



MEETING

2024-09-30

EXHIBITS 1-5

Faculty Senate Community Agreements

We agree to: Be visible and stay engaged * Commit to open, honest conversation * Listen respectfully and actively to learn and to understand others' views * Share airtime and be conscious of time * Lean into discomfort and be brave * Critique ideas, not people * Consider our own identities and make no assumptions * Not ask individuals to speak for their (perceived) social group * Actively combat racism, discrimination, and microaggressions * Act in solidarity with marginalized communities



MEETING OF THE FACULTY SENATE

Date: Monday, September 30, 2024

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Chamorro, Santo (ASG)
Dalrymple, William
Doyle Bauer, Alexandra
Falcone, Kelly
Guillen, Adriana
Gushansky, Gene
Jarvinen, Jason
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Mufson, Michael
Nelson, Wendy
Paranthaman, Lakshmi
Parenti, Marina
Pearson, Beth
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Zavodny, Anastasia

AGENDA

A. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes, 09-23-24

B. Action

- a. Curriculum, Mellos
- b. Director of Library Hiring Committee (Exhibit 1), Nelson
- c. Committee on Committees (Exhibit 2), Zavodny

C. Information

- a. ASG Report, Santo Chamorro,
- b. New TERB forms, (Exhibit 3) Marquesa Cook-Whearty, TERB Coordinator
 - i. New forms will be voluntarily used to gather feedback to update forms for official use in Fall, 2025..
- c. Hiring of classified staff, Anel Gonzalos, President of CCE/AFT 4522
 - i. Information on recruitment and vacancies of classified staff over the past three years and how staffing levels impact faculty support and student success.
- d. Political Resources to support faculty, Nelson
 - i. Review list of resources.

D. Discussion

- a. Grade Dispute Policy next steps (Exhibit 4), Nelson
 - i. Discuss next steps for reviewing grade dispute policy.
- b. Academic Standards and Practices Committee (Exhibit 5), Nelson
 - i. Discuss governance structure and reassigned time.

E. Adjournment

Academic & Professional Matters: The 10+1+1

Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board elects to rely primarily on the advice and judgment of Faculty Senate on academic and professional matters. 1) Curriculum including establishing prerequisites and placing courses within disciplines. 2) Degree and certificate requirements. 3) Grading policies. 4) Educational program development. 5) Standards or policies regarding student preparation and success. 6) District and college governance structures, as related to faculty roles. 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports. 8) Policies for faculty professional development activities. 9) Processes for program review. 10) Processes for institutional planning and budget development. 11) Faculty hiring policy, faculty hiring criteria, and faculty hiring procedure. 12) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



Minutes of the
MEETING OF THE FACULTY SENATE
September 23, 2024

APPROVED

PRESENT: Ben Adams, Russell Backman, Mary Ellen Brooks, Santo Chamorro (ASG), William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Adriana Guillen, Gene Gushansky, Jason Jarvinen, Lawrence Lawson, Melissa Martinez, Vickie Mellos, Michael Mufson, Wendy Nelson, Lakshmi Paranthaman, Marina Parenti, Beth Pearson (Zoom), Nina Shmorhun, Nicole Siminski, Ashley Wolters, Anastasia Zavodny (Zoom)

ABSENT: None

GUESTS: Alex Cuatok, Michael Dudley, Lisette Lasater, Patriceann Mead, Anna Pedroza, Dr. Starr Rivera-Lacey

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 2:34 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

No public comments

ANNOUNCEMENTS

President Wendy Nelson shared that there is still a need for faculty volunteers for the Non-credit Taskforce and the Governance Taskforce. She also shared that we have six open senator seats and encouraged everyone to consider nominating faculty colleagues. She also reminded everyone that our retreat will take place on Oct. 6 from 2-4 p.m.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

MSC: Adams/Mufson

Abstentions: Nina Shmorhun

Faculty Senate approval of meeting minutes dated September 16, 2024 as amended (Exhibit 1).

The motion carried.

ACTION

A. Committee on Committees (Exhibit 3), Zavodny (Moved from item C)

MSC: Zavodny/Mufson

Faculty Senate to accept the results of the ballot for the committee confirmations.

The motion carried.

B. Curriculum, (Exhibit 1), Mellos (Moved from item A)

MSC: Parenti/Shmorhun

Faculty Senate approval of the September 19th curriculum action.

The motion carried.

C. Approve using the Academic Review Committee to review EW petitions for the Fall 2024 semester (Exhibit 2), Nelson (Moved from item B)

MSC: Parenti/Falcone

Faculty Senate approval of using the Academic Review Committee to review EW petitions for the Fall 2024 semester.

The motion carried.

INFORMATION

A. ASG Report, Santo Chamorro

- a. Santo Chamorro introduced himself as the VP of communications for ASG. They are currently on their 4th week as a group and are just getting started. They had a retreat 2 weekends ago.

B. Hiring of classified staff, President Rivera-Lacey

- a. Along with VPHR Anna Pedroza, President Rivera-Lacey gave a presentation on the status of classified hiring.
- b. The main discussion points include:
 - i. **Data Limitations:** President Rivera-Lacey presented data on the ratio of classified staff to student headcount. Senate members emphasized the need for more comprehensive data that considers factors beyond student headcount. President Rivera Lacey acknowledged a history of budgeted planning where projections are always in the red but actuals turn out to be in the black.
 - ii. **Faculty Overburden:** Senate members voiced concern that faculty were being asked to take on tasks outside their job descriptions due to unfilled classified positions. There was emphasis on strain and impacting faculty workload.
 - iii. **Short-Term Hourly vs. Permanent Staff:** The Senate raised concerns about the

overreliance on short-term hourly workers over prioritizing the hiring of permanent classified employees.

- iv. **Transparency and Communication:** The Senate stressed the importance of transparency and clear communication regarding classified hiring practices. They requested access to information about the decision-making process for prioritizing positions to foster more clear understanding of which areas were being addressed.
- v. **Classified Hiring Priority List:** To enhance transparency, President Rivera-Lacey suggested creating a classified hiring priority list similar to the existing faculty list. This list would provide a clear overview of staffing priorities and allow for greater understanding and input from the Senate.
- vi. **"Team Palomar" and Growth Mindset:** Throughout the discussion, there was an emphasis on a collaborative, "Team Palomar" approach to finding solutions. The Senate urged a shift from a deficit mindset to a growth mindset, viewing classified staffing as an investment in the future of the college.

C. Writing Center, Lisette Lasater, Writing Center Director (moved from item D)

- a. Lisette Lasater introduced herself as the incoming Director of the Writing Center. She explained the scope of the writing center being able to help with writing, research, formatting, reading comprehension and more needs.
 - i. The center is available for workshops and specific tutoring sessions.
 - ii. The center is available on the second level of the LRC.
- b. Alex Cuatok introduced himself as the interim STAR Tutoring Manager.
 - i. There is a math anxiety workshop on September 24, 2004.
 - ii. Tutor appreciation week is October 7-11.
 - iii. STAR Tutoring is available 0800-1800 Monday – Thursday, and 0800-1400 on Fridays.

D. Equivalency Committee, Michael Dudley, Equivalency Committee Chair (moved from item C)

- a. Michael Dudley, Chair of the Equivalency Committee, provided an overview of the committee's role in evaluating the qualifications of faculty applicants.
- b. The main discussion points included:
 - i. Challenges faced by the committee, including the mandate that applicants be qualified to teach every course within a program, rather than demonstrating expertise in a particular subject within a broader discipline.
 - 1. Senate members raised concerns about the impact of these stringent requirements. They pointed out that the requirement to be qualified to teach all courses within a discipline does not reflect the reality of specialized expertise within those fields.
 - 2. Senate members discussed the need for Increased communication between departments and the Equivalency Committee to provide context for specialized subjects within disciplines.
 - ii. Members suggested that Human Resources clearly communicate to candidates that their applications are being reviewed by the Equivalency Committee and provide a list of previously approved equivalencies.

DISCUSSION:

A. Grade Dispute Policy next steps (Exhibit 4), Nelson

- a. Tabled

B. Academic Standards and Practice Committee (Exhibit 5), Nelson

a. Tabled

ADJOURNMENT: The meeting was adjourned at 4:01

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Michael A. Mufson", with a long horizontal flourish extending to the right.

Michael A. Mufson, Secretary

Exhibit 1

September 30, 2024					
Hiring Committee: Interim Library Manager					
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?
					Vote for 1 (one):
Tim Martin	L&L	Library	Faculty	I am committed to learning about Diversity, Equity, Inclusion and Antiracism through my ongoing professional development activities.	In my positions as a Library Faculty member and Department Co-Chair, I work closely on a daily basis with the Library Manager. I am familiar with the duties of the position and the challenges that often occur in managing a significant number of staff while being the contact for building issues and concerns. I am also aware of the many challenges our students face and the skills that are needed to effectively serve our students as a Library Manager.
Yuan-Lin (Annie) Lee	MSE	Mathematics	Faculty	being aware of my implicit biases, using inclusive language, respect personal pronouns, etc.	being part of the library as the Center Director of Math & Science Learning Center
April Cunningham	L&L	Library	Faculty	The equity and antiracism lens I bring to my work on this hiring committee help me to advocate for the most important strengths we're looking for in the interim library manager. The person in this position will need to identify and reduce structural as well as physical barriers facing students. I will also be looking for a leader who shows their ability to communicate across cultures and celebrate differences in the population we serve as well as the staff with whom we collaborate.	The knowledge I'll bring to this committee is built on my training and experience working in community college libraries for 20 years and witnessing the need to have people in leadership positions who see themselves in our students and proactively anticipate students' needs. I will advocate for interview questions that help us evaluate candidates' commitment to DEIAA praxis.
Gary Sosa	L&L	ESL	Faculty	As an ESL instructor and long time member of several affinity groups on campus, I will bring my experience working with diverse students, staff and faculty to make sure to contribute ideas and opinions that will help with the an equitable process of hiring for this position.	I have been a long-time active member of ALASS helping plan and carry out such events as Tarde de Familia, Latinx Heritage Month, Noche de Cultura, and the La Raza Celebration. I have also been an active member of the Dreamer Success work group planning activities for the creation and success of the Carino Dream Center. I have also been working to help establish APAHE on campus as the newest affinity group. I am a strong supporter and user of the library having included library instruction in my classes and planned library visits and activities for many classes of ESL students throughout the years.

Exnhibit 2

September 30 2024							
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
Berta Bilbao	AMBA	World Languages	Distance Education Committee (DE)	Faculty, Student Services (24-26)	i am a minority myself and my lense is inclusion	i teach on line	
Frances Asio	Student Services	Disability Recourse Center	Equitable Placement and Completion Committee (formerly AB705 Support Subcommittee)	Faculty, DRC (24-26) (appointed by Faculty Senate)	Being involved with the Equitable Placement & Completion Committee (formerly AB705 Support Subcommittee), I will commit to continuous learning about diversity, equity and inclusion through workshops, learning opportunities, and listening to the voices of students, faculty, staff, and the community. This knowledge will inform my understanding of systemic barriers that affect student placement and completion. Through the integration of these approaches, my intention is to cultivate an environment in which structural inequalities are actively addressed and every student has equitable access to placement and completion opportunities.	Bringing my background in disability support programs and service to the Equitable Placement & Completion Committee, I offer a range of knowledge of understanding of Equity Issues: Familiarity with the principles of diversity, equity, and inclusion, as well as current research on systemic barriers in education. The ability to work effectively in diverse teams, fostering a cooperative environment that encourages inclusive decision-making. Empathy and Cultural Competence: An ability to understand and appreciate the experiences of students from various backgrounds, which is crucial for advocating for their needs.	
Benhui Zou	L&L	Library	Equivalency Committee	Faculty, Full-Time CTE (24-26)	I'll be sensitive about applicants diverse background and experiences when reviewing their equivalency applications, to make sure they are treated equally during the review process.	I had served on this committee for four years and I'm familiar with Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook, and Our college's equivalency review guidelines and procedures. I'm teaching in the Library and Information Technology program, which is a CTE program.	
Anastasia Zavodny	SBS	EHPS / Business	Governance Evaluation Taskforce	Faculty (appointed by Senate)	DEIA is a lens I bring with me to all the work that I do on campus and beyond. My roles as tri-chair of the PFF Parity Project and co-chair of the CALM Committee have both supported DEIA for faculty and students. I remain committed to DEIA and continue to expand my understanding and training through various professional development offerings. I look forward to bringing my experiences to the Governance Evaluation Taskforce and working to expand DEIA efforts.	I have served as Faculty Senate's Chair of Committee on Committees for several years. As such, I have an intimate knowledge of our numerous committees, councils, taskforces, and workgroups. While this Governance Evaluation Taskforce will be reviewing the semi-recent changes to the structure of the Councils, I can provide feedback on the functioning and organization of the multitude of committees reporting to each Council, in addition to helping evaluate the efficacy of the new-ish Council structure itself.	
Tina-Marie Parker	L&L	ESL	Noncredit Advisory Committee	Faculty, ESL teaching non-credit ESL (24-25)	As an ESL faculty member, I have a relatively strong understanding of the needs of undocumented students (especially those who are not DACA or California Dream Act recipients) and students who cannot afford credit classes for other reasons. I plan to help advocate for inclusion of these student populations when considering which noncredit programs to build out.	ESL currently has the largest noncredit program at Palomar College, and I have extensive experience working with noncredit students who are looking for other noncredit opportunities. For several years, I have had to direct students to programs at other colleges so that they can achieve their educational and career goals. I am aware of which noncredit programs are offered at other San Diego Community Colleges, which are of greatest interest to our students, and how students may use noncredit pathways to achieve AB540 status and/or receive certification needed to start their own business. I also have experience working with instructors in other content areas to best support the reading, writing, and other language needs necessary to succeed in academic programs, and I hope to embed that support within the noncredit programs we create, thus increasing student success and completion.	

Palomar College

Instructional Faculty Final Evaluation Report

Evaluation Information

Evaluation Chair Name:

Evaluee Name:

Evaluee Department Name:

Semester/Year:

Evaluation Type and Committee Members

Probationary Faculty ☐

Evaluation Committee 2nd Member Name & Email:

Evaluation Committee Outside Member Name & Email:

Evaluation Committee Dean & Email:

Tenured Faculty ☐

Evaluation Committee 2nd Member Name & Email:

Part-time ☐

Evaluation Instructions

General

When the committee members have finished reviewing and discussing each component of the evaluation, the committee chair will complete the Instructional Faculty Evaluation Review Report. Please attach supporting documents.

After each question there is a list of numbers. These reference the supporting documents that should be used to choose the rating for each evaluation statement. The number key can be found in the footer of each page.

In your comments, please do not refer to the student evaluation questions by number. This report will eventually be a stand-alone document. The student evaluations will not accompany this report, so referring to the student evaluation questions by number (rather than in words) will not be descriptive.

For every response marked as **No**, you must provide a comment or recommendation for improvement.

Improvement Plans

An improvement plan is required for the following:

- Probationary faculty who receive a "Needs Improvement" or "Unsatisfactory" on an evaluation standard.
- Tenured faculty who receive an overall rating of "Needs Improvement" or "Unsatisfactory"

An improvement plan may be implemented for the following:

- Part-Time faculty who have a PN and receive an overall rating of “Needs Improvement”.

Evaluation Supporting Documents

Part-time

- Final Evaluation Report
- Chair Form
- Observation Form(s)
- Student Course Evaluation (Not to be submitted to TERB)
- Dean Supplemental Form (if applicable)
- Improvement Plan (if applicable)

Tenured

- Final Evaluation Report
- Self-Evaluation
- Professional Development Transcript
- Class Observation(s)
- Student Course Evaluations (Not to be submitted to TERB)
- Improvement Plan (if applicable)
- Sample Course Materials (Out-of-cycle eval only)
- Chair Letter (Out-of-cycle eval only)
- Dean Letter (Out-of-Cycle eval only)

Probationary

- Final Evaluation Report
- Self-Evaluation
- Chair Letter
- Dean Letter
- Class Observation(s)
- Student Course Evaluations (Not to be submitted to TERB)
- Professional Development Transcript
- Sample Course Documents (Not to be submitted to TERB)
- Improvement Plan (if applicable)

Evaluation

Standard 1: Learning Environment

Criteria:

- Rating

Select One

1.1 Instructor communicates course content in an appropriate, organized, informative, accessible, engaging manner. (SE, CL, DL, O, & DF)
- Rating

Select One

1.2 Instructor demonstrates effective classroom management (may include Canvas). (CL, DL, O, SCE, & DF)
- Rating

Select One

1.3 Instructor adapts teaching and learning techniques to perceived student needs, cultures, interests, abilities, and experiences. (SE, CL, DL, O, SCE, & DF)
- Rating

Select One

1.4 Instructor provides syllabus that clearly states course requirements, expectations, schedule, and academic honesty and integrity policy. (CL, DL, O, SCE, & DF)
- Rating

Select One

1.5 Course content and assignments are aligned with the Course Outline of Record, SLOs, and objectives. (CL, DL, O, & DF)
- Rating

Select One

1.6 Course content reflects the current state of the field, demonstrates depth in academic discipline and rigor, and provides multiple ways for students to learn content, engage, and demonstrate learning. (SE, CL, DL, O, SCE, & DF)
- Rating

Select One

1.7 Instructor provides fair and prompt evaluation of course work with useful feedback. (SE, CL, DL, O, SCE, & DF)

Overall Rating for Standard 1

Overall Rating

Select One

Comments (required)

Comments should explain the rating rationale and identify specific growth opportunities.

Click or tap here to enter text.

The rating for the evaluation questions should be based on the following supporting documents:

SE - Self-Evaluation CL - Chair Letter (Probationary & Out-of-cycle Tenured evals only)	DL - Dean Letter (Probationary & Out-of-cycle Tenured evals only) O - Class/Workspace Observation	SCE - Student Evaluation PD - PD Transcript DF - Dean Supplemental Form (Part-time only, if applicable)
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Standard 2: Student Support and Success Competencies

Criteria:

- Rating

Select One

2.1 Instructor is approachable, available, and responds to students' needs. (SE, CL, DL, O, SCE, & DF)
- Rating

Select One

2.2 Instructor connects students to college resources and encourages students to reach out for support. (SE, CL, DL, O, SCE, & DF)
- Rating

Select One

2.3 Instructor treats students with respect, and is inclusive of the student body's diverse academic, cultural, ethnic backgrounds, disabilities, and socioeconomic circumstances. (SE, CL, DL, O, SCE, & DF)

Overall Rating for Standard #2

Overall Rating

Select One

Comments (required)

Comments should explain the rating rationale and identify specific growth opportunities.

Click or tap here to enter text.

The rating for the evaluation questions should be based on the following supporting documents:

SE - Self-Evaluation CL - Chair Letter (Probationary & Out-of-cycle Tenured evals only)	DL - Dean Letter (Probationary & Out-of-cycle Tenured evals only) O - Class/Workspace Observation	SCE - Student Evaluation PD - PD Transcript DF - Dean Supplemental Form (Part-time only, if applicable)
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Standard 3: Professional Competencies

Criteria:

- Rating

Select One

3.1a Instructor communicates clearly and effectively, respecting diverse opinions, communication styles, and backgrounds. (SE, CL, DL, & DF)
- Rating

Select One

3.1b Instructor fosters collaboration, values diverse perspectives, and works well with colleagues. (SE, CL, DL, & DF)
- Rating

Select One

3.2 Instructor demonstrates a commitment to professional development. (SE, CL, DL, & DF)
- Rating

Select One

3.3a Instructor completes all administrative tasks in a timely manner (e.g. census roster, grade submission, PD hours, faculty evaluations). (SE, CL, DL, & DF)
- Rating

Select One

3.3b Instructor actively participates in their department and contributes to departmental success (e.g., attends department meetings, revises programs, curricula, and SLOs, etc.). *PT. Optional. (SE, CL, DL, & DF)
- Rating

Select One

3.4 Instructor actively participates in college governance and campus life to support the college's mission and vision. (e.g., college committees, discipline work groups, task forces, student activities, student organizations, student clubs, student leadership seminars, and faculty organizations). (SE, CL, DL, & DF)

Overall Rating for Standard #3

Overall Rating

Select One

Comments (required)

Comments should explain the rating rationale and identify specific growth opportunities.

Click or tap here to enter text.

The rating for the evaluation questions should be based on the following supporting documents:

SE - Self-Evaluation CL - Chair Letter (Probationary & Out-of-cycle Tenured evals only)	DL - Dean Letter (Probationary & Out-of-cycle Tenured evals only) O - Class/Workspace Observation	SCE - Student Evaluation PD - PD Transcript DF - Dean Supplemental Form (Part-time only, if applicable)
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Final Rating

Rating Definitions

High Professional Performance - Frequently exceeds accepted standards of professional performance. (Check this box when the professor's professional performance is beyond what is reasonably expected.)

Standard Professional Performance - Regularly meets accepted standards of professional performance. This is the standard of performance expected of all professors when hired, and they are expected to maintain this level throughout their tenure at Palomar College.

Performance Needs Improvement - Does not consistently meet accepted standards of professional performance.

Unsatisfactory Performance - Does not meet minimal standards of professional performance.

Overall Recommendation

Overall Rating (Select One)

Overall Comments (Required):

Click or tap here to enter text.

For Probationary Faculty Evaluation Use Only

1st Year ☐	Rehire ☐	Do not rehire ☐
2nd Year ☐	Rehire ☐	Do not rehire ☐
3rd Year ☐	Satisfactory ☐	Unsatisfactory ☐
4th Year ☐	Rehire/Grant Tenure ☐	Do not rehire/Deny Tenure ☐

Probationary Faculty Evaluation Signatures

Vice President's Signature (for probationary evaluation use only)

Vice President of Instruction ☐

Vice President of Student Services ☐

Instructions: Please select an option and then sign the report. If there are concerns with the report, please check the third box and alert the Tenure and Evaluations Coordinator.

☐ By signing, I affirm that I was not a member of this Tenure and Evaluations Committee and that I have read this report.

☐ By signing, I affirm that I was a member of this Tenure and Evaluations Committee and that I have read this report.

Vice President: _____ Date: _____

Print Name: _____

Vice President Optional Comments:

☐ I was not part of this Tenure and Evaluations Committee, and I am requesting a follow-up meeting with the committee before signing this report.

Probationary Faculty Tenure and Evaluation Committee (TEC) Signatures

Committee Chair: _____ Date: _____

Print Name: _____

Committee Chair Optional Comments:

Committee 2nd Member: _____ Date: _____

Print Name: _____

2nd Member Optional Comments:

Outside Committee Member: _____ Date: _____

Print Name: _____

Outside Member Optional Comments:

Division Dean: _____ Date: _____

Print Name: _____

Division Dean Optional Comments:

Probationary Faculty Evaluation Meeting Confirmation

Date and Length of Meeting with Evaluatee: _____

Probationary Faculty Evaluatee Signature

My signature acknowledges that I have read and received a copy of the evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file.

Probationary Evaluatee: _____ Date: _____

Print Name: _____

Evaluatee Optional Comments:

Tenure and Evaluations Review Board (TERB) Coordinator Signature

TERB Coordinator: _____ Date: _____

Tenured Faculty Evaluation Signatures

Committee Signatures

Committee Chair: _____ Date: _____

Print Name: _____

Committee Member: _____ Date: _____

Print Name: _____

Administrative Signatures

My signature acknowledges that I have received the materials.

Division Dean: _____ Date: _____

Print Name: _____

Division Dean Optional Comments:

My signature acknowledges that I have received the materials.

Vice President: _____ Date: _____

Print Name: _____

Vice President Optional Comments:

Tenured Faculty Evaluation Meeting Confirmation:

Date and Length of Meeting with Evaluatee _____

Tenured Faculty Evaluation Signature

My signature acknowledges that I have met with the committee chair and reviewed my peer review evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file. My signature also acknowledges that I reviewed the administrative signatures and received a copy of my evaluation.

Tenured Evaluatee: _____ Date: _____

Print Name: _____

Tenure and Evaluations Review Board (TERB) Coordinator Signature

TERB Coordinator: _____ Date: _____

Part-time Faculty Evaluation Signatures

Part-time Faculty Evaluation Meeting Confirmation:

Date and Length of Meeting with Evaluatee _____

Evaluator Signature

Evaluator: _____ Date: _____

Print Name: _____

Department Chair Signature

Department Chair: _____ Date: _____

Print Name: _____

Part-time Evaluatee Signature

My signature acknowledges that I have met with my evaluator and reviewed my evaluation. It does not mean that I agree or disagree with the evaluation summary. I am aware that within ten business days after signing this report, I have the right to submit a response to this evaluation to the TERB Office. I am also aware that this evaluation and my response, if any, will become part of my personnel file maintained in the Human Resources Office.

Part-Time Evaluatee: _____ Date: _____

Print Name: _____

Administrative Signature

My signature acknowledges that I have read the Part-time Faculty Evaluation Review Report.

Division Dean: _____ Date: _____

(print name): _____

Palomar College

Instructional Faculty Class/Workspace Observation Report

Observation Information

Evaluee Name:

Evaluator Name:

Date of face-to-face observation:

Timeframe for online observation:

Course title and class number:

Observation Instructions

General

1. The evaluator will contact the evaluee as early as possible during the semester to determine a mutually agreeable date or timeframe (online courses) for conducting the observation.
2. The evaluee should send the evaluator the course syllabus and any accompanying materials that the evaluee would like the evaluator to see.
3. The evaluee will list items of interest to the evaluator for the evaluator to specifically observe. (e.g. Do I appear to give equal attention to both sides of the classroom? Do I encourage all students to be actively involved in discussions and activities? How does the class perceive the graphing calculator presentation? How does the class respond to the slide presentation on earthquakes)

Online Observation

1. Methods for observing an online course include: (1) participating as an observer in the evaluee's Canvas course (including participating in a live session if one occurs during the two-week evaluation period, though the live session is meant to supplement the review of Canvas) and (2) arranging a time to review the distance education platform together (Canvas course, etc.) where the evaluee will guide the evaluator through the online course.
2. The evaluator will review the course syllabus, assessment methods and/or tools (e.g. exam, rubric), and other pertinent course materials either before the class observation or during the observation. The evaluator will also need a Course Outline of Record for the class found on the META website.
3. To gain observer status in the evaluee's Canvas course, the evaluator will e-mail the evaluee and request access as an observer. The evaluee will then add them as an observer through the "People" tab on their Canvas course using the evaluator's Palomar Email address. Online course observations are to last no longer than two weeks—at which point, the evaluee shall remove the observer from their Canvas shell using instructions found on the ATRC and/or TERB websites.
4. The evaluee will give notice to online students that another faculty member will view the discussion board and/or online class participation.
5. Prior to the online course evaluation, the evaluee may send a list of some course features that the evaluee would like the evaluator to assess during the online observation. Examples might include: Are the deadlines and student responsibilities clearly stated? Do the instructions for projects and assignments foster collaboration and discussion?

CVC Course Design Rubric

The [CVC Course Design Rubric](#) is the rubric approved by the Faculty Senate and TERB to provide guidance on how to design an effective online course.

The CVC Course Design Rubric has four sections:

6. Content Presentation
7. Interaction
8. Assessment
9. Accessibility

Utilize the [CVC Course Design Rubric](#) to help guide you through your peer online course review. You are not expected to complete or submit sections A-D of the rubric; it is meant only as guidance. The sections of the rubric that align to each evaluation question are included. For additional instructions on how to utilize the CVC Rubric, please review the [@ONE Course Design Resources](#).

Post Observation Instructions

10. Meet for a few minutes after the observation to discuss how this session advanced the evaluatee's course goals.
11. Evaluator should offer evaluatee initial feedback about the teaching observation.

Items of Interest to the Evaluatee (Optional)

Click or tap here to enter text.

Observation Questions

Standard #1: Learning Environment Competencies

Criteria 1.1

1. **Select One** Does the instructor communicate the objectives of the class session?
2. **Select One** Does the instructor communicate content in an organized manner in the learning environment?
3. The instructor communicates content in an:
 - a. **Select One** Appropriate manner
 - b. **Select One** Organized manner
 - c. **Select One** Informative manner
 - d. **Select One** Accessible manner
 - e. **Select One** Engaging manner

Criteria 1.2

1. **Select One** Does the instructor demonstrate effective classroom management?

Criteria 1.3:

1. **Select One** Does the instructor encourage students to be active participants in their learning?
2. **Select One** Does the instructor encourage diverse perspectives in the learning environment and in course content?

3. Does the instructor use various methods to teach course content (i.e.: lecture, discussion, group work, demonstration, audio-visual, computers)?

Criteria 1.4

1. Does the instructor promote academic honesty and integrity?

Criteria 1.5

2. does the instructor provide a syllabus that clearly states requirements, expectations and schedule?

Criteria 1.6

1. Does course content and assignments tie directly to the course outline of record, SLO's and objectives?
2. Are the course SLO's listed on the syllabus?
3.
4. does course content and assignments tie directly to the course outline of record, SLO's and objectives?

Criteria 1.7

5. Are course content and assignments accessible, demonstrate currency, depth, and academic discipline, relevance to real world application?

Criteria 1.8

1. Does the instructor provide multiple ways for students to learn content, engage, and demonstrate learning?
2. does course content and assignments tie directly to the course outline of record, SLO's and objectives?

Criteria 1.9

1. Does the instructor provide fair and prompt evaluation of coursework (syllabus, canvas)?

Criteria 1.10

1. Does the instructor provide students with useful feedback throughout the course?

Comments

Written comments must reflect the rationale for selecting "No." If the item is "Yes", "Somewhat", or "Unable to answer", comments are recommended but not required. Comment on any items of interest to the evaluatee.

Click or tap here to enter text.

Standard #2: Student Support and Success Competencies

Criteria 2.1

1. ☐ Rating **Select One** Does the instructor motivate students and maintain interest?

Criteria 2.2

1. ☐ Rating **Select One** Does the instructor connect students to college resources?
2. ☐ Rating **Select One** does course content and assignments tie directly to the course outline of record, SLO's and objectives?

Criteria 2.3

1. ☐ Rating **Select One** Does the instructor show commitment to integrating and addressing diversity, equity, inclusion, accessibility, and anti-racism (DEIAA) issues as they relate to course content?

Criteria 2.4

1. ☐ Rating **Select One** Does the instructor treat students with respect, tolerance, and is inclusive of the diverse academic, social, economic, cultural, disability, and ethnic backgrounds?

Comments

Written comments must reflect the rationale for selecting "No." If the item is "Yes", "Somewhat", or "Unable to answer", comments are recommended but not required. Comment on any items of interest to the evaluatee.

Click or tap here to enter text.

Palomar College Self-Evaluation Form

Information

Evaluation Type **(Select One)**

Evaluation Chair Name:

Evaluee Name:

Evaluee Department Name:

Evaluation Semester/Year:

Self-Evaluation Instructions

Palomar College Mission Statement:

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

As a faculty member striving for excellence, you are asked to reflect on your own work in relation to the College's mission. Using the Mission Statement as a prompt, please consider the time since your last evaluation, and think ahead to the next three years:

Questions

Standard 1: Learning Environment Competencies

Criteria 1.1:

1. How have I intentionally adapted my teaching to create an organized, informative, and accessible course for a diverse student body?

Click or tap here to enter text.

Criteria 1.3

1. How do I intentionally create learning opportunities for students with diverse backgrounds to meaningfully engage with course material?

Click or tap here to enter text.

Criteria 1.4

1. How do I promote academic honesty and integrity in my teaching and assignments (refer to AP5505 of our academic integrity policy)?

Criteria 1.6

1. How do I create assignments and include content in my courses that reflect the current state of the field, depth in academic discipline/rigor, and relevance to real-world applications?

Click or tap here to enter text.

Standard 2: Student Support and Success Competencies

Criteria 2.1:

1. What strategies do I use to be approachable, available, and responsive to diverse student needs in and outside of the classroom?

Click or tap here to enter text.

Criteria 2.2

1. How do I inform and connect students to campus resources to enhance their personal well-being, academic skills, and success?

Click or tap here to enter text.

Criteria 2.3

1. Give examples of ways in which you facilitate an inclusive classroom environment and integrate diverse materials into your coursework.

Click or tap here to enter text.

Standard 3: Professional Competencies

Criteria: 3.1

1. How do I support colleagues, welcome diverse perspectives, and contribute to a collaborative work environment?

Click or tap here to enter text.

Criteria 3.2

1. How will I use professional development in the future to meet students' needs and support my department?

Click or tap here to enter text.

Criteria 3.3

1. How do I actively contribute to my department's success (e.g., attending meetings, revising programs, curricula, and SLOs)?

Click or tap here to enter text.

2. What do you need from the college to support your success?

Click or tap here to enter text.

Criteria: 3.4

1. How do I actively participate in college governance and campus life to support the college's mission and vision?(e.g., college committees, discipline work groups, task forces, student activities, student organizations, student clubs, student leadership seminars, and faculty organizations)

Click or tap here to enter text.

2. What do you need from the college to support your success?

Click or tap here to enter text.

Signature

Evaluee's Signature

Evaluee: _____ Date: _____

Print Name: _____

Palomar College

Instructional Faculty Evaluation

Student Course Evaluation Questions

Questions

Standard #1: Learning Environment Competencies

Criteria 1.1:

1. The instructor communicates course content in an appropriate, organized, informative, accessible, and engaging manner.

Criteria 1.2

1. Does the instructor demonstrate effective classroom management (may include Canvas)?

Criteria 1.3

1. Does the instructor encourage students to be active participants?
2. Does the instructor use varying methods to teach course content? (example: lecture, discussion, group work, demonstration, audio-visual, computers).

Criteria 1.4

1. Due dates, criteria, and grading policies for the course and course assignments are clearly stated in the syllabus.
2. Instructor provides syllabus that clearly states course requirements, expectations, schedule, and academic honesty and integrity policy.

Criteria 1.5

1. Are course content and assignments aligned with the Course Outline of Record, SLOs, and objectives?
2. Are course SLOs listed on the syllabus?

Criteria 1.6

1. Does course content reflect the current state of the field, demonstrate depth in academic discipline and rigor, and provide multiple ways for students to learn content, engage, and demonstrate learning?

Criteria 1.7

1. Does the instructor answer questions effectively and provide feedback during class?

Standard #2: Student Support and Success Competencies

Criteria 2.1:

1. Does the instructor motivate students and maintain interest?

Criteria 2.2

1. Does the instructor connect students to college resources?

Criteria 2.3

1. Does the instructor treat the diverse student body with respect?
2. Does the instructor demonstrate a commitment to integrating diverse materials into their course content?

Palomar College Faculty Evaluation Improvement Plan (IP)

Information

Evaluee Name:

Evaluator Name:

Department:

IP following the evaluation conducted: _____(Semester/Year)

Part 1 Instructions

All members of the committee will consult with the evaluee, complete this section, and submit to the TERB Coordinator as soon as possible but by no later than the first week of the following semester.

Plan

Evaluation Standards

Evaluation Standard: (Select One), Criteria number(s): _____

Specific Issues, concerns or areas that need improvement (as described in the Final Evaluation Report):

Click or tap here to enter text.

Evaluation Standard: (Select One), Criteria number(s): _____

Specific Issues, concerns or areas that need improvement (as described in the Final Evaluation Report):

Click or tap here to enter text.

Evaluation Standard: (Select One), Criteria number(s): _____

Specific Issues, concerns or areas that need improvement (as described in the Final Evaluation Report):

Click or tap here to enter text.

Evaluation Standard: (Select One), Criteria number(s): _____

Specific Issues, concerns or areas that need improvement (as described in the Final Evaluation Report):

Click or tap here to enter text.

Mentor

Will a mentor be assigned to the evaluee? (Select One)

Mentor's Name:

Click or tap here to enter text.

Mentor's Department:

Click or tap here to enter text.

Topics for evaluee to discuss with mentor:

Click or tap here to enter text.

Who will connect the mentor and evaluee:

Click or tap here to enter text.

Required number of meetings:

Click or tap here to enter text.

Evaluee's responsibilities:

Click or tap here to enter text.

Evaluations Observer

Will an Evaluations Observer be assigned to the committee? Observer (Select One)

Observer's Name:

Click or tap here to enter text.

Observer's Department:

Click or tap here to enter text.

Observer's Responsibilities:

Click or tap here to enter text.

Who will connect the observer and committee:

Click or tap here to enter text.

What will the observer share with the committee and when:

Click or tap here to enter text.

Part 1 Signatures

Approved by TERB on:_____

Tenure and Evaluations Review Coordinator: _____ Date: _____

Probationary Evaluatee:_____ Date: _____

Committee Chair: _____ Date: _____

2nd Member: _____ Date: _____

Outside Member: _____ Date: _____

Division Dean: _____ Date: _____

Vice President: _____ Date: _____

Part 2 Instructions

The Chair and the evaluatee will complete this section during or at the end of the period in which the improvement plan is in force. This full form (including Part 1 and Part 2) must be signed and submitted to the TERB Coordinator *with* the next review report submitted after the review report that triggered the improvement plan (e.g., if the Fall 2020 review report triggered an improvement plan, submit this complete form with the Fall 2021 review report). If all performance standards below are marked "yes," *this* improvement plan is considered complete.

Note: in addition, a fresh improvement plan must be crafted if any item on the new review report is rated as "needs improvement" or "unsatisfactory;" in that situation, any relevant performance standard, action, and follow-up from *this* improvement plan that is rated "no" below is in force until the new improvement plan is approved.

Plan

Evaluation Standard: (Select One), Criteria number: _____

Did the evaluatee complete the recommended actions and show satisfactory improvement?

(Select One)

Chair

Please explain how the evaluatee completed the actions or showed satisfactory improvement:

Click or tap here to enter text.

Evaluee

Please share any relevant information from your perspective:

Click or tap here to enter text.

Evaluation Standard: (Select One), Criteria number: _____

Did the evaluatee complete the recommended actions and show satisfactory improvement?

(Select One)

Chair

Please explain how the evaluatee completed the actions or showed satisfactory improvement:

Click or tap here to enter text.

Evaluee

Please share any relevant information from your perspective:

Click or tap here to enter text.

Evaluation Standard: (Select One), Criteria number: _____

Did the evaluatee complete the recommended actions and show satisfactory improvement?

(Select One)

Chair

Please explain how the evaluatee completed the actions or showed satisfactory improvement:

Click or tap here to enter text.

Evaluee

Please share any relevant information from your perspective:

Click or tap here to enter text.

Evaluation Standard: Standard Number Select One), Criteria number: _____

Did the evaluatee complete the recommended actions and show satisfactory improvement?

Satisfactory Improvement Select One)

Chair

Please explain how the evaluatee completed the actions or showed satisfactory improvement:

Click or tap here to enter text.

Evaluee

Please share any relevant information from your perspective:

Click or tap here to enter text.

Signatures

Department Chair

I, as the Department Chair, have reviewed and approved this Improvement Plan.

Department Chair: _____ Date: _____

Print Name: _____

Comments:

Click or tap here to enter text.

TERB Coordinator

Per contract, the TERB Coordinator's signature is required before the plan is implemented.

TERB Coordinator: _____ Date: _____

Print Name: _____

Evaluator

I, the evaluator, have reviewed and discussed this Improvement Plan with the evaluatee.

Evaluator: _____ Date: _____

Print Name: _____

Evaluee

My signature acknowledges that I have read and received a copy of this *Improvement Plan*. It does not mean that I agree or disagree with this Improvement Plan. I am aware that within ten business days, I have the right to submit a response to this evaluation. I am also aware that this Evaluation Review Report; Improvement Plan; and my response, if any, will become part of my personnel file. I am also aware that I may seek clarification from the evaluator, the Department Chair, and/or the TERB Coordinator if I have concerns about the evaluation process.

Evaluee: _____ Date: _____

Print Name: _____

Comments:

Click or tap here to enter text.

THIS DOCUMENT IS TO BE ATTACHED TO THE FINAL EVALUATION REPORT

Exhibit 4

Approved by the Faculty Senate on 8/24/15

PALOMAR COMMUNITY COLLEGE DISTRICT STUDENT GRADE DISPUTE POLICY AND PROCEDURES

I. POLICY

Recognizing the importance of the integrity of the grading process, by dictate of the California Education Code, it is the policy of the Palomar Community College District to limit the assignment of final grades to each instructor, except in cases where an instructor has clearly violated § 55025 of the California Education Code (Title V). Students may dispute final grades only when the student can provide proof that § 55025 of the California Education Code (Title V) has been violated. See below for definitions. Without such proof, only the instructor who assigned a final grade can choose to change that final grade. Students can seek resolution of their dispute as outlined in the Student Grade Dispute Policy and Procedures. Students must initiate the dispute within one semester of the final grade being submitted. Students may ask any faculty, staff, or administrative member of the District for guidance in following the procedure, but students are responsible for proving their own case for a grade dispute.

II. DEFINITION OF TERMS

Grade Dispute A claim by a student that his/her final grade was given by the instructor in violation of Title V, § 55025.

Instructional Day A day when classes are scheduled, excluding summer and intersession and Saturdays and Sundays.

Semester One fall or spring semester as defined by the District calendar. For purposes of the grade dispute procedure, summer and intersessions do not count as semesters. Grade disputes for classes that take place in spring, summer, or intersession must be initiated no later than the fall semester immediately following summer. Grade disputes for classes that take place in fall must be initiated no later than the following spring semester.

Title V, § 55025 states:

“In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with this article. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency.” The California Education Code may be found at www.leginfo.ca.gov

When determining whether or not a mistake, fraud, bad faith or incompetence has occurred, all parties need to consider the legal meaning of these terms, defined in Black’s Law Dictionary as:

Mistake Some unintentional act, omission, or error by the instructor.

Fraud An intentional perversion of the truth for the purpose of inducing another to part with something valuable or to surrender a legal right.

Bad Faith Synonymous with fraud, neglect, or refusal to fulfill some duty or contractual obligation, not prompted by an honest mistake as to one’s rights or duties.

Incompetence Lack of ability, legal qualification, or fitness to discharge a required duty.

III. INFORMAL GRADE DISPUTE RESOLUTION PROCEDURES

Before initiating formal grade dispute procedures, the student shall attempt to resolve the dispute informally by meeting with the instructional faculty member who issued the grade in dispute and instructional administrator. The student may dispute grades only when there is evidence that Title V, § 55025 has been violated. The intent of the informal grade dispute procedure is to strongly encourage and support all possible attempts to resolve the dispute with the faculty member.

The student should follow the process described below in an attempt to informally resolve his/her dispute.

- a. The student must make the initial dispute to the instructor of record for the class in question within one semester of the final grade being submitted. If the instructor is on contract, the instructor has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- b. If the student has not resolved his/her dispute with the instructor, to proceed, the student must present his/her dispute to the chair of the department that offered the class of the grade in question. The department chair has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- c. If the student has not resolved his/her dispute with the instructor and department chair, to proceed, the student must present his/her dispute to the academic or counseling dean of the division. The dean has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- d. At levels b, and c listed above, the department chair or administrator in question does not have the authority to change the grade that was issued by the instructor. Rather, his/her role is to hear the dispute as presented by the student and earlier involved faculty members/administrators. If, after consultation with the instructor and department chair, the dean feels that Title V, § 55025 may have been violated, the student can request that the Vice President for Instruction pursue the Formal Grade Dispute process outlined in section IV.
- e. In cases where the instructor of record for the class in question is on sabbatical or other leave, the dispute calendar will be extended until the semester that the instructor returns, within one calendar year. In cases where the instructor is on leave for more than one calendar year, or is unavailable for return or contact, another faculty member may substitute for the instructor, as specified in Title V, § 55025.
- f. If no violation of Title V, § 55025 is found by the department chair, or academic or counseling dean, the instructor's decision is final, and no formal grade dispute will proceed. The academic or counseling dean involved will inform the student, instructor, and department chair in writing of the finality of the instructor's decision and the completion of the grade dispute process within 15 instructional days, excluding summer and intersession.

IV. FORMAL GRADE DISPUTE RESOLUTION PROCEDURES

If the academic or counseling dean finds that there is a potential case of a violation of Title V, § 55025, the student may file a request with the Vice President for Instruction for a formal review by the Vice President of Instruction. The student must initiate the dispute process within 15 instructional days, excluding summer and intersession, of receiving from the academic or counseling dean notice of a potential case of a violation of Title V. Grade disputes pursued after this time will not be accommodated.

Students must complete the Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website), including the following typed and signed information in their request for a formal review:

- a. A clear and concise statement of the dispute that must include details of the specific violation of Title V, § 55025.
- b. The name of the instructor, course ID, section number, and semester of the class of the disputed grade
- c. Identification of the resolution, corrective action, or remedy being sought.
- d. A detailed summary of the actions already taken to resolve the issue, including dates and times for meetings that occurred during the Informal Grade Dispute procedure.
- e. Copies of all documents, assignments, or related materials indicating that Title V, § 55025 has been violated.

The Vice President for Instruction, upon receiving the student's request for a formal review will follow the process outlined below.

V. FORMAL REVIEW

- a.
 - i. Review the request submitted by the student.
 - ii. Receive a signed written statement from the instructor, department chair, and academic or counseling dean, specifying all relevant facts as discovered during the Informal Grade Dispute Procedure and the reasoning and evidence for Title V, § 55025 violation.
 - iii. Hear testimony, examine witnesses, and receive all evidence pertaining to the case, as determined to be necessary.
 - iv. Evaluate testimony and evidence in terms of Title V, § 55025.
- b. Upon conclusion of the consideration of the formal grade dispute resolution request and all evidence, the Vice President for Instruction will make a recommendation to the Superintendent/President of the District.
- c. The Superintendent/President of the District shall review the recommendation of the Vice President of Instruction and make a final decision within 15 instructional days, excluding summer and intersession.

- i. If the Superintendent/President's decision is to change the grade, the new grade determined by three faculty members selected by the department chair shall be the final grade assigned. When possible the three faculty members determining the grade will be the department chair and two other faculty members from the discipline in question. The faculty members will determine a new grade based on the information they have available, as well as the request of the student in the original request for a formal hearing. In no way, however, will the help of the faculty members in arriving at a grade be construed as their rendering a judgment on whether or not there has been a Title V , § 55025 violation. One of the three faculty members will sign and file the official grade change form in Enrollment Services for appropriate recording of the new grade.
- ii. If the Superintendent/President's decision is to uphold the grade, the instructor's decision regarding the grade dispute is final.
- iii. The Superintendent/President of the District will inform the student, instructor, department chair, and academic or counseling dean in writing of the decision.

All documentation from the informal and formal procedures will be housed in the Office of Instruction in order to preserve the confidentiality of all records related to the process.



Formal Grade Dispute Resolution Review Request Form

Before filling out this form, the student must have followed all steps in the Informal Grade Dispute Resolution Procedures. This form must be filed within one semester of the instructor of record's response in the Informal Grade Dispute Resolution Procedures. Please see the Student Grade Dispute Policy and Procedures for details and complete timeline.

This form must be typed. All supplemental information/additional pages must be typed where possible.

STUDENT NAME: _____ STUDENT ID#: _____

Last, First, MI

TODAY'S DATE: _____ mm/dd/yyyy

CLASS INFORMATION FOR CLASS IN QUESTION:

COURSE NAME/ID: _____ SECTION #: _____

SEMESTER/YEAR: _____ INSTRUCTOR NAME: _____

Please provide a clear and concise statement of the grade dispute, including details of the specific violation of Title V, § 55025. Use additional pages if necessary.

Identify the resolution, corrective action, or remedy to this dispute being sought. Use additional pages if necessary.

Please provide a detailed summary of all actions already taken by the student to resolve the issue, including dates and times for all meetings that occurred during the Informal Grade Dispute Procedure. Use additional pages if necessary.

Please attach copies of all documents, assignments, or related materials that indicate that Title V, § 55025 has been violated.

Students- please retain a copy of this completed form for your records. Please submit completed form and all related documentation to the Vice President of Instruction, Office of Instruction, AA-103.

STUDENT SIGNATURE:

By signing this form, you are indicating that all information provided is complete, accurate, and relevant to the best of your knowledge.

Exhibit 5

GOVERNANCE STRUCTURE GROUP REQUEST



Date: 9-23-24

Proposed Name of Requested Group:	Academic Standards and Practices	
Request submitted by:	Faculty Senate	
Group Type: Subcommittee	Action Requested: Change If Change, identify type of change:	
Reporting Relationship: Faculty Senate		
Purpose: To annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement, grade dispute , artificial intelligence , academic integrity , academic freedom, and recommend changes in existing policies and standards to the Senate.		
Products:		
Meeting Schedule: at least once per month (TBD)		
Chair(s): Senator		
Members: • Five (5) at-large faculty members appointed by Faculty Senate		

Structure created – New Council
Approved by [Parent Group]: [Date]
Approved by College Council: [Date]

Structure revision – [Note type of change]
Approved by [Parent Group]: [Date]
Approved by College Council: [Date]

DRAFT: Faculty Awareness and Engagement in the Upcoming Presidential Election

Dear Faculty,

As we approach the upcoming presidential election, it's crucial that we, as educators, remain aware and engaged with how political developments may impact our students. Many of our students may face significant challenges or opportunities based on election outcomes, especially in areas like health care, student debt relief, immigration policies, and access to financial aid programs.

Why This Matters:

- **Student Advocacy:** Palomar College serves a diverse population, including many first-generation, low-income, and undocumented students. Election outcomes can directly affect their access to education and other critical resources.
- **Civic Engagement:** Faculty members can foster civic awareness and encourage students to participate in democratic processes. Ensuring students are informed about policies and their rights can help empower them to make meaningful contributions to society.
- **Mental Health and Well-Being:** The election cycle can be a source of stress and uncertainty for many students. Policies on healthcare, immigration, and economic support may heavily influence their day-to-day lives, and being aware of these impacts will allow faculty to provide support and understanding.

Available Resources:

To help faculty navigate these discussions and provide reliable information to students, the following universities offer valuable election resources:

- Boston College's [Teaching During a Tumultuous Election Year](#)
- Stanford's [Teaching During an Election Season](#)
- Cornell's Center for Teaching Innovation [Teaching During the U.S. Election](#)
- PBS's [Election Central](#)
- University of Michigan's [Teaching and Learning in a Tense Election Season](#)
- AAC&U's [Election as Teachable Moments](#)
- MIT's Teaching & Learning Lab [Navigating Politics](#)
- University of Calgary's [Seven Resources for Teaching Controversial Issues](#)