



MEETING

2024-12-09

EXHIBITS 1-8

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. 9, 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, 12-2-24

B. Action

- a. Curriculum, (Exhibit 1), Mellos
- b. Faculty Senate Goals 2024-2025, (Exhibit 2), Nelson
- c. Academic Standards & Practices committee structure, (Exhibit 3), Nelson

C. Information

- a. ASG Report, Santo Chamorro, ASG Representative
 - i. Update on ASG activities.
- b. Dual Enrollment, (Exhibit 4), Interim Associate Dean, Dual Enrollment Glyn Bongolan
 - i. Update on dual enrollment processes.
- c. Constitution/Bylaws split feedback from faculty, (Exhibit 5), Nelson
 - i. Review feedback from sessions and online form.
- d. PRP Comprehensive document, (Exhibit 6), Nelson
 - i. Review changes to comprehensive form.
- e. DE Coordinator job description, (Exhibit 7), Falcone
 - i. Review edits to the current job description.

D. Discussion

- a. Finalize Senate subcommittees for Brown Act implementation, (Exhibit 8), Zavodny.

E. Adjournment

Academic & Professional Matters: The 10+1+1

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



Minutes of the
MEETING OF THE FACULTY SENATE
December 2, 2024

APPROVED

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

ABSENT: Vickie Mellos

GUESTS: Nicole Belisle, Erin Feld, Tanessa Sanchez

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 2:32 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None

ANNOUNCEMENTS

Senator Mufson announced an upcoming play on Friday December 6th – “She Kills Monsters”.

Senator Lawson announced that PFF will be having a grocery card giveaway and to look for an email from Debbie regarding that.

President Nelson announced that there is a stack of Rostrum magazines from ASCCC available for anyone that wanted one.

President Nelson announced a possible emergency meeting on December 19th to address curriculum and other issues.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

MSC: Pearson/Dalrymple

Faculty Senate to approve the minutes for the November 18, 2024 meeting.

The motion carried.

Constitution/Bylaw Split, Review & Public Comment, (Exhibit 1), Shmorhun

Senator Shmorhun led a discussion on the proposed split of the Constitution and Bylaws.

Discussion points included:

- a. Article 3, regarding the right to petition the faculty body, was unintentionally left out of the initial proposed split document.
- b. It was highlighted that the right to petition the faculty body is an important aspect of the Constitution and allows 10% of the faculty (full-time, tenured, probationary, and part-time) to petition for a review of any action taken by the Senate.
- c. President Nelson stated that feedback from the feedback form should also be shared at the 12-9 meeting.
- d. President Nelson outlined the plan to discuss feedback and potentially decide if the vote should go out now or wait until spring 2025.

ACTION

A. Curriculum, (Exhibit 2&3) Mellos

MSC: Pearson/Mufson

Faculty Senate approval of the curriculum from the November 20th curriculum meeting.

The motion carried.

Additional discussion points included:

- a. Highlighting the importance of addressing overlap in courses early in the approval process.
 - a. Regarding the role of division representatives in communicating potential overlaps.
 - b. Acknowledging the challenges of communicating across multiple disciplines.
- b. The "DE Emergency" status remains applicable, allowing such courses to be offered online in case of emergency.

MSC: Zavodny/Pearson

Faculty Senate approval of the changes to the Learning Outcomes curriculum subcommittee.

The motion carried.

B. Classified Hiring Resolution, (Exhibit 4), Falcone, Lawson, Siminski

MSC: Dalrymple/Doyle Bauer

Faculty Senate approval of the Classified Hiring Resolution.

The motion carried.

C. Election of Faculty Senate Vice President

Discussion Points included:

- a. **Need for a Replacement:** There was a need for the Faculty Senate to elect a new Vice President as the current Vice President was elected to the President role during the last meeting of the Faculty Senate.
- b. **Nominations:** Senator Kelly Falcone was nominated by Senator Shmorhun for the role of Faculty Senate Vice President.
- c. **Kelly Falcone's Acceptance:** Falcone accepted the nomination pending her stepping down from her position as DE Coordinator.
- d. **Term of Office:** Discussion clarified that the replacement would serve for the remainder of Beth Pearson's term effective January and through the spring semester.
- e. **Interpretation of "Vacancy":** The interpretation of the term "vacancy" in the Constitution was discussed. One main point was that vacancy could be interpreted as meaning until the position is officially vacant. It was ultimately decided that knowledge of an upcoming vacancy constituted a vacancy in itself, therefore permitting the election to proceed.

MSC: Pearson/Shmorhun

Faculty Senate approval of Kelly Falcone for Vice President of the Faculty Senate to finish out Vice President Pearson's term, effective spring semester.

The motion carried.

DISCUSSION:

A. Finalize Senate Subcommittees for Brown Act implementation, (Exhibit 5), Zavodny

Senator Zavodny introduced a document outlining proposed changes to Senate subcommittees in preparation for Brown Act implementation.

Discussion points included:

- a. Recommendations including continuing, dissolving, merging or phasing out were based on previous discussions and aimed to streamline committee structure and address challenges in filling positions.
- b. Recommendations were considered preliminary and open to feedback.

B. AP 3000 Feedback, (Exhibit 7), CDO, Nichol Belisle (Moved from Item B in Information)

Dr. Nichol Belisle, Chief Diversity Officer, presented on AP 3000, the school's anti-racism policy.

Discussion Points included:

- a. Highlighting the need for feedback for revisions.
- b. Questions around the clarity of goals, outcomes, and the dashboard mentioned in the policy.
- c. Governance group responsibility for overseeing AP 3000.

C. Faculty Senate Goals 2024-2025, (Exhibit 6), Nelson

President Nelson presented an updated list of Faculty Senate goals ranging from procedural matters to issues affecting faculty and student enrollment. The Senate emphasized the importance of ongoing communication and collaboration with other committees to ensure effective implementation and shared responsibility in achieving these goals.

INFORMATION

A. ASG Report, Santo Chamorro

Tabled.

B. EESSC Honors Program Ad Hoc Committee, Nelson

President Nelson sought input from the Senate on which faculty members should be included.

Discussion points included:

- a. The English department's strong interest in establishing an honors program.
- b. The Math department also has an interest in the honors program.
- c. PFF representative should be included.
- d. Acknowledgement of lack of funding.

C. ASCCC Hayward Award, (Exhibit 8), Nelson

The ASCCC Hayward Award has a criterion of commitment to serving students from diverse backgrounds, participation in professional activities, education, and the fundamental principles of the California Community College Mission.

Part-Time Faculty Nomination: Senator Lawson nominated Anastasia Zavodny, seconded by Senator Mufson.

Full-Time Faculty Nomination: Senator Mufson nominated Senator Lawson.

D. DE Coordinator Job Description, (Exhibit 9), Falcone

Tabled.

E. Committee & Council Reports, (Exhibit 10), Nelson

Tabled.

ADJOURNMENT: The meeting was adjourned at 3:57 pm.

Respectfully Submitted,


Michael A. Mufson, Secretary

Exhibit 1 December 4, 2024 Curriculum Agenda.pdf

December 4, 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. Apprenticeship-Carpentry	AP C	AS/CA	28	Simplifying the work experience requirement given clarification received from the Chancellor's Office after last year's curriculum deadline. The Chancellor's Office confirmed that work experience courses are still repeatable up to 16 units. We will require AP WE 711 instead of AP WE 730, AP WE 731, AP WE 732, AP WE 733.	Jason Jarvinen
B. Apprenticeship-Drywall/Lather	AP DL	AS/CA	21-24.5	Simplifying the work experience requirement given clarification received from the Chancellor's Office after last year's curriculum deadline. The Chancellor's Office confirmed that work experience courses are still repeatable up to 16 units. We will require AP WE 712 instead of AP WE 740, AP WE 741, AP WE 742, AP WE 743.	Jason Jarvinen
C. Apprenticeship-Sheet Metal	AP SM	AS/CA	43	Simplifying the work experience requirement given clarification received from the Chancellor's Office after last year's curriculum deadline. The Chancellor's Office confirmed that work experience courses are still repeatable up to 16 units. We will require AP WE 710 instead of AP WE 720, AP WE 721, AP WE 722, AP WE 723.	Jason Jarvinen
D. Computer Network Administration	CSNT	AS/CA	31	The proposed changes are to streamline the program for a better pathway for students. Classes are being edited to reflect industry standards in a rapidly changing field of computer networking administration and security.	Nicholas R Green
E. Cybersecurity	CSNT	AS	28	This program change includes: - Including a new course, CSNT 130 Linux, as an option to students. The change will allow students to take either CSCI 130 Linux Fundamentals or CSNT 130 Linux. - Fixed an error where CSIT 175 Python Programming was removed in the last iteration of the catalog, and now it is put back in.	David Meske
F. Economics	ECON	AA/CA	23	09/25/24 - Reconciling META learning outcomes 11/20/24 - Including Common Course Numbering (STAT C1000& STAT C1000E); adding ECON 101 as a course requirement in place of ECON 100	Sung Park
G. Journalism	JOUR	CA	18	This program is being updated to reflect minor curriculum changes and a new name that fits better in the statewide landscape.	Erin Hiro
H. Nursing	NURS	AA	70.5-74.5	We deactivated N217 because clinicals for NURS 217M, NURS 217S, NURS 217G can be done individually. We deactivated N218 because the new curriculum has rolled out and replaced with NURS 218-MS.	Linda Phelps
I. Nursing	NURS	AS	64.5-68.5	We deactivated N217 because clinicals for NURS 217M, NURS 217S, NURS 217G can be done individually. We deactivated N218 because the new curriculum has rolled out and replaced with NURS 218-MS.	Linda Phelps
J. Real Estate Broker License Preparation	RE	AS/CA	25	Removed requirement of proof of legal residence from catalog summary. This is no longer required.	Lakshmi Paranthaman
K. Studio Arts	ART	AA-T	24	Updated the catalog description.	Mark J. Hudelson

I.2. ACTION: Credit Course Changes - effective fall 2025

Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad.	Open	Justification	Reqs.	Originator
A. AT	165	Automotive Heating, Ventilation, and Air Conditioning (HVAC) Systems	CSU	Yes	G	No	1. Course title 2. Course description 3. Pre-requisite 4. Course units/hours	Prerequisite: <u>Completion of, or concurrent enrollment in</u> : AT 100	Luz Ferro
B. FIRE	165	Fundamentals of Fire Protection Chemistry	CSU	Yes	G/P/NP	No	Added a SLO to match Nuventive 9/25/24	No	David Miller
C. JOUR	101	Newswriting and Reporting	CSU	Yes	G/P/NP	No	Updated title to align with the statewide landscape. Added a new, zero-cost textbook. This course is also a part of the state's Journalism Transfer Degree and transfers to all CSUs with journalism degrees.	No	Erin Hiro

Exhibit 1 December 4, 2024 Curriculum Agenda.pdf

December 4, 2024 Curriculum Committee Actions

D.	JOUR	130	Multimedia Journalism	CSU	Yes	G/P/NP	No	Updated title to align with the statewide landscape. Added a new, zero-cost textbook. This course is also a part of the state's Journalism Transfer Degree.	No	Erin Hiro
E.	RE	105	Real Estate Finance	CSU	Yes	G/P/NP	No	Deleted outdated textbook option. Removed prerequisite.	No	Lakshmi Paranthaman

I.3. ACTION: New Noncredit Courses - effective fall 2025

	Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/E	Justification	Reqs.	Originator
A.	N AEWP	901	Practical Living Skills	No	No	P/NP	No	This course is one of six classes required for earning a non-credit Pre-Vocational Certificate of Completion. The courses and certificate fill an institutional and community need for classes that provide foundational skills to increase employability and develop independence.	No	Jason Jarvinen
B.	N AEWP	902	Foundations of Lifelong Wellness	No	No	P/NP	No	This course is one of six required for earning a non-credit Pre-Vocational Certificate of Completion. The courses and certificate fill an institutional and community need for classes that provide foundational skills to increase employability and develop independence.	No	Jason Jarvinen
C.	N AEWP	903	Interpersonal Relationships and Communication	No	No	P/NP	No	This course is one of six classes required for earning a non-credit Pre-Vocational Certificate of Completion. The courses and certificate fill an institutional and community need for classes that provide foundational skills to increase employability and develop independence.	No	Jason Jarvinen
D.	N AEWP	904	Self-Advocacy and Personal Safety	No	No	P/NP	No	This course is one of six classes required for earning a non-credit Pre-Vocational Certificate of Completion. The courses and certificate fill an institutional and community need for classes that provide foundational skills to increase employability and develop independence.	No	Jason Jarvinen
E.	N AEWP	905	Critical Thinking and Problem Solving	No	No	P/NP	No	This course is one of six required for earning a non-credit Pre-Vocational Certificate of Completion. The courses and certificate fill an institutional and community need for classes that provide foundational skills to increase employability and develop independence.	No	Jason Jarvinen
F.	N AEWP	906	Basic Computer Skills	No	No	P/NP	No	This course is one of six required for earning a non-credit Pre-Vocational Certificate of Completion. The courses and certificate fill an institutional and community need for classes that provide foundational skills to increase employability and develop independence.	No	Jason Jarvinen
G.	N MEDC	997	Special Topics in Healthcare	No	Yes	G/P/NP	No	This course is directed at students who are interested in a career in the field or healthcare and/or Emergency Medical Service (EMS) profession.	No	Sarah Desroches

I.4. ACTION: Course Deactivations - effective fall 2025

	Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	BUS	142	Customer Service	CSU	Yes	G/P/NP	No	This course is a stand alone and is not part of any current certificates or degree programs. It has not been taught in more than 20 years. It's time to let it go.	No	Mary Cassoni

Exhibit 1 December 4, 2024 Curriculum Agenda.pdf

December 4, 2024
Curriculum Committee Actions

B.	N BMGT	989	Leadership and Conflict Resolution	No	Yes	P/NP/SP	May be	This course and N BMGT 990 will be deactivated as part of the changes to the project management program. These changes will be effective Fall 2025. For more information on the program changes, please review the appropriate (program) section of META.	No	Brian Roppe
C.	N BMGT	990	Capstone; Bringing It All Together	No	Yes	P/NP/SP	May be	This course, along with N BMGT 989, will be deactivated as part of the changes to the project management program. These changes will occur effective Fall 2025. For more information on those changes, please review the appropriate (program) section of META.	No	Brian Roppe

I.5. 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.	AT	165	Automotive Heating, Ventilation, and Air Conditioning (HVAC) Systems							
B.	FIRE	165	Fundamentals of Fire Protection Chemistry							
C.	JOUR	101	Newswriting and Reporting							
D.	JOUR	130	Multimedia Journalism							
E.	RE	105	Real Estate Finance							
F.	N MEDC	997	Special Topics in Healthcare							

I.6. 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	165	Automotive Heating, Ventilation, and Air Conditioning (HVAC) Systems	<u>Prerequisite: (Completion of, or concurrent enrollment in): AT 100</u>						

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	235	Watercolor Painting I					Yes		Briana Stanley
B.	ART	236	Watercolor Painting II					Yes		Briana Stanley
C.	ASTR	105L	Introduction to Astronomy Laboratory					Yes		Sean Figg
D.	BIOL	131	Introductory Biology: Marine Biology (Lecture)					Yes		Elizabeth A. Pearson
E.	BUS	176	Excel Intermediate					Yes		Mary Cassoni
F.	GEOL	110	General Geology: National Parks and Monuments					Yes		Sean Figg

Exhibit 2 Faculty Senate Goals 2024-2025 (Draft) (1).pdf

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.

GOVERNANCE STRUCTURE GROUP REQUEST**Date:** -23-24

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

Structure created – New Council

Approved by [Parent Group]: [Date]

Approved by College Council: [Date]

Structure revision – [Note type of change]

Approved by [Parent Group]: [Date]

Approved by College Council: [Date]

Dual Enrollment Processes

Faculty Senate Presentation

December 9, 2024



Dual Enrollment Impact

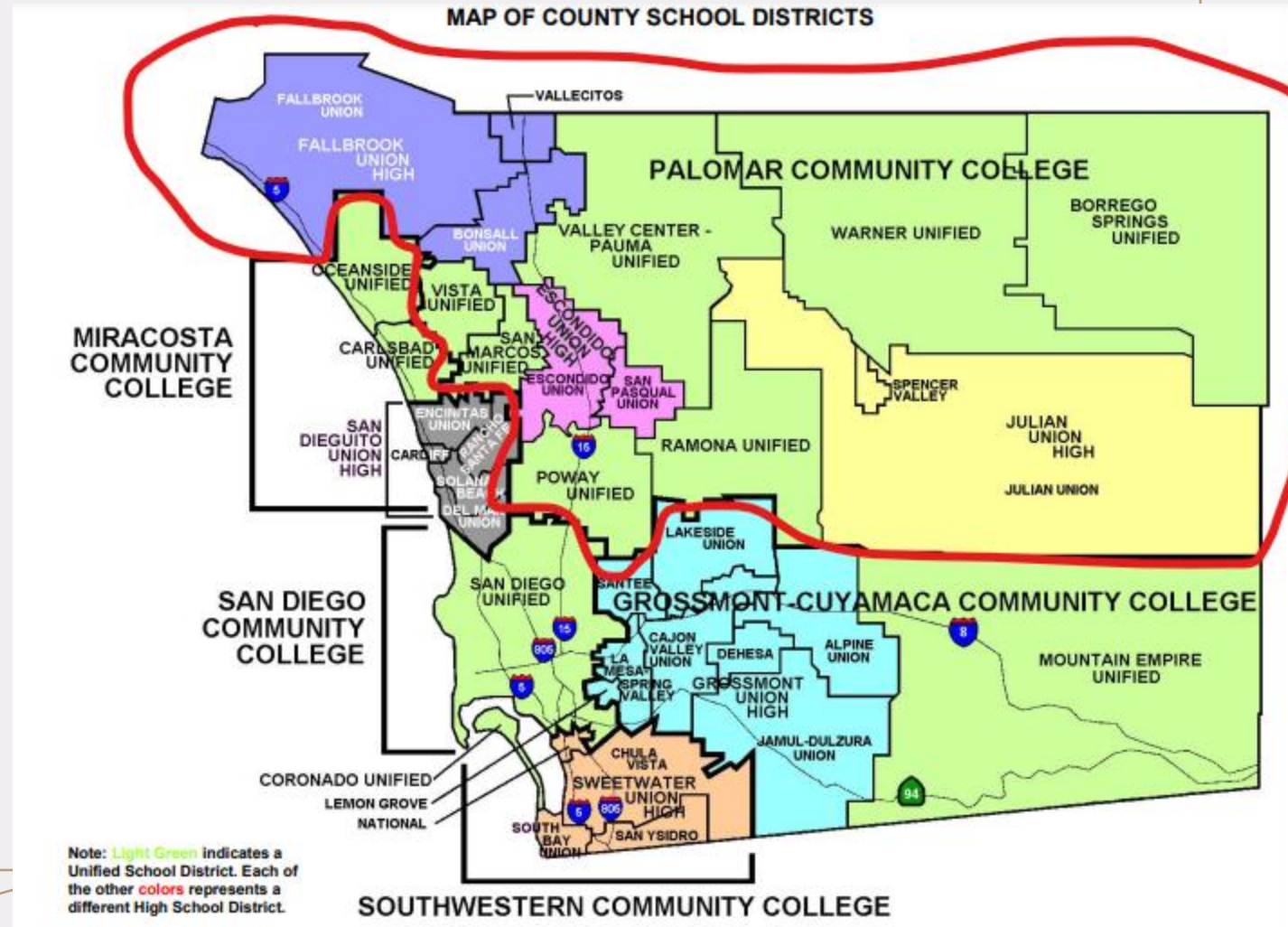
- Equity strategy first, enrollment second
- Research on HS students
 - Higher GPAs
 - Higher HS graduation rates
 - Higher College attendance rates
- Research on College Students
 - Higher success rates during first year of college overall and disaggregated
 - Higher retention rates

[DE4EC report](#)



Dual Enrollment Districts

1. Bonsall Unified School District*
2. Borrego Springs Unified School District
3. Escondido Union High School District*
4. Fallbrook Union High School District*
5. Julian Union High School District
6. Poway Unified School District*
7. Ramona Unified School District**
8. San Marcos Unified School District*
9. Valley Center-Pauma Unified School District
10. Vista Unified School District*
11. Warner Unified School District



Dual Enrollment LEAs

LEA: Local Education Agency

1. San Diego Office of Education**
 - JCCS - Juvenile Court and Community Schools
 1. San Pasqual Academy (foster youth residential school)
 2. Escondido Community
 3. North County Technical Academy

2. Charter Schools

- Guajome Park*
- Escondido Charter*
- High Tech High North County*
- North County Trade Tech High School**
- Altus Schools**
- Innovation Schools**

Private High Schools

1. Tri-City Christian
2. Saint Joseph's Academy

Early College Credit at the High schools



Early College Credit

- Advanced Placement
- International Baccalaureate
- CLEP
- Dual and Concurrent Enrollment*
- High School Articulation*



Middle College High School

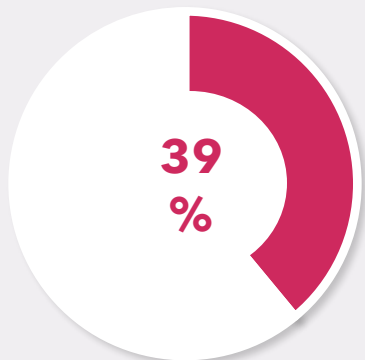
- High school located on a community college campus.
- Can be a HS or a program within a HS
- Requires 180 minutes for ADA
- Serve high potential at-promise students
- **Poway to Palomar, MC@OG**



Early College High School

- High school partnership with CCC, CSU, or UC.
- Can be a HS or a program within a HS
- Requires 180 minutes for ADA
- Serve high potential at-promise students
- **Bonsall HS Early College**

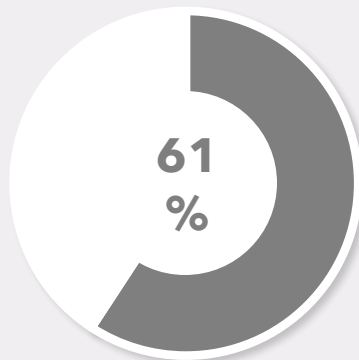
Early College Credit with the Community College



Dual Enrollment: CCAP

Dual enrollment programs involve partnerships between HS and Palomar providing structured and intentional pathways for HS students.

CCAP: Ed Code 76004



Concurrent Enrollment

Concurrent enrollment involves students acting individually to take college courses. Students are not necessarily following a structured pathway. nor do their credits automatically count for HS graduation requirements.



HS Articulation

CTE ACE: Collaboration between Palomar College faculty and school districts to establish articulation agreements for HS courses in CTE.



Palomar College CCAP Agreement

Details of CCAP

- 3-year term
- Palomar collects apportionment and HS can collect apportionment if they have 240 minutes of ADA
- **Calendars:** In-person sections follow both the college and HS calendar.
- Palomar faculty are instructors of record. Palomar can **hire** HS faculty if they meet MQs set by CCCCCO.
- HS District is responsible for **textbooks**



Support for Faculty

- Operational Handbook
 - Office of Dual Enrollment
 - Faculty

*Adolescent brain development, Universal Design for Learning, POET, PETAL, POCR

Support for Students

- Grades: Early Alert Systems
 - Progress reports
 - Gradebooks in Canvas
- Textbooks
 - 3 years for life of CCAP
 - ZTC
- K12 Special Admissions Form: Instructor Consent

*Student Success Teams & Dual Enrollment

Bonsall Unified School District
RECOGNIZES

Future Electrician

Fun Facts:
Mason enjoys working with his dad as an assistant lineman. His favorite subjects are history and science. He loves to fish and visit Lake Havasu!



MASON KULP
“My goal is to become an electrician or a lineman after attending Palomar College.”
8th Grade

Bonsall Forward Initiative
2024 Award Recipient STEM

THANK
YOU

Exhibit 5 Faculty Senate Constitution Bylaw feedback.pdf

Faculty Senate Constitution/Bylaws Feedback

9 Respondents

I am in favor of separating the Bylaws from the Constitution.

7 YES (6 FT, 1 PT)

2 NO (1 FT, 1 PT)

Please provide feedback that supports your selection above.

ID	Name	Responses
1	anonymous	Please separate them! There is no reason not to make this decision and it has already taken way too much of the senates time debating this very simple change.
2	anonymous	Unless the split has carefully eliminated any and all by-laws that could affect the Senate's composition I would not support this. Changes to the make-up of the Senate, especially regarding executive committee appointments, co-presidencies, FT/PT seats, et cetera, should be determined by a Faculty-wide vote. The Senate itself is too insular and too narrowly representative of the full faculty body to determine decisions of the magnitude on its own.
3	anonymous	It will make future changes easier to address rather than opening up the entire constitution, which should be reviewed often As noted in the ASCCC guidance, it should not include operational details which it currently does. The Bylaws could help clarify some of the long standing questions faculty have and of all else...to keep thing congenial!
4	anonymous	As long as major changes like who can be president, etc remain all faculty votes and Senate can't do things like that on their own, then it makes sense to split them.
5	anonymous	This is the standard of practice For Faculty senates It also makes our Senate more nimble to respond to current needs.
6	anonymous	I believe that separating the Bylaws from the constitution creates an inevitable conflict between the two. Somewhere there has to be an ability to work within certain boundaries, which I believe the constitution provides. Not everyone gets to have their own way. What is best for the entire population is/should be the goal.
7	anonymous	This is an important standard of Higher Education faculty governments and would have us conform with standards similar to those elsewhere. It allows us to separate those issues that should take a long, deliberate process versus more procedural ones that need be nimble, which the current Senate constitution, quite frankly, lacks. The PFF has a very successful model of nimble bylaws available that have been very successful in moving past some previous constitutional stresses. This is particularly true since there is no quick mechanism to bring the Senate Constitution into line with changes in state or federal law, particularly if it happens as a result of a court ruling.

2024-2025 Comprehensive PRP - DRAFT

Section 1

A. Program Overview

Discipline Name

Department Chair Name

Please list the names and positions of everyone who helped to complete this document

Please enter your program mission statement here.

List all degrees and certificates offered within this discipline.

B. Enrollment Trends

Insert Enrollment Variables and Trends link.

B.1 - FTES

Observation & Inferences: What do you observe in the data above in relation to your goals?

What do you want the college to understand about the FTES in your program?

Goals: What is your program's goal with respect to FTES?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

B.2 - Sections

Observation & Inferences: What do you observe in the data above in relation to your goals?

What do you want the college to understand about the sections in your program?

Goals: What is your program's goal with respect to sections?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

B.3 - Productivity

Observation & Inferences: What do you observe in the data above in relation to your goals?

What do you want the college to understand about productivity in your program?

Goals: What is your program's goal with respect to productivity?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

C. Enrollment by Student Demographics

Enrollment Distribution

Insert Enrollment Data

C.1 - Enrollment by Gender

Observation & Inferences: What do you observe in the data above in relation to your goals?
What do you want the college to understand about enrollment by gender in your program?

Goals: What is your program's goal with respect to enrollment by gender?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

C.2 - Enrollment by Ethnicity

Observation & Inferences: What do you observe in the data above in relation to your goals?
What do you want the college to understand about enrollment by ethnicity in your program?

Goals: What is your program's goal with respect to enrollment by ethnicity?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

D. Overall Student Course Success

Insert Course Success Rate Data

D.1 - Student Course Success

ACCJC requires that colleges establish institutional and program level standards and stretch goals for course success rates. Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. Palomar's institution set standard for course success rates is 71%

What is your program's standard for Discipline COURSE Success Rate?

Why did you choose this standard?

Observation & Inferences: What do you observe in the data above in relation to your goals?
What do you want the college to understand about student course success rates in your program?

Goals: What is your program's goal with respect to student course success?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

D.2 - Course Success by Age

Click the link below to view the program's Course Success by Modality data

Observation & Inferences: What do you observe in the data above in relation to your goals?
What do you want the college to understand about course success by modality in your program?

Goals: What is your program's goal with respect to student course success by modality?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

D.3 - Course Success by Gender

Click the link below to view the program's Course Success by Modality data

Observation & Inferences: What do you observe in the data above in relation to your goals?
What do you want the college to understand about course success by modality in your program?

Goals: What is your program's goal with respect to student course success by modality?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

D.4 - Course Success by Ethnicity

Click the link below to view the program's Course Success by Modality data

Observation & Inferences: What do you observe in the data above in relation to your goals?
What do you want the college to understand about course success by modality in your program?

Goals: What is your program's goal with respect to student course success by modality?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

D.5 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

Observation & Inferences: What do you observe in the data above in relation to your goals?

What do you want the college to understand about course success by modality in your program?

Goals: What is your program's goal with respect to student course success by modality?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

D.6 - Course Success by Session

Click the link below to view the program's Course Success by Modality data

Observation & Inferences: What do you observe in the data above in relation to your goals?

What do you want the college to understand about course success by modality in your program?

Goals: What is your program's goal with respect to student course success by modality?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

D.7 Course Student Learning Outcomes

Upload the CLO Report from Nuventive Platform.

Review the CLO report in Nuventive Platform.

What are two or three things that you are addressing based on CLO assessment results?

E. Curriculum

E.1 Within the past 4 years, are there any courses that have not been reviewed or revised and launched in Maverick? Explain your plan for curriculum review and bringing these courses up to date.

E.2 Describe how your department has integrated DEIAA in your curriculum or is planning to.

F. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

Section 2

A. Program Information

A.1 Program Success

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion. A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

What is your program standard for the NUMBER of program completions?
Why did you choose this standard?

A.2 Program Completions

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the number of program completions in your area?

Goals: What is your program's goal with respect to program completions?

Action: What actions does your program plan to take in order to achieve your goals?

Needs: What does your program need to execute this action plan?

A.3 Are the courses in your discipline required for the completion of other degrees/certificates?

Please list them:

B. Program Student Learning Outcomes

Upload the PLO Report from Nuventive Platform.

Review the PLO report in Nuventive Platform.

Summarize the major findings of your program outcomes assessments.

C. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

D. Additional Program information

Does your department want to engage in conversations related to program effectiveness, revitalization, or discontinuance (as outlined in [AP 4021](#))?

Yes/No

If yes, please list which programs and your concerns. If no, please note that your department chair and/or dean can recommend during the feedback process that these conversations occur.

Section 3 Career and Technical Education Programs Addendum

A. Re-Accreditation Information

1. Is your program externally accredited?

☐ yes

☐ no

2. When was your last re-accreditation visit?

3. Were there any commendations/special mentions identified? If yes, please elaborate.

4. What were the major recommendations from the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?
5. What actions has the program taken to address the accreditation /recommendations? What barriers has the program faced in implementing improvements?

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the two-year cycle?

☐ yes

☐ no

2. Upload your program's most recent advisory board meeting minutes.

4. Were there any advisory board commendations/special mentions identified?

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

C. Labor Market Data.

Demonstrated Labor Market Demand (Need a dashboard by program based on the CTE spreadsheet created by IRP. This will ensure all programs are reviewing similar data. Need to compare spreadsheet against PRP list (maybe use COE fact sheets in the future)

1. Please describe the demand for workers that your program trains for in the region.

Industry Alignment and Employer Engagement

In the past two years, what specific program updates have been made in response to changing industry needs?

Program Does Not Unnecessarily Duplicate Other Training Programs (Supply)

Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region.

Overall Need

Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.

Demonstrated Effectiveness

Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you can do to improve them

Section 4 – Resource Requests

STAFFING NEEDS

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

BUDGET REVIEW

TECHNOLOGY, FACILITIES AND OTHER NEEDS

OTHER ONE-TIME NEEDS

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 ~~information technology~~ to serve instruction.

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

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

Primary Duties of the Distance Education Coordinator:

1. ~~Exercise creativity and~~ Provide leadership in the area of Distance Education and academic technology.
2. Coordinate training and support to a Assist faculty in the design, development, and implementation of ~~information technology to serve instruction~~ Distance Education.
3. Provide pedagogical guidance to users of technologies in teaching and learning (in coordination with the ~~Academic Technology Research Center~~ Instructional Designer).
4. Participate in the planning and implementation of academic technology throughout the District through ongoing research and development. ~~and by various committee assignments.~~
5. ~~Provide Work with Academic Technology Resource Center to provide~~ technical support to faculty as needed.
6. Represent Distance Education through pParticipation in Palomar shared governance ~~including: e 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 ~~Continue to develop and maintain~~ Palomar Online Education Training (POET). Work with the Instructional Division to ensure faculty who teach online are certified to teach online. (and other Canvas-based trainings) to prepare instructors to teach online. Facilitate the training series and ~~M~~maintain records and statistics for trained instructors.
8. Stay informed about Distance Education through pParticipation ~~ione~~ in regularly scheduled meetings and trainings ~~to network with both~~ statewide and regionally ~~through organizations, e.g., the CCC Distance Education Coordinator's Monthly Meetings (Chancellor's Office CCCDECO) and;~~ San Diego and Imperial Valley California Community College Distance Education Leaders (SDICCA 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.

~~Works with the California Virtual College to maintain Palomar's participation in the CVC Course Database and Peer Online Course Review duties.~~

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 ~~Academic Technology~~ Distance Education Coordinator

~~1. Provide leadership, assistance, and design expertise for faculty wishing to develop academic materials for other distance education delivery systems.~~

~~2. Recruit faculty interested in developing such courseware.~~

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 ~~in-service training seminars~~ DE-related Professional Development opportunities ~~and how-to workshops for faculty in areas of technology (Internet, distance education topics, etc.).~~

6. In coordination with the DE Committee, ~~e~~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 ~~the implementation of new technology~~ Distance Education within the District.

2. Be an active participant in the various campus committees responsible for technology planning, such as ~~regularly scheduled meetings coordinated by the Dean (Division meetings,~~ ATRC/IS ~~Collaboration~~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. ~~Participate in technology-related meetings and develop and~~ 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.”

2024 Proposed Faculty Senate Updates

Faculty Senate December 9, 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), [Dec 2 '24](#).

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) 2022	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 <i>Academic Standards and Practices Committee</i> . Action: Ensure needed ongoing tasks are reflected in governance structure for <i>Academic Standards and Practices Committee</i>
Academic Standards and Practices Committee (link) (2024 proposed) 2023	Purpose: To annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement, grade dispute , artificial intelligence , academic integrity , academic freedom, and recommend changes in existing policies and standards to the Senate.	Continues to exist and abide by Brown Act. Action: Ensure needed ongoing tasks from <i>Academic Integrity Taskforce</i> are reflected in governance structure sheet. (Note the red text is currently proposed but not yet voted for approval in Senate).

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.

Exhibit 8. 2024-12-09_Senate-Exhibit_Proposed-Committee-Updates rev01.pdf

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.

Exhibit 8. 2024-12-09_Senate-Exhibit_Proposed-Committee-Updates rev01.pdf

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 remain Senate committee while evaluating changes to reporting structure.
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>

Exhibit 8. 2024-12-09_Senate-Exhibit_Proposed-Committee-Updates rev01.pdf

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. Want 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) 2024	Purpose: - Promote dialogue, and understanding among disciplines with tutoring needs and advocate for tutoring services across campuses. - Discuss CRLA certification and renewal as well as CRLA-related tutor selection and training materials. - Inform the Equitable Placement and Completion Committee and Library staff and faculty about tutoring updates and needs. - Make suggestions and recommendations about the Tutoring Services website and Canvas page. - Suggest and oversee effective marketing materials for students, faculty, and staff to promote tutoring services. - Discuss workshops for students and tutors to be implemented by tutoring centers. - Analyze and discuss online and embedded tutoring needs and regulations. - Analyze needs and stay informed about state and other regulations that impact tutoring, especially as they relate to apportionment and Title 5. - Ongoing evaluation of tutoring services being provided to a diverse student population through an equity and inclusion lens. Products: - Present reports about tutoring to the Faculty Senate - Make recommendations about tutoring at Palomar based on the findings from studies by Institutional Research and Planning (IRP) on tutoring at Palomar. - Ensure that the Tutoring Dashboard that IRP created accurately reflects our tutoring data and have regular discussions about the data.	<i>Note: Correct forms and purpose/products updated to reflect 2024 changes.</i> Action: Recommend disband committee, implementing regular reports from tutoring areas to Senate, and calling focused workgroups as necessary for any emerging issues
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 - That the aforementioned courses do not inappropriately overlap academic and career technical credit and non/credit courses; - That the aforementioned courses are of appropriately high quality and align with the mission of the college; - 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 - 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.