



MEETING

2024-10-14

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, October 14, 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
Sanchez, Tanessa
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, 9-23-24 and 9-30-24

B. Action

- a. Curriculum, (Exhibit 1), Mellos
- b. Committee on Committees, (Exhibit 2), Zavodny
- c. Past President nominations, Nelson
- d. Chair of Academic Standards and Practices Committee nominations, Nelson

C. Information

- a. ASG Report, Santo Chamorro, ASG Representative
 - i. Update on ASG activities.
- b. Committee & Council Reports, (Exhibit 3) Nelson
 - i. Share reports from September meetings.
- c. Resolution supporting the hiring of classified staff, Nelson
 - i. Establish a workgroup and develop resolution focus.

D. Discussion

- a. Faculty Senate Constitution Survey, (Exhibit 4) Dalrymple & Shmorhun
 - i. Determine next steps for using survey results to make changes and update constitution.
- b. Develop Goals for 2024-2025, (Exhibit 5), Nelson
 - i. Discuss goals for 2024-25.

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 30, 2024

APPROVED

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

ABSENT: Jason Jarvinen

GUESTS: Marquesa Cook-Whearty, Anel Gonzalez, Cheryl Kears, Elizabeth Alvarado

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 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

A comment was made that Verizon was down, off and on, nationwide.

ANNOUNCEMENTS

Senator Mufson announced Friday as the opening day of the play "The Complete Works of William Shakespeare (abridged)"

Senator Lawson announced a partnership with CCE for a Solidarity Theater Brunch on October 6th, from 12:30pm-1:30pm. He also announced that there are 50 free tickets available to faculty for the first to sign up.

Senator Dalrymple announced that that September 30th was the last day for healthcare open enrollment and renewal for Part-Time Faculty.

President Nelson encouraged faculty to volunteer for committees and nominate colleagues for Senate positions.

President Nelson announced that committee reports were due by the end of the week and would be shared at the next regular meeting.

Nelson reminded members about the upcoming Senate retreat on Monday, October 7th from 2:00 PM to 4:00 PM.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Members expressed a desire for more comprehensive minutes that captured the essence of the discussions from the previous meeting.

The motions to approve the minutes were retracted, postponing the approval of the September 23rd minutes pending a more detailed record of the meeting.

ACTION

A. Director of Library Hiring Committee (Exhibit1), Nelson (Moved from Item B)

MSC: Zavodny/Pearson

Faculty Senate to accept the results of the ballot for the hiring committee for the Interim Manager of the Library.

The motion carried.

B. Curriculum, Mellos (Moved from Item A)

- a. Phase 2 Course Feedback: Senator Mellos encouraged faculty to respond to the ASCCC surveys.
- b. Curriculum Proposal Deadline: Senator Mellos also reminded faculty that Wednesday, October 2 was the deadline to submit curriculum proposals. She encouraged them to launch proposals even if they were not completely ready, as revisions could be made later.

No Action.

C. Committee on Committees (Exhibit 2), Zavodny

MSC: Doyle Bauer/Zavodny

Faculty Senate approval of the results of the ballot for regular committee placements.

The motion carried.

INFORMATION

A. ASG Report, Santo Chamorro

- a. Santo Chamorro updated that there was no meeting last week because the campus was closed for Native American Day.
- b. No Report.

B. New TERB forms, (Exhibit 3), Marquesa Cook-Whearty, TERB Coordinator

Marquesa Cook-Whearty presented new Tenure Evaluation Review Board (TERB) forms for pilot testing.

The discussion points included:

- a. Participation in the pilot program is voluntary.
- b. Feedback from faculty participating in the testing phase was highly encouraged.
- c. Timeline and Formalization: The goal was to gather feedback during the semester and for the revised forms to be formally approved and implemented by Fall 2025.
- d. Content and Structure: The new forms were structurally and content-wise different from previous iterations. They were organized around three key areas to provide clarity and consistency.
- e. A Senator mentioned that these new forms were meant to streamline the process and provide more transparency on what exactly is being evaluated. One form for all modalities.

C. Hiring of classified staff, Anel Gonzalez, President of CCE/AFT 4522 (Moved to B)

Anel Gonzalez, President of CCE/AFT 4522, presented information regarding the hiring of classified staff at Palomar College focusing on recruitment and vacancies of classified staff over the past three years and how staffing levels impact faculty support and student success.

The discussion points included:

- a. Impact that classified staff shortages have had on both faculty and student success.
- b. Lack of transparency and action from college leadership and the district regarding the issue.
- c. The need for a clear and comprehensive staffing plan going forward.
- d. The need for collaboration between the Senate, CCE, and PFF.
- e. The possibility of drafting a Senate resolution to address these concerns and advocate for improvements.

D. Political Resources to support faculty, Nelson

- a. Nelson presented a document with links to available resources to help faculty navigate discussions and provide reliable information to students as political resources.

DISCUSSION:

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

The Senate discussed the need to update the Grade Dispute Policy, as there were two outdated versions available - one on the Faculty Senate website and another on the Student Affairs website. The Senate acknowledged the need for a formal update to be made to this document. One concern raised was the

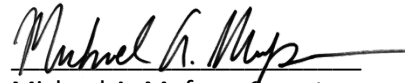
lack of a clearly defined process for addressing instances where the agreed-upon Grade Dispute Process had not been followed.

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

The Senate determined that this committee should be responsible for updating the Grade Dispute policy, setting syllabus requirements, potentially assuming responsibility for academic integrity, and addressing other relevant issues. To ensure these tasks were addressed, the Senate proposed that the committee be chaired by a senator and allocated additional reassigned time.

ADJOURNMENT: The meeting was adjourned at 3:51

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

October 2, 2024 Curriculum Committee Actions

Item I. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective fall 2025:

I.1. ACTION: Credit Program Changes - effective fall 2025

Program Title	Disci.	Award	Units	Justification	Orig.
A. Architectural Building Information Modeling, B.I.M	ARCH	AS/CA	18	I would like to change the program requirements to accept either Arch 202 Introduction to Revit OR ID 151 Introduction to Revit. As they are equivalent classes and they will allow the students more flexibility.	Joseph Lucido
B. Interior Design	ID	CA	30	We currently run a class in the Interior Design department that is required for the Certificate of Achievement degree: ID125 Presentation Methods. I would like to change the curriculum to accept either ID125 Presentation Methods OR Arch145 Designing for Communication and Presentation as they are equivalent classes. If students can take either class, it will make earning their degree easier for them.	Jessica Newman

I.2. ACTION: Course Deactivations - effective fall 2025

Subj	Nmbr	Title	Trnsf.	Dist. Ed	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A. AIS	146	American Indian Theatre, Dance and Music	UC/CSU	Yes	G/P/NP	No	The department is no longer interested in offering this course.		Seth San Juan
B. FCS	136	Money Management and Planning for the Future	UC/CSU	Yes	G/P/NP	No	Removing cross-listing with BUS 136		Anita Talone
C. POSC	121	Introduction to Law	UC/CSU	Yes	G/P/NP	No	De-cross listing from LS 121.		William B. Jahnel

Item J. from BoardDocs Agenda

ACTION: The following distance education and course reviews, pending appropriate approvals, will be effective spring 2025.

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 2025.

Subj	Nmbr	Title	Dist.	Originator
A. AIS	108A	Elementary Luiseno IIA	Yes	Diana Ortiz
B. AIS	166A	Elementary Cahuilla IA	Yes	Diana Ortiz
C. AIS	166B	Elementary Cahuilla IB	Yes	Diana Ortiz
D. AIS	207A	Luiseno IIIA	Yes	Diana Ortiz
E. AIS	207B	Luiseno IIIB	Yes	Diana Ortiz
F. AIS	266A	Cahuilla IIIA	Yes	Diana Ortiz
G. BUS	171	Word for Business - Advanced	Yes	Leah Hoover
H. COUN	110	College Success	Yes	Katie Morris
I. DNCE	165	Production Management		Margaret M. Faulkner
J. DNCE	225	Contemporary Dance Ensemble I	Yes	Margaret M. Faulkner
K. DNCE	226	Contemporary Dance Ensemble II	Yes	Margaret M. Faulkner
L. DNCE	262	Near and Middle Eastern III		Margaret M. Faulkner
M. DNCE	263	Near and Middle Eastern IV		Margaret M. Faulkner
N. LS	145	Legal Ethics	Yes	Lakshmi Paranthaman
O. PHYS	210	Matlab for Science and Engineering	Yes	Hector Villa Garcia

October 2, 2024
Curriculum Committee Actions

Item K. from BoardDocs Agenda

ACTION: The following technical updates, pending appropriate approvals, will be effective fall 2025.

K.1 Credit Program Technical Updates - effective fall 2025 - The following programs have been updated to reflect the new Cal-GETC language which replaces references to CSUGE and IGETC.

New Language

The following Associate Degree for Transfer completion requirements must be met:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
2. The California General Education Transfer Curriculum (Cal-GETC)
3. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
4. Obtainment of a minimum grade point average of 2.0.

Old Language

Pursuant to SB1440, the following completion requirements must be met:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
 - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.

Program Title	Disc.	Awrdr Type	Justification	Originator
A. Administration of Justice	AJ	AS-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Michelle Soria
B. Anthropology	ANTH	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Marlo Willows
C. Art History	ART	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Mark J. Hudelson
D. Biology	BIOL	AS-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Elizabeth A. Pearson
E. Business Administration 2.0	BUS	AS-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Mary Cassoni
F. Child and Adolescent Development	CHDV	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Tanessa Sanchez
G. Communication Studies 2.0	SPCH	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Marquesa Cook-Whearty
H. Early Childhood Education	CHDV	AS-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Tanessa Sanchez
I. Economics	ECON	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Matthew T. Estes
J.1. English	ENG	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Richard Hishmeh
K. Film, Television, and Electronic Media	CINE	AS-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Candace Rose
L. Geography	GEOG	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Catherine M. Jain
M. Geology	GEOL	AS-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Sean Figg
N. Global Studies	HIST	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Travis Ritt
O. History	HIST	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	William B. Jahnel
P. Journalism	JOUR	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Erin Hiro
Q. Kinesiology	KINE	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Lacey Craft
R. Law, Public Policy and Society	BUS	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Mary Cassoni
S. Nutrition and Dietetics	NUTR	AS-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Solange Wasef
T. Philosophy	PHIL	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Ryan Emerick
U. Psychology	PSYC	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Jeffrey Epstein
V. Social Justice Studies: American Indian	AIS	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Patricia A. Dixon
W. Social Justice Studies: Chicana and Chicano	CS	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Rodolfo Jacobo
X. Social Justice: Women, Gender and	SOC	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Susan A. Miller
Y. Sociology	SOC	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Susan A. Miller

October 2, 2024
Curriculum Committee Actions

Z. Spanish	SPAN	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Kathleen M. Sheahan
A.A. Theatre Arts	TA	AA-T	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025.	Michael Mufson

Item L. from BoardDocs Agenda

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

L.1. ACTION: Program Learning Outcome Update - effective fall 2024					
Program Title	Disci.	Award	Units	Justification	Orig.
A. Engineering	ENGR	AS	41	Updated program learning outcomes.	Aundrea Tavakkoly

Exhibit 2

October 14 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
Gary Sosa	L&L	ESL	Noncredit Advisory Committee	Faculty L&L (24-25)	Many noncredit students come from non-traditional, non-majority backgrounds, including 1st generation, multi-lingual, and low-income. In my twenty years at Palomar College, I have taught many noncredit ESL students, developing curriculum, syllabi, lesson plans, and extra-curricular activities to improve their success and integration into the college. I have been an active member of ALASS, Dreamer Success Student Support group and APAHE for many years as well, attending meeting, discussing how to help students and planning and carrying out activities. All of these experiences will inform my work on this committee.	As a full-time faculty member who teaches exclusively noncredit classes and who has coordinated noncredit programs for years and who has seen the many changes to how noncredit has been viewed and valued at the college, I can offer both a historical insight to noncredit and a present take on what is happening currently in noncredit ESL at the campus. Since I have worked with community partners in setting up new noncredit classes, I know the challenges there are in determining and offering what community and the students want, and in trying to achieve it all within the Palomar College system. These straightforward challenges of taking classes and succeeding in them are also compounded by the students' lack of proficiency in English (and sometimes lack of literacy even in their first language), immigration status, and cultural/racial and socioeconomic background.	
Tracy Johnston	MSE	Mathematics	AB 1111/928 Steering Committee Taskforce	GE Subcommittee: Faculty, Area 2 Mathematical Concepts and Quantitative Reasoning	I think that mathematics is an important foundational subject that needs to be addressed in a thoughtful and informative manner.	Math professor for decades, math curriculum developer for a high school dropout recovery program, currently involved in learning about the financial challenges of the local Native American community so I can develop culturally-appropriate curriculum to boost their knowledge.	
Gene Gushansky	MSE	Biology	Instructional Program Review and Planning Committee	Faculty (24-26)	DEI is an integral part of what we do at Palomar. There is no way to adequately serve our students without keeping their diverse yet individual needs in mind. Any faculty member or administrator that genuinely cares about their students will inevitably have to apply these standards in all that they do.	I have been teaching at Palomar for 17 years with a constant eye towards the diverse needs of our student. Since well before DEI was a trendy catch phrase I have been teaching with one key guiding principle, nobody feels uncomfortable in my classes. I have always made my class a place that everyone feels welcome and comfortable to grow and develop as students regardless of their background, and intend to continue to do so.	

Faculty Senate Committee Report for September 2024

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Sabbatical Leave

Report submitted by: Mark Clark

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Review and approval of Sabbatical Reports from Spring and Full year 2023-2024

New form for Vocational Faculty Certifications and trainings

Sabbatical storage of reports in Canvas

Future Focus or Goals:

Review and approval of applications for 2025-2026 sabbaticals

PC3H

Report submitted by: Ben Mudgett

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

PC3H and the Pride Center are working toward identifying all gender restroom symbols to utilize for all gender restrooms. Institutional Research and Planning partnered with the Pride Center to collect feedback from LGBTQ students about their access to and awareness of the Pride Center and its services. To collect this data, the Pride Center included a set of questions in Palomar's Fall Student Survey, a campus-wide survey administered in Fall 2023 with the goal of improving services and better supporting Palomar College students.

This report focuses on student responses to questions regarding the Pride Center at Palomar College. These questions addressed accessing and awareness of the Pride Center, impact of access on experiences at Palomar College, awareness of services offered, and services of interest. The report includes a description of the data, a reporting of the results, and a brief summary. The findings and implications will be shared at our next meeting, October 7th at 4pm.

the Pride Center will have its own Academic Counselor, who will begin seeing students every Tuesday from 10am-1pm. The counselor will move into the Pride Center once space becomes available.

The center's logo was discussed and there is an opportunity to consult with creative services was shared.

Members of PC3H curated a semester of intersectional trans and non-binary cinema. Whether through drama, comedy, DIY image making, or documentary, each film on our roster this semester deals with issues of embodiment, focusing on trans and nonbinary identity. And each film comes from a different decade, from the 1990s-2020s.

Palomar College Pride Center's Queer Film Series

September 19: Wild Tigers I Have Known (4:30pm in MD-157)

October 16: Transvisible: The Bamby Salcedo Story (5:30pm in the Howard Brubeck Theatre. Q&A with Dante Alencastre (Director) following the screening.

November 14: The People's Joker (5:30pm in the Howard Brubeck Theatre). Q&A with Vera Drew (Director) following the screening.

December 11: The Adventures of Priscilla, Queen of the Desert (4:30pm in MD-157)

Future Focus or Goals:

PC3H will focus on exploring all gender restroom symbols, rebranding of the Pride Center, the Oral History Project of the Pride Center, planning for October LGBTQIA+ history month, inclusive programming for Hispanic Heritage Month, and identifying opportunities to start a learning community.

AB 1111/928 Taskforce

Report submitted by: Ben Mudgett

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

1. Instructional Services implementation – technical aspects of accommodating the new common course prefix numbering system
2. Student Services implementation of the new numbering system
3. Student Services update on AB 928 onboarding to the associate degree for transfer
4. Highpoint integration

CalGETC and IGETC transition planning was discussed for students with catalog rights to be able to continue using the IGETC or CSUGE pattern in place at the time of enrollment. The IGETC transition plan also allows for any previous IGETC approved course to be used on CalGETC assuming the CalGETC course is in the previous corresponding IGETC GE Area. The state has provided funding to help support AB 928 and a high-level overview was

provided on how these restricted funds may be used. Phase 1 of common course numbering is well underway with six pilot courses. Phase 2 courses have been identified and faculty discipline groups across the state are being formed to create templates for the respective courses. For more details visit the common course numbering website: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/course-outline-of-rec-ords-submission>.

Student services continue to explore how to onboard students onto the associate degree for transfer per AB928 regulatory requirements and how educational planning tools may support these plans. Opt out scenarios were also shared. AB 1111, common course numbering comes with a total budget allocation of \$105,000,000. Equal allocation of \$913,043 will be distributed to 115 colleges through the advance apportionment. Colleges must provide an annual report including expenditures of common course numbering funds to the Chancellor's Office by June 1 and a final expenditure report by June 1, 2027. A detailed list of restricted budget use was provided. Areas include, but are not limited to, aligning existing course curricula to common course numbering, updating catalogs, support faculty costs associated with course differentiation and curriculum approval, communication efforts, and technology.

Future Focus or Goals:

The taskforce will meet again in November to discuss progress toward implementation of both common course numbering and AB 928 onboarding of the associates degree for transfer.

Equivalency Committee

Report submitted by: Mike Dudley
Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The Equivalency Committee met twice in September 2024 to discuss three applicants who were referred to us from HR. We thoroughly reviewed each applicant's submitted materials, rendered our decision, and submitted the appropriate forms regarding said decisions to HR.

Future Focus or Goals:

We will continue to meet on an as-needed basis to review applicants applying for equivalency.

Comets Affordable Learning Materials (CALM) Committee

Report submitted by: William Carrasco
Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We oriented five new committee members. We also completed reviews of faculty work completed over the summer as part of ZTC Acceleration grants.

Future Focus or Goals:

We will continue to focus on the management of the ZTC Grants from the Chancellor's Office. CALM is providing oversight to 13 degree and certificate pathway grants.

Service Learning Committee

Report submitted by: Joe Briceno

Did your Committee meet last month? No

Accomplishments and/or Topics of Importance:

Future Focus or Goals:

Academic Integrity Taskforce

Report submitted by: Marina Parenti

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

After the All College kickoff with photo opportunities and cards and posters distributed near the back drop, we focused on the marketing campaign and launched the bi-weekly marketing campaign after meeting with Julie and Dianna. It is now visible through social media, email, and Canvas. We created 12 slogans around the six pillars of Academic Integrity. The website was updated with syllabi examples for Academic Integrity and Artificial Intelligence and now appears a first search when looking for it on Palomar.edu.

Future Focus or Goals:

I am meeting with Luis G. on Oct 7th to discuss developing PD, most likely a mini online course. We are continuing to revise the website as needed and starting to construct survey and assessments for November.

Curriculum Committee

Report submitted by: Vickie Mellos

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We held a META/Curriculum Basics flex week session and multiple META/Curriculum Drop-ins to support faculty in writing curriculum. We also hosted a PD session focused on how to integrate DEIAA in the Course Outline of Record and multiple follow-up drop-ins. We encourage faculty to use the DEIAA tools which are provided on the Curriculum website. For Common Course Numbering, we are currently in Phase I with 6 pilot courses (+ 2 courses with embedded support) that will be effective Fall 2025. The 25 Phase II courses have been announced and ASCCC is requesting input from discipline faculty through surveys and workgroups. The Phase II templates will be available in December/January and those courses will be effective Fall 2026. For Phase III, the proposal is to have 50 courses effective Fall 2027. The college's proposal for a baccalaureate degree was not approved, but we were given constructive feedback and are planning to reapply in the next cycle. The title of the program is Bachelor of Science Building Performance and Environmental Design. An updated AP 4021 was approved, and the Program Development, Revitalization, and/or Discontinuance committee has been formed.

Future Focus or Goals:

Course reviews: CTE courses must be reviewed every 2 years and non-CTE courses every 5 years. The list of expired courses will be sent out later this semester.

SLOs/PLOs: Faculty may need to launch a course review or program change to ensure the accurate SLOs/PLOs are in the Course Outline of Record.

Common Course Numbering: Develop clear guidance and institutionalize processes and practices for courses transitioning to Common Course Numbering. Work on student facing documents to ensure students can locate CCN courses.

Transfer coursework: Discuss our local policy in regards to accepting transfer coursework from colleges and universities who were not considered regionally accredited but are now have institutional accreditation.

Baccalaureate Degrees: Institutionalize processes and practices related to baccalaureate degrees.

Discipline List: Collaborate with Faculty Senate to create a comprehensive discipline list that specifies the Minimum Qualifications for each discipline.

Faculty Service Area Review Committee

Report submitted by: Jason Jarvinen

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We worked on short informational videos about discipline and individual FSAs. We reviewed a faculty application for an additional FSA.

Future Focus or Goals:

We plan to finalize our FSA Informational videos and submit a governance change request. We would like to change our meeting pattern. We will also work on recruiting additional committee members.

Learning Outcomes Subcommittee

Report submitted by: April Cunningham

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The SLO Co-coordinators worked with the Accreditation Coordinator throughout the summer, so this report includes updates from the past few months.

Summer 2024: The coordinators met regularly with representatives from Nuventive and college stakeholders to handle the transition from Nuventive Improve to Nuventive Platform. The coordinators carried out spot-checking, customization, and quality control to ensure that the data transferred correctly and that Nuventive Platform features worked as expected. The coordinators worked with a faculty user-group to test some Nuventive capabilities for displaying student assessment results gathered through Canvas. The coordinators also prepared spreadsheets to make it possible for SLO facilitators to reconcile differences between the official course and program learning outcomes (CLOs and PLOs) in META and the existing CLOs and PLOs in Nuventive. CLOs and PLOs can now only be updated in META and cannot be changed by users in Nuventive to ensure continuity going forward.

Fall 2024: Palomar opened Nuventive Platform for all users on September 10, 2024. The coordinators have worked with facilitators to complete the SLO reconciliation process that we developed in the summer.

Nuventive trainings offered: September 10, 11, 16, 19

Other presentations and trainings:

Nuventive demonstration at Senate, September 9

SLO Facilitators Training for SLO Reconciliation, September 10

Nuventive demonstration at Curriculum, October 2

Future Focus or Goals:

The coordinators and LOSC have three main goals for the next few months:

1. Further Nuventive Training - The coordinators will present at the Curriculum Committee meeting on October 2, the Chairs & Directors meeting on October 11, and an upcoming Senate meeting. The coordinators will also create Nuventive training materials that will be available on-demand.
 2. SLO Website Updates - The coordinators and LOSC members will work to update the SLO website to support the new Nuventive interface and new assessment procedures.
 3. Mapping CLOs to PLOs and ILOs in Nuventive - The coordinators will work with SLO facilitators to add and update mapping in Nuventive to connect CLOs to the PLOs and ILOs that they support. This is a step toward streamlining assessment by using results of CLO assessments to create a report of students' achievement of the related PLOs and ILOs.
-

Equitable Placement and Completion Committee

Report submitted by: Erin C. Feld

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

First draft of goals created: How best to encourage students to complete math and English in their first year.

Tutoring, study spaces, study skills, etc., to support their success in math and English (and how to maximize/ensure accuracy and efficiency of services)

Maybe a Skillshop requirement could be satisfied by attending tutoring.

College Success class taught by counselors – could continue as a cohort into an English/ Math class – consider learning communities

Programs especially for various programs like Promise, DRC, EOPS, etc.

Continue to develop on Goal 5 from 2022-2023

Look at messaging going to students in light of changes, work with counseling so it is consistent and accurate and understandable. Making class registration and FAFSA transparent and accessible to students.

Get input from students.

San Diego County or Region 10 summit for AB1705 to see what other colleges in the region are doing to be able to talk to other schools.

Placements programmed in PeopleSoft

All students see a counselor for an abbreviated ed plan with math and English

Finding a solution to the enhanced class or linked class in Math – get help from the committee to help with roadblocks.

Future Focus or Goals:

Will refine goals at the October meeting and set goals and workgroups on these goals.

Educators for Equity, Diversity & Cultural Consciousness (EEDCC)

Report submitted by: Michael Mufson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We were only able to meet once due to the 2nd meeting falling on the Native American Day Holiday. Our main topic was to orient new members of the committee, review our history, mission and current goals. We also discussed possible loss of funding for the Social Justice Community Festival.

Future Focus or Goals:

- Planning for the Social Justice Community Festival and/or other workshops and events.
- Review of TERB evaluation forms and process as they relate to DEIAA Competencies and Criteria
- Engagement with Palomar's Affinity Groups

Credit for Prior Learning

Report submitted by: Candace Rose

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Reminders for fall semester Credit for Prior Learning (CPL)

Deadlines: The last day for students to submit a CPL petition for Portfolio Review of Credit by Exam is October 21st.

The last day for students to submit a CPL petition for Industry Certification or Military Transcript is December 2nd.

Future Focus or Goals:

If faculty would like to discuss the possibility of creating CPL pathways into their program to promote enrollment and completions, or would like to add, update, or remove CPL eligibility for a course, please reach out to Candace Rose, CPL Coordinator at cpl@palomar.edu

Other updates:

Two Counselor-specific CPL information workshops are being offered this fall.

Julie Lanthier-Bandy is working with the CPL team to broaden our CPL message to students.

Kelly Helming in the ATRC is assisting us with our CPL website updates.

Polly Shafer, Jamie Moss and Bethany Contreras continue to help us improve our CPL processes and petition form for students and faculty.

Tutoring Committee

Report submitted by: Linda Phelps

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Elect committee chair; information and presentation by DRC for tutors and tutor centers highlighting support available by the DRC; information to be sent out to departments to add Tutoring as a link in course menus on Canvas.

Future Focus or Goals:

Next meeting will identify work groups and work group members.

Accreditation Steering Committee

Report submitted by: Adam

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The Accreditation Steering Committee met September 20. The meeting focused on two issues:

1. The Accreditation Writing Leadership Team (AWLT) updated the Committee on its progress toward the College's Midterm Report, which will be submitted in spring 2026.
2. AWLT shared with the Committee the revised questions for the Institutional Self Evaluation Report (ISER) that it will submit to ACCJC (the College's accrediting body) in 2029.

Future Focus or Goals:

The Accreditation Writing Leadership Team (AWLT) is focused on completing the Midterm Report and will consult with the Accreditation Steering Committee, as needed.

TERB

Report submitted by: Marquesa Cook Whearty

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

working on forms, committee assignments, discussion of possible contract changes, ECELS forms, TERB budget, Cognito.

Future Focus or Goals:

new forms for various department, test group for new forms, contract revisions, committee assignments, Fall24 course evaluations.

Governing Board

Report submitted by: Wendy Nelson
Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The public comments addressed concerns about classified employee vacancies, including the education centers, which are needed to support evening classes. There was also appreciation for the District's compensation for part-time faculty office hours. Concerns were also raised regarding the Student Health Fees. Dr. Rivera-Lacey, discussed efforts to combat FASFA fraud and the \$3 million HSI Department of Education grant awarded to support Palomar College. Amrik Johal, Dean of Student Life and Leadership, noted that Student Services has been working to welcome and support students. He mentioned the EOPS Department's 55th-anniversary celebration and potential delays in Financial Aid disbursements due to federal changes. Todd McDonald, Vice President of Finance, thanked his team for preparing the 2024-2025 budget and shared updates on campus safety drills and the Basic Needs Center. Anna Pedroza, Vice President of Human Resources, reported on Title IX training completion and upcoming antiracism training for all employees, and expressed her commitment to district-wide collaboration on classified hiring. Tina Recalde, Vice President of Instructional Services, discussed the District's work on adjusting classes to meet student needs, increasing enrollment, strategic enrollment management work and updates to Nuventive.

Future Focus or Goals:

EESSC

Report submitted by: Wendy Nelson
Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

- EESSC
- Sept. 9
- Changes to the Academic Review Committee Governance Structure that added more faculty was discussed.
 - Discussion about changes to the EESSC Governance Structure – adding Dean of the Student Life and Leadership and adding additional representatives from special interest groups.
 - EESSC reviewed the 23-24 goals. Some goals were achieved and were removed. Several goals were retained and revised.
 - Discussion about EESSC subcommittees contacts and how ensure reports are provided.
- Sept. 30
- Changes to the Academic Review Committee Governance Structure and EESSC Governance Structure were approved.
 - A revision of the goals was presented and aligned with the College Council Goals.
 - The governance self-evaluation survey results for EESSC was reviewed.

- The idea of a “College Hour” was discussed. Several questions were presented to help the committee consider if we want a college hour and what it might look like. EESSC will do research and take a recommendation to the College Council.
- Subcommittee reports: Faculty Position Priority Committee – this group is looking at the PRP questions for requesting a FT Faculty member, reviewing the information requested by disciplines last year and beginning the ranking of positions.
- The program Development, Revitalization, and/or Discontinuance committee has met and is working on updating the process and forms for new programs.

Future Focus or Goals:

College Hour, Goals

Budget Committee

Report submitted by: Wendy Nelson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Sept. 3

The committee discussed the 24-25 Adopted Budget. It was shared that the initial adopted budget for the year was \$160 million, and we received \$166.2 million. The increases were in the areas of interest, lottery and reimbursements. We started to discuss how the college will spend a portion of our reserves. There was discussion that the college needs to grow FTES and support the Vision Plan goals. There was a suggestion to add more classes and to hire more classified staff. Another recommendation was to develop a process (like the process used in the past by SPC) to allow groups to ask for one-time funding that aligns with the Vision Plan. No decisions were made at this meeting. Once the Budget Committee finalizes its recommendations it will bring recommendations to the College Council. A concrete timeline for decisions has not been determined.

Concerns were presented regarding problems with department budgets and how some accounts were drastically cut from last year. It was recommended that department chairs talk to their deans.

Sept. 17 Meeting

The committee continued its discussion of how to spend a portion of the reserves and to discuss issues with department budgets. The committee also spent time discussing some recent concerns with collecting and spending material fees.

Future Focus or Goals:

recommendations for spending budget reserves

College Council

Report submitted by: Wendy Nelson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The College Council only met once in September.

The council approved the new Non-Credit Advisory Committee Governance Structure. It also approved the new Governance Evaluation Task Force Governance Structure. The council developed goals at its summer retreat, and these were discussed for additional feedback. The council also discussed the need for more organization and training on chairing committees, committee membership management and reporting duties. The council also reviewed a new document titled the "Green Bar" that included a list of requested discussion topics for College Council.

Future Focus or Goals:

We will finalize our goals.

Distance Education Committee

Report submitted by: Kelly Falcone

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

CVC: Palomar is the 68th college to become a Teaching College in the CVC. DE Coordinator working with Instruction and Student Services to address some ongoing challenges with our courses in the CVC.

POCR: Received funding from Guided Pathways for the 24-25AY. Created and launched our POCR process for the year. Funding should cover about 35 faculty earning a Quality Review badge. Already had one person earn a badge with the new process.

Impact Support and Messaging: Launched Instruction Impact. This tool allows ATRC/DE to provide targeted messaging within Canvas and has added a new Support button on the lefthand side where users can access Canvas help guides aligned to the page they are on in Canvas.

DE Data Dashboard: A goal from AY 23-24 was to have IRP create a DE Data Dashboard. IRP is almost done with the dashboard and should be available to everyone soon.

Local Quality Review Badge in MyPalomar: We are working on a process to assign a QR badge within MyPalomar similar to the ZTC badge. This will ensure our local students can see the QR badged courses just like students who use the CVC Course Exchange.

DE/ID Newsletter: We invite feedback and ideas for the monthly DE/ID newsletter, please reach out to Kelly Falcone.

Distance Education Handbook: One of our goals from AY 23-24 was to create a DE Handbook. The DE Handbook is now available as a public Canvas course accessed at <https://palomar.instructure.com/courses/53335>

ACCJC RSI Rubric: ACCJC has developed a rubric that they are pilot testing to use for ACCJC observations of DE courses to see if the course meets RSI expectations. Faculty can provide feedback until November 15th.

RSI: Many colleges have received ACCJC Core Inquiries related to RSI. We need to identify a process for ensuring RSI in our DE courses.

New Canvas Functionality: Pope Tech Dashboard (accessibility), Smart Search, and Discussion Summary. Canvas is working on a new functionality that will allow faculty to have different due dates and points for discussions, be on the lookout for future updates. Khanmigo Teaching Tools will be coming to Canvas as well.

AP 4105 and DE Addendum: DE Committee is awaiting confirmation from VP Instruction on the review/approval of a revised AP4105. VPI paused the process to allow it to be reviewed by a consultant who has been hired to review BPs/APs. Upon approval, the DE Committee will work with Curriculum to update the DE Addendum.

Accessibility: Discussing strategies for how to support faculty in meeting the accessibility deadline of April 24th 2026.

DE Certification/RE-Certification: We need to develop a policy/process for how we rectify faculty to teach online. Most colleges have a recent process/policy and we do not.

Future Focus or Goals:

Goals:

1. Design and Launch a New POET Course
 2. Develop an RSI Policy and Process
 3. Develop a recertification process
-



Exhibit 4

Faculty Senate Constitution Survey Results

Constitutional Review
Committee (CRC)

Background

- + As part of our regular constitutional review process, Faculty Senate has been engaged in conversations about potential changes to:
 - Leadership Structure (e.g., PT representation)
 - Operational Changes (e.g., time/length of meetings)
- + These ideas have arisen from equity conversations and a desire to increase participation in the Faculty Senate.
- + Anonymous survey/poll was sent to all faculty (PT, FT) in Spring 24, deadline to complete was May 15th.
 - Current constitution and links to meeting minutes from previous discussions was provided directly within the survey for reference

Results

+ **Total Responses: 138**

- FT Faculty: 64% (n=87)
- PT Faculty: 36% (n=50)
- Average time to complete = 19 minutes and 58 seconds

+ **Question Categories:**

- Faculty Senate Representation
- Executive Council Position eligibility (FT vs. PT)
- Meeting date/time
- Familiarity of Faculty Senate
- Open comments

Should Faculty Senate convert some full-time seats to part-time seats?



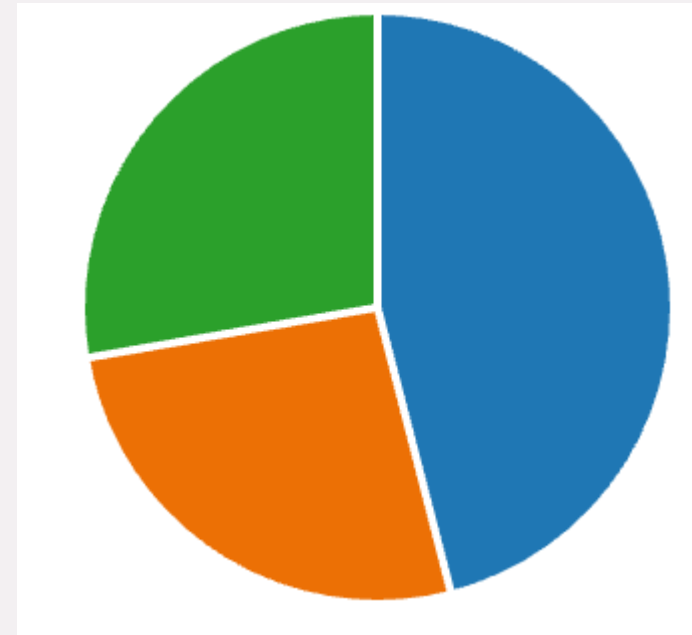
Should Faculty Senate increase the number of part-time seats?



If you answered "YES" to the above question (*should faculty senate convert some full-time seats to part-time seats*), what percentage of Senate seats should be held by part-time faculty?

- 'One way is to base it on the percentage of classes part-timers teach vs. full-timers. If part-timers teach 50% of the classes, they should have 50% of the seats.
- 'Could add seats in conjunction with converting seats. Ultimately, 50/50 sounds about right. There are far more PT, but FT teach more classes. Perhaps increase seats incrementally by 1-2/year. Or do FT/PT/At-large in thirds.
- 'The number should be equal to the percentage of courses taught by part time versus full time faculty.
- 'equivalent to the % of pt faculty to ft faculty
- It should be proportionate to the percentage of PT:FT employment at Palomar
- Part time % employed by college = % senate faculty seats.
- 25% minimum
- 20%-50%
- Convert enough full time seats so that the Senate has 50% full time and 50% part time representation.
- There should be at least one third of the members being part time
- I could see senate increase the number of senators to 30 and give 8 seats to PT Faculty for about 25% representation.
- Increase the total to 25% recognizing there may not be a desire from PT and they too have additional responsibilities that may fall out side Palomar
- I think the percentage of part-time faculty to full time senators should mirror the percentage on campus

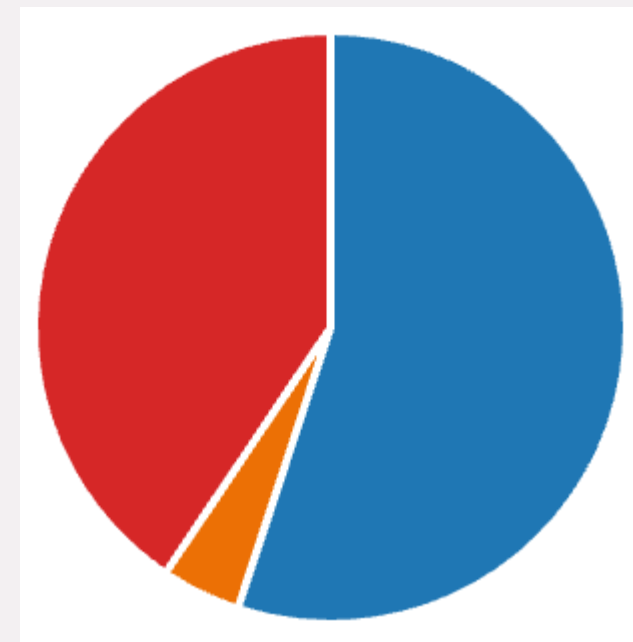
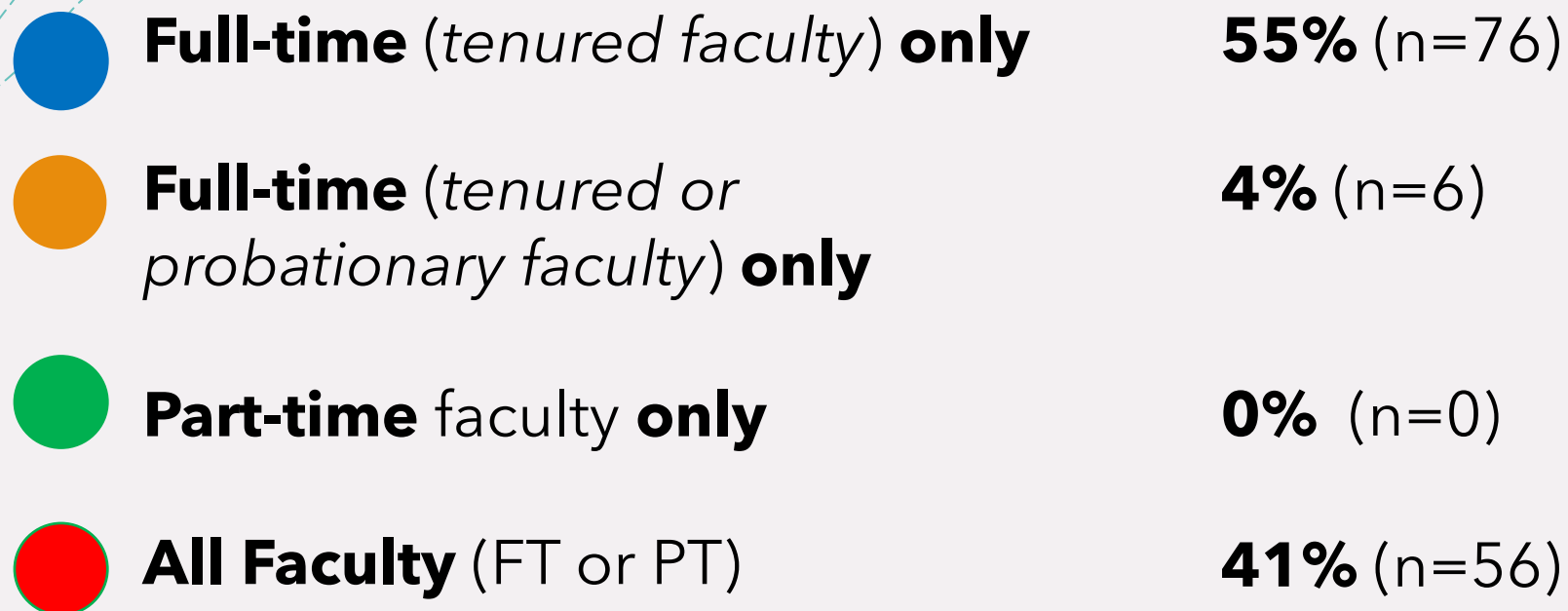
Should Faculty Senate add (or convert existing seats to) at-large senator seats that could be filled by either full-time or part-time faculty?



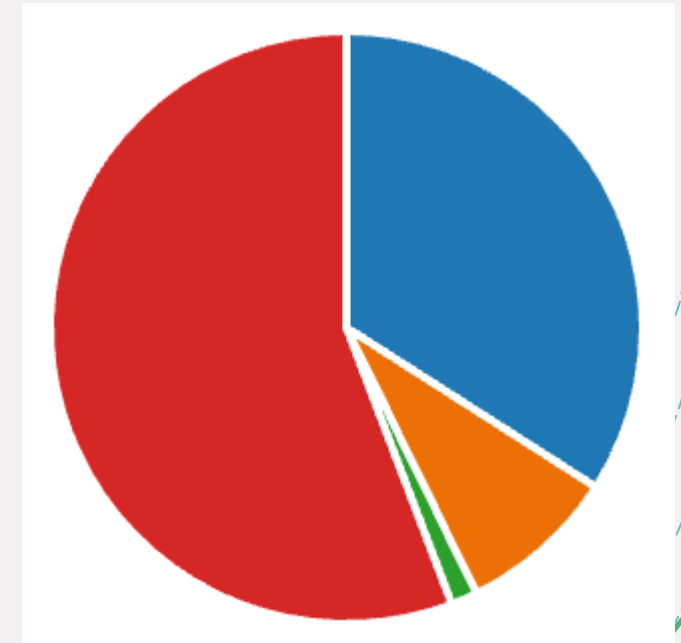
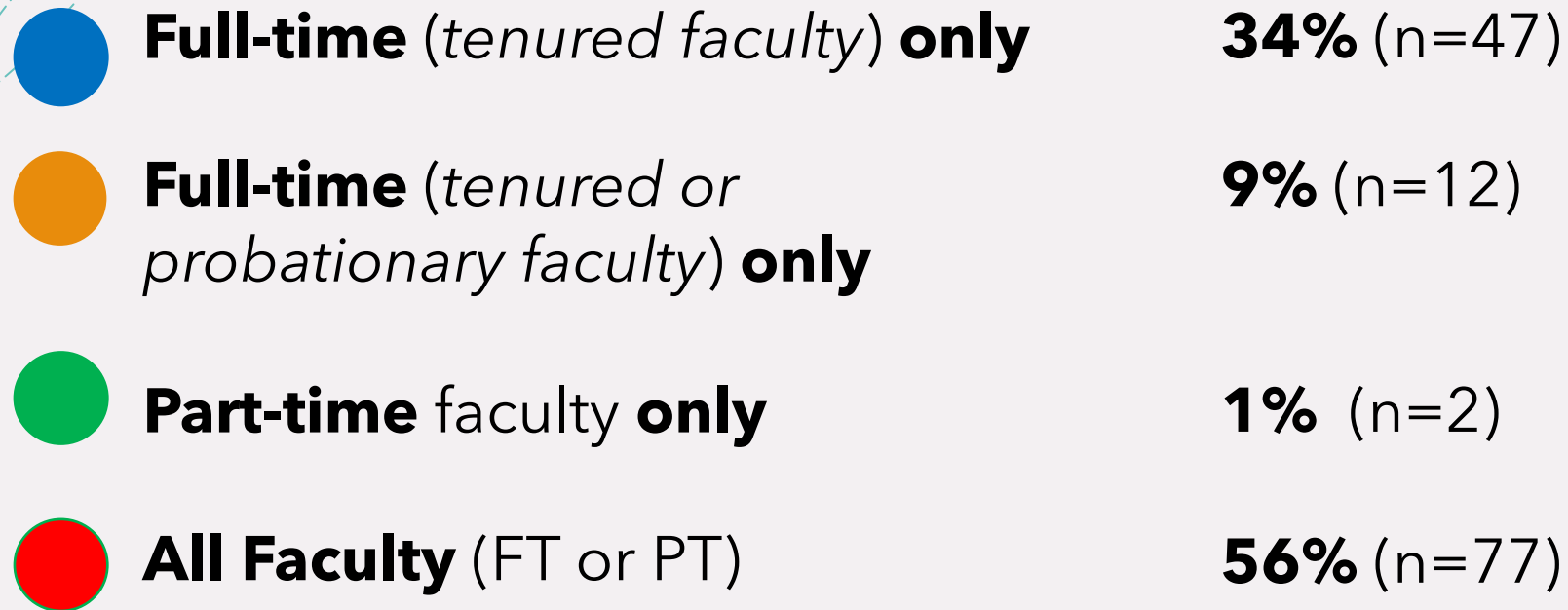
Comments about at-large seats and/or increasing number of PT Senators

- For the sake of equity part time faculty should have a bigger voice on the Senate
- I think it is best to provide more opportunity through at-large seats, but not reduce the number of FT faculty required to serve. We need our FT faculty to commit to the college and include their voices, so I don't want to see anything that reduces FT Faculty voices.
- I trust that the current senators understand the need better than the faculty at large.
- PT instructors so not have the same stake in the success of palomar as FT faculty
- I may end up repeated myself depending on the rest of the questions on this survey, but I think the issue of "equity" is a little off the mark here. I get from the conversations the Senate has had that proponents of this plan are making an analogy to the union structure, but there are some important differences. First, unlike academic and professional matters (the Senate's purview), the issues surrounding compensation and working conditions (union's main purview) are different in important ways between full- and part-time faculty. In other words, it makes sense to have significant representation for both groups. That's not really the case with the matters the Senate oversees. Second, the push for "equity" among part-time faculty is a little misguided because their relationship to the institution is fundamentally different from full-time faculty. I know that nobody wants to say that, but it's true--part-time faculty may not be working for Palomar and yet, with greater governance representation, they may be making important decisions that they will neither be affected by nor bound to. Third, the number of active part-time faculty relative to their total numbers at the school is miniscule. Proponents of this "equity" have a bad habit of making false equations between the participation rates of part-time and those of full-time.
- I'd like to see more part-time representation. At-large seats is one idea to do that, so long as full-time status does not get priority. Otherwise, we should set aside more seats for PT.
- Ideally, seats should be divided equally: 1/3 FT, 1/3 At-Large, 1/3 PT.
- Add at large full-time seats but don't make them part-time or full-time, just full-time.
- It's already a challenge to fill all existing seats so adding more Senators doesn't seem like a smart idea. Work on making the Senate more appealing to all faculty. Part of the issue is that the same people tend to dominate the conversation. Perhaps term limits or department representation might help improve that.
- I think that if you have had trouble filling part-time seats, you should not add more unless they could be filled with full-time if no part-time applies. Don't make the Senate bigger.
- In my experience Senate has a hard time filling seats so any faculty (FT or PT) who is interested should get the chance to serve.
- I'm not sure how many adjunct faculty have the time or the interest in serving on senate, so adding seats that can be filled by either PT or FT seems like the more practical choice for getting PT voices on Senate -- without the complications that could arise if the PT seats weren't filled.

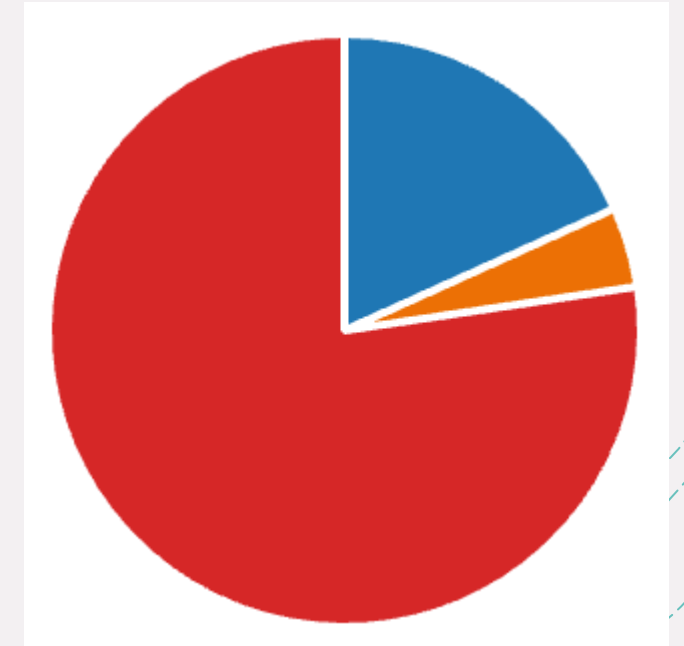
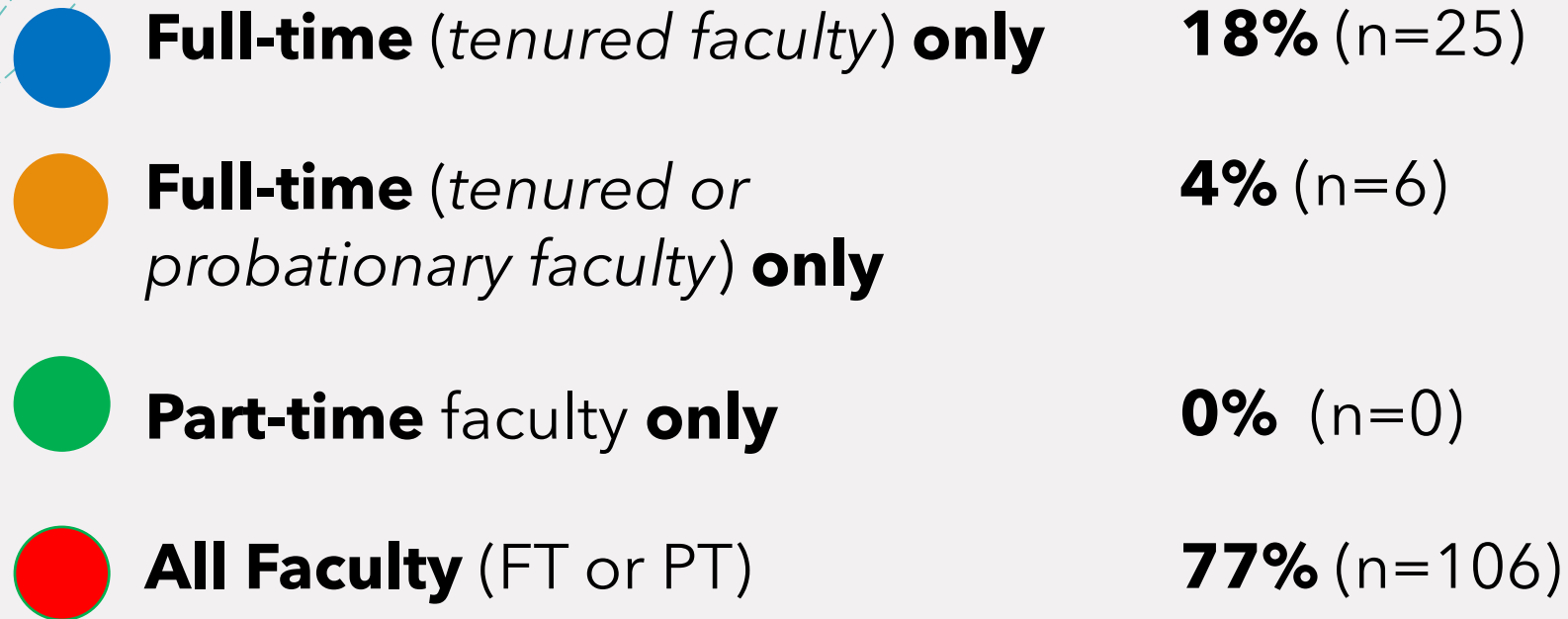
President position eligibility



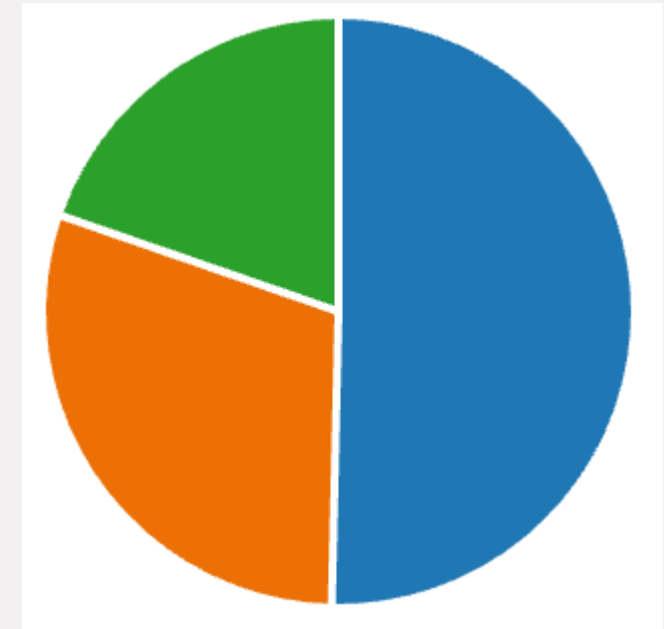
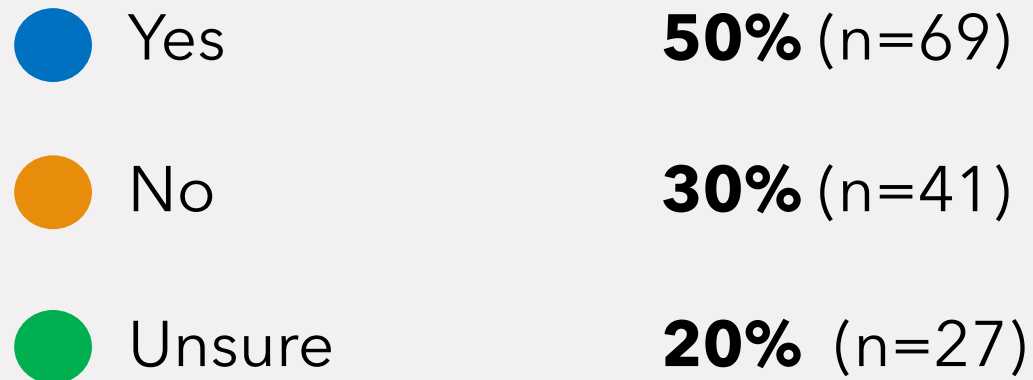
Vice-President position eligibility



Secretary position eligibility



Do you think Faculty Senate should consider moving to a Full-Time/Part-Time Co-President model? *For example, PFF currently has a full-time/part-time co-president structure.*



Comments about leadership structure

- We have very small percentage of part time faculty that are interested in and able to participate in college governance. This gives this small number of people a disproportionate voice on our campus. All at large seats should be available to everyone. Hopefully our part time faculty are able to find full time positions here or elsewhere, but losing them when they are in a position of leadership would be disruptive.
- I like the idea of Co-Presidents f/t and p/t.
- The time commitments for leadership require excess of what is covered in the release time, posing a burden on PT
- The idea of a Co-president model is really interesting, however I am not sure we are ready for that yet. I would prefer to see the VP or Secretary position being open to PT for now and then in the future move towards the co-Presidency model.
- It is an interesting concept that will provide a more equitable approach to decision making that effects ALL faculty
- Absolutely No Vote on a co-president model. It will continue to divide us along FT vs PT lines.
- I love the idea of a co-president model! I know some people worry that part-timers or probationary faculty don't speak as freely, but it is ridiculous and unfair to assume that's the case for everyone. We are electing people who we trust will speak up regardless. If we don't think that particular person will speak up when needed, we won't elect them.
- Moving to a full-time/part-time co-President model would help to ensure that part-time faculty have a consistent voice in the work of the Senate.
- Equitable compensation needs to be given to PT faculty in Senate Leadership, just like PFF does.
- I think these positions needs to be held by people who are fully tenured and thus protected when directly engaging with administration
- I don't see how adding a PT Co-president will improve the Senate or benefit the faculty. It feels more like a move just for show.
- Due to high turnover and the decreasing number of FT tenured faculty, the college must develop a succession plan that encourages committee involvement instead of discouraging it.
- Needs to be more inviting towards faculty of color.
- I agree that a full-time instructor has more at stake in the long run and thus only tenured full-time instructors should be eligible for president. But part-timers who are willing to serve should be able to get the other positions. That way part-timers can show their commitment which will help their hiring prospects.
- How will PT faculty be compensated for their time? And what if PT faculty is serving on one of these roles but doesn't have a teaching assignment at Palomar? Tenured FT faculty have the experience and job security which I think is needed for these key positions

Does the meeting time/day influence your interest in serving on Senate?

● Yes

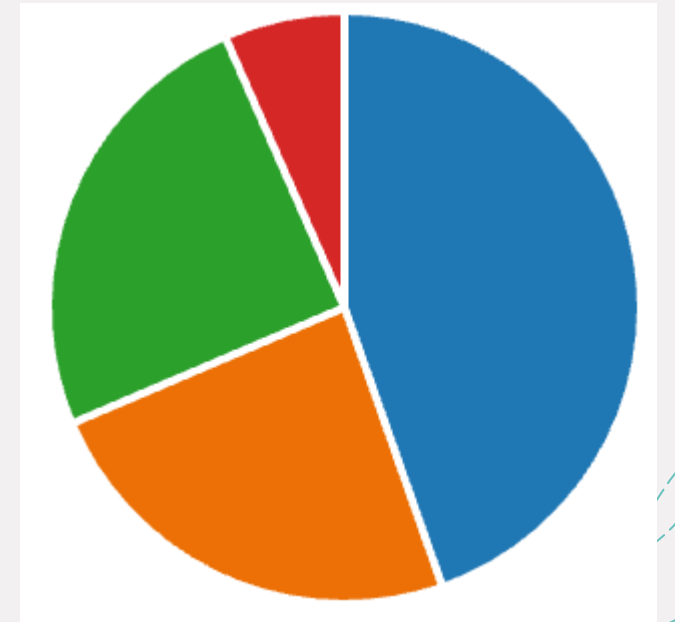
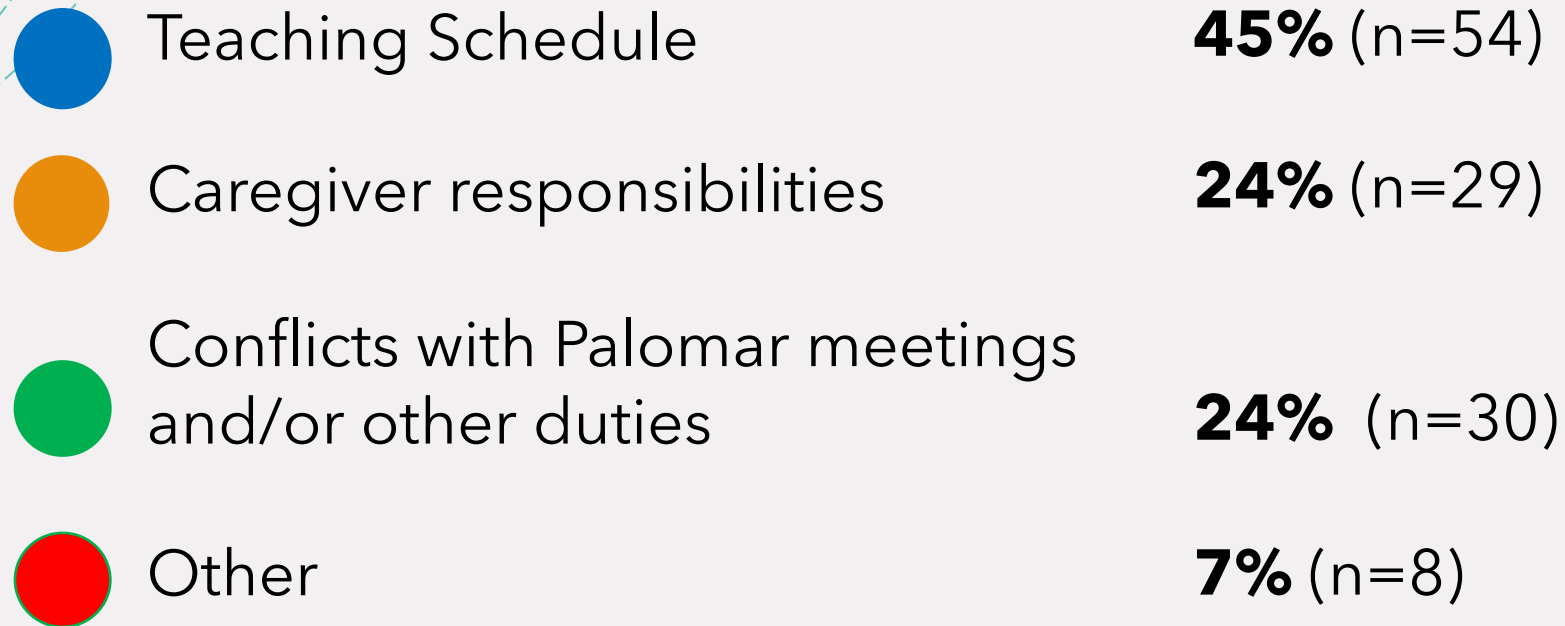
51% (n=70)

● No

49% (n=66)



If this meeting time does not work for you, please indicate reasons why (select all that apply)



Should Faculty Senate consider moving to a twice-a-month, three-hour meeting schedule?



Comments on Faculty Senate meeting date/time structure

- Having served many years in Senate, it is a time-consuming burden. Then, senators are expected to serve on the myriad of subcommittees. Due to large number of preps, lack of adequate ADA coverage, and pressure recruit for our classes rather than see them cancelled, it is challenging to dedicate this amount of time.
- There are too many senate meetings. We get too many constant emails that it is really hard to keep up with. I think two meetings a month means half the email communication and I would be more likely to actually read the agenda and minutes. It just feels overwhelming how often the senate meets.
- This may allow for more items to be completed as time does run out in the other format and items get pushed back up to several weeks
- Either way, it's a huge time commitment. Anyone taking on new classes or teaching a wide variety of classes (not just different sections) is going to be wary of joining.
- 1/3 of all childcare facilities closed and never re-opened with the pandemic. Most K-12 public school districts eliminated free after school childcare, and only a few offer it at a cost. Meetings that take place when schools release (3pm on average) eliminate faculty who are parents, especially PT faculty who struggle to afford childcare (average monthly cost in SD county is \$3k/month), especially if required to attend in person.
- Meeting weekly is a lot, so anything that moves from weekly would be good. But also be purposeful when scheduling visitors so they don't have to sit through whole meetings for a few minutes they are asked to come.
- How about twice-a-month for two-hour meetings. The meetings could be shorter if they were more efficient. Also, there are a lot of other potential commitments that the Senate asks of its Senators.
- Fewer meetings even with longer hours is preferable, but moving outside of daytime class hours and advocating for online senator participation are the most important possible changes.
- PFF meets twice a month and that seems to work very well for the union. It gives time for issues to be brought forward, thought about and presented without rushing it to be weekly.
- When I served on Senate, meetings most always lasted the entire scheduled time as we went through the agenda. I'd be very surprised if the workload has been halved in order to move to twice a month sessions.
- Maybe have a trial semester with a twice-a-month, three-hour meeting schedule to determine the effectiveness of the change.
- The challenge with moving to bi-monthly is that sometimes decisions need to be made quickly. Waiting two weeks for a decision could be problematic.

Faculty Senate Goals 2023-2024

Goal 1: Keep the faculty of Palomar College informed through intentional communication and providing opportunities for faculty and student voices to be included.

- To ensure faculty stay informed about important work being discussed and implemented through shared governance, all Committee Chairs or Senate Representatives will provide monthly reports to the Faculty Senate.
 - Once a month, the senate will send out a newsletter to faculty to share information from the reports, as well as topics of importance from the Senate.
 - Once a month, all reports will be reviewed and discussed as a Senate Agenda Discussion Item
- As a large-scale impact to the college, the chair of the AB 928/1111 committee will provide an update to the Faculty Senate monthly through a Senate agenda discussion item.
- To connect the work of the Palomar Faculty Senate to the work of ASCCC, ASCCC resolutions and ASCCC liaisons will be incorporated into regular meetings as agenda items.
- To ensure there is continual opportunity for faculty to share their thoughts and feedback with faculty leadership, the Senate will work with the PFF to develop an annual faculty survey to inform the ongoing work of the Senate and PFF.

Goal 2: Clarify faculty responsibilities to ensure that we are meeting the needs of the students and the institution.

- To address equity among the workload and amount of reassignment time of faculty reassigned time positions, the senate will conduct an analysis of the roles, responsibilities, committee membership, and overall workload of the senate reassigned time positions and provide a report to the faculty senate for discussion.
- To address questions and concerns around faculty responsibilities for office hours, syllabi content, and participation in shared governance, the faculty senate will work with the PFF to draft language to communicate responsibilities to all faculty.
- To better understand faculty participation in shared governance and possible opportunities for improvements, the senate will conduct an analysis of historical participation of FT and PT faculty in shared governance.

Goal 3: Work with EEDCC and the CDO to clarify the role of the Faculty Senate in the completion of College DEIAA initiatives to better serve Palomar's student population, the institution and the community.

- To ensure the Faculty Senate is taking the appropriate actions to support and implement the colleges' DEIAA initiatives, EEDCC will provide the Faculty Senate with clear and specific recommendations based on the 10+1 of the Senate's roles and responsibilities in supporting Colleges' DEIAA initiatives.
- Work with CDO to help develop college wide DEIAA goals.

Retreat Discussion on Faculty Senate Goals	<u>Like?</u> <u>Yes/No</u>	<u>Create a</u> <u>Goal/Objective</u>	<u>Activity</u>	<u>Should it go to a</u> <u>subcommittee</u>
Examine Academic Probation Policies and Language.				
Greater emphasis on committee reports. Consider abridged reports.				
Work with PFF to clarify faculty responsibilities.				
More faculty to participate in shared governance.				
Need to conduct an analysis of faculty participation.				
Consider asking presenters to pre-record presentations and then attend meetings for discussion.				
Align agenda to Faculty Senate goals.				
Senate should delegate operational work to committees.				
Less presentations and more focus on goals.				
More time evaluation ASCCC Resolutions				
Work with PFF on a yearly survey of our faculty.				
Report on Analysis of reassigned time positions.				
Work with EEDCC on DEIAA goals.				
Need more clarity around meeting the needs of our students. How do we evaluate what they need?				
Align class offerings with student needs.				
Strategic Enrollment Management				
Need more student voice - develop a mechanism to gather it				
Create a Faculty Manual				
Try to get administration to answer our questions				