



MEETING

November 27, 2023

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
November 13, 2023

APPROVED

PRESENT: Ben Adams, Melissa Bagaglio, Will Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Kengo Hotta (ASG), Rodolfo Jacobo, Jason Jarvinen, Lisette Lasater, Lawrence Lawson, Vickie Mellos, Anne-Marie Mobilia, Michael Mufson, Wendy Nelson, Lakshmi Paranthaman, Beth Pearson, Maryan Rizk, Seth San Juan, Tanessa Sanchez, Nina Shmorhun, Nicole Siminski, Elena Villa Fernandez de Castro, Anastasia Zavodny

ABSENT:

GUESTS: Barbara Baer, Barbara Hammons, 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 and Ethnic Studies Department Chair Rudolfo Jacobo said he felt uncomfortable with statements made during last week's DEIAA presentation. It was said that nothing had been done the last two years on issues of equity, inclusion, and anti-racism. Jacobo said that while there is much to be done, several steps have been taken in the right direction. The Ethnic Studies Department has worked with other programs and the union on these efforts.

Senate Secretary Molly Faulkner said Performing Arts has many upcoming performances/events. For more information, go to: <https://www.palomar.edu/palomarperforms/>

Senate President Wendy Nelson said the Faculty Constitutional Review Committee has been formed. Senator Nina Shmorhun, Senator Will Dalrymple and Senate VP Jenny Fererro will do the work and bring recommendations back to Senate.

President Nelson announced that nominations are being accepted for the ASCCC Hayward Award for “Excellence in Education.” Nelson shared the application and asked Senators to consider potential nominees.

President Nelson also announced there are a few reassigned time and stipend positions available beginning Fall 2023/Spring 2024. An email outlining the positions will be sent to all faculty later this week.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Rizk

Faculty Senate approval of meeting minutes dated November 6, 2023 as amended (Exhibit 1).

The motion carried.

ACTION

A. Curriculum

No Action was needed. Senator and Curriculum Co-Chair Vickie Mellos reminded faculty that if they submitted curriculum to make sure they go into META from time-to-time to see if reviewers have questions that need to be answered. Senator Mellos said to check for emails from noreply@curriqunet.com as well.

B. Committee on Committees Elections

Motion 2: MSC Zavodny/Faulkner

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

The motion carried.

Distance Education Committee – **Benedict Wehlage**, AMBA, 23-25

AB 1111/928 Steering Committee Taskforce – **Wendy Nelson**, GE Subcommittee Area D: Social and Behavioral Sciences

INFORMATION

A. ASG Report

ASG Senator Kengo Hotta said ASG did not meet last week due to the campus being closed to observe Veteran's Day.

B. ASCCC 2023 Fall Plenary (Exhibit 3)

Senate President Wendy Nelson shared the exhibit and said most of the topics included in the various resolutions are about issues that we have discussed. VP Fererro added that the resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and will be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on November 18, 2023. President Nelson asked if any senator has any comment or a strong opinion on the resolutions to let her know now or to send her an email this week.

Senators discussed some of the resolutions including proctoring and provided additional guidance to Nelson. The discussion also included proctoring at Palomar.

C. Faculty Senate Reports (Exhibit 4)

President Nelson shared the reports and was pleased to see that more reports are coming through. Nelson highlighted some current committee progress and noted other achievements. There was more discussion about defining

“preferred name” data for students, how this change will work and “look” on the various platforms that would be affected.

D. Employee Center

Senator and DE Coordinator Kelly Falcone said that since last summer, there has been discussions regarding converting the vacant Reading Center into an employee center for a dedicated professional development center and workroom. Employees can come learn, grow and eat lunch as well. There is also a larger space there that can house larger learning groups as well. Two smaller collaboration rooms will be available as well.

Senator Falcone reminded everyone that a dedicated professional development center was called for in the 2022 Master Plan and again planned for in the new vision plan. An email from VP Recalde will be going out shortly with this announcement and asking employees to assist with naming the space. The plan is to have this space open and available starting Spring 2024.

E. EEDCC Statement (Exhibit 5)

Senator and EEDCC Co-Chair Michael Mufson read the following statement. The committee felt it was important to make this statement because so many of Palomar’s students and staff are being affected by this.

The Educators for Equity, Diversity, and Cultural Consciousness (EEDCC) subcommittee is disturbed and saddened by the current violence in the Israeli-Palestinian conflict. As a committee, we call for an end to violence against innocent Palestinian and Israeli civilians. The Committee understands and sympathizes with the complexity of the issues involved and calls for people of goodwill to find peaceful resolutions to the conflict.

As part of our mission to “infuse equity and anti-racism throughout our college,” the Committee believes that one can legitimately criticize Israeli policies in Palestinian territories without association to anti-Semitic ideology. Individuals can also condemn the violence of Hamas and other organizations without similarly appealing to anti-Muslim tropes. The Committee asks that everyone remember innocent civilians are being harmed as we speak and whatever our differences, we all still share a common humanity.

Some senators thanked EEDCC for writing and sharing this balanced statement. Senator Mufson said the statement could be adopted by Faculty Senate and by the College as well. Some ideas for disseminating the message were discussed including reading the comment at the Governing Board meeting tomorrow, November 14.

Nelson said this topic can be added as action to Faculty Senate’s next meeting for further discussion.

DISCUSSION

A. Faculty Responsibilities

Senate VP Jenny Fererro, also the lead negotiator for PFF said there have been discussions regarding adding faculty responsibilities to the Contract. Senator Fererro asked for feedback from Senators as to whether this practice would be beneficial to faculty. The District has already shared their “list” of what this would look like and PFF is preparing a counteroffer.

Some Senators suggested seeing what other institutions have done with this concept. Some Senators applauded the efforts which should make faculty expectations and standards transparent to everyone. The faculty evaluations process could become easier with clear detailed requirements since the current language in the contract has vague faculty responsibilities in practice. It was also noted that further delineation needs to be made as to what TERB evaluates versus what the District should evaluate like not showing up to teach the class or just not meeting basic faculty responsibilities. It was also noted that the District is often reluctant to take disciplinary action against a faculty member maybe when needed most likely because of the vagueness of the responsibilities.

Senators shared feedback about what some “basic” faculty responsibilities should look like (full time as well as part time faculty) and that should be added to the Contract especially since service work (points) has been removed. Fererro warned against making these responsibilities too prescriptive since every department doesn’t function the same way, and this is where department bylaws can come into play and to best describe what the actual expectations are for faculty within their own department.

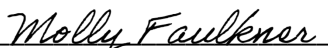
Fererro said if there are additional comments or feedback to take back to PFF to send her an email.

B. Review Proposals From Reimaging Instruction Discussion and Presentation (Exhibit 6)

President Nelson shared the exhibit. Council discussed Senator’s feedback provided when VP Recalde made her presentation some weeks back. An open meeting was held when faculty, staff and administrators met with VP Recalde to discuss changes. This meeting resulted in the current “draft” for divisional restructuring including a possible reporting structure.

ADJOURNMENT: The meeting was adjourned at 3:50.

Respectfully submitted,


Molly Faulkner, Secretary

November 15, 2023 Curriculum Committee Actions

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. English	ENG	AA-T		This is updated information. I am removing the following de-activated courses from our AA degree: Eng 215 Intro to British Novel.	Richard Hishmeh
B. University Studies: Elementary Education Preparation	EDUC	A.A.		Removed ENG 205 from electives. This course is a required course in the literature area of the program.	Benjamin Mudgett

I.2. ACTION: New Credit Courses - effective fall 2024

	Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	DA	91	Clinical Rotation I	No	No	P/NP/SP	No	This is an introductory class that serves as a prerequisite to the intensive DA 90 Clinical Rotation II. This course will be offered during the intersession to facilitate program and course continuity, as opposed to a six-week break from fall to spring semester. Students will benefit and gain confidence in an introductory class before enrollment in the intensive clinical rotation during spring semester.	<u>Prerequisite:</u> DA 75	Denise E. Rudy
B.	MATH	40	Support for Calculus with Analytic Geometry, First Course	No	Yes	P/NP	No	AB1705 states that starting Fall 2025 all STEM students will need to enter their gateway math course. This means STEM students will no longer be placed into College Algebra, Trigonometry, Precalculus, or STEM Precalculus I or II. This course is meant to provide the needed support for these students.	<u>Prerequisite:</u> E Shelbi Hathaway ligibility through the Math Placement process. <u>Corequisite (Course required to be taken concurrently):</u> MATH 140	

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C.	MATH	41	Support for Calculus with Analytic Geometry, Second Course	No	Yes	P/NP	No	AB1705 states that starting Fall 2025 all STEM students will need to enter their gateway math course. This means STEM students will no longer be placed into College Algebra, Trigonometry, Precalculus, or STEM Precalculus I or II. This course is meant to provide the needed support for these students.	<u>Prerequisite:</u> Eligibility through the Math Placement process. <u>Corequisite (Course required to be taken concurrently):</u> MATH 141	Shelbi Hathaway
D.	MIL	197	Military Leadership: The Professional Warfighter	CSU	Yes	G	No	This new work experience course will be part of the Military Leadership Certificate of Achievement and Associate Degree. Title 5 changes have removed repeatability options for work experience classes, therefore, we are creating MIL 197, MIL 198 and updating MILL 199 work experience classes to support students in this apprenticeship program.	No	Candace Rose
E.	READ	205	Critical Reading for Analytical Thinking	CSU	Yes	G/P/N P	No	This course is being created to meet the IGETC Area 1: English Communication1B: Critical Thinking-English Composition course requirements for IGETC which will become the new CalGETC due to AB 928. READ 205 will then replace the current READ 120 class that only meets the CSU critical thinking requirements, and those classes will not meet the requirements of new common transfer critical thinking.	<u>Prerequisite:</u> <u>ENG 100 or ESL 110</u>	Erin Feld

I.3. ACTION: Credit Course Changes - effective fall 2024										
	Subj	Nbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	ASL	205	American Sign Language III	UC/CSU	Yes	G/P/N P	No	To align SLOs with new curriculum.	<u>Prerequisite:</u> ASL 101	Mary Mendoza
B.	ASL	206	American Sign Language IV	UC/CSU	Yes	G/P/N P	No	Align SLOs with new curriculum	<u>Prerequisite:</u> ASL 205	Mary Mendoza

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C.	BIOL	210	Anatomy	UC/CSU	Yes	G/P/N P	No	Updated SLOs. Changed prerequisites from sequential course to standard prerequisites and added validation.	Prerequisite: Richard BIOL 101 and Albistegui- BIOL 101L; or DuBois BIOL 100 or BIOL 102 or BIOL 200
D.	BIOL	211	Physiology	UC/CSU	Yes	G/P/N P	No	Updated SLOs Changed prerequisites from sequential course to standard prerequisites and added validation.	Prerequisite: B Richard IOL 210 and Albistegui- Option 1; BIOL DuBois 102 or Option 2; BIOL <u>101</u> and BIOL <u>101L</u> and CHEM 100 or CHEM 104 or <u>CHEM 110</u> ; or Option 3; BIOL 100 and CHEM 100 or CHEM 104 or CHEM 110; or Option 4; BIOL 200 and CHEM 100 or CHEM 104 or CHEM 110

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E.	BIOL	212	Fundamentals of Microbiology	UC/CSU	Yes	G/P/N P	No	Updated SLOs to include active verbs. Changed prerequisites from sequential course to standard prerequisites and added validation.	Prerequisite: Richard Option 1; BIOL Albistegui- 102 or Option DuBois 2; BIOL 101 and BIOL 101L and CHEM 100 or BIOL 105 or <u>BIOL 105</u> or CHEM 104 or CHEM 110; or Option 3; BIOL 100 and CHEM 100 or CHEM 104 or CHEM 110; or Option 4; BIOL 200 and CHEM 100 or CHEM 104 or CHEM 110 or BIOL 211	
F.	CE	100	Cooperative Education	CSU	Yes	G/P/N P	No	Upding work experience hours requirements to comply with recent Title V Work Experience changes.	No	Jason Jarvinen
G.	CHDV	112	Early Intervention and Inclusion	CSU	Yes	G/P/N P	No	Updated language in course description and objectives to remove outdated terminology, added to content outline, added ZTC textbook option.	No	Jennry Fererro
H.	CHDV	142	Using Sign in the Early Childhood Setting	CSU	Yes	G/P/N P	No	Slightly updated language in course description.	No	Jenny Fererro

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I.	EME	211	Clinical Integration I	CSU		P/NP	No	We changed the sequence of courses in the Paramedic Program and need to make the following changes: 1. Add EME 206 and EME 206L as co-requisites 2. Update SLOs 3. Update textbooks	Corequisite (Course required to be taken concurrently): EME 206 and EME 206L and EME 207 and EME 207L	Sarah DeSimone
J.	MATH	141	Calculus with Analytic Geometry, Second Course	UC/CSU	Yes	G/P/N	No P	Align the course with the C-ID and remove overlap with Math 140. Under Distance Ed: Change to anytime. Under Specific Course Objectives: Remove item 11 as it is covered in Math 140. Content in Terms of Specific Body of Knowledge Item 1: change area to area between curves Item i: add volume of a solid of revolution Item III: pull out indeterminate forms and L'Hopital's Rule and put them on their own line Item V: change title to infinite sequences and series; Item IX: remove as it is in Math 140 and not on the C-ID Add new Item IX: Conic Sections: characteristics, standard form, graphing, and applications	Prerequisite: MATH 140	Cynthia Anfinson
K.	N ESL	976	Multicultural Humanities	No	Yes	P/NP/S	No	Updates to more fully highlight the humanities focus of the course as well as to make sure the course correctly mirrors its corresponding credit course, ESL 106.	No	Tracy Fung

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L.	NURS	118-BH	Concepts for Behavioral Health	CSU	No	G	No	We are updating the catalog course description- changed from N117 to N117-MS	Prerequisite: Juliane Van Houten <u>NURS 117-MS or Admission to the Associate Degree Nursing Program with a current LVN license and at least 1 year experience within the past 5 years.</u>
M.	NURS	118-P	Health Concepts for Pediatrics	CSU	No	G	No	Updated the catalog course description to include N117-MS not N117; updated requisites to include LVN requirement	Prerequisite: Juliane Van Houten <u>NURS 117-MS or Admission to the Associate Degree Nursing Program with a current LVN license and at least 1 year experience within the past 5 years.</u>
N.	SPCH	125	Beginning Oral Interpretation	UC/CSU	No	G/P/N P	No	Updated text, SLO's, and objectives.	No Marquesa Cook-Whearty

I.4. ACTION: Non-Credit Course Changes—effective fall 2024

Subj	Nbr	Title	Transf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
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A.	N-ART	971	Advanced Jewelry and Metal Smithing for Older Adults	No	Yes	No	No	Updating the contact hours (LEC and LAB) to match the course (Art 150/Jewelry & Metalsmithing Design I) that this non-credit is commonly attached to.	ART 270 and ART 205	Ingram-Ober
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I.5. ACTION: Course Deactivations - effective fall 2024

	Subj	Nmbr	Title	Trnsf.	Dist. Ed	Grad. Basis	Open Entry/	Justification	Originator
A.	AJ	94A	Basic Police Academy Module IIA	No		G	No	These course deactivations (AJ 93, 94A&B, and 95A&B) are due to the creation of new course formats (AJ 85, 85, 87A&B, and 88A&B) that are replacing the older format.	Michelle Soria
B.	AJ	94B	Basic Police Academy Module IIB	No		G	No	These course deactivations (AJ 93, 94A&B, and 95A&B) are due to the creation of new course formats (AJ 85, 85, 87A&B, and 88A&B) that are replacing the older format.	Michelle Soria
C.	AJ	95A	Basic Police Academy Module IA	No		G	No	These course deactivations (AJ 93, 94A&B, and 95A&B) are due to the creation of new course formats (AJ 85, 85, 87A&B, and 88A&B) that are replacing the older format.	Michelle Soria
D.	AJ	95B	Basic Police Academy Module IB	No		G	No	These course deactivations (AJ 93, 94A&B, and 95A&B) are due to the creation of new course formats (AJ 85, 85, 87A&B, and 88A&B) that are replacing the older format.	Michelle Soria
E.	CSCI	275	iOS Development	CSU	Yes	G/P/NF	No	The course no longer has student enrollment to justify offering the course. It has not been offered for several years. It was an elective and not required in any degree. It has been removed from the Computer Science degree as an elective.	Terrie Lynn Canon
F.	N BMG	1954	Business Canvas	No	Yes	G/P/NF	Not	This course has never been offered. It was created before Palomar had a clear vision on non-credit courses and their role in our current curriculum. Business now has a clear offering of Project Management in non-credit and this course is not part of that.	Terrie Lynn Canon
G.	NURS	217	Nursing III	CSU	Yes	G	No	No longer taught with new curriculum.	Monique Lineback

I.6. ACTION: Requisites - effective fall 2024

	Course Number	Course Title	
A.	DA 91	Clinical Rotation I	<u>Prerequisite: DA 75</u>
B.	MATH 40	Support for Calculus with Analytic Geometry, First Course	<u>Prerequisite: Eligibility through the Math Placement process. Corequisite (Course required to be taken concurrently): MATH 140</u>
C.	MATH 41	Support for Calculus with Analytic Geometry, Second Course	<u>Prerequisite: Eligibility through the Math Placement process. Corequisite (Course required to be taken concurrently): MATH 141</u>

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D.	READ	205	Critical Reading for Analytical Thinking	<u>Prerequisite:</u> ENG 100 or ENG 100E or ESL 110
E.	ASL	205	American Sign Language III	<u>Prerequisite:</u> ASL 101
F.	ASL	206	American Sign Language IV	<u>Prerequisite:</u> ASL 205
G.	BIOL	210	Anatomy	<u>Prerequisite:</u> BIOL 101 and BIOL 101L; or BIOL 100 or BIOL 102 or BIOL 200
H.	BIOL	211	Physiology	<u>Prerequisite:</u> BIOL 210 and Option 1; BIOL 102 or Option 2; BIOL <u>101</u> and BIOL <u>101L</u> and CHEM 100 or CHEM 104 or <u>CHEM 110</u> ; or Option 3; BIOL 100 and CHEM 100 or CHEM 104 or CHEM 110; or Option 4; BIOL 200 and CHEM 100 or CHEM 104 or CHEM 110
I.	BIOL	212	Fundamentals of Microbiology	<u>Prerequisite:</u> Option 1; BIOL 102 or Option 2; BIOL 101 and BIOL 101L and CHEM 100 or BIOL 105 or <u>BIOL 105</u> or CHEM 104 or CHEM 110; or Option 3; BIOL 100 and CHEM 100 or CHEM 104 or CHEM 110; or Option 4; BIOL 200 and CHEM 100 or CHEM 104 or CHEM 110 or BIOL 211
J.	EME	211	Clinical Integration I	<u>Corequisite (Course required to be taken concurrently):</u> <u>EME 206 and EME 206L</u> and EME 207 and EME 207L
K.	MATH	141	Calculus with Analytic Geometry, Second Course	<u>Prerequisite:</u> MATH 140
L.	NURS	118-BH	Concepts for Behavioral Health	<u>Prerequisite:</u> NURS 117-MS or Admission to the Associate Degree Nursing Program with a current LVN license and at least 1 year experience within the past 5 years.
M.	NURS	118-P	Health Concepts for Pediatrics	<u>Prerequisite:</u> NURS 117-MS or Admission to the Associate Degree Nursing Program with a current LVN license and at least 1 year experience within the past 5 years.

I.7. ACTION: Distance Education - effective fall 2024

	Course Number	Course Title
A.	MATH 40	Support for Calculus with Analytic Geometry, First Course
B.	MATH 41	Support for Calculus with Analytic Geometry, Second Course
C.	MIL 197	Military Leadership: The Professional Warfighter
D.	READ 205	Critical Reading for Analytical Thinking
E.	ASL 205	American Sign Language III
F.	ASL 206	American Sign Language IV
G.	BIOL 210	Anatomy
H.	BIOL 211	Physiology
I.	BIOL 212	Fundamentals of Microbiology
J.	CE 100	Cooperative Education
K.	CHDV 112	Early Intervention and Inclusion
L.	CHDV 142	Using Sign in the Early Childhood Setting
M.	MATH 141	Calculus with Analytic Geometry, Second Course
N.	N ESL 976	Multicultural Humanities

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Item J. 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 spring 2024.

	Subj	Nmbr	Title	Dist.	Originator
A.	ARCH	200	Advanced Visualization in Design	Yes	Joseph Lucido
B.	BIOL	145L	Introduction to Anatomy and Physiology Laboratory	No	Gene Gushansky
C.	CHDV	102	Working with Parents and Families	Yes	Laurel Anderson
D.	CHDV	104	Guidance for Young Children	Yes	Laurel Anderson
E.	CHDV	106	Infant and Toddler Care and Curriculum	Yes	Jenny Fererro
F.	CHDV	184	ECE Curriculum Experiences:Language, Literacy, Math and Science	Yes	Laurel Anderson
G.	CHDV	99	Preparation for Child Development Majors	Yes	Jenny Fererro
H.	CSCI	114	Programming Fundamentals II	Yes	Anthony Smith
I.	DBA	275	Avid Editing for Television and Film	Yes	Scott Richison
J.	DNCE	105	Introduction to Dance History	Yes	Margaret Faulkner
K.	DNCE	130	Tap I	Yes	Margaret Faulkner
L.	ENG	202	Critical Thinking and Composition	Yes	Richard Hishmeh
	GEOG	100L	Earth's Dynamic Environment: Physical Geography Lab	Yes	Catherine M. Jain
M.	GEOG	120	Digital Earth: Introduction to Geographic Information	Yes	Wing H. Cheung
N.	GEOG	134	GIS Applications and Programming	Yes	Wing H. Cheung
O.	HIST	107	World History To 1650	Yes	Travis Ritt
P.	HIST	108	World History Since 1650	Yes	Travis Ritt

EEDCC Response to the Israeli-Palestinian conflict (Revised 11/18/23)

The Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC) is disturbed and saddened by the current violence in the Israeli-Palestinian conflict. As a committee, we call for an end to violence against innocent Israeli and Palestinian civilians. The Committee understands and sympathizes with the complexity of the issues involved and calls for people of goodwill to find peaceful resolutions to the conflict.

As part of our mission to “infuse equity and anti-racism throughout our college,” the Committee believes that one can legitimately criticize Israeli policies towards Palestinians without ascribing to anti-Semitic ideology. Individuals can also condemn the violence of Hamas and other organizations without similarly ascribing to anti-Muslim or anti-Arab ideologies. The Committee asks that everyone remember innocent civilians are being harmed as we speak and whatever our differences, we all still share a common humanity.

ASCCC Plenary Fall 2023 notes:

- 1) Statewide \$32.5 Billion Budget Deficit
 - California will not have as much funding in the upcoming year. We will not get a COLA like we did this year (8.22%)
 - However, CCC funding should stabilize despite budget shortfall
- 2) Policies to look for in 2024
 - Climate literacy - embedding that in curriculum
 - Big push around AI - over 20 bills
 - Academic freedom shaped by litigation
 - [Leginfo.legislature.ca.gov](https://leginfo.ca.gov)
- 3) Equity and evaluations -
 - Colleges are pausing for results of Lawsuits/Litigation
 - Los Rios Faculty Federation developed some great examples that we should review.
- 4) CID & TMCs
 - Discipline Input Groups (DIGs)* that have met this term:
 - Music Industry Studies – October 25 – moving forward
 - Women and Gender Studies – October 25 – moving forward
 - Cybersecurity – October 26 – chose not to move forward
 - 19 Disciplines are due for 5 year reviews in 2024
 - Accounting, Administration of Justice, Anthropology, Child Development, Computer Science, Elementary Teacher Education, Environmental Science, Geology, Global Studies, History, Journalism, Law Public Policy and Society, Mathematics, Music, Social Justice Studies, Social Work and Human Services, Spanish, Studio Arts, Theatre Arts.
- 5) AB1111 - the final implementation plan will available Dec. 7
 - Full implementation November 2027
 - Money will be available to support
 - Steering committee of CCN council
- 6) Increase Intersegmental Transfer
 - [Vision for Success](#)
 - Goal 2: Increase the number of students who transfer to CSU or UC by 35%
 - [2022 State of the System Report](#)
 - Student transfers to CSU & UC: 77,271 (2014-2015) to 95,115 (2019-2020)
 - ADT earners: 19,294 (2014-2015) to 62,934 (2019-2020)
 - [Governor's Roadmap](#) (2022-2027)
 - Increase the number of transfers to the UC or CSU in proportion to enrollment growth in those two systems

- **Vision 2030** (2023-2030)
 - Strategic Direction: equitable baccalaureate attainment
 - Outcome 2b. Increase, with equity, the number of California community college students who earn an Associate Degree for Transfer (ADT)
 - Outcome 2d. Increase, with equity, the number of California community colleges students who transfer to the CSU or UC

7) ASCCC transformation project

- Align Transfer Model Curriculum (TMC) with University of California Transfer Pathways (UCTP), where feasible, i.e. only non-substantive changes to the TMCs would be needed
Aligned TMC and UCTP:
 - Political Science,
 - Sociology
 - Exploring Alignment of TMC and UCTP:
 - Anthropology,
 - History
- Alignment of TMC and UCTP not Feasible: unless there is modification of both TMC and UCTP:
 - Biology,
 - Business Administration,
 - Economics, Mathematics,
 - Philosophy,
 - English

8) AB 928 MAJOR REQUIREMENTS:

- Required ICAS to establish a singular lower division general education pathway to both CSU and UC – DONE! [Cal-GETC]
- Establishes the Associate Degree for Transfer Intersegmental Implementation Committee – DONE!
- Requires CCCs to place students on to ADT pathways if a pathway exists for student's stated major beginning summer 2024; student may opt out – Guidance from CCCCCO at end of September 2023
- Considerations for up to an addition 6 units for high-unit ADT STEM pathways – in progress: see AB 928 Committee recommendations and Transfer Alignment Project

Workforce & Community Development Advisory Group

Standard Operating Procedure (SOP)

Review of New Not-for-Credit Offerings

- I. Workforce Development & Extended Studies will:
 - a. Upload new Customized Training packet to the “Workforce & Community Development Advisory Group” shared drive.
 - i. Completed packets will:
 1. Be saved in consistent naming convention to include the abbreviated name of the training and date of upload (i.e. CCDET_08.01.17).
 2. Include proposal in the “New Training Proposal Template”
 3. Include budget to prove the training will be self-sustaining.
 4. Include resume/CV of trainer if not a Palomar College employee.
 - b. Notify Advisory Group, via email, of the uploaded packet with deadline for questions/comments (Three business days from date uploaded).
- II. Advisory Group will:
 - a. Review uploaded packet by deadline presented.
 - i. Advisory group members will send questions/comments via email to Associate Dean, Workforce Development & Extended Studies if they arise.
 - ii. If the group recommends notification to a particular department, Associate Dean, Workforce Development & Extended Studies will forward to department chair.
 1. If recommended, Associate Dean, Workforce Development & Extended Studies forwards proposal to department chair as a notification/information item and welcomes feedback (Three business day timeline.)
 - a. The email will include
 - i. Proposal
 - ii. Who is teaching and when
 - iii. Contact information (when applicable) so department can provide marketing materials
 - iv. Evaluation information for the offering
- III. Workforce Development & Extended Studies will:
 - a. Move uploaded packet into “Reviewed” folder in Shared Drive.
 - i. Change file name to include reviewed date (i.e. CCDET_08.01.17_08.04.147).
 - b. Submit for Governing Board approval.
 - c. Set up course in ActiveNet and provide link to instructor

- i. Reserve room if necessary
- d. Create Instructor Paperwork (Independent Contractor, Community Ed Stipend or NOHE)
 - i. Route for signatures
- e. Order materials if necessary
- f. Market Class
 - i. List on website
 - ii. Draft email to be sent out
 - iii. Develop flyer to provide to instructor
- g. Before class begins:
 - i. Review enrollment numbers
 - ii. Send roster to instructor and sign in sheet
 - iii. Send students maps, etc.
 - iv. Send course evaluation to instructor to be completed in workshop
- h. Ensure receipt of final sign-in sheet and evaluations
- i. Process instructor payments

Palomar College Cal-GETC Implications

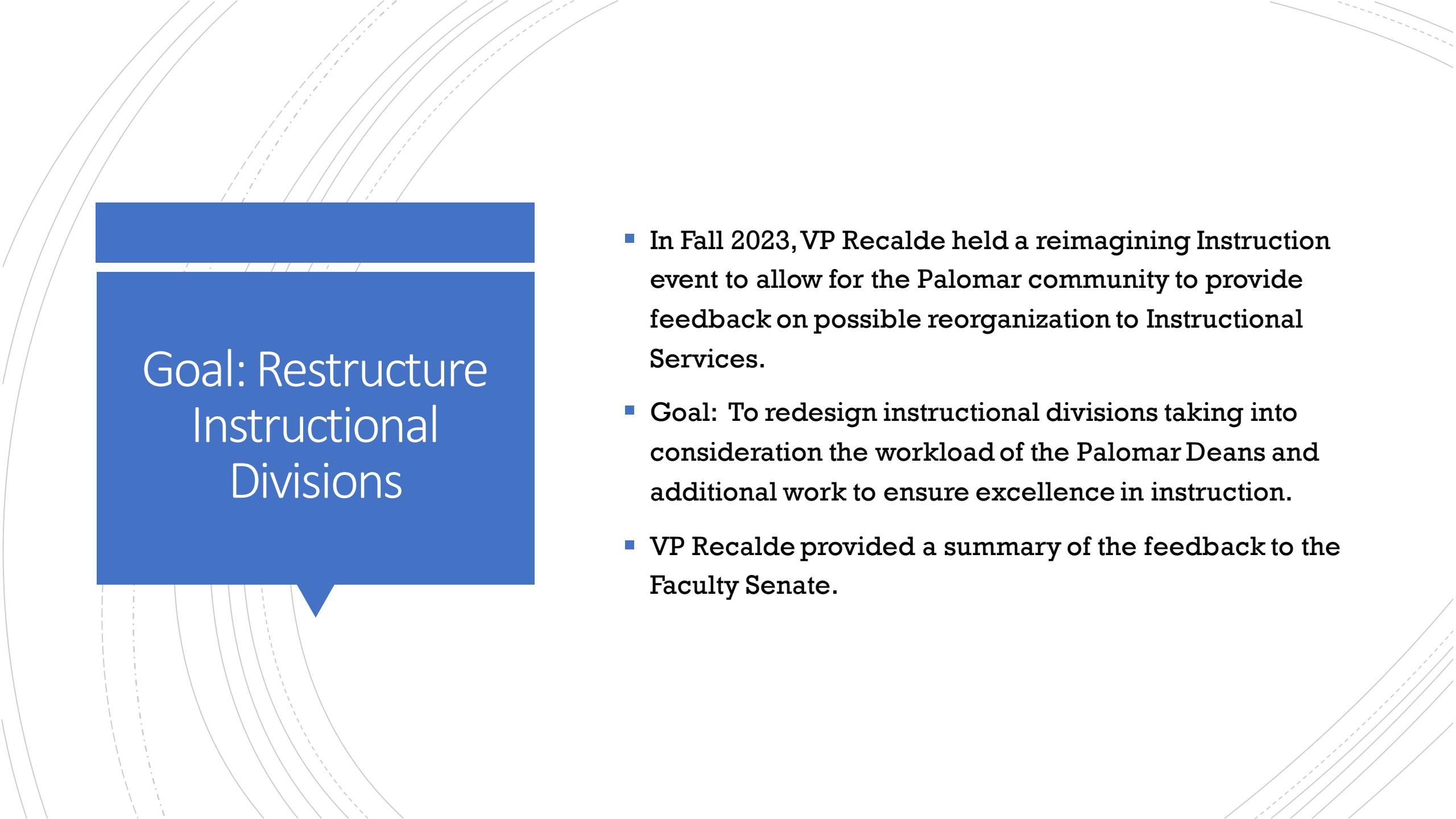
Curricula included in CSUGE that will be phased out of Cal-GETC Fall 2025

Prefix	Number	CSUGE Area	CSUGE Title
AIS	107A	C2	Humanities
AIS	166A	C2	Humanities
ANTH	137	D	Social and Behavioral Sciences
AODS	150	E	Lifelong Learning
ARAB	101	C2	Humanities
ARAB	102	C2	Humanities
ARCH	122	C1	Arts
ART	102	C1	Arts
ART	104	C1	Arts
ART	105	C1	Arts
ASL	100	C2	Humanities
ASL	101	C2	Humanities
BIOL	185	E	Lifelong Learning
BUS	136	E	Lifelong Learning
CHDV	110	D	Social and Behavioral Sciences
CHIN	101	C2	Humanities
CHIN	102	C2	Humanities
COUN	110	E	Lifelong Learning
COUN	115	E	Lifelong Learning
COUN	120	E	Lifelong Learning
COUN	148	E	Lifelong Learning
CSIT	105	E	Lifelong Learning
DBA	100	C1	Arts
ESL	101	C2	Humanities
ESL	102	C2	Humanities
FASH	130	C1	Arts
FCS	136	E	Lifelong Learning
FREN	101	C2	Humanities
FREN	102	C2	Humanities
GC	101	C1	Arts
GERM	101	C2	Humanities
GERM	102	C2	Humanities
HE	100	E	Lifelong Learning
HE	165	E	Lifelong Learning
ITAL	101	C2	Humanities
ITAL	102	C2	Humanities
JAPN	101	C2	Humanities
JAPN	102	C2	Humanities
MATH	100	B4	Mathematics and Quantitative Reasoning
MATH	105	B4	Mathematics and Quantitative Reasoning
MATH	106	B4	Mathematics and Quantitative Reasoning
MATH	115	B4	Mathematics and Quantitative Reasoning
MUS	103	C1	Arts

NUTR	120	E	Lifelong Learning
NUTR	165	E	Lifelong Learning
NUTR	185	E	Lifelong Learning
PHIL	113	A3	Critical Thinking
PHIL	116	A3	Critical Thinking
PHSC	101	B1	Physical Science
PSYC	115	E	Lifelong Learning
PSYC	125	E	Lifelong Learning
PSYC	145	E	Lifelong Learning
PSYC	150	E	Lifelong Learning
READ	105	E	Lifelong Learning
READ	110	E	Lifelong Learning
READ	120	A3	Critical Thinking
SOC	145	E	Lifelong Learning
SOC	150	E	Lifelong Learning
SPAN	101	C2	Humanities
SPAN	102	C2	Humanities
SPAN	101A	C2	Humanities
SPAN	101B	C2	Humanities
SPCH	105	A3	Critical Thinking
SPCH	115	E	Lifelong Learning
SPCH	131	D	Social and Behavioral Sciences

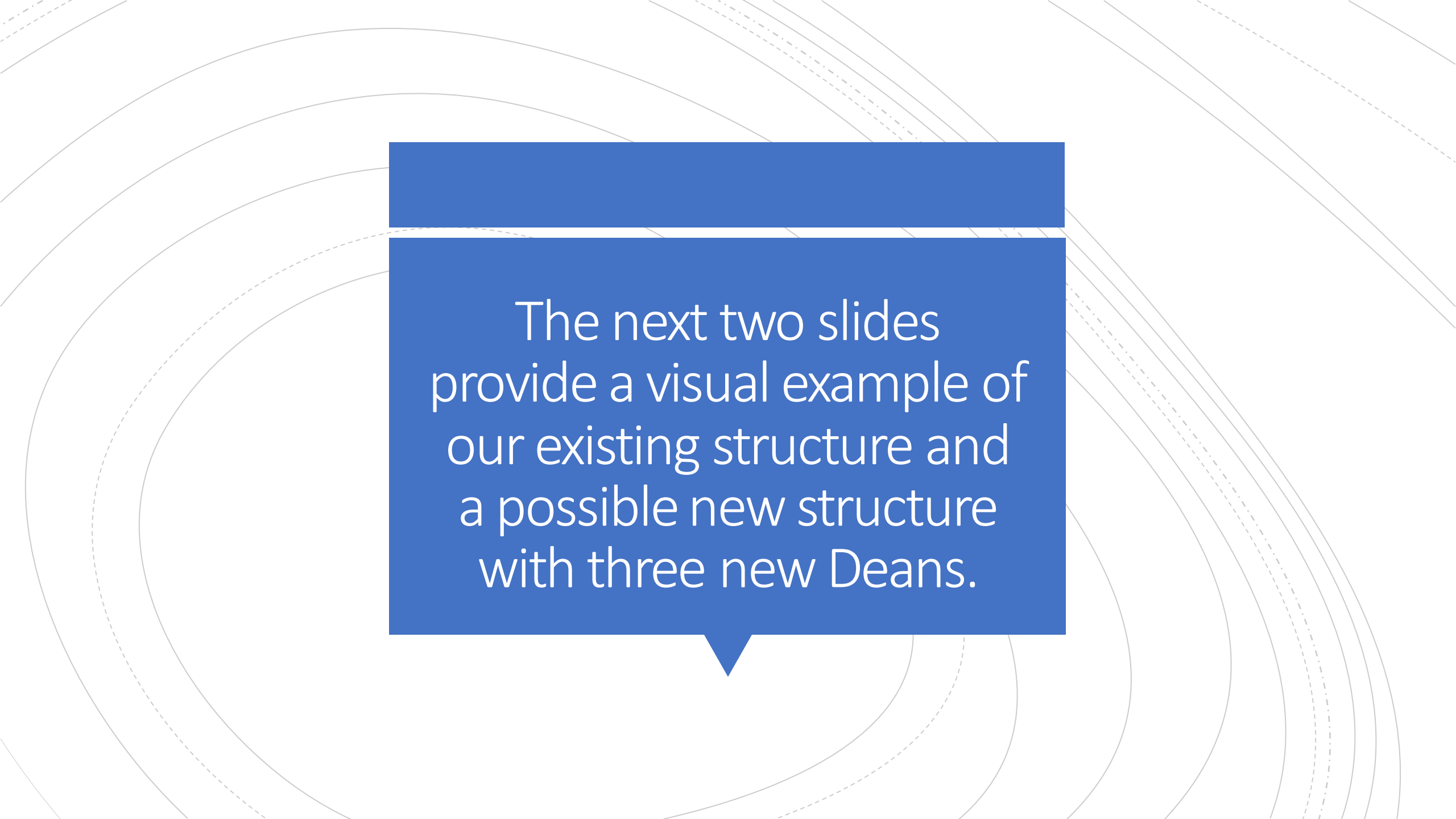
Reimagining Instruction

Faculty Senate Response and Recommendation to the VPIs Presentation on Re-
Envisioning Instruction

The background of the slide features several thin, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A large blue rectangular box with a speech bubble tail at the bottom left contains the main title.

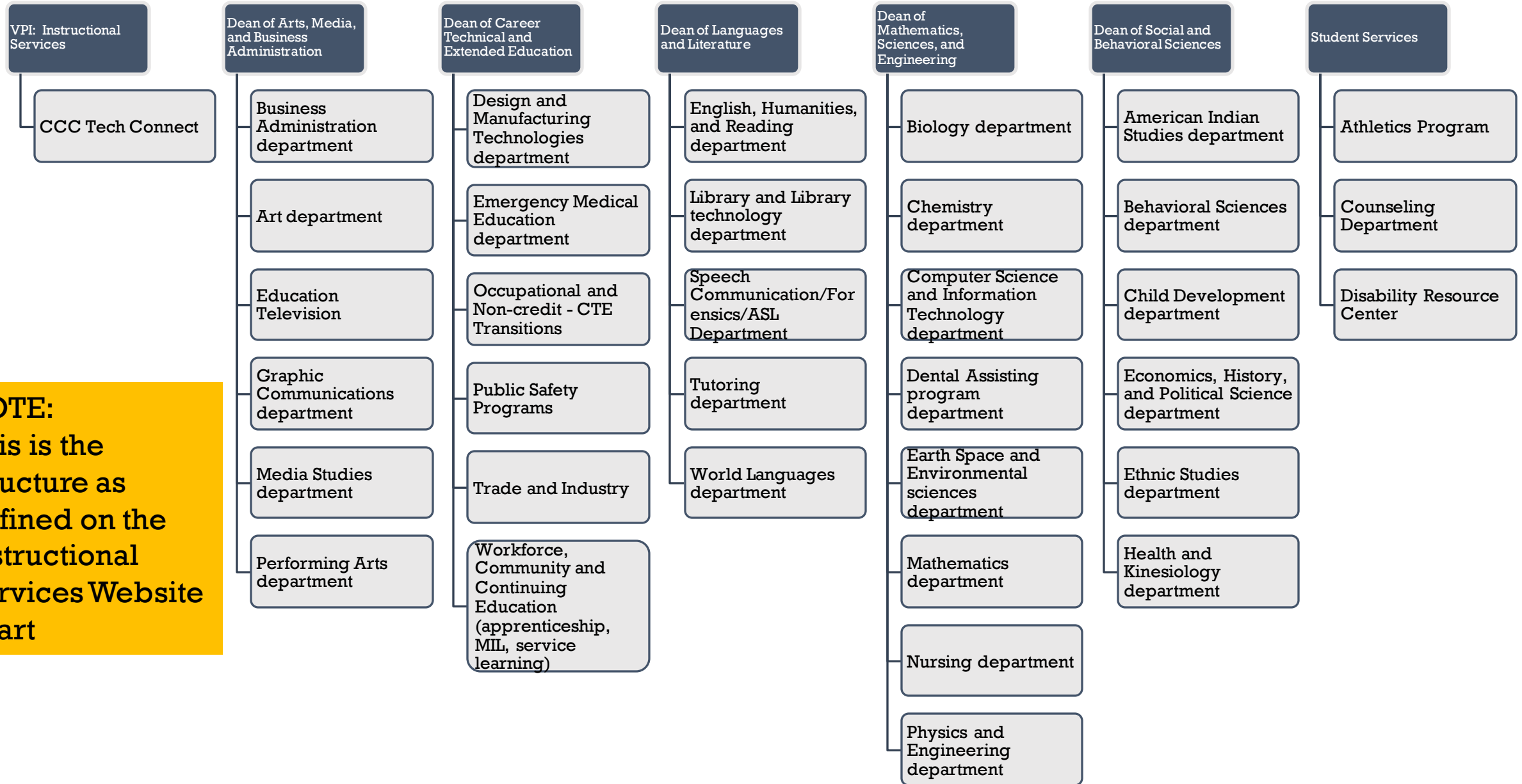
Goal: Restructure Instructional Divisions

- In Fall 2023, VP Recalde held a reimagining Instruction event to allow for the Palomar community to provide feedback on possible reorganization to Instructional Services.
- Goal: To redesign instructional divisions taking into consideration the workload of the Palomar Deans and additional work to ensure excellence in instruction.
- VP Recalde provided a summary of the feedback to the Faculty Senate.

The background of the slide features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A solid blue speech bubble is centered on the slide, containing white text. The speech bubble has a rectangular body and a triangular tail pointing downwards.

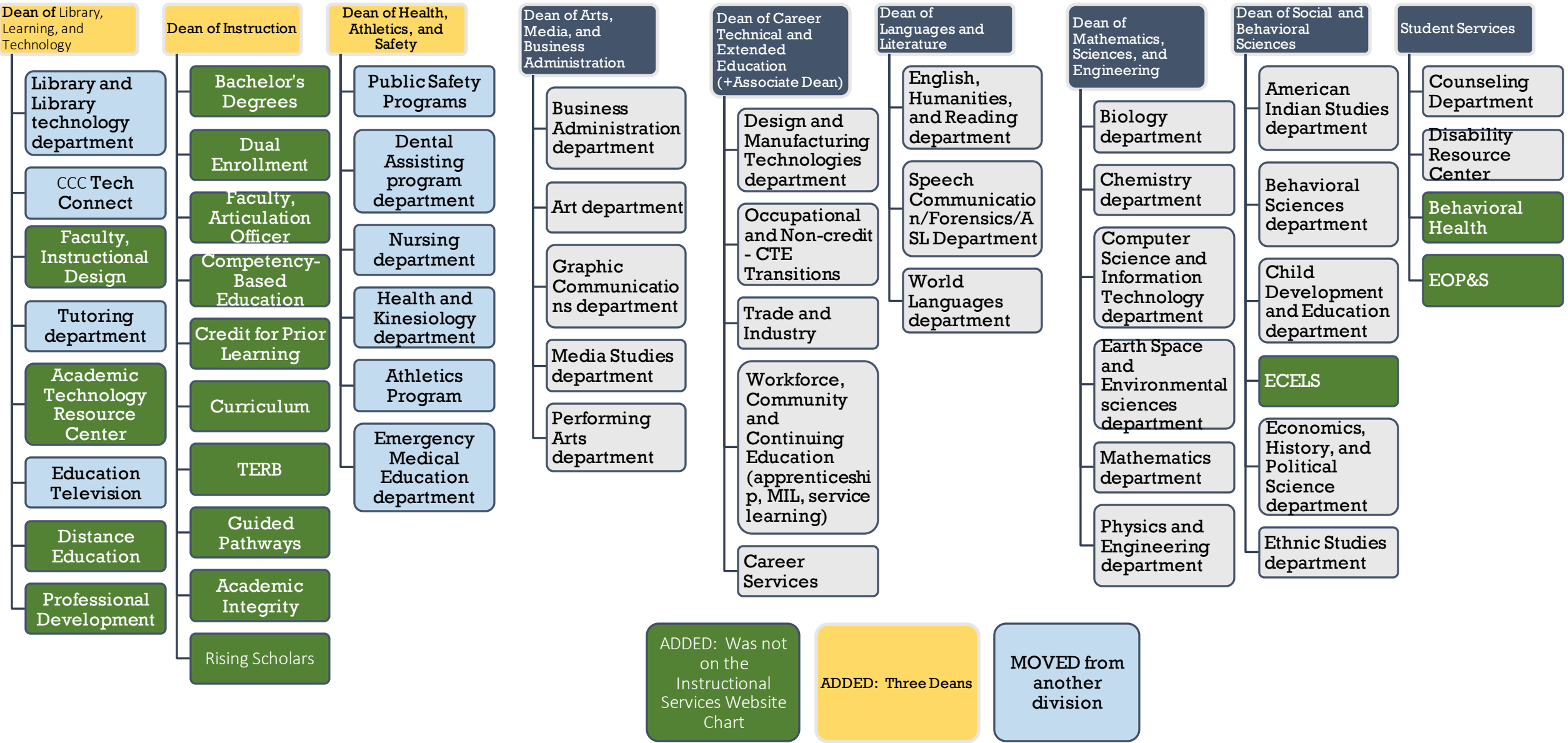
The next two slides
provide a visual example of
our existing structure and
a possible new structure
with three new Deans.

Current Divisions (as listed on [Instructional Services website](#))



NOTE:
This is the structure as defined on the Instructional Services Website chart

Possible New Divisional Structure



Faculty Senate Response

- The Faculty Senate of Palomar College recognizes that the reorganization of Instructional Services is the responsibility and decision of the district.
- In response to the event held and the summary provided, the Faculty Senate would like to share recommendations for consideration.

Faculty Senate Recommendations

- Determine the best structure now and hire all of the Deans needed for implementation at one time rather than hiring the additional Deans over time.
 - It will have less of an impact to our college to do one full restructuring.
- Hire three additional Deans to begin in Summer 2024
- Conduct one hiring committee for all of the new Dean positions
- Summer 2024: Update all systems to ensure accurate data for the redesign. For example, updating employee information to their new divisions.
- Launch our new academic divisions in Fall 2024

Questions

- Can the college fund three new deans and stay within the 50% law?
- What is the workload of each of our existing Deans in terms of FTEF and FTES?
- How would FTEF and FTES change for each Dean with the new structure?

DEIAA TRAINING & EVALUATION

Employees Informed about DEIAA requirement

1

Employees are informed that their employee evaluation will include DEIAA Competencies and Criteria.

TIME TO
UPDATE

Update AP3000 to include DEIAA Competencies and Criteria in evaluation and expectation for annual training to meet DEIAA Competencies and Criteria.

2 Training Offered

The Professional Development Office in collaboration with EEDCC identifies training available to employees that align with the DEIAA Competencies and Criteria. The PD Office tags the training in the PD Portal. Employees are provided with a list of training in the PD Portal and instructions on how to find the training.

Employee Completes Training

3

Employee determines the DEIAA training they will complete to help them meet the DEIAA Competencies and Criteria.

The Culturally Responsive Teaching grant can be used to develop purposeful PD training to meet the Competencies and Criteria. Structured with a foundation on using data to understand current impact to students, possible DEIAA interventions, then analyze data to assess the impact of interventions.

4 Employee Demonstrates Application

Employees identify opportunities they have to demonstrate their application of the DEIAA Competencies and Criteria

Employee Evaluation

5

Employees are evaluated. In the evaluation process, employees share the Professional Development training they completed and identify opportunities to demonstrate their application of the DEIAA Competencies and Criteria

Employee evaluation evaluators must be trained on how to evaluate the employees progress toward meeting the DEIAA Competencies and Criteria.

The “requirement” to complete DEIAA training is the connection to employee evaluation. Without completing DEIAA training, the employee will receive a poor performance evaluation. Some employee might need more or less training to be able to demonstrate their commitment to the DEIAA Competencies and Criteria.