



MEETING
2024-12-02
EXHIBITS 1-10

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, Dec. 2, 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, 11-18-24

B. Constitution/Bylaw Split, review & public comment (Exhibit 1), Shmorhun

C. Action

- a. Curriculum, (Exhibit 2 & 3) Mellos
- b. Classified Hiring Resolution, (Exhibit 4), Falcone, Lawson, Siminski
- c. Election Faculty Senate Vice President

D. Discussion (10 minutes each)

- a. Finalize Senate subcommittees for Brown Act implementation. (Exhibit 5)
- b. Faculty Senate Goals 2024-2025, (Exhibit 6), Nelson

E. Information (5 minutes each)

- a. ASG Report, Santo Chamorro, ASG Representative
 - i. Update on ASG activities.
- b. AP 3000 feedback, (Exhibit 7), CDO, Nichol Belisle
 - i. Review and provide feedback on AP 3000.
- c. EESSC Honors Program ad hoc committee, Nelson
 - i. Feedback on ad hoc committee membership.
- d. ASCCC Hayward Award, (Exhibit 8), Nelson
 - i. Review award requirements and possible nominations.
- e. DE Coordinator job description, (Exhibit 9), Falcone
 - i. Review edits to the current job description.
- f. Committee & Council Reports, (Exhibit 10) Nelson
 - i. Share reports from October meetings.

F. 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
November 18, 2024

APPROVED

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

ABSENT: Gene Gushansky, Jason Jarvinen, & Lakshmi Paranthaman

GUESTS: Erin Feld, Aundrea Tavakkoly

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

Aundrea Tavakkoly, a Palomar College physics instructor, voiced concerns regarding enrollment issues in the engineering department. Specifically, she noted difficulties in:

- a. Securing new sections for capstone courses despite student demand and waitlists.
- b. Documenting the need for wait-listed students to prevent under-enrollment.
- c. The potential loss of funding if students are forced to transfer to other colleges due to a lack of course availability.

ANNOUNCEMENTS

Senator Parenti circulated academic integrity promo cards, encouraging faculty to display them on syllabi, websites, or Canvas pages to increase awareness and website traffic.

Senator Lawson announced information regarding AP 3415, which pertains to immigration enforcement activities, emphasizing the need for faculty training and access to information.

Senator Mufson announced the following music events:

- a. Thursday, November 21st- 12:30pm – Concert Hour with Robin Adler.
- b. Friday, November 22nd – 12:30pm – Applied music recital.

President Nelson mentioned difficulties some faculty members were encountering scheduling online proctoring. She highlighted concerns about funding limitations and the potential need for in-person proctoring options.

President Nelson announced the ASCCC resolutions have been distributed to the senate members.

President Nelson notified the Senate of her new position as Associate Dean of Workforce Development and Extended Studies, a one-year interim role she would begin in January, necessitating the election of a new Faculty Senate President.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

MSC: Pearson/Doyle Bauer

Faculty Senate to approve the minutes for the November 4, 2024 meeting.

The motion carried.

ACTION

A. Curriculum, (Exhibit 1&2) Mellos

MSC: Mufson/Pearson

Faculty Senate approval of the curriculum action from the November 5th curriculum meeting, excluding item I.1.f.

The motion carried.

MSC: Pearson/Doyle Bauer

Faculty Senate to table changes to the governance structure to the curriculum committee.

The motion carried.

B. Committee on Committees (Exhibit 3), Zavodny

MSC: Zavodny/Shmorhun

Faculty Senate approval of the results of the ballot for committee confirmation.

The motion carried.

GE Subcommittee: Faculty, Area 6 Ethnic Studies – **Benjamin Adams**

Moved from Information:

MSC: Falcone/Doyle Bauer

Faculty Senate approval of Beth Pearson as the Faculty Senate President, starting in January through the conclusion of President Nelson's term.

The motion carried.

INFORMATION

A. ASG Report, Santo Chamorro

Santo Chamorro, ASG Representative, reported that members of the ASG will be attending an upcoming SSSCC Advocacy Academy in Sacramento.

B. Impending Faculty Senate President Vacancy, Pearson

The Senate discussed replacing President Nelson as Faculty Senate President due to her new position as the Associate Dean of Workforce Development and Extended Studies starting in January.

Discussion Points included:

- a. **Need for a Replacement:** Nelson's departure created the need for the Faculty Senate to select a new President.
- b. **Nomination:** Senator Beth Pearson was nominated by Senator Shmorhun for the role of Faculty Senate President – Seconded by Senator Doyle Bauer.
- c. **Beth Pearson's Acceptance:** Pearson accepted the nomination.
- d. **Term of Office:** Discussion clarified that the replacement would serve for the remainder of Nelson's two-year term.

MSC: Falcone/Doyle Bauer

Faculty Senate approval to move the vote to action with the start date for the new Faculty Senate President in January.

The motion carried.

C. Committee Update, (Exhibit 4) Zavodny

Anastasia presented data on Faculty Senate committees.

Discussion points included:

- a. The large number of committees relative to other colleges and the challenge of tracking their activity and membership.
- b. Declining faculty participation rates over the past few years.
- c. The need for committees to comply with the Brown Act.
- d. The senate discussed streamlining the committee structure, considering collapsing or eliminating some committees and developing a digital repository for agendas and minutes.

D. Classified Hiring Resolution, (Exhibit 5) Falcone, Lawson, & Siminski

Falcone, Lawson, & Siminski presented a draft resolution addressing concerns regarding classified hiring practices. Specific points included the sweeping of budgets for vacant classified positions, delays in filling essential positions, and the lack of transparency and communication in the hiring process.

Discussion points included:

- a. Adding specific date ranges to requests for historical data.

- b. The appropriate recipient(s) for the resolution.
- c. Setting a reasonable deadline for a response.
- d. The collapsing or rewording of some questions.

The draft resolution will be revised based on feedback and brought back for approval at the next meeting.

DISCUSSION:

A. Constitution/Bylaws Discussion and Voting Timeline.

President Nelson proposed a tentative timeline for the constitution and bylaw vote, which included:

- a. Distributing an email with an overview and feedback form.
- b. Presenting changes at the December 2nd Faculty Senate meeting.
- c. Holding a special meeting on December 5th for further discussion.
- d. Conducting the vote from December 9th through 18th.

A consensus was reached to proceed with the initial steps of the timeline (email distribution and December 2 meeting presentation) and reassess the need for a special meeting based on faculty feedback and engagement.

B. Faculty Senate Goals 2024-2025, (Exhibit 7) Nelson

Tabled.

C. Instructional Updates, Nelson

Falcone commented on the need to address these updates. She suggested a faculty only meeting to hear faculty voice regarding strategic enrollment management.

ADJOURNMENT: The meeting was adjourned at 3:55 pm.

Respectfully Submitted,


Michael A. Mufson, Secretary

Exhibit I

Exhibit 1 FacultySenateConstitutionSplit_InformationSheet2024.pdf

Palomar College Faculty Senate Constitution-Bylaw Split Information Guide

Introduction— Since fall 2022, Faculty Senate has been engaged in several campus-wide discussions related to updating governing documents (e.g. the Constitution) based on ASCCC (Academic Senate of the California Community College's) [guidance](#). Out of the 115 California Community Colleges, Palomar is currently one of four that has yet to separate Faculty Senate governing documents into the Constitution and Bylaws. The Constitution was last updated November 1st, 2021.

What is a Constitution?

- Provides the basic structure and authority of the Faculty Senate
- Should include at the minimum:
 - Purpose of the senate and source of authority
 - Elected officers of the senate with basic duties
 - Basic organization of the senate
 - Process for amending the constitution
 - Basic provisions for election (e.g., frequency, when held)
 - Parliamentary authority used (e.g. Robert's Rules of Order)

Any amendments to the Constitution must be approved by a campus-wide 2/3 vote of all full-time faculty.

What are Bylaws?

- Provide the operational structure of the senate consistent with the provisions of the Constitution
- Cannot supersede the Constitution
- Should include at minimum:
 - Executive committee membership
 - Committee names, membership, and process for selecting chairs/membership of committees
 - Duties of officers and committee chairs
 - Election procedures and filling of vacancies
 - Process for amending bylaws

Any amendments to the Bylaws must be approved by a 2/3 vote of the faculty senate.

Proposed Constitution/Bylaw split on next page

Proposed Faculty Senate Constitution/Bylaw Split

Constitution (proposed sections)

Article 1: Definition of Academic Faculty

Article 2: The Faculty Senate of Palomar College

- **Section 1: Nature and Power**
- **Section 2: Senate Duties**

Article 3: Right of Petition of the Faculty Body

Article 4: Faculty Council (*Composition and duties*)

- **Section 1: Officers** (*Eligibility and duties of President, Vice President, Secretary, Past President, President-Elect*)

Any amendments to the Constitution must be approved by a campus-wide 2/3 vote of all full-time faculty

Bylaws (proposed sections)

Article 1: Code of Ethics (*standards of ethical conduct for faculty members*)

Article 2: Faculty Senate Membership and Composition (*operational structure*)

- **Section 1: Composition** (*of faculty senate body*)
- **Section 2: Eligibility** (*for faculty senate body*)
- **Section 3: Terms of Office and Method of Election** (*for faculty senate body*)
- **Section 4: Meetings** (*duration and time of Senate meetings*)
- **Section 5: Committees**
- **Section 6: Code of Ethics as Applied to Faculty Senate**
- **Section 7: Opinion Polling**
- **Section 8: Right of Petition of the Faculty Senate**
- **Section 9: Granting of Emeritus Status**

Article 3: Constitutional Review (*members of senate appointed to regularly review constitution and make recommendations of improvement based on advice of members of the Senate*)

Article 4: Right of Petition of the Faculty Senate

Any amendments to the Bylaws must be approved by a 2/3 vote of the faculty senate

Exhibit 2

November 20, 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. Drone Applications and Technologies	GCI	A.S.	25-29	Updating associations to historical course proposals. Effective fall 2024. Removed GEOG 110 and replaced with GCI 140 or PHOT 120, and also removed GEOG 197 and replaced with GEOG 145 as requested by professor Wing Cheung in response to advisory committee recommendations. Effective fall 2025.	Mark J. Bealo	
B. Fire Technology - Emergency Management	FIRE	A.S./C.A.	33	Updated electives and ensured a certificate could be obtained after taking the program courses. For a degree, a student must then take electives and general education.	David Miller	
C. Gender, Sexuality and Women's Studies	SOC	A.A.	22-23	Updating associations to historical course proposals. Effective fall 2024. To align this program to articulate with transfer institution (CSUSM) we propose the following changes: 1. Eliminate ENG 280 and COMM 105 as core requirements. 2. Make SOC 115, SOC 135, SOC 175, SOC 180 and HIST 130 required courses. 3. Eliminate SOC 125, PSYC 130 and PSYC 135 as electives. 4. Add GBST 101, ANTH 105, GEOG 105 and GEOG 103 as electives. 5. Change the name of the program to Gender, Sexuality, and Women's Studies.	Catherine Gwin	
D. Mechanical Engineering Drafting and Design Technology	DT	A.S./C.A.	27	DT 117 is being deactivated. DT 117 is being replaced with MACH 117 in this AS Degree. MACH 117 is currently "In Review" in META. Machining Technology is the more appropriate department to be offering the 117 class.	Anita Talone	
E. Political Science	POSC	AA-T	19-20	Updating associations to historical course proposals. Effective fall 2024. Update for Cal-GETC per Chancellor's Office eff. fall 2025. C. Kearse Reflected removal of POSC/LS 240 cross listing. (LS 240 remains.) Added POSC 103 and changed List B to include Ethnic Studies. eff. fall 2025. V.Mellos	Peter Bowman	

I.2. ACTION: New Noncredit Courses - effective fall 2025										
	Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	Item pulled									
B.	Item pulled									
C.	Item pulled									
D.	Item pulled									
E.	Item pulled									
F.	Item pulled									
G.	Item pulled									
H.	N NUTR	920	Food and Culture	No	Yes	P/NP	No	The purpose of this proposal is to mirror a credit course, NUTR 120, to add the option for non-credit enrollments.	No	Solange Wasef

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I.	N	NUTR	965	Introduction to Human Nutrition	No	Yes	P/NP	No	The title of the course, catalog description, course outline, course objectives, No and assignments have been modified. The textbook has been updated. This course has always had a strong interdisciplinary emphasis within multiple biological and life sciences as they are essential to the study of nutrition, and the lead faculty member holds undergraduate degrees in both Chemistry and Biochemistry. However, the scope of the topics covered were not previously outlined in the COR as clearly as this update demonstrates. Additionally, a stronger emphasis on the scientific method was added along with a related assignment.	No	Solange Wasef
J.	N	READ	921	Reading Across the Disciplines	No	Yes	P/NP/S	No P	Research is showing that students are not coming to college with the reading No skills needed to succeed in college. Some sources on that include: https://www.chronicle.com/article/is-this-the-end-of-reading?sra=true and https://crpe.org/wp-content/uploads/CRPE_SOS2024_FINAL.pdf To help students at Palomar, this course will work with students in small group class sessions to help them improve their classroom performance by working closely on their reading concerns and skills in a variety of classes and a variety of texts. The intent is to offer this class in short sessions during the semester to give students very focused skills to use in specific classes they are taking. Those skills can then be transferred to other reading situations they encounter - academic and non-academic. The focus will be on the application of explicit, inferential, and critical reading and vocabulary strategies in addition to study skills for specific content classes. The strategies and skills covered include (but aren't limited to): preparing for tests or writing assignments, note-taking strategies, retention strategies, vocabulary strategies, developing outlines, paraphrasing, understanding jargon, and reading graphics.	No	Erin Feld

I.3. ACTION: Credit Course Changes - effective fall 2025											
Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad.	Open	Justification			Reqs.	Originator

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Curriculum Committee Actions

A.	AJ	106	Ethics in Administration of Justice	CSU	Yes	G/P/NP No	Course name change to include other professions within the profession of Administration of Justice course description to include DEIAA and to include ethics in other professions within the Administration of Justice Course SLOs to include DEIAA and to include ethics in other professions within the Administration of Justice course objectives to include DEIAA and to include ethics in other professions within the Administration of Justice Course Outline of Instruction to align with SLOs and Course objectives Textbook information updated and to include OER and ZTC options	No	Michelle Soria
B.	AJ	110	Basic Criminal Investigation	CSU	Yes	G/P/NP No	Catalog Description: To update the course and include real-world scenarios and the concept of pursuing justice in changing and diverse societies, adding DEIAA. Student Learning Outcomes: To include DEIAA in the outcomes and to update the learning outcomes Specific Course Objectives: To include DEIAA in the objectives and to update the course objectives Content in Terms of Specific Body of Knowledge: to align with the proposed curriculum outline and body of knowledge for the course with the SLO and the Course outcomes. Textbooks- to update the course textbooks, add the option of ZTC and OERs for the course.	No	Michelle Soria
C.	AT	100	Introduction to Automotive Technology	CSU	Yes	G/P/NP No	1. Course Title 2. Course Description	No	Luz Ferro
D.	AT	110	Automotive Engine Performance	CSU	Yes	G/P/NP No	1. Course Title 2. Course Description 3. Pre-requisite	<u>Prerequisite: AT 100 and AT 105</u> Corequisite (Course required to be taken concurrently): A T 110L	Luz Ferro

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E.	AT	115	Automotive Fuel Injection and Fuel Systems	CSU	Yes	G/P/NP No	1. Course Description 2. Pre-requisites	<u>Prerequisite:</u> AT Luz Ferro <u>100 and AT 105</u> Corequisite (Course required to be taken concurrently): A T 115L
F.	AT	120	Automotive Transmissions, Transaxles, and Drive Lines	CSU	Yes	G/P/NP No	1. Course title 2. Course description 3. Pre-requisite	<u>Prerequisite:</u> AT Luz Ferro <u>100</u>
G.	AT	130	Automotive Brake Systems	CSU	Yes	G/P/NP No	1. Course Title 2. Course Description 3. Pre-requisite	<u>Prerequisite:</u> Luz Ferro (<u>Completion of, or concurrent enrollment in</u>): AT 100
H.	AT	135	Automotive Suspension, Wheels, and Steering Systems	CSU	Yes	G/P/NP No	1. Course title 2. Course Description 3. Pre-requisite	<u>Prerequisite:</u> Luz Ferro (<u>Completion of, or concurrent enrollment in</u>): <u>AT 100</u>

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I.	AT	210	Automotive Specialized Electronics	CSU	Yes	G/P/NP No	1. Course title 2. Course description 3. Pre-requisite (Add AT100) 4. Change AT105 "Recommended preparation" to AT105 "Pre-requisite" AT 210 is an advanced "Sequential Course" that follows AT 105 Electricity & Electronics. AT 100 Objectives: -Basic theory and operation of the automobile -Cooling and lubrication systems -Fuel injection systems -Ignition systems -Introduction to basic electricity (batteries, starting, charging systems) AT 105 Objectives: Electrical and electronic systems Basic electrical theory Wiring diagrams Introduction to body control modules and computer networks AT 110 (Recommended Preparation) Objectives: Description and operation of conventional and electronic ignition systems Sensors and actuators Computerized engine controls	Prerequisite: AT 100 and AT 105 Recommended Preparation: AT 105 AT 110	Luz Ferro
J.	BMGT	115	Organizational Theory and Design	CSU	Yes	G/P/NP No	Updated DE, SLOs, assignments, and minimum qualifications per course comparison report (bm).	No	Brian Roppe
K.	CFT	143	Decorative Box Making	CSU	Yes	G/P/NP No	change course prerequisite of CFT 105 to CFT 100. We have discovered through experience that students do not need the advanced skills gained in CFT 105 to be successful in this course. CFT 100 is a more appropriate prerequisite. This change would remove a barrier and open the course up to a wider cohort of students. Minor rewording of SLO 1 at the suggestion of the SLO coordinator.	Prerequisite: CFT 105 CFT 100	Jordan Clarke
L.	CSNT	160	Cisco Networking	CSU	Yes	G/P/NP No	Updating this course content body of knowledge to accurately reflect industry training and certifications.Added textbook.	Prerequisite: CSN T 110 Recommended Preparation: CSN T 111	Nicholas R Green
M.	CSNT	181	Hacker Prevention/Security	CSU	Yes	G/P/NP No	Changing hours and units to reflect the rigor of the course according to industry standards and adding more lab hours as this is a hands on lab class. Updated minimum qualifications. Added more methods of instruction. Updated DE Addendum and SLOs.	No	Nicholas R Green

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N.	EME	105	EMT Prep	CSU	Yes	G/P/NP	No	It is best to separate the lecture and lab and create an EME105L course that will be the corequisite to EME 105.	<u>Corequisite:</u> <u>EME 105L</u>	Sarah Desrochers
O.	GCIP	158	Small Unmanned Aircraft Systems Procedures and Regulations	CSU	Yes		No	This proposal is being submitted to de-crosslist GEOG/GEOL/GCIP 158, so it will only be GCIP158 starting Fall 2025.	No	Lillian S. Payn
P.	JOUR	105	College News Media Production 1	CSU	No	G/P/NP	No	The title change fits better in the statewide landscape. It also has a new, zero-No cost textbook. This course is also a part of the state's Journalism Transfer Degree. The DE option was removed.		Erin Hiro
Q.	JOUR	205	College News Media Production 2	CSU	No	G/P/NP	No	Updated title. This course is being updated to reflect minor curriculum changes and a new name that fits better in the statewide landscape. It also has a new, zero-cost textbook. This course is also an elective in the state transfer degree for journalism. The DE option was removed.	No	Erin Hiro
R.	JOUR	210	College News Media Production 3	CSU	No	G/P/NP	No	Updated title. This course is being updated to reflect minor curriculum changes and a new name that fits better in the statewide landscape. It also has a new, zero-cost textbook. The DE option was removed.	No	Erin Hiro
S.	JOUR	215	College News Media Production 4	CSU	No	G/P/NP	No	Updated title. This course is being updated to reflect minor curriculum changes and a new name that fits better in the statewide landscape. It also has a new, zero-cost textbook. The DE option was removed.	No	Erin Hiro
T.	LS	121	Introduction to Law	UC/CSU	Yes	G/P/NP	No	Removing cross-listing with POSC 121; updating textbook; update DE section to reflect current SLO's.	No	Lakshmi Paranthaman
U.	LS	240	Civil Liberties and Procedures	UC/CSU	Yes	G/P/NP	No	Removing cross-listing with POSC 240	No	Lakshmi Paranthaman
V.	NUTR	165	Introduction to Human Nutrition	No	Yes	G/P/NP	No	Updated title, catalog description, content body of knowledge, objectives, assignments, and textbook for CalGETC proposal Area 5B (Biological Sciences). This course has always had a strong interdisciplinary emphasis within multiple biological and life sciences as they are essential to the study of nutrition, and the lead faculty member holds undergraduate degrees in both Chemistry and Biochemistry. However, the scope of the topics covered were not previously outlined in the COR as clearly as this update demonstrates. Additionally, a stronger emphasis on the scientific method was added along with a related assignment.	No	Solange Wasef
W.	PHOT	171	Landscape Photography and Culture	CSU	Yes	G/P/NP	No	Title change to better reflect course content, updated minimum quals	Prerequisite: PH OT 120	Amy Caterina

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X.	PSYC	230	Research Methods in Psychology	UC/CSU	Yes	G/P/NP	No	Update course learning outcome to reflect most up to date version from Nuventive. Updated requisite association for CCN ENGL C1000 and PSYC C1000. Added ENGL C1000E and ESL 110.	Prerequisite: Matthew PSYC 100, PSYC 205; ENG 100-PSYC C1000; PSYC 205; ENGL C1000 or ENGL C1000E or ESL 110	O'Brien
Y.	RE	110	Real Estate Appraisal	CSU	Yes	G/P/NP	No	updated textbook edition and added additional textbook option added additional methods of instruction removed prerequisite	No	Lakshmi Paranthaman
Z.	SOC	170	Introduction to Justice Studies	UC/CSU	Yes	G/P/NP	No	1. Entered course learning outcomes to reflect most up to date version from Nuventive. 2. Updated minimum qualifications. MA is Sociology is required. 3. Updated Requisite Validation. There are no requisites. 4. Updated Distance Ed.: This course is approved to be taught fully and/or partially online. 5. Updated Textbook information. Listed newer textbook that is less than five years old. Also, noted classic textbook.	No	Jose Briceno

I.4. ACTION: Noncredit Course Changes - effective fall 2025										
Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator	

A. Item pulled

I.5. ACTION: Course Deactivations - effective fall 2025										
Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator	

A.	N PHOT	916	Alternative Photographic Processes for Older Adults	No	No	N	No	The course is no longer taught.	No	Amy Caterina
B.	PHOT	216	Alternative Photographic Processes	CSU	No	G/P/NP	No	Not currently being offered.	No	Amy Caterina

I.6. ACTION: Distance Education - effective fall 2025										
The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2025										
Course Number		Course Title								

A. Item pulled

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B.	N NUTR	920	Food and Culture
C.	N NUTR	965	Introduction to Human Nutrition
D.	N READ	921	Reading Across the Disciplines
E.	AJ	106	Ethics in Administration of Justice
F.	AJ	110	Basic Criminal Investigation
G.	AT	100	Introduction to Automotive Technology
H.	AT	110	Automotive Engine Performance
I.	AT	115	Automotive Fuel Injection and Fuel Systems
J.	AT	120	Automotive Transmissions, Transaxles, and Drive Lines
K.	AT	130	Automotive Brake Systems
L.	AT	135	Automotive Suspension, Wheels, and Steering Systems
M.	AT	210	Automotive Specialized Electronics
N.	BMGT	115	Organizational Theory and Design
O.	CFT	143	Decorative Box Making
P.	CSNT	160	Cisco Networking
Q.	CSNT	181	Hacker Prevention/Security
R.	EME	105	EMT Prep
S.	GCIIP	158	Small Unmanned Aircraft Systems Procedures and Regulations
T.	LS	121	Introduction to Law
U.	LS	240	Civil Liberties and Procedures
V.	NUTR	165	Introduction to Human Nutrition
W.	PHOT	171	Landscape Photography and Culture
X.	PSYC	230	Research Methods in Psychology
Y.	RE	110	Real Estate Appraisal
Z.	SOC	170	Introduction to Justice Studies

I.7. ACTION: Requisites - effective fall 2025

The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2025

Course Number		Course Title	
A.	AT	110	Automotive Engine Performance
B.	AT	115	Automotive Fuel Injection and Fuel Systems
C.	AT	120	Automotive Transmissions, Transaxles, and Drive Lines
D.	AT	130	Automotive Brake Systems
E.	AT	135	Automotive Suspension, Wheels, and Steering Systems
F.	AT	210	Automotive Specialized Electronics
G.	CFT	143	Decorative Box Making
H.	CSNT	160	Cisco Networking
I.	EME	105	EMT Prep
J.	PHOT	171	Landscape Photography and Culture
K.	PSYC	230	Research Methods in Psychology

Prerequisite: AT 100 and AT 105 Corequisite (Course required to be taken concurrently): AT 110L

Prerequisite: AT 100 and AT 105 Corequisite (Course required to be taken concurrently): AT 115L

Prerequisite: AT 100

Prerequisite: (Completion of, or concurrent enrollment in): AT 100

Prerequisite: (Completion of, or concurrent enrollment in): AT 100

Prerequisite: AT 100 and AT 105 Recommended Preparation: ~~AT-105~~ AT 110

Prerequisite: ~~CFT-105~~ CFT 100

Prerequisite: CSNT 110 Recommended Preparation: CSNT 111

Corequisite: EME 105L

Prerequisite: PHOT 120

Prerequisite: PSYC-100, PSYC-205; ENG-100 PSYC C1000; PSYC 205; ENGL C1000 or ENGL C1000E or ESL

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Curriculum Committee Actions

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. ART	236	Watercolor Painting II	Yes	Briana Stanley
B. BIOL	125	Introductory Biology: Botany	Yes	Elizabeth A. Pearson
C. BIOL	126	Introductory Biology: Botany	Yes	Elizabeth A. Pearson
D. BIOL	130	Introductory Biology: Marine Biology	Yes	Elizabeth A. Pearson
E. BIOL	131L	Introductory Biology: Marine Biology (Laboratory)	Yes	Elizabeth A. Pearson
F. BIOL	145	Introduction to Anatomy and Physiology	Yes	Gene Gushansky
G. BUS	100	Introduction to Business	Yes	Mary Cassoni
H. BUS	125	Business English	Yes	Mary Cassoni
I. BUS	150	Advertising	Yes	Mary Cassoni
J.1. BUS	152	Social Media for Business	Yes	Mary Cassoni
K. BUS	155	Marketing	Yes	Mary Cassoni
L. CFT	152	Veneering Technology II	No	Jordan Clarke
M. CFT	168	Cabinetmaking/Architectural Millwork	Yes	Jordan Clarke
N. DA	71	Dental Radiography II	No	Adelina Hernandez Coria
O. GCMW	204	Motion Graphics for Multimedia	Yes	Mark J. Bealo
P. GCMW	205	Digital Video for Multimedia	Yes	Mark J. Bealo
Q. JOUR	200	Mastering Social Media	Yes	Erin Hiro

Item K. from BoardDocs Agenda

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

K.1. ACTION: Program Learning Outcome Update - effective fall 2024						
Program Title	Disci.	Award	Units	Justificati	Orig.	
A. Digital Video	GCMW	AS/CA	30	Updating associations to historical courses. Effective fall 2024.	Mark J. Bealo	
B. Environmental Studies	GEOG	CA (16+)	16	Updating associations to historical course proposals. Effective fall 2024.	Wing H. Cheung	
C. Geographic Information Systems	GEOG	CA (8-15)	14	Updating associations to historical course proposals. Effective fall 2024.	Wing H. Cheung	
D. Screen Printer	GCI	CP	9	Updating associations to historical course proposals, effective fall 2024.	Mark J. Bealo	

Exhibit 3



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: <u>Wendy Nelson-Shelbi Hathaway</u>		Date: <u>3/8/18 11/06/2024</u>
Proposed Name of Requested Group: Learning Outcomes Subcommittee		
Group Type: Subcommittee	Action Requested: Change If Change, identify type of change: <u>Updating to ensure it meets the needs of the committee with meeting schedules and membership, updating language, and reviewing Products</u>	
Reporting Relationship: The Learning Outcomes Subcommittee reports to the Curriculum Committee		
Purpose: The Learning Outcomes Subcommittee, as the core working group, will facilitate the development, discussion, and <u>completion-assessment of course</u> -Student Learning Outcomes (SLOs). <u>There are three types of SLOs that exist: course level (CLOs), program level (PLOs), and institution level (ILOs).</u>		
Products: <u>Create ongoing dialogue and encourage faculty and staff in the assessment of student learning outcomes.</u> <u>Recommend and support plans and strategies for SLO assessments at all levels.</u> <u>As technology needs evolve, participate in the identification and implementation of technology used systems for recording, assessing, and analyzing learning outcomes developed at the course, program, and institutional level.</u> - Provide support and training for the development and assessment of learning outcomes. - Provide support and training for the collection <u>and</u> <u>analysis of disaggregated outcome assessment data and distribution of assessment data.</u> <u>Support plans and strategies for improvement in student learning based on evidence and feedback.</u> - Engage in ongoing review and revision of the institutional processes for assessment based on <u>evidence and feedback the requirements of accreditation and/or evidence and feedback, if available.</u> - Provide input and review of accreditation reports. - Provide input to program review and planning processes.		
Meeting Schedule: <u>First and fourth Thursday of the month from 2:30 p.m. to 3:30 p.m. Meets monthly for 1.5 hours or when as needed. Schedule to be set at the start of each semester by the committee.</u>		
Chair(s): SLO Coordinator(s) (appointed by Faculty Senate)		
Members: (3) Three <u>Full Time</u> Faculty Members, at-large - Curriculum Specialist <u>Institutional Effectiveness and Accreditation Coordinator</u>		

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Reviewed by Faculty Senate:

First Reading

Approved

Approved by PAC:

Exhibit 4

DRAFT 3 (after 18 November 2024 Senate Feedback and Consultation with CCE)

Whereas, Faculty Senate has a role in Processes for Institutional Planning and Budget Development through its 10 +1 +1

Whereas, Faculty Senate is on record asking the Administration questions about institutional planning and budget development related to classified support in our departments and divisions

Whereas, Faculty Senate has no official record of our questions being answered by the Administration

Whereas, classified staff are essential to the operational and institutional success of the college, entrusting the seamless delivery of services that directly impact student success and faculty support

Whereas, prolonged vacancies and inadequate staffing contribute to burnout, diminished morale, and increased turnover among classified employees, further exacerbating staffing shortages.

Whereas, equitable treatment of classified staff, including fair workloads, opportunities for advancement, and competitive compensation, is fundamental to fostering a respectful and inclusive work environment

Whereas, vacant administrative vacancies are immediately filled while classified vacancies have been left unfilled for so long

Whereas, staffing shortages lead to the exploitation of short-term hourly workers

Whereas, staffing shortages inappropriately lead to increased workload for faculty

Whereas, staffing shortages lead to negative impacts in student learning environments

Whereas, Faculty Senate is sending this resolution to the Superintendent/President for review and response

Be it resolved, Faculty Senate requires answers to the following questions by its first regular meeting of the Spring 2025 semester:

1. If executive council determines which classified positions are “important and needed,” what is the mechanism for faculty and classified voice to be heard in those meetings?
2. What is the specific plan to hire classified support staff for recently new and upcoming administrative positions?
3. How much has the district already budgeted to fill vacant classified positions and upcoming, new, and needed classified positions?
4. Classified vacancies led to their associated budgets being “swept.” Over the past five years, where did those monies go and why?
5. Can classified positions be designated as “important and needed” *before* the vacancy occurs to allow for replacement of the position and training?
6. What specific retention strategies are being implemented to ensure the district retains skilled staff amid ongoing vacancies?
7. How is the district evaluating its current hiring and onboarding processes to identify and address bottlenecks or inefficiencies?

Be it further resolved, the Faculty Senate is committed to being a helpful and proactive partner in improving these areas of Institutional Planning and Budget Development and reminds its partners that ongoing dialogue is required of successful partnerships

Be it further resolved, we steadfastly support the notion that student, faculty, and district success hinge on a replete and respected classified staff workforce

Be it finally resolved, the Faculty Senate calls for a joint task force with classified staff representatives to develop actionable solutions addressing shortages, workload equity, and fair compensation.

2024 Proposed Faculty Senate Updates

Faculty Senate December 2, 2024

Committees reporting to Faculty Senate

Background: In an ongoing effort to streamline Faculty Senate committees, the following proposals for consolidating committees are being brought to Senate for consideration. This topic has been discussed extensively during the last calendar year, with the following related topics discussed (dates hyperlinked to BoardDocs agendas): [Jan 29 ‘24](#) (streamline committees), [Mar 4 ‘24](#) (memorandum on Brown Act), Senate committees & Brown Act: [Mar 18 ‘24](#), [Apr 8 ‘24](#), [Apr 22 ‘24](#), [Apr 29 ‘24](#), [May 6 ‘24](#) (College Council feedback & Brown Act), [Sept 9 ‘24](#) (Brown Act), [Nov 18 ‘24](#) (Senate’s committees & Brown Act).

Committee (date of most recent structure update <i>red</i>)	Role/Purpose (as taken from the Governance Structure sheets)	Recommendations
Academic Integrity Taskforce (link) (concludes Spring 2024) <i>2022</i>	Role: - Promote and publicize a college-wide commitment to academic integrity as a foundational virtue of the Palomar community. - Review, revise, develop, and recommend a consistent academic integrity policy across the college. - Advocate for dedicated funding for departments to combat cheating/plagiarism and support students and faculty through workshops and trainings. - Examine the viability for institutional reporting of academic integrity violations to the campus community and explore possible administrative consequences for academic violations. - Develop appropriate training and professional development in collaboration with other district groups as appropriate. Products: Faculty and student resources Revised or new policy	Task force will conclude this academic year and any ongoing issues/tasks will be rolled into the charge for the Academic Standards and Practices Committee . Action: Ensure needed ongoing tasks are reflected in governance structure for Academic Standards and Practices Committee
Academic Standards and Practices Committee (link) (2024 proposed) <i>2023</i>	Purpose: To annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement, <i>grade dispute, artificial intelligence, academic integrity,</i> academic freedom, and recommend changes in existing policies and standards to the Senate.	Continues to exist and abide by Brown Act. Action: Ensure needed ongoing tasks from Academic Integrity Taskforce are reflected in governance structure sheet. (<i>Note the red text is currently proposed but not yet voted for approval in Senate</i>).

Committee <i>(date of most recent structure update red)</i>	Role/Purpose <i>(as taken from the Governance Structure sheets)</i>	Recommendations
Assembly Bill 1111/928 Steering Committee Taskforce <i>(concludes Spring 2025; reports to Curriculum)</i> (link) 2024	Purpose: The purpose of this taskforce is to understand and prepare for the impacts of AB 1111 and 928. AB 1111, common course numbering, requires California Community Colleges to adopt and implement a common course numbering system by 2024. AB 928 establishes a singular lower division general education pathway that meets the academic requirements necessary for transfer to the California State University and the University of California and would require each of the respective administrative bodies to determine the singular lower division general education pathway if the three systems are unable to do so. The singular GE pathway will be implemented for the fall term of the 2025-26 academic year. By August 1, 2024, colleges will be required to place students on an Associate Degree for Transfer (ADT) pathway where one exists for their major, unless the student opts out. Products: The taskforce will provide high-level oversight in the monitoring of the intersegmental response and implementation efforts at the state-level and regionally. The task force will also engage in consultation with the Faculty Senate and other district and regional bodies, including K12 and regional four-year partnerships impacted by AB 1111/928. The taskforce will report their findings and implementation recommendations to the Curriculum Committee, Faculty Senate, and other shared governance bodies on a regular basis. Working groups of the taskforce may be created to provide recommendations related to specific service areas of the district. These working groups shall report their findings and recommendations regularly to the Steering Committee Taskforce. The General Education Subcommittee shall be responsible for the general education aspects of AB 928. This subcommittee will evaluate the local general education and district requirements and shall make recommendations for changes to the Steering Committee Taskforce and the Curriculum Committee.	Task force will conclude and any ongoing issues/tasks will be rolled into the charge for <i>Curriculum Committee.</i> Action: Ensure needed ongoing tasks are reflected in governance structure for <i>Curriculum Committee</i>
Committee on Committees (link) 2017	Role or Purpose: Shall be composed of five Senators, appointed by the Senate President with the approval of the Senate and shall nominate faculty members of all college committees with the approval of the Senate.	Action: Recommend dissolve committee and maintain as a position in Senate (with groups of faculty called to support larger tasks, as needed). Work is currently supported with a reassign position.

Committee <i>(date of most recent structure update red)</i>	Role/Purpose <i>(as taken from the Governance Structure sheets)</i>	Recommendations
Committee on Service Learning (link) 2017	Role The Service Learning committee provides the vision and oversight for the Service Learning Program at Palomar College. Its intent is to ensure faculty and student participation and success in the program. Product • Develops, reviews, and modifies policies (guidelines) for the Service Learning program • Develops, reviews, and modifies policies (guidelines) for selecting and reviewing community partners. • Develops, reviews, and modifies memorandums of understanding for community partner participants. • Produces annual report detailing faculty participation, level of community involvement, and number of student hours.	Action: Recommend dissolve committee and maintain as a position (with groups of faculty called to support larger tasks, as needed). Work is currently supported with a reassign position and a staff position.
CALM Committee (link) 2021	Role: Educate and promote the use of lower cost and zero cost textbook (ZTC) alternatives, including facilitating the creation of a ZTC degree. Products • Provide Professional Development events focused on zero cost textbook alternatives and Open Educational Resources (OER) • Oversee financial support programs for faculty in conversion of courses to ZTC and OER. • Highlight faculty success in affordable textbook alternatives	Action: Remains as a committee for now; will re-evaluate as current grant cycle ends in 2026 to see if feasible to transition to dissolve committee and maintain a Coordinator role.
Curriculum Committee (link) 2017	Role The Curriculum Committee shall be the preeminent body for the development and recommendation of curricular policy to include philosophy, goals, strategic and long-range planning. The Curriculum Committee shall coordinate, evaluate and review the college curricula to encourage innovation and excellence in instruction. Reporting Relationship Faculty Senate for ratification of its action and then via the Vice President for Instruction and the Superintendent/President to the Governing Board.	Action: Continues to exist and abide by Brown Act.
Distance Education Committee (link) 2017	Role This Senate committee will coordinate faculty interests in all areas of academic technology. This committee will advise the Senate on relevant technology matters: 1) discuss issues on technology related to student equity (access) 2) coordinate with faculty on technology governance committees 3) coordinate with curriculum committee on distance learning courses 4) discuss pedagogical issues relating to on-line courses and changes in technology 5) discuss issues of training for on-line instructors 6) advocate for faculty concerns regarding technology 7) discuss academic and professional issues related to courses taught in non-traditional formats such as percentages of faculty and department loads	Action: Continues to exist and abide by Brown Act.

Committee <i>(date of most recent structure update red)</i>	Role/Purpose <i>(as taken from the Governance Structure sheets)</i>	Recommendations
DFA Committee (link) 2022	Role: To select faculty members to be recipients of the Distinguished Faculty Award.	Action: Recommend discontinue as Senate committee. May continue to exist as own entity or may have a reporting structure to the Foundation or Instruction office <i>(research as to implications of both underway)</i> .
Educators for Equity, Diversity and Cultural Consciousness Subcommittee (link) 2021	Role: As activists to the Faculty Senate, this subcommittee will disrupt the status quo by dismantling and eradicating inequities. We challenge others to be uncomfortable and do the transgressive work towards the shared goal of infusing equity and antiracism throughout our college. We will rebuild, critically question, challenge, engage, reexamine equitable praxis, and validate cultural agency of the entire Palomar College Community with particular attention towards serving students. Products: Engaging faculty on matters of cultural consciousness to include: 1) Offer and sustain cultural conscious training programs, workshops, and activities. 2) Advise faculty on matters of diversity, equity, and cultural consciousness. 3) Identifying and developing opportunities for further implementation and integration of diversity, equity, inclusion and cultural consciousness in the classroom, curriculum and hiring. 4) Consult with TERB on matters of faculty evaluation related to cultural consciousness. 5) Report to the Faculty Senate and Superintendent/President on primacy issues pertaining to diversity, equity, and cultural consciousness.	Action: Continues to exist and abide by Brown Act.
Elections, Petitions, Ethics Committee (link) 2023	Role: • As directed by Faculty Senate, provide recommendations as necessary regarding specific projects and tasks related to academic and professional matters. • Address, review, and make recommendations to the Senate on Academic Due Process policy and procedures • Poll all faculty when directed by the Senate (Article 4, Section 10 of Faculty Senate Constitution) • Conduct all elections of Senate members (Article 4, Sections 5 and 6 of the Faculty Senate Constitution) • Address, review, and make recommendations to the Senate on alleged violations of the Ethics Codes (Article 3 and Article 4, Section 9 of the Faculty Senate Constitution) • Address, review, and make recommendations to the Senate on petitions submitted by Faculty Senate membership (Article 4, Section 11 of the Faculty Senate Constitution)	Action: Recommend dissolve committee and maintain as a position in Senate (with groups of faculty called to support larger tasks, as needed). Recommend move Ethics portion of workload elsewhere.

Committee <i>(date of most recent structure update red)</i>	Role/Purpose <i>(as taken from the Governance Structure sheets)</i>	Recommendations
Equitable Placement and Completion Committee (link) 2022	Purpose: • Promote discussion, understanding, and analysis of AB 705, AB 1705, and AB 1805 compliance and their impact. • Evaluate ongoing research connected to Equitable Placement and Completion, including disaggregated student success data in English, math, and ESL courses. • Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to Equitable Placement and Completion. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years. • Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students. • Review, plan, and suggest updates to all communication to students regarding Equitable Placement and Completion. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc. • Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan. Products: • Increase awareness of and involvement in students’ instructional and non-curricular needs in relation to Equitable Placement and Completion. • Provide recommendations to EESSC regarding the Student Equity Plan’s ability to fund and support Equitable Placement and Completion related activities for faculty, staff, and students. • Implement solutions related to Equitable Placement and Completion implementation and operational issues. • Advise Student Services regarding a campus-wide communication plan to disseminate Equitable Placement and Completion information to students that is clear, consistent, thorough, and accurate.	Action: Recommend establish a ‘phase out’ date to disband the committee and move ongoing commitments/ responsibilities to <i>Curriculum Committee</i>
Equivalency Committee (link) 2017	Role or Purpose To review equivalencies to minimum qualifications for both contract and adjunct faculty and to make recommendations to the Governing Board.	Action: Recommend consider merging with <i>FSA Review Committee</i>

Committee <i>(date of most recent structure update red)</i>	Role/Purpose <i>(as taken from the Governance Structure sheets)</i>	Recommendations
FSA Review Committee (link) 2024	Purpose: The Faculty Service Area (FSA*) Review Committee is composed of an administrator with FSA responsibilities, seven Tenured or Probationary Faculty members (one from each of the five Instructional divisions, Library, and Student Services) appointed by the Faculty Senate, and one Faculty member appointed by the Palomar Faculty Federation (PFF). Every three years the committee reviews the faculty service areas and competencies for completeness and currency; further, the committee reviews applications for additional faculty service areas and issues of competence relating to reassignment. “Faculty Service Area” is an instructional subject area and/or service established by a community college district. Faculty Service Areas determine the order by which faculty may be laid off when a district is facing a reduction in force in faculty. The application of faculty service areas and competencies shall be consistent with applicable non-discrimination and equal employment laws, as well as relevant District policies and procedures and applicable collective bargaining agreements. The Senate emphasizes the significance of discipline expertise, noting that Faculty Service Areas are defined and reviewed by the departments.	Action: Recommend consider merging with <i>Equivalency Committee</i>
Instructional PRP Committee (link) 2021	Role: To review, summarize, and provide feedback on instructional Program Review and Planning forms and make funding recommendations. Products Program Review and Planning summaries and recommendations of overall instructional resource needs Recommendations for global needs for Instruction, as determined from PRP analysis Continuing revisions to the PRP form for Instructional programs	Action: Request clarity surrounding composition and requirements of Joint Reporting committees. ant to ensure Senate president co-chairs and that forms come to Senate for approval.
Oversight Committee Grant Funded Programs (link) 2017	Roles and Responsibilities: This committee will review grant funded projects subject to Senate approval and give its recommendation to the Faculty Senate. • Review grants • Determine the long run liabilities that the college may incur when the grant money expires. • Make recommendation to the Faculty Senate	Currently not meeting. Action: Senate will investigate current District support for grant management to determine if committee is needed. Possible recommendation to have the District Grant Manager make semesterly reports to Senate on status of grants.

Committee <i>(date of most recent structure update red)</i>	Role/Purpose <i>(as taken from the Governance Structure sheets)</i>	Recommendations
Tutoring Committee (link) 2022	Role: The Tutoring Committee will improve and promote tutoring services offered at Palomar College. Duties: • Promote dialogue, understanding, and response among the disciplines with tutoring needs • Research, implement, and refine tutor selection and training • Make recommendations to the AB705 Support Subcommittee regarding tutoring procedures and needs at Palomar College • Update and maintain Tutoring Services website Products: • Integrated tutor training across the San Marcos campus and off-campus sites • Annual renewal of CRLA (College Reading and Learning Association) certification • Progress and needs reports to the Faculty Senate • A college-wide report on the usage and effects of tutoring • Effective marketing materials for students, faculty and staff to promote the use of tutoring	Action: Recommend disband committee, as these roles seem to be covered under various employment positions.
Workforce and Community Development Advisory Group (link) 2017	Role The advisory group will stay informed of all contract education courses, community service courses, and special programs that are offered through the Workforce and Community Development. The advisory group, together with the Director of Workforce and Community Development and the Director of Occupational and Noncredit Programs, will ensure 1. That the aforementioned courses do not inappropriately overlap academic and career technical credit and non/credit courses; 2. That the aforementioned courses are of appropriately high quality and align with the mission of the college; 3. That the advertising of the aforementioned courses is accurate and emphasizes that these courses do not count toward academic certificates, degrees, transfer, or any form of credit; and 4. Make recommendations and generate ideas for new courses, and recommend faculty from Palomar to teach these courses.	Action: Recommend consider merging into the Career Education Committee. (Note: reporting structure for Career Education Committee unclear, as previous known governance sheet lists Instructional Planning Council). Further research into whether this group is listed in an AP/BP is also needed.

Exhibit 6

Faculty Senate Goals 2024-2025 (Draft)

1. Split Faculty Senate Constitution and Bylaws.
2. Implement Brown Act requirements for Faculty Senate subcommittees.
3. Task Academic Standards & Practices Committee to examine probation policies and language, find solutions to encourage more faculty participation in shared governance, update grade dispute policy, create a faculty manual including syllabus standards.
4. Improve Faculty Senate meeting efficiency.
5. Bring clarity regarding faculty responsibilities and reassigned time positions.
6. Ensure faculty and student voice in strategic enrollment management.
7. Support the curriculum committee's integration of DEIAA into the course outline of record.

GENERAL INSTITUTION**AP 3000 ANTIRACISM**

References: Education Code section 87100
Title 5 Sections 53000 et seq. and 59300 et seq.

The Palomar Community College District (“District”) is committed to standing against all forms of racism and the perpetuation of white supremacy. The District has a responsibility to implement an action-oriented and antiracist approach to all practices designed to serve our diverse community. We are committed to working towards racial equity by ending structural and systemic racism. We shall implement practices and strategies that support racial equity, cultural inclusivity, and dismantle institutional racism.

1. The District recognizes that policy and practices should support the intersectionality amongst diverse elements of our students, staff, and faculty. District is committed to producing recognizable improvements and ensuring transparency across all these efforts' campus wide. The District is committed for all employees to attend antiracist and equity professional development (PD) training and/or activities each academic year, which will further enhance their knowledge, teaching, and praxis to dismantling systemic and structural racism. Therefore, all members (staff, faculty, and board members) shall attend racial equity trainings or engage in racial equity activities each year. There is a comprehensive and researched-based list of various professional development trainings and activities for staff, faculty, and board members to select from. Faculty will continuously be supported with antiracism and equity PD and resources for the use of instruction and praxis. Professional Development will work with the Vice President of Human Resources to ensure compliance and tracking.
2. The District will work in conjunction with employee groups and in accordance with AP/BP 2510 - Participation in Local Decision Making to align antiracism practices with the District's Equal Employment Opportunity (EEO) Plan designed to recruit, hire, and retain employees to meet objectives as defined in BP 3000 - Antiracism. The District also acknowledges the historic under-representation of Indigenous-American Indian, Black, African American, Mexican, Latino/a/x, Chicano/a/x, Asian American, Native Hawaiian, Pacific Islanders, and all historically oppressed people of color* in higher education, and we will increase the diverse representation of staff and faculty who are equity-minded and mirror the students and communities we

**Palomar College recognizes the effects of white privilege on our Indigenous nations and the diverse cultural communities of our current students, staff, and faculty. The impact of American racism on these communities has had a profound impact on them. We also recognize that race and ethnicity are bound up in multiple intersectional identities that contribute to the uniqueness of each individual and their communities in their quest for equity and racial justice.*

Date Approved: 10/22/21

serve. The District will provide the Board with the disaggregated hiring data annually to ensure progress.

3. The District is committed to Diversity, Equity, and Inclusion (DEI). The Superintendent/ President, in collaboration with the governance groups responsible for the District's policies and procedures, along with staff and faculty affinity groups shall, as part of the annual review cycle, review policies and procedures to ensure they comply with BP 3000 - Antiracism.
4. The District will ensure student success data is completely disaggregated to represent all racial and ethnic identities by specific categories. District will routinely assess student needs based on disaggregated data with a focus on meaningful sub-groups, race, ethnicity, and socio-economic status of Palomar College students to enable equity-focused policy, planning, and resource development decisions. The District will review quantitative and qualitative data to identify and dismantle barriers for students to increase completion for all students with an emphasis on Indigenous-American Indian, Black, African American, Mexican, Latino/a/x, Chicano/a/x, Asian American, Native Hawaiian, Pacific Islanders, and all historically oppressed people of color.*
5. The District will ensure welcoming and safe meeting spaces exist for Indigenous-American Indian, Black, African American, Mexican, Latino/a/x, Chicano/a/x, Asian American, Native Hawaiian, Pacific Islanders, and all historically oppressed people of color* students, staff, and faculty that will build a positive campus climate that promotes student engagement, inclusion, safety, and academic support for students.
6. The District will also ensure academic programs are prioritizing the needs of the diverse students on campus through implementing practices that include racial-equity and antiracism throughout. Academic program evaluations will focus on equity and antiracism and address the academic outcomes and performance of all students. Academic program evaluations will be conducted by a diverse group of stakeholders and presented to the Board along with recommendations for next steps.
7. The District will allocate financial and human resources in a manner that emphasizes racial equity. The District will ensure students have the resources they need to achieve academic, career, and personal success.
8. The District will provide regular updates, developments, and improvements regarding the college's calls to action to the Board and campus.

**Palomar College recognizes the effects of white privilege on our Indigenous nations and the diverse cultural communities of our current students, staff, and faculty. The impact of American racism on these communities has had a profound impact on them. We also recognize that race and ethnicity are bound up in multiple intersectional identities that contribute to the uniqueness of each individual and their communities in their quest for equity and racial justice.*

9. Any concerns related to the lack of adherence to antiracist procedures should be reported to Human Resources.

Members charged in leading the planning of these antiracist procedural actions include the President/Superintendent, Faculty Senate President, Palomar Faculty Federation Co-Presidents, Professional Development Coordinator, Palomar College Affinity Groups, Council for Classified Employees President, Administrative Association representative, CAST representative, Vice President for Student Services, Vice President for Instruction, Vice President for Finance, and Vice President for Human Resources.

The Palomar Community College District Governing Board shall regularly audit the intent and impact of District policies, procedures, and decisions related to antiracism. The Board will annually review a dashboard which will present updated data on set outcomes for annual antiracist goals.

In addition, they shall publicly review the District's compliance with applicable sections of Title 5 of the California Code of Regulations, the California Education Code Equal Employment Opportunity standards, the California Community Colleges Chancellor's Office recommended use of multiple methods, focused outreach and publications; and all procedures for addressing diversity throughout all hiring steps and levels. The Board may request to review additional data or increase the requests for reports as needed to support ongoing antiracist work at the institution.

Also see: BP 3000 - Antiracism, BP 3410 - Nondiscrimination, BP 3420 - Equal Employment Opportunity, BP & AP 3430 - Prohibition of Harassment, BP 3433 - Prohibition of Sexual Harassment Under Title IX, AP 3433 - Prohibition of Sexual Harassment Under Title IX, AP 3434 - Responding to Harassment Based on Sex Under Title IX, and BP & AP 3540 - Sexual Assaults on Campus.

Office of Primary Responsibility: Office of the President

**Palomar College recognizes the effects of white privilege on our Indigenous nations and the diverse cultural communities of our current students, staff, and faculty. The impact of American racism on these communities has had a profound impact on them. We also recognize that race and ethnicity are bound up in multiple intersectional identities that contribute to the uniqueness of each individual and their communities in their quest for equity and racial justice.*

Date Approved: 10/22/21



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

ASCCC Hayward Award for “Excellence in Education”

Sponsored by the Academic Senate for California Community Colleges and
the Foundation for California Community College

Submission Requirements

NOTE: A minimum of three nominations statewide must be received for the selection process to proceed.

- Each local senate can nominate one full- and part- time faculty member; however there can only be one honoree from each college.
- All faculty, classroom and non-classroom, are eligible for consideration.
- Previous nominees who did not receive the award may be re-nominated.
- Up to four recipients (two full-time and two part-time faculty) may be chosen and honored at the Board of Governors meeting in March.
- Completed online applications must be received in the ASCCC office by 11:59 p.m. on December 10, 2023.

Application Procedure and Checklist

1. The [ASCCC Hayward Award online application form](#) completed by the nominating college. The nominating college should complete the online form and submit the final application for the nominee(s).
2. Nominees may use the '[Hayward Award Application - for Nominee](#)' document on the ASCCC Hayward site to complete the application information to explain their qualifications for consideration as a recipient of the Hayward Award for "Excellence in Education." Applications will be redacted for any reference to the nominee and the nominee's college and community prior to the selection committee's review.
3. Local academic senate letter of candidate support, two-page maximum, submitted along with the online application. Please explain the candidate's qualifications for consideration as a recipient of the Hayward Award for "Excellence in Education." Applications will be screened for direct or indirect reference to the nominee and the nominee's college and community.
4. Candidate's curriculum vitae, submitted with the online application form. CVs will be redacted for any reference to the nominee and the nominee's college and community prior to the selection committee's review. Please include the following in the vitae: Professional Experience including positions held, professional affiliations, campus activities, and educational background, as well as any awards and honors, publications and presentations, and community activities

Candidate Information

Name of Applicant _____

Discipline _____

College _____

Address _____

Telephone _____

Home Address _____

Home Telephone _____

Nomination Guidelines:

Each college academic senate may forward to the Academic Senate for California Community Colleges (ASCCC) the name of up to two nominees (one full- and one part-time) for the Hayward Award for "Excellence in Education." The criteria to be used in making the final selection include the following:

1. The candidate(s) should be committed to serving and empowering students from diverse backgrounds and experiences. Candidate's application and supporting letter from the local senate should reflect this commitment.
2. The candidate(s) should be committed to serving the institution through participation in professional and/or student activities. There should be evidence of participation with the academic senate, department, or student groups.
3. The candidate(s) should be committed to education. There should be evidence that the candidate maintains currency in the discipline and communicates to students and colleagues an enthusiasm for the discipline and for education in general.
4. The candidate(s) should be committed to the fundamental principles of the California Community College mission. There should be evidence of support for open access and for helping students succeed. The candidate's application should reflect a commitment to the college at which the candidate works, perhaps through suggestions of ways the candidate has helped to improve the educational environment.

The candidate(s) should be committed to serving as a representative of the profession beyond the local institution through service in statewide and/or national activities. There should be evidence of activities that reveal a broader scope of interest, perhaps through publications, participation in community groups, or participation in state or national organizations.



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Maria-José Zeledón-Pérez
San Diego City College

Executive Director

Krystinne Mica

ASCCC Hayward Award for “Excellence in Education”

The Academic Senate for California Community Colleges (ASCCC) is pleased to announce the call for nominations for the Hayward Award for “Excellence in Education.” Sponsored annually by the Foundation for California Community Colleges, this award honors community college full-time and part-time faculty who demonstrate the highest level of commitment to their students, college, and profession. Award recipients, nominated by their college academic senate and selected by representatives of the ASCCC must have a record of outstanding performance of professional activities, as well as a record of active participation on campus.

Basic Information

- Each local academic senate may nominate one full- and part- time faculty member; however there can only be one honoree from each college.
- All faculty, classroom and non-classroom, are eligible for consideration.
- Previous nominees who did not receive the award may be re-nominated.
- Up to four recipients (two full-time and two part-time faculty) may be chosen and honored at the Board of Governors meeting in March.
- **Completed online applications must be received by the ASCCC Office by 11:59 p.m. on December 10, 2023.**

The selection process will be completed by February 2024. Winners will be honored at the March 2024 Board of Governors meeting. Please note, that the recipients of this award will be asked to submit a current photo. Although only four faculty recipients may be honored by the Board of Governors, we hope each college will honor its individual nominee.

Nomination Guidelines

Each college academic senate may forward to the ASCCC the name of up to two nominees (one full- and one part-time) for the Hayward Award for "Excellence in Education." The criteria to be used in making the final selection include the following:

1. The candidate(s) should be committed to serving and empowering students from diverse backgrounds and experiences. The candidate's application and supporting letter from the local senate should reflect this commitment.
2. The candidate(s) should be committed to serving the institution through participation in professional and/or student activities. There should be evidence of participation with the academic senate, department, or student groups.

3. The candidate(s) should be committed to the fundamental principles of the California Community College mission. There should be evidence of support for open access and for helping students succeed. The candidate's application should reflect a commitment to the college at which the candidate works, perhaps through suggestions of ways the candidate has helped to improve the educational environment.
4. The candidate(s) should be committed to education. There should be evidence that the candidate maintains currency in the discipline and communicates to students and colleagues an enthusiasm for the discipline and for education in general.
5. The candidate(s) should be committed to serving as a representative of the profession beyond the local institution through service in statewide and/or national activities. There should be evidence of activities that reveal a broader scope of interest, perhaps through publications, participation in community groups, or participation in state or national organizations.

Application Procedure and Checklist

1. An online application form completed by the nominating college. The candidate should explain their qualifications for consideration as a recipient of the Hayward Award for "Excellence in Education." Applications will be redacted for any reference to the nominee and the nominee's college and community prior to the selection committee's review.
2. Local academic senate letter of candidate support, two-page maximum, **submitted along with the online application**. Please explain the candidate's qualifications for consideration as a recipient of the Hayward Award for "Excellence in Education." Applications will be screened for direct or indirect reference to the nominee and the nominee's college and community.
3. Candidate's curriculum vitae, submitted with the online application form. CVs will be redacted for any reference to the nominee and the nominee's college and community prior to the selection committee's review. Please include the following in the vitae: Professional Experience including positions held, professional affiliations, campus activities, and educational background, as well as any awards and honors, publications and presentations, and community activities.

Collegially,

A handwritten signature in black ink, appearing to read "Krystinne Mica", with a stylized flourish at the end.

Krystinne Mica, Executive Director

The ASCCC Hayward Award– Rubric

- Commitment to serving and empowering students from diverse backgrounds and experiences (0-4 points)
- Participation in campus, professional, and/or student activities (0-4 points)
- Commitment to education and currency in the discipline (0-4 points)
- Commitment to the mission of California community colleges (0-4 points)
- Community, state and/or national activities that represent the profession (0-4 points)
- In addition, within each of the above criteria is an additional possible point added for activities that advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) (+1 point)

Table of Rubric Points. Total points possible 25

Rubric Category	0	1	2	3	4	+1
a. Commitment to serving and empowering students from diverse backgrounds and experiences	Not present	Awareness of the value for student centered operations is shown but lacks evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating minimal commitment to serving students included in the application.	Evidence detailing some activities demonstrating a strong commitment to serving students in candidate form. Some evidence in supporting letter as well.	Significant evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate willingness to go beyond standard expectations in job description.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).
b. Participation in campus, professional, and/or student activities	Not present	Evidence shows limited participation in one or more campus activities.	Evidence shows engaged participation and leadership in at least one campus activity or project.	Evidence shows engaged senior leadership (president, chair, etc.) in at least one campus activity or project.	Evidence shows long term engaged senior leadership (president, chair, etc.) in multiple campus activities and projects.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).
c. Commitment to education and currency in the discipline	Not present	Evidence of interest and limited engagement in discipline related activities.	Evidence of engagement in at least one regional, state, or national discipline group, industry, or professional organization.	Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities.	Evidence of engagement in multiple organizations and sustained engagement with department faculty and students to similarly engage them in their discipline communities.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).

Rubric Category	0	1	2	3	4	+1
d. Commitment to the mission of California community colleges	Not present	Description details an understanding of one or two aspects of the community college mission.	Description details a broad understanding of CCC mission and how candidate's role affects all aspects of the mission including evidence of commitment to open access.	Evidence of criteria from #2 with a description of some candidate activities that directly support open access and student success.	Strong evidence for multiple activities directly supporting several aspects of the CCC mission. Evidence of activities being institutionalized that lead to sustained support for open access and helping students succeed across the curriculum.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).
e. Community, state and/or national activities that represent the profession	Not present	Evidence of interest and limited representation in regional, state or national activities that extend their participation and influence beyond their discipline or institution.	Evidence of sustained representation in at least one regional, state or national discipline group, industry, or professional organization. Descriptions detail a broader scope of activities such as serving on committees outside of their core interests.	Evidence of sustained representation in at least one of the previously mentioned organizations in a leadership role to further that organization's purposes while also broadening their abilities as a leader and their capacity to represent in areas that are not traditional to their expertise.	Evidence of sustained representation in several of the previously mentioned organizations as an experienced leader and evidence of engagement with other like-minded participants to improve upon their participation and experiences as well as to further the organization's purposes.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).

Exhibit 9

Distance Education Coordinator

The Faculty Senate is seeking applicants for the position of Distance Education Coordinator. The DE Coordinator is a FT faculty member who is provided 60% release time and will serve a two-year term from Fall 2023 – Spring 2025.

This position provides faculty leadership for Distance Education and assists faculty in the design, development, and implementation of DE modalities to serve instruction.

The Faculty Senate recommends that the Distance Education Coordinator is also a Faculty Senate member.

The DE Coordinator serves as the chair of the Distance Education Committee.

Primary Duties of the Distance Education Coordinator:

1. Provide leadership in the area of Distance Education and academic technology.
2. Coordinate training and support to assist faculty in the design, development, and implementation of Distance Education.
3. Provide pedagogical guidance to users of technologies in teaching and learning (in coordination with the Instructional Designer).
4. Participate in the planning and implementation of academic technology throughout the District through ongoing research and development.
5. Work with Academic Technology Resource Center to provide technical support to faculty as needed.
6. Represent Distance Education through participation in Palomar shared governance including: the Infrastructure and Sustainability Council, Technology Master Plan Subcommittee, Web Advisory Group, and other committees as appropriate.
7. Develop and Lead Palomar's online training certification course known as Palomar Online Education Training (POET). Work with the Instructional Division to ensure faculty who teach online are certified to teach online. Maintain records and statistics for trained instructors.
8. Stay informed about Distance Education through participation in regularly scheduled meetings and trainings both statewide and regionally through the CCC Distance Education Coordinator's Monthly Meetings (CCCDECO) and San Diego and Imperial Valley California Community College Distance Education Leaders (SDICCCA DE Coordinators).
9. Serve as a liaison to the statewide CVC-OEI. Participate in the CVC-OEI Consortium activities, respond to communications, and submit reports as needed. Serve as a liaison for faculty between the CVC Course Exchange and Palomar's Instructional and Student Services divisions as needed to represent the faculty voice within the CVC Exchange course offerings.
10. Design, Develop, and Lead Palomar's Peer Online Course Review (POCR) program. Establish and maintain the POCR review process. Work in coordination with the Instructional

Designer to help faculty fully align courses in accordance with the California Virtual Campus – Online Education Initiative (CVC-OEI) Course Design Rubric.

12. Regularly communicate with Palomar College faculty about Distance Education requirements and updates. This includes Course Quality standards as identified in AP 4105.

13. Understand and communicate important laws, regulations, and policies about Distance Education, such as Title 5 regulations, Education Code, Accrediting Commission for Community and Junior Colleges (ACCJC) self-evaluation standards, CVC course design rubric, licensing and copyright laws, creative commons, accessibility requirements, and other regulatory guidelines and standards.

Secondary Duties of the Distance Education Coordinator

1.

2

3. Develop outreach efforts to inform faculty about innovative and appropriate uses of technology.

4. Develop survey instruments to assess faculty need for technology and technology support.

5. Develop, organize, and publicize DE-related Professional Development opportunities

6. In coordination with the DE Committee, evaluate and recommend appropriate software and or tools for use in courseware development.

7. Work with the ATRC to support faculty use of the district-supported Learning Management System (LMS)

Planning Responsibilities of the Distance Education Coordinator

1. Chair Distance Education Committee and work with members to recommend and supervise Distance Education within the District.

2. Be an active participant in the various campus committees responsible for technology planning, such as ATRC/IS meetings, Technology Workgroups, etc.).

3. Coordinate with the Professional Development Coordinator to provide appropriate Distance Education and technology-related training for faculty and staff.

4. Use NCHEA and other consortia to gain technology grants and opportunities for Palomar.

5. Coordinate with Academic Technology Resource Center staff to provide training for faculty and effective use of the district-supported LMS

Faculty Senate Recommendation

1. Serve on the Faculty Senate.

Performance Evaluation of the Distance Education Coordinator should be conducted annually and jointly by the Faculty Senate and the Vice President for Instruction.

To apply for this position, please send an email to wnelson@palomar.edu and cc the Faculty Senate Office (senateoffice@palomar.edu) with a letter of interest by noon on March 9, 2023. In this letter, discuss your interest in Distance Education and describe your qualifications. The Faculty Senate and the VP of Instruction will consider all applications and jointly appoint the Distance Education Coordinator. Applicants may be requested to attend a Senate meeting for a Q&A regarding their application.

In your statement, please consider the following statement, which comes from the Faculty Senate Antiracism Statement that was adopted on 10/26/20: “Be it resolved that, in matters related to district and college governance structures, the Faculty Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion.”

Faculty Senate Committee Reports for October 2024

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Tutoring Committee

Report submitted by: Linda Phelps

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Discuss committee goals for 2024 – 2025 schoolyear; Determine workgroup members and goals for 2024 – 2025 school year; Center updates

Finalized workgroups; matched workgroups' goals/tasks with purpose and products of tutoring committee

Future Focus or Goals:

Workgroups will begin meeting to set goals related to purpose/products and will report back to the committee.

Academic Integrity Taskforce

Report submitted by: Marina Parenti

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Taskforce members presented updates to the website, including clarifications on syllabi policies, purpose statements, faculty resources, and plagiarism prevention resources. The task force discussed plans for an Academic Integrity Workshop and considered separating the course into versions for faculty and students. Taskforce members committed to adding content, completing assessments, and launching the course. Additionally, SEO optimization was implemented. The workshop course is one course for both faculty and students. Worked with David Grey on adding course badges for restoration, extra credit, and boosting awareness of Academic Integrity policy and Artificial Intelligence best practices. Consulted with April Cunningham on curating free unlicensed Artificial Intelligence sources as the workshop is through Canvas Commons. Added Beth Pearson to the workshop and Teams as well as a editor for the badging process.

Future Focus or Goals:

Fixing bugs and addressing changes in workshop, launching and campaigning, putting up remaining posters around campus, working with Luis and PD for workshop launch, finalizing survey and its launch with survey monkey, and email campaigns. Will present findings to Senate late December.

Credit for Prior Learning

Report submitted by: Candace Rose

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The CPL website has a new look! Updated homepage with student testimonials, and easy, navigation next-steps and tabs. Check out the CPL Student Resources and Materials and Resources page. The CPL course-list is undergoing some changes too - coming soon.

The deadline to petition for Credit by Exam or Portfolio review has passed (Oct 21, 2024) but students can still petition for Industry Certification or Military Transcript through Dec 2nd.

Reminder to faculty and students who are completing Credit by Exam and Portfolio assessments - faculty must post the grade into the CPL petition form by Dec 2nd, and students must accept/decline their grade by Dec 9th. Faculty will

then post the student's grade into MyPalomar/eservices the last week of classes.

The CPL Coordinator, Candace Rose, and CPL & VA Counselor, Tina Barlolong, attended the 50th Annual CAEL (Council for Adult and Experiential Learning) Conference in New Orleans in October to meet CPL champions from across the country and world, and learn new strategies for strengthening our own CPL program at Palomar.

Palomar now offers students 261 CPL eligible courses in 48 disciplines!

Future Focus or Goals:

Our goals over the spring semester, are to grow our ACE ID military transcript articulations, continuing updating our website, messaging CPL opportunities to our students, and helping our military and working adult learners save time and money on their college education.

If interested in developing a "CPL Pathway" into your program, contact Candace Rose at cpl@palomar.edu.

Did you know? Overall, adults who earn credit for prior learning are 17% more likely to graduate than adults who do not. The CPL completion benefit is 25% for adults at community colleges, 24% for Hispanic adults, 13% for Black adults, and 19% for Pell Grant recipients. CAEL org:

<https://www.cael.org/lp/cpl-pla#:~:text=Overall%2C%20adults%20who%20earn%20credit,19%25%20for%20Pell%20Grant%20recipients>.

Learning Outcomes Subcommittee

Report submitted by: April Cunningham

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We finished our local processes for preparing to reconcile the SLOs in META and Nuventive. The spreadsheets we created are now with the META and Nuventive teams so that those systems are being updated. They hope to have it finalized next week (Nov. 15).

We made progress with Nuventive in the following areas:

Continued clean-up of database errors as we find them through our work with SLO facilitators.

Creating a way to display the results of course learning outcomes assessed in Canvas that are mapped to program and institutional learning outcomes.

We worked with IS, the Instruction Office, and Nuventive to develop a process for updating SLOs in Nuventive and Canvas despite not having a stable unique identifier available from META. We're waiting on a ticket response from META for a sustainable way to resolve this. For now, we have a temporary fix.

We provided feedback on the PRP update.

The first reading on the updated LOSC governance structure occurred at Curriculum. We got minor suggestions and incorporated those.

As of 11/8 we have held all one-on-one facilitator meetings.

SLO co-coordinators are providing feedback to faculty with course and program proposals in curriculum review. We shared with faculty the list of current curriculum standards we apply when reviewing SLOs.

Future Focus or Goals:

The SLO Co-Coordinators and the Institutional Effectiveness and Accreditation Coordinator will support the faculty piloting SLO integration into Canvas in the next few months. The pilot project will generate assessment data for faculty to reflect on in the spring. The results of this pilot will support our midterm accreditation report.

We will develop and test a method for providing faculty with a streamlined way to record results of their course learning outcomes assessments in Canvas. We are currently in touch with SLO leaders at Long Beach City College to learn more about the pros and cons of the system that they use. This will help us to determine if a model like theirs could work at Palomar.

We will continue checking that the Nuventive update has been completed accurately.

We will continue training faculty on the new Nuventive interface.

We will complete the process of updating the LOSC governance structure.

We will continue reviewing curriculum, making recommendations for changes or approval related to SLOs, and supporting faculty with SLOs in the curriculum.

TERB

Report submitted by: Marquesa Cook Whearty

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

New forms, contract openers, new evaluation program

Future Focus or Goals:

Forms, improvement plans if applicable, new evaluation program.

PC3H

Report submitted by: Ben Mudgett

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

PC3H discussed the planning of our Pride May festival. The festival will be the week of May 5, 2025. Transgender Day of Remembrance will be 11/20 from 11am-1pm. PC3H has a workgroup to revise the mission, vision, and values.

Future Focus or Goals:

Festival planning, workshops, speakers, film festival, Pride Center counseling, group sessions

Service Learning Committee

Report submitted by: Joe Briceno

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

-For the fall semester, 19 professors offered service learning in ASL, Child Development, Counseling, Education Studies, ESL, Geography, Library & Information Technology, Nursing, Nutrition, Psychology, and Social Work & Human Services. A total of 199 students registered to complete service learning hours with 120 community organizations. By the end of the semester, students are expected to complete 3,250 hours.

-We added Alliance San Diego as a Community Partner.

-We Co-Facilitated a Skillshop with Palomar College Job Developer, titled Supercharge Your Career & Resume with Service Learning Volunteer Experiences.

-We organized a Service Learning Fair with over 15 community partners (Sept).

Future Focus or Goals:

-Review and update community partner list.

-We are currently working with CSU San Marcos and MiraCosta College to plan the Cesar Chavez Day of Service which will be held on Friday, April 11, 2025. Funded by an NCHEA grant and the three campuses.

Curriculum Committee

Report submitted by: Vickie Mellos

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

TOPICS OF IMPORTANCE/ACCOMPLISHMENTS: 1. We approved the Phase I courses for Common Course Numbering. We are developing plans to make the process more streamlined for faculty in Phases II & III and to communicate the transition to students, faculty, staff, and the community. 2. We have had conversations related to our transfer credit policy from institutional accredited colleges/universities. 3. We have been working on incorporating CalGETC in our programs and catalog. 4. We have been reviewing and approving curriculum.

Future Focus or Goals:

GOALS: 1. Sharing information about AB 1111, 928, and 1705 at Senate and campus-wide committees, and make decisions with a student-centered focus. 2. Developing clear guidance and institutionalizing processes and practices for courses transitioning to Common Course Numbering (CCN). Work on student facing documents to ensure students can locate CCN courses. 3. Collaborating with Faculty Senate to create a comprehensive discipline list with Minimum Qualifications. 4. Institutionalizing curricular processes and practices related to baccalaureate degrees. 5. Providing trainings on how to incorporate Diversity, Equity, Inclusion, Accessibility, & Anti-racism (DEIAA) in the Course Outline of Record (COR). 6. Developing a plan to see more elements of DEIAA in the COR. 7. Making a decision on GE local requirements 26/27. Ensuring META program course sequence is accurate.

AB 1111/928 Steering Committee Taskforce

Report submitted by: Vickie Mellos

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The GE Subcommittee updated the AP/BP 4025 for the 2025 AY and is waiting for feedback to ensure the policy includes all legal requirements. The GE Subcommittee is discussing proposals for our District Requirements for the 2026 AY which will alignment with our college's values and mission and is student-centered. We have also been working on the AP/BP 4025 for the 2026AY.

Future Focus or Goals:

The GE Subcommittee is planning to bring a proposal for our District Requirements (2026AY) to the Curriculum Committee in December. We are working on update BP/AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION.

The AB 1111/928 Taskforce is working on making all technical updates necessary to implement Common Course Numbering (CCN) and developing a communication plan to inform the community of CCN.

Faculty Service Area Review Committee

Report submitted by: Jason Jarvinen

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We reviewed and approved an application for an individual faculty service area. We continued work on two short videos meant to clarify individual and discipline FSAs. We also recently changed our governance structure sheet to add an at-large faculty member and change our meeting schedule.

Future Focus or Goals:

Reviewing individual FSA applications.

EESSC

Report submitted by: Wendy Nelson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The College Council asked EESSC to begin discussions about implementing a College Hour at Palomar College. EESSC approved its goals. Several documents were shared and discussed focusing on new program development timeline, new program viability form and the program discontinuance form.

Future Focus or Goals:

Equity, Education and Student Success Council

Goals FY 2024-2025

Ensure subcommittees are monitoring implementation of the Student Equity Plan and Guided Pathways Plan.

Deliverables: Reports to EESSC, twice per year

Reassess faculty position priority process. Deliverables: New process, presentation to EESSC.

Ensure Instructional Program and Review process and forms are reviewed and updated. Deliverables: New forms & process, presentation to EESSC.

Explore starting an Honors Program. Deliverables: establish an ad hoc committee, that will complete research, conduct a feasibility study, hold listening sessions, and make recommendations to EESSC. (April 2025)

Explore feasibility of implementing a College Hour. Deliverables: establish an ad hoc committee that will research college hours at other institutions, hold listening sessions and recommend models for consideration. (April 2025) (linked to a College Council goal).

Review EESSC Membership and Subcommittees. Deliverables: Updated membership and reporting committees' list. (April 2025) (linked to a College Council goal).

College Council

Report submitted by: Wendy Nelson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The College Council approved a budget committee recommendation to add classified positions in support of students. Reviewed and approved changes to the EESSC governance structure and approved a new web advisory committee. The new policy and procedure process was reviewed. BP 1200 was discussed and a workgroup was formed to review our Vision, Mission and Values. Discussion about Strategic Enrollment Management and where it should live in the shared governance structure.

Future Focus or Goals:

Reviewing and approving policies, naming of the stadium, funding of College Council goals.

CALM Committee

Report submitted by: Anastasia Zavodny & William Carrasco

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We welcomed one new committee member this month. The Committee continues to review work submitted by faculty 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.

Accreditation Steering Committee

Report submitted by: Adam Meehan

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The Accreditation Writing Leadership Team updated the Accreditation Steering Committee at its October 25 meeting on its progress toward the 2026 Midterm Report, and discussed the new format of our accrediting body's (ACCJC) Institutional Self-Evaluation Report (ISER).

Future Focus or Goals:

The Accreditation Writing Leadership Team and Accreditation Steering Committee will be focused on completing a first draft of the 2026 Midterm Report in the coming months.

Equitable Placement and Completion Committee

Report submitted by: Feld, Erin

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Rachel Miller from IRP presented data from the AB 705 Classroom Experience Survey Fall Student Survey 2023

Future Focus or Goals:

Taking info from the survey to action.

Distinguished Faculty Award (DFA) Committee

Report submitted by: Elizabeth Pain

Did your Committee meet last month? No

Accomplishments and/or Topics of Importance:

Future Focus or Goals:
