4: MSC Doyle Bauer/Rizk

Faculty Senate approval of the revised Equivalency Outcome Form (Exhibit 4):

Nay: Molly Faulkner

The motion carried.

INFORMATION

A. ASG Report

Kengo Hotta reported that ASG did not have a regular meeting on Friday, September 22. It was Native American Heritage Day.

B. AP 7120 Interim Hiring Committee Composition Update (Exhibit 5)

Senate President Wendy Nelson shared the exhibit and explained that AP 7120 was changed last year to clarify “acting” and “interim.” When the changes were made, there was an additional category added for interim positions to the selection committee. President Nelson reviewed the categories for hiring deans and hiring interim positions. Faculty Senate expressed concerns that there was only one faculty member serving on this committee. Senators expressed that they want to see the interim hiring position committee composition mirror the permanent position committee structure. It was clarified that the “appointed” personnel cannot then be eligible to apply for the permanent position.

Senator Jenny Fererro cautioned the group by saying the interim hiring process needs to be flexible and sometimes very quick. If we have a strict hiring process for interim and then can’t fill it in a timely manner, that could be very problematic. Senator Fererro said her preference would be to see the language changed for the interim position to mirror the permanent description but adding the term “whenever possible”. Fererro offered to help Nelson craft some language for the change and then bring it back to Senate at the next regular meeting.

C. Volunteer Interest Form Questions (Exhibit 6)

Senator and Chair of Committee on Committees Anastasia Zavodny said the committee responded to the concern that the volunteer questions may be confusing or don’t yield sufficient responses. Senator Zavodny shared the exhibit.

Senators agreed that questions about the committee work should be first and then the DEIAA lens question can be asked. It was also suggested to add a link to a committee description right on the form would be helpful. Senator Zavodny agreed with the idea but said there are already links to committees at the top so she doesn’t think that people are necessarily utilizing the links to search and look at what their committees are. Additional suggestions were made to wordsmith the text. Senator Lawson asked that separate questions be asked for EAC (EEDCC has separate questions).

The committee will take all of the feedback and rework the document and bring it back to Senate.

D. AP 4105 Distance Education (Exhibit 7)

Senator and DE Coordinator Kelly Falcone shared the exhibit and explained that AP 4105 was formally approved by Curriculum but not by EEDCC and the Senate. It came to both bodies only as Information. Senator Falcone said she recently found issues with course modalities particularly HyFlex. Additionally, clarification was needed whether a fully online class can be a blend of both asynchronous and synchronous and the answer is yes.

The last change Senator Falcone explained was the student-to-student communication. The new language allows courses to get an exemption, but a majority of classes aren’t eligible to apply for the exemption.

Senator and PFF Co-President Lawrence Lawson said the language on the last page under “List of Certified Online Faculty...” needs to stay in the AP because Article 20 refers to this AP and that exact current language.

Senator Falcone was asked to make edits, bring it to Curriculum, then Senate and finally College Council.

E. AP 7800 Employee Residency Implications (Exhibit 8)

Senate VP Jenny Fererro said PFF has been talking to the District for a couple of years now about residency requirements. Palomar does not have a policy in place and the exhibit shows a rough draft of this new policy. Because this encompasses working conditions, PFF is involved. Because faculty hiring is under the purview of Faculty Senate, this is a Senate issue as well. This first draft came to ECC Council last week. A considerable amount of feedback and suggestions have already been provided to the District. Faculty continue to weigh in on this policy.

VP Fererro said departments would in particular, with part-time faculty have a challenging time hiring part-timers who don’t live in the area. This particular AP 7800 draft calls for not only California residency, which is necessary for tax reasons and Workers Comp reasons, but it requires living within 200 miles of Palomar’s main campus. The one

exception to that would be part-time faculty who teach fully online would not need to live within 200 miles but do need to be California residents. The District is within their rights to require that we live in state.

VP Ferrero asked for additional feedback. She said that emailing specific concerns and issues to her would be best.

Senator and PFF Copresident Will Dalrymple said Palomar has faculty right now who live in Mexico since the cost of living is so much more affordable.

Senator and TERB Coordinator Kelly Falone pointed out that the draft provides exceptions for a temporary request to reside outside the area. Human Resources, along with vice presidents can look at individual circumstances for granting an exception. She asked if an impact analysis has been done by the District because it would be good to know how many faculty this may affect. VP Ferrero said PFF is aware of a few full-time and part-time faculty who will be affected. Ferrero's belief is that should this policy pass, the District would most likely move towards separating from the employees who aren't within the guidelines.

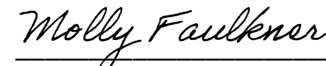
Senator Lawson added that this affects employees who are employed currently because it changes working conditions, and that's subject to negotiation.

F. Reports Update

President Nelson said a new reporting process is being launched. An email with the new reporting process was emailed to faculty committee leaders. A Google form will be used to share pertinent information about the current committee efforts. Reporting to Faculty Senate will take place once per month. Nelson said there will be time set aside during Senate meetings to discuss the reports.

ADJOURNMENT The meeting was adjourned at 3:50.

Respectfully submitted,



Molly Faulkner, Secretary

Item I. from BoardDocs Agenda

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

I.1. ACTION: Credit Program Changes - effective fall 2024

Program Title	Disci.	Award	Units	Justification	Orig.
A. Drafting and Design CADD/CAM Technology	DT	A.S./C.A.	24	We are uncross-listing DT 190 with MACH 190. This MACH 190 class is the appropriate designation for the class and for our certificate. It is not necessary to have the classes cross-listed, and it is more appropriate to offer this class through Machining Technology and not Drafting Technology. The Machining Technology Program did not exist at Palomar when DT 190 was created. We will be removing the cross listing of DT 190 from MACH 190. Therefore, only MACH 190 should show in this program.	Anita Talone
B. Sociology	SOC	AA-T	18-19	Added SOC 180 Social Justice Statistics and SOC 210 Research Methods for Sociology	Jose Briceno

I.2. ACTION: Credit Course Changes - effective fall 2024

	Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	AP IW	703	Electrical Theory and Practices AC	No	No	G/P/NP	No	Submitting a course change to update the Course Title, Course Objectives, Methods of Instruction, and	No	Jason Jarvinen
B.	AP IW	725	Lighting Control Systems and Safety	No	No	G/P/NP	No	Requesting change to course title and updating methods of instruction and textbooks.	No	Jason Jarvinen
C.	AP SC	705	Introduction to Signaling Devices and Systems	No	No	G/P/NP	No	Updating course name, course objectives, methods of instruction, content/body of knowledge,	Student is a Registered State	Jason Jarvinen
D.	AP SC	707	Certification Preparation and Networking System Applications	No	No	G/P/NP	No	Updating course title, course objectives, methods of instruction, content/body of knowledge, textbooks, assignments, methods of assessment, and minimum	Student is a Registered State Indentured	Jason Jarvinen
E.	BIOL	210	Anatomy	UC/CSU	Yes	G/P/NP	No	Updated SLOs. Changed prerequisites from sequential course to standard prerequisites and added validation.	Prerequisite-Recommended-Preparation: BIOL 100; BIOL 101 or BIOL 101L and BIOL 102 or BIOL 200	Richard Albistegui-DuBois
F.	CS	100	Introduction to Chicano Studies	UC/CSU	Yes	G/P/NP	No	Keep 3 SLOs to meet ES requirement. 3 of the 5 ES core competencies are required to meet AB 1460; 3	No	Angelica Yanez
G.	CS	140	Chicana History and Feminism	UC/CSU	Yes	G/P/NP	No	Keep 3 SLOs to meet ES requirement and delete the ones that are no longer needed. 3 of the 5 ES core	No	Angelica Yanez

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H.	CSIT	128	Foundations of Data Science	UC/CSU	Yes	G/P/NP	No	We changed the title "Introduction to" to "Foundations of". All else remains the same.	Prerequisite: MAT H 115 or MATH 120 or MATH 127 or MATH 135 or MATH 140 or Eligibility determined by the Math placement process. Recommended Preparation: CSIT 175	Terrie Lynn Canon
I.	DT	101	AutoCAD I	UC/CSU	Yes	G	No	Typos are being fixed. Curriculum is being updated. SLOs are being reviewed/updated.	No	Anita Talone
J.	DT	102	AutoCAD II	UC/CSU	Yes	G	No	This proposal is to update the catalog description; review and update the Body of Knowledge; and review and revise the SLOs.	Prerequisite: DT 101	Anita Talone
K.	DT	110	Technical Drafting I	CSU	Yes	G	No	This course change is to update the catalog description, the Body of Knowledge and	Prerequisite: DT 101	Anita Talone
L.	DT	111	Conceptual Design through Production	CSU	Yes	G	No	This course change is to update the catalog description, the Body of Knowledge and SLOs.	Prerequisite: DT 101 and DT 103 or DT 114 Recommended Preparation: DT 117 and DT 190	Anita Talone
M.	DT	114	Creo Parametric I	CSU	Yes	G	No	This proposal is to change the catalog Course Description, update the Body of Knowledge and revisit SLOs.	No	Anita Talone
N.	DT	115	Creo Parametric II	CSU	Yes	G	No	This proposal is to update the catalog Course Description, update the Body of Knowledge and review SLOs.	Prerequisite: DT 114	Anita Talone

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O.	DT	226	Printed Circuit Board Design I	CSU	Yes	G	No	This proposal is to update the catalog description, edit the Body of Knowledge, and review/revise the SLO's.	Recommended Preparation: Student should have basic knowledge of MS Windows 10 Operating System (OS). This includes the ability to navigate files and directories, install software, locate and open software, and access the Internet through a web browser.	Anita Talone
P.	EDUC	100	Foundations of Teaching as a Profession	CSU	Yes	G	No	Changing the assignments/observations in K-12 setting from 15 to 20 hours aligns this course with UCSD.	No	Laurel Anderson
Q.	WELD	145	Pipe Welding	CSU	Yes	G/P/NP	No	Currently we are teaching weld progression of e6010 and e7018 in the vertical up positions. While this progression is in use in the San Diego region, there are many other combinations of welding technologies and progressions that are used in the local Pipe welding industry. These include: 1. Open root welding Regulated Metal Deposit (RMD) vertical down 2. FCAW-G vertical up 3. E6010 open root, vertical down Updated text books. Updated Course description.	Prerequisite: <u>WELD 110</u>	Ashley Wolters

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I.3. ACTION: Requisites - effective fall 2024

The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2024

Course Number		Course Title	
A.	AP SC 705	Introduction to Signaling Devices and Systems	Student is a Registered State Indentured Apprentice
B.	AP SC 707	Certification Preparation and Networking System	Student is a Registered State Indentured Apprentice
C.	BIOL 210	Anatomy	Prerequisite Recommended Preparation: BIOL 100; BIOL 101 or BIOL 101L and BIOL 102 or BIOL 200
D.	CSIT 128	Foundations of Data Science	Prerequisite: MATH 115 or MATH 120 or MATH 127 or MATH 135 or MATH 140 or Eligibility determined by the Math placement process. Recommended Preparation: CSIT 175 Prerequisite: DT 101
E.	DT 102	AutoCAD II	Prerequisite: DT 101
F.	DT 110	Technical Drafting I	Prerequisite: DT 101
G.	DT 111	Conceptual Design through Production	Prerequisite: DT 101 and DT 103 or DT 114 Recommended Preparation: DT 117 and DT 190
H.	DT 115	Creo Parametric II	Prerequisite: DT 114
I.	DT 226	Printed Circuit Board Design I	Recommended Preparation: Student should have basic knowledge of MS Windows 10 Operating System (OS). This includes the ability to navigate files and directories, install software, locate and open software, and access the Internet through a web browser Prerequisite: WELD 110
J.	WELD 145	Pipe Welding	

I.4. ACTION: Distance Education - effective fall 2024

The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2024

Course Number		Course Title	
A.	BIOL 210	Anatomy	
B.	CS 100	Introduction to Chicano	
C.	CS 140	Chicana History and Feminism	
D.	CSIT 128	Foundations of Data Science	
E.	DT 101	AutoCAD I	
F.	DT 102	AutoCAD II	

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G.	DT	110	Technical Drafting I
H.	DT	111	Conceptual Design through Production
I.	DT	114	Creo Parametric I
J.	DT	115	Creo Parametric II
K.	DT	226	Printed Circuit Board Design I
L.	EDUC	100	Foundations of Teaching as a Profession
M.	WELD	145	Pipe Welding

Item I. from BoardDocs Agenda

J.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.	ANTH	296	Special Problems in Anthropology		Marlo Willows
B.	CSCI	112	Programming Fundamentals I	Yes	Terrie Lynn Canon
C.	CSCI	130	Linux Fundamentals	Yes	Terrie Lynn Canon
D.	CSIT	180	C# Programming I	Yes	Ronald Burgher
E.	EME	209	Paramedic Obstetrical and Pediatric Training (Lecture)	Yes	Sarah DeSimone
F.	PHOT	225	Photographic Portraiture		Scott Klinger
G.	SPCH	160	Practical Public Speaking	Yes	Christopher R. Lowry

EXHIBIT 3

10/9/2023							
Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	ACTION
Andrew Steinberg	AMBA	Performing Arts (Music)	Distinguished Faculty Award Committee (DFA)	Faculty, Part-Time (23-25)	My role on the DFA Committee will reflect my commitment to diversity, equity, and inclusion as demonstrated in my classes at Palomar. While teaching Computer Music, one of my most successful classes, I redesigned the curriculum to incorporate Ableton Live and taught synchronously throughout the pandemic. To support racially-minoritized and other underserved, disproportionately disadvantaged students, I worked with Ableton Live's staff to provide complimentary copies of its software while Palomar's campus was inaccessible to students. As a result, students were able to present streaming concerts featuring their original music using digital audio workstations. Providing this kind of access facilitates meaningful learning for all and is an approach that has resulted in my students receiving scholarships to study at CSU Long Beach, San Diego State University, and UC San Diego.	Beyond my work on campus, I received Palomar's 2022 Scholarly and Professional Achievement Award. Through lecture recitals and publications in "The Saxophone Symposium," focusing on issues of equity and inclusion in contemporary music, I have represented Palomar across the globe. In recognition of my expertise, I have presented master classes and lectures at the Nanyang Academy of Fine Arts in Singapore, the Hochschule für Musik Detmold, Memorial University of Newfoundland, the University of Kansas, Georgia State University, and Arizona State University.	

10/9/2023						
				Dean L&L Hiring Committee		
Name	Division	Department	Position:	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	Action: Confirm
Sonia Brighenti	L&L	World languages	Faculty, World Languages	I'm committed to utilizing an equity and anti racism lens by actively seeking out and promoting diversity at all levels of the department. This includes advocating for equitable recruitment and hiring process, ensuring that candidate pools are diverse, and assessing qualifications through a lens that recognizes the value of diverse perspectives and experiences. Also, I'm committed to ongoing learning through workshops, training programs and staying informed about best practices in the field.	In my role on the hiring committee I will bring a combination of knowledge skills and abilities that will be valuable to the selection process. These include: extensive academic background with my PhD in Romance languages and literatures I have a solid foundation in world languages field. My ability to analyze information critically assess candidates and make informed decisions will also contribute to a fair and rigorous selection process. I possess strong communication skills, which are vital for facilitating committee discussions and providing clear feedback. I'm committed to inclusion and diversity and work collaboratively.	
Rocco Versaci	L&L	English, Humanities, and Reading	Faculty, English Reading & Humanities	DEIAA work requires, above all, that everyone's voice gets heard and that we actively listen to one another. I will commit to listen to everyone involved--candidates and fellow committee members alike, and to do my best to help ensure that everyone's voice gets heard. Because of the nature of my particular division, DEIAA matters are often front and center in terms of the students we serve and the curriculum and its content that we offer, and I will do my best to ascertain how the candidates will support the division's efforts, its students, and its faculty and staff.	As a full-time faculty member at Palomar (now in my 27th year), I have served on several administrative hiring committees, and I have worked with many deans in my various roles--as a faculty member, department chair, union co-president, grievance officer, negotiator, and Senate President. Over that time, I have had much experience with deans who were problem-solvers, who backed up talk with action (especially when it came to DEIAA), who were genuinely supportive of faculty and staff, and who selflessly served the institution and its students. I have also encountered those who did not display these qualities, and I would like to contribute the insight I have gained to the hiring efforts, as well as learn from others on the committee. As far as my recent advocacy for DEIAA efforts (beside my ongoing commitment to provide and discuss culturally relevant materials to my students), my term as Faculty Senate President (2020-2022) provided me with the opportunity to support many efforts across campus, including the revision of the faculty hiring procedures to improve diversity.	
April Cunningham	L&L	Library	Faculty, Library	By recognizing the effects of systemic racism and the ways that structural barriers limit professionals' access to opportunities because of disability, economic class, gender and other minoritized identities, I will apply an equity and antiracism lens to be open and welcoming of applicants' diverse experiences and modes of communication.	As a librarian, I regularly work with students both inside the classroom and beyond, so I see, firsthand, how division-level and college-level policies and procedures affect students' learning. I will bring this knowledge to critically evaluate the approach that applicants take to proactively addressing the issues that are most pressing for students. These issues are also the ones that faculty and staff have most determinedly been trying to address, sometimes without the leadership from administrators that would make the final difference for removing persistent barriers.	
Lawrence Hamilton Lawson	L&L	ESL	Faculty, ESL	In putting my name forward as the ESL representative, I hope to ensure that the candidate selected for the next dean of languages and literature has in mind an equity-focused approach to their work in the division. That starts by ascertaining if the candidate has a clear understanding of what equity work is. How equity doesn't mean equal. How it means distributing resources so that everybody can reach the same goals or outcomes even if those resources are unevenly distributed. In working with the student population that I work with, I have seen the need for different resources, more resources, a different approach to processes (tutoring, for example) that is required for my population of students. I want to ensure the candidate chosen for the next dean of my division values diversity, values difference, and values the richness students like mine bring to the college and the division. Because of my work in this area, and my extensive work on various hiring committees, I'm confident that I can ascertain if candidates are successful in those areas.	I am a longtime member of my division. I have worked with many, many Deans in my division. In my role as co-president of the Palomar Faculty Federation, I work with many deans as well. I know what their job entails. I know what their job does not entail. I know the history of our division, and I know the type of dean that our division needs to be successful. I'm able to speak up during deliberations and ensure that all information is considered. I'm also able to step back and ensure all voices on the committee are heard. I am able to see through inauthenticity. I am able to ascertain if a candidate for dean sees himself as an advocate for faculty and students, or an opponent of faculty and students. I have a lot of experience working on hiring committees in this college and finding the best person for the job, and also I have been successfully able to help committees consider whether or not the pool is strong enough to consider candidates in the first place.	
			Faculty, Speech Communications / Forensics / ASL	** Note: we received ZERO volunteers for the Speech Communication / Forensics / ASL position.		
				Interim Director Disability Resources Hiring Committee		
Name	Division	Department	Position:	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	Action: Confirm
John O'Loughlin	L&L	ASL	DRC Director Hiring Committee	I will ensure that candidates will comply with the terms of committing to diversity, equity, inclusion, and anti-racism. In my role, I will serve the best interest on behalf of the students who require the DRC service.	As a Deaf faculty and a lifelong special education student at the public schools, I bring lifelong experience and knowledge to the committee. I'll ensure that our committee will recommend the ideal candidate who can deliver the highest quality of care and service for our disability-diverse student populations.	

Palomar Community College District Procedure AP 7120**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.

Date Approved: 10/21/14; Revised: 3/11/22; Revised 1/10/23
(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

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:
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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	All interim hiring committees should mirror permanent hiring committees as outlined in table above. In situations where full committees cannot be filled, the majority of the committee must consist of employees from within the affected division/department/program to include at least: • 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
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‡ 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

Relevant Current Language From the CBA

Article 4 (Workload and Calendar)

- 4.1.3.5: Non-instructional days are contract days for full-time faculty. They are primarily reserved for staff development, preparation, planning, or other professional activity when students are not present. Any District meetings that occur on these days shall be optional except for assigned Chair duties as outlined in Article 12.
- 4.1.5: "Unscheduled preparation" includes preparation for classes and participation in activities such as evaluations, curriculum, and student learning outcomes. The timing of this preparation may be done during non-instructional periods such as winter intersession and must be completed by applicable deadlines.
- 4.1.15: Faculty members who, in response to a District request to perform services during the summer or other non-contracted time, such as participation in hiring committees, shall be compensated at their pro-rata rate.
- 4.1.16: All full-time faculty members are expected to participate in commencement exercises at the conclusion of each academic year.

Article 10 (Professional Development)

- 10.1: The seven (7) professional development days for full-time faculty include one (1) required orientation day on the Friday immediately preceding the start of the fall semester. In the event of an absence on the required orientation day, appropriate leave provisions shall be used in accordance to Article 9.2.

Article 12 (Department Chairs)

- 12.6.g: Summer Duties (for the time period between Commencement and Plenary) and Winter Duties (for the time period between January 2 and the start of Spring semester)

Chairs shall be promptly available during the summer, winter intersession, and on non-instructional days by phone and email. If this is not possible, the Chair shall notify their Dean and appoint a designee to act on their behalf.

- a) Be available via email or phone to faculty in the department teaching winter intersession, spring intersession or summer classes.
- b) Be available via email or phone to the Division Dean to discuss class enrollments and/or cancellations.
- c) Be available to hire part-time faculty in emergent or time-sensitive situations to ensure all spring and fall classes are staffed.
- d) Be available to address student and faculty complaints and/or issues.

12.6.g.1: Other than the duties outlined in 12.6.g, all Department Chair duties as outlined in 12.6 will be conducted during the contract year (regular fall and spring semesters) or compensated via NOHE.

Retreat 10+1+1 Discussion

1. Curriculum including establishing prerequisites and placing courses within disciplines
 - a. Aligning AA GE and CSU GE for students
 - b. Rethink our local requirements
2. Degree and certificate requirements
 - a. Can College offer test-out options for students (CPL)
 - b. Issues with financial aid and limit on number of classes students can take
 - c. Pros/Cons of Guided Pathways
3. Grading policies
 - a. Decolonize grading
 - b. Discuss grading + and minus
 - c. Auto drop students on Canvas for Census
4. Educational program development
 - a. Can we have a data dashboard access to all info related to the 10+1
 - b. Bachelor's Degree Programs
 - c. Competency Based Education
5. Standards or policies regarding student preparation and success
 - a. Require counseling course first semester
 - b. Clearer AP credit policies
 - c. Health fees
 - d. Parking
 - e. Onboarding in students first year
 - f. More counselors and transfer staff
 - g. Student Success coaches
 - h. How do we increase equity
6. District and college governance structures, as related to faculty roles
 - a. Clear process district wide to create new governance groups/committees
 - b. What to do with Service Points – where is accountability?
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
 - a. How to increase faculty involvement and engagement in accreditation
8. Policies for faculty professional development activities
 - a. How to PFF and Senate work together to represent all voices
 - b. Senate involvement with PD
 - c. Ensuring that everyone gets PD for DEIAA
 - d. Training on applying for FT positions
9. Processes for program review
 - a. How to make PRPs meaningful
 - b. Better technology that saves document
 - c. Better understanding of PRP process and who is involved
10. Processes for institutional planning and budget development
 - a. How can we ensure that there is funding for instructional events like political economy days, media days, Tarde de Familia

11. Other academic and professional matters are mutually agreed upon between the governing board and the academic senate.

12. Faculty Hiring

- a. President makes final decision
- b. How do failed searches work
- c. Reference check timing and training
- d. Process for hiring temporary FT
- e. Include students in hiring committees
- f. Improve connections and understanding between HR and Faculty Hiring Processes

Retreat Constitution Discussion

We need bylaws

We need to focus on evergreen language throughout

ARTICLE 1: DEFINITION OF ACADEMIC FACULTY How do you get temporary faculty approval
ARTICLE 2: RIGHT OF PETITION OF THE FACULTY BODY
ARTICLE 3: CODE OF ETHICS Education on Ethics for faculty
ARTICLE 4: THE FACULTY SENATE OF PALOMAR COLLEGE Majority votes all faculty
~SECTION 1: NATURE AND POWER Consider 10+1+1
~SECTION 2: SENATE DUTIES
~SECTION 3: COMPOSITION Consider increasing PT senators Consider adding department or divisional reps – pros/cons? Consider at-large senate seats like PFF
~SECTION 4: ELIGIBILITY
~SECTION 5: TERMS OF OFFICE AND METHOD OF ELECTION More time for nomination All Faculty
~SECTION 6: OFFICERS PT should be eligible for all positions Rethink roles/responsibilities
~SECTION 7: MEETINGS Consider longer meetings twice a month Consider changing meeting time to make attending easier for faculty teaching lecture/lab
~SECTION 8: COMMITTEES Can't fill our committees because there are too many
~SECTION 9: CODE OF ETHICS AS APPLIED TO THE FACULTY SENATE Should we have an ethics person?
~SECTION 10: OPINION POLLING Official polling versus data collection
~SECTION 11: RIGHT OF PETITION OF THE FACULTY SENATE
~SECTION 12: GRANTING OF EMERITUS STATUS Need to make sure faculty know about this before they retire No PT emeritus?

ARTICLE 5: THE FACULTY COUNCIL

Is there overlap of faculty council and senate?

ARTICLE 6: CONSTITUTIONAL REVIEW

Why do outside actors have the ability to circumvent?

Retreat Goals Discussion

1. New Goal Ideas:
 - Specific, tangible plan for recruiting faculty to participate in shared governance
 - Research using data to determine membership of committees - % from departments, divisions, people on multiple committees, committees that require more time/work
 - Work with PFF to develop a faculty survey
 - Develop a direct-action plan for the vision plan
 - Create a faculty coordinator linking/tracking all committees with other committees and communication
 - Advocate for Honors Program
 - Canvas Course (on-demand) for new people?
 - Clarify how faculty can be part of shared governance process – i.e. public comment at governing board meetings
 - Advocate for improving process for student clubs
 - Develop academic standards for office hours and syllabi
 - Increase PT faculty representation on committees
 - Create Flow chart for making change (policies and other items)
2. Feedback on discussion of 2023-2024 Goals (goals with stars are highlighted)

COMPLETED

- ~~1. Clarify the Faculty Senate's involvement with the PRP Process.~~
2. Re-evaluate Senate release time positions. ONGOING
3. Explore communication strategies from Senate to the faculty/campus community. newsletter idea – once per month ONGOING
4. ~~Review the faculty senate reporting process. New reports~~
5. Review DEIAA Curriculum Framework and discuss actionable items. ONGOING
6. Continue to discuss action items from Part-Time Equity document. ONGOING OR GOAL?
7. Review senate committee and subcommittee structure. ONGOING

IN PROGRESS

1. Clarify the NOHE process. GOAL OR AGENDA ITEM?
2. Invite leadership/members to Senate meetings (Cast, AA, Classified) & Governing Board members.
3. Review and understand implications of AB928, AB1111 with support of the Curriculum Committee. Doing
4. Increase Faculty Liaisons to ASCCC.
5. Review and act on HSI recommendations under Senate purview.

NOT STARTED

1. Develop training for Senate committee and council reps. (College Council)
2. Discuss faculty involvement on committees.

General ideas about goals

1. Write SMART goals – specific, measurable, attainable, realistic and timely
2. How do we evaluate progress of goals

AP 4021 PROGRAM DEVELOPMENT, REVITALIZATION, AND/OR DISCONTINUANCE

References:

Education Code Section 78016
 Title 5 Sections 51022 and 55130
 ACCJC Accreditation Standard II.A.15
CCCCO Program Course Approval Handbook

For the purposes of these procedures, a program shall be defined as a field of study with one or more related certificates and degrees. Associate degrees, certificates of achievement and certificates of proficiency that may appear by name on a student transcript or diploma require local and CCCC approval. Steps for program development, revitalization, and discontinuance follow.

An educational program is defined in Title 5, § 55000(m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

The California Community College Program Course Approval Handbook describes the minimum requirements for program and curriculum development at Palomar College.

Program Development

After researching the need for a new program and discussing with members of the discipline and department, the faculty member from the program contacts the appropriate division dean(s). The Dean will invite the Articulation Officer (AO), Department Chair, and the faculty originator to a meeting to discuss the new program proposal. If the program is noncredit, include the Director of Occupational and Noncredit. If the program is CTE, include the Dean of CTE in this meeting. AO must sign off on any program (certificate, AA, ADT) that includes a goal of transfer. IPC Equity, Education, and Student Success Council (EESSC) and Curriculum deadlines must be taken into consideration when beginning this step. If you are considering a bachelor's degree, the Dean of CTE and the Articulation Officer must be consulted. The following steps must be taken for all new programs:

1. At the initial meeting, the faculty originator will provide using the IPC New Program as a guide, the following information:
 - The rationale for the program (goals, objectives, and outcomes, and alignment to the district's mission, vision, and strategic plan);
 - Program requirements and learning outcomes;
 - LMI Labor market data (LMI) information required for career and technical education (CTE);
 - Data that establishes regional/community need;
 - Statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs. Estimated costs to students and the college/district, including funding for faculty, facilities, equipment, and other resources;
 - Bachelor's degree considerations must include:
 - A description of the adequate human administrative support (e.g. faculty, support staff, counselors, and student services such as DRC);
 - Program faculty qualifications;
 - An explanation as to which associate degree the proposed degree aligns to in the same academic subject;

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(Replaces all previous versions of AP 4021.)

- Evidence of the program not duplicating an existing baccalaureate degree program within the service area that is overwhelmingly the same in curriculum, course scope and sequence, and program type;
 - Compelling labor market need, such as:
 - Centers of Excellence report; statistical projections of growth in specific jobs by county from the EDD; recent employer surveys, industry studies, regional economic studies; and studies or data from licensing agencies or professional associations
2. Once the team (above) comes to consensus about the need for a new program, the faculty program originator completes IPC Program New Program Viability Form, obtains the appropriate signatures, and submits the form to IPC EESSC.
 3. The IPC New Program Program Development, Revitalization, and/or Discontinuance Subcommittee Committee (PDRDC) reviews the proposal and follows up with faculty originator, Chair, and Dean as needed during review.
 4. The IPC New Program Subcommittee PDRDC presents recommendations to IPC EESSC.
 - a. Denials go back to the team.
 - b. Approvals continue to next steps.
 5. For CTE Programs only, please refer to the Regional Program Recommendations Process in order to obtain regional approval. (Apprenticeship programs do not require regional approval.)
 6. Faculty originator enters new program into META. For Bachelor Degree Programs, prior to sending the application to the Chancellor's Office, the application must be reviewed and approved by PDRDC.
 7. Curriculum approval process begins. Upon approving a new program, several subsequent actions will need to take place. They include:
 - Statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs;
 - updating the curriculum database to reflect the new program;
 - ensuring that the program appears in the catalog for the next academic year;
 - updating the degree planner;
 - informing counseling and outreach services;
 - alerting the chair and faculty of disciplines/departments that include courses in the new program in their area's programs;
 - notifying articulation partners if any;
 - considering FSA rights of faculty impacted;
 - notifying HR, PFF and CCE;
 - notifying students pursuing the affected program;
 - notifying other interested parties.
 8. Additional documents for baccalaureate programs, once approved to move forward include:
 - Evidence of CSU and UC consultation;
 - Documentation of the baccalaureate application process being initiated;
 - ACCJC substantive change

This responsibility for ensuring that these steps are followed shall rest with the Department Chair and the Division Dean.

Date Approved: 9/15/09, Revised: 4/21/15, Revised: 4/2/19, Revised: 12/1/2020;
(Replaces all previous versions of AP 4021.)

Program Effectiveness Concerns

The commitment of the college to the strength and relevance of its programs includes a regular review of these programs, whether through the PRP process or at any time during the year when issues become known. The following criteria and next steps are to be followed when concerns arise regarding the effectiveness of an established program.

1. Criteria for Program Effectiveness Concern
 - a. Continued declining or low enrollment/retention/persistence/completion rates for a sustained period of not less than three consecutive years.
 - b. Continued declining or lack of demand in the workplace for a sustained period of not less than three consecutive years.
 - c. Continued declining or lack of institutional resources to support the program for a sustained period of not less than three consecutive years.
2. Discipline faculty and/or dean discuss concerns regarding program status as a result of analysis of annual or comprehensive PRP. A department may initiate program revitalization outside of the PRP process as well.
3. Following further discussion and analysis, discipline/department moves in one of two ways:
 - a. Program revitalization
 - b. Program ~~deactivation~~/discontinuance
4. Initiation of discontinuance or revitalization during the PRP process
 - a. ~~PRPs are completed in the fall~~
 - b. ~~IPC reviews documents before end of fall semester.~~ The PDRDC reviews PRPs and makes a recommendation for program development, revitalization or discontinuance to EESSC.
 - c. IPC EESSC informs Curriculum Co-Chairs about the need for a revitalization task force. by the start of spring semester
 - d. The Curriculum Committee develops the revitalization task force per the program revitalization process below. by the second curriculum meeting of the spring semester
 - e. ~~Action Plan~~ An action plan for addressing revitalization must be completed and submitted to the Curriculum Committee. by the last Curriculum meeting of the spring semester
5. Initiation of discontinuance or revitalization at other times of the year
 - a. Once discipline faculty and dean discuss concerns regarding program status and agree to discontinue or proceed with revitalization, they will initiate the process for Program Revitalization program revitalization or proceed with Program Discontinuance-program discontinuance, as noted below. The Action Plan action plan for addressing revitalization must be completed and submitted to IPC EESSC and the Curriculum Committee.

Program Revitalization

The commitment of the college to the success of its programs includes the commitment to program revitalization. The development of a comprehensive plan to strengthen a program struggling with enrollment, persistence, or community support is to be developed by an ad hoc program revitalization task force, which is specific to the program and created when the Curriculum Committee EESSC recommends that the process be initiated.

A program's revitalization task force is to be comprised of at least the following members:

- A. A majority of the discipline faculty, including the department chair; depending on the discipline, faculty may include FT and/or PT faculty
- B. Articulation Officer
- C. The program division dean
- D. At least one additional dean to be appointed by the Vice President, Instruction
- E. At least two additional discipline-related faculty members, one to be selected by the program faculty and one to be selected by the program division dean

- F. For career and technical education programs, Director of Centers of Excellence or designee
- G. Other participants as recommended by the Curriculum Co-Chairs, to assist with the implementation of strategies below

The task force must develop and implement a revitalization action plan, including outcomes for evaluation [e.g., setting baseline(s) and goal(s)], using a combination of strategies as determined by the group. Strategies for addressing specific program concerns, as noted above, may include but are not limited to the following:

- A. To address enrollment and/or retention/persistence/completion issues:
 - 1. Analysis of demand for the program at other community colleges in the region, including an analysis of how those programs may be structured differently or if different curriculum is offered.
 - 2. Analysis of demand for the program through use of labor market information.
 - 3. Analysis of gateway courses and other barriers within the program and strategies for retention and success.
 - 4. Analysis of trends related to immigration.
 - 5. Analysis of global and/or national trends impacting students' ability to enroll.
 - 6. Adjustment of course scheduling – times of day, block scheduling, short and flexible courses, instructional modality changes, frequency of offerings, number of sections, and cooperative scheduling with related disciplines.
 - 7. Articulation of programs and courses and the sequencing of offerings to ensure student transition to subsequent levels.
 - 8. Curriculum modifications, updates, and creation. Keep articulation broad in scope to include primarily 4-year articulation rather than articulation related to K-12 or CTE Transitions. (CTE Transitions is high school credit by exam where they are teaching our course outline and our faculty approved assessment measurements.)
 - 9. Active recruitment of targeted populations, coupled with strategic in-house marketing strategies.
 - 10. Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.) -- development and dissemination of materials to Outreach lead.
 - 11. Cooperative ventures with local employers, transfer institutions, and/or other community colleges.
 - 12. Feedback from regional deans.
 - 13. Visits to other similar programs to consider best practices.
 - 14. Related professional development and training of faculty to implement curriculum, learn about different teaching techniques related to student success and retention, and to understand what's involved in teaching in different modalities. Training could be included as a part of that year's faculty PD plan.
- B. To address continued declining or lack of demand in the workplace:
 - 1. Analysis of local and regional labor market trends
 - 2. Analysis of advisory board feedback
 - 3. Meetings and job shadowing with potential employer internship and career resource development
- C. To address continued declining or lack of institutional resources to support the program issues:

1. Analysis of the ways in which institutional resources might be shifted or combined to assist the program
2. Analysis of adequate faculty, both in numbers of full-time faculty and in their expertise
3. Analysis of physical resources including facilities, equipment, and supplies
4. Analysis of external funding opportunities such as grants, partnerships, and workforce-development initiatives
5. Analysis of levels of outside support such as classified staff, course offerings, library materials, and work-place learning opportunities
6. Analysis of cost savings through offering instruction in different facilities, locations, and instructional modalities. Statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs
7. Analysis of current partnerships and potential partnerships with employers and 4-year partner needs from the CCC and how our departments respond to and accommodate those needs

The program revitalization action plan must include a timeline of not more than two years from the initiation of the planning and must be submitted to Curriculum Committee and EESSC no later than the second to last meeting of the following semester in which the program revitalization action plan was initiated. Curriculum Committee The PDRDC will make recommendations to modify the plan by the end of that semester. Where curricular changes requiring approval and scheduling need time to take place, the clock for the 2-year window for tracking the effectiveness of changes will not begin until the semester when those curriculum changes are available to students.

If, at the end of the agreed upon timeline:

- A. The program has met its outcomes and become revitalized, it continues at the college.
- B. The program has not met its outcomes but has shown positive movement and potential for further improvement is recognized, the program will be provided an extension of one year to meet its outcomes.
 1. At the end of the extension, the committee will reconvene and re-evaluate, according to the outcomes.
 2. If, at the end of that evaluation, outcomes for the program have not improved, the task force will recommend discontinuance of the program.
- C. The program has not met its outcomes and has made little to no improvement, the task force will recommend discontinuance of the program. The Curriculum Committee EESSC will notify HR and relevant unions of the change so that impact of the change may be addressed.

Program Discontinuance

Once discontinuance of program is agreed upon as a result of (1) discipline and division dean consensus OR (2) the implementation and outcome of a program revitalization plan, the Department Chair and Division Dean will work together to fill out the Program Discontinuance Form within one month of the agreed upon outcome and gather signatures as indicated on the form.

Once the form is completed, it moves forward to the EESSC, Curriculum Committee, Faculty Senate, and finally Governing Board for discussion and approval.

Upon approving the discontinuance of a program, several subsequent actions will need to take place. They include:

- Statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs;
- updating the curriculum database to reflect the discontinuance;
- informing stakeholders of a timely phase-out and teach-out plan;

- ensuring that the program does not appear in the catalog for the next academic year;
- updating the degree planner;
- informing counseling and outreach services;
- alerting the chair and faculty of disciplines/departments that include courses in the discontinued program in their area's programs;
- notifying articulation partners if any;
- considering FSA rights of faculty impacted;
- notifying HR, PFF and CCE;
- notifying students pursuing the affected program;
- notifying other interested parties.

This responsibility for ensuring that these steps are followed shall rest with the Department Chair and the Division Dean.



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by Jack S. Kahn, Ph.D. Vickie Mellos and Tina Recalde - Co-Chairs, Curriculum Committee				Date September 17, 2021 September 20, 2023			
Proposed Name of Requested Group: New Programs Committee Program Development, Revitalization, and/or Discontinuance Committee							
	Council	X	Committee		Subcommittee		Task Force
Action Requested:			Add		Delete	X	Change
Role, Products, Reporting Relationships: - To review and make recommendations to EESSC about New Programs program development, revitalization, and/or discontinuance Reporting Relationship - Equity, Education, and Student Success Council							
Meeting Schedule: As needed though work is heavier in the late spring and early fall.							
Chairs: Instructional Dean appointed by Vice President of Instructional Services							
Members: Three Faculty representatives appointed by Faculty Senate One representative from Curriculum Committee appointed by the committee One representative appointed by faculty senate from another academic division not already represented by the above three faculty 1 faculty representative from each division (6) L/L, AMBA, CTE, SBS, MSE, Counseling/Student Services - Facilities representative - Fiscal representative - Institutional Research and Planning representative - CTE Dean or CTE Associate Dean - One additional Dean appointed by the Vice President of Instruction 1 faculty Curriculum Committee representative							