



MEETING

2025-05-14

EXHIBITS 1-5

Faculty Senate Community Agreements

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

MEETING OF THE FACULTY SENATE

Date: Monday, April 14th, 2025

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
Hathaway, Shelbi
Jarvinen, Jason
Lawson, Lawrence
Martinez, Melissa
Marjanovic, Kristen
Mellos, Vickie
Mufson, Michael
O'Brien, Patrick
Parenti, Marina
Pearson, Beth
Shmorhun, Nina
Siminski, Nicole
Villa Fernandez de Castro, Elena
Wolters, Ashley
Zavodny, Anastasia

AGENDA

- 1. Opening**
 - a. Call to Order
 - b. Public Comment
 - c. Announcements
 - d. Agenda Changes
 - e. Approval of Minutes, 4-7-2025
- 2. Action**
 - a. Reassigned Time Positions Appointments – (Exhibit 1), Pearson
 - Vote on reassigned time positions
- 3. Information – (Max 5 min each)**
 - a. ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative.
 - Report on ASG activities
 - b. Dual Enrollment Strategic Plan – (Exhibit 2), Bongolan
 - c. Faculty Award Committee
 - Senate call for committee member volunteers
- 4. Discussion (Max 10 min each)**
 - a. BP 1300 Educational Philosophy – (Exhibit 3), Mufson
 - Review of recommendations
 - b. Proctoring Policy – (Exhibit 4), Parenti
 - Discussion of proctoring options
 - c. Canvas Resolution- (Exhibit 5), Falcone
 - Distance Education (DE) Resolution to advocate for use of Canvas across all courses and minimum requirements.
 - d. Institutionalizing Programs through PRPs
 - Discussion on how to institutionalize programs through the PRP process.
- 5. 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
April 7, 2025

APPROVED

PRESENT: Ben Adams, Russell Backman (Zoom), Mary Ellen Brooks, Santo Chamorro (ASG), William Dalrymple, Alexandra Doyle Bauer, Adriana Guillen, Gene Gushansky, Shelbi Hathaway (Zoom), Jason Jarvinen, Lawrence Lawson, Melissa Martinez, Vickie Mellos, Michael Mufson, Patrick O'Brien, Marina Parenti, Beth Pearson, Nina Shmorhun, Nicole Siminski, Elena Villa Fernandez de Castro, Ashley Wolters, Anastasia Zavodny

ABSENT: Kelly Falcone, Kristen Marjanovic

GUESTS: Jose Briceño, Barbara Hammons, Ben Mudgett, Tanessa Sanchez

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:32 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senators Dalrymple and Lawson both announced and emphasized the importance of faculty attendance for the upcoming governing board meeting on the following day (April 8th). They specifically highlighted that the agenda would include discussions and a potential vote on whether Palomar College's land acknowledgement statement should continue to be recited and included at the governing board meetings. Another concern was sabbaticals on the consent agenda with the governing board having final approval with no appeal or grievance process for denials. Faculty were urged to be present, especially during the first hour and any discussion on sabbaticals. They shared that there would be pizza outside of the LRC at 4 PM and the meeting would be held upstairs in LRC-438 at 5 PM. The overflow room was pointed out to be LRC-116, but they suggested that the faculty line the space outside of LRC-438 if the room reaches capacity and to wear green, if possible, in a show of solidarity.

Senator Hathaway, the Student Learning Outcomes (SLO) Coordinator, announced various professional development sessions focused on learning how to use Nuventive to add Canvas outcomes to courses and assess them through Canvas. These sessions would be held weekly on different days and times to accommodate various schedules. An email with details would be sent to the whole college soon, but information is also already available through the PD link.

Ben Mudgett announced that the Pride Center is currently taking sign-ups to host a resource table for the Queerceñera Pride Festival on May 7th, from 10 AM to 3 PM. The event aims to provide resources, uplift and showcase queer history and culture. There will be a LGBTQ mariachi band and a DJ. The link to sign up is: <https://forms.gle/3RUWrevVJ7CCLx2v7>

President Pearson announced a request for graduation ceremony volunteers as alternates for Marshalls and Name Callers. Senator Guillen volunteered to be an alternate for both roles and Senator Martinez volunteered to be an alternate Name Caller.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Doyle Bauer/Adams

Faculty Senate to approve the minutes for March 31, 2025.

The motion carried.

Abstentions – Senators Lawson and Pearson

ACTION

A. DEIAA Curriculum Resolution – (Exhibit 1), Mellos

MSC: Mufson/Brooks

Faculty Senate to approve the DEIAA Curriculum Resolution as a joint resolution between the Faculty Senate and the Curriculum Committee.

The motion was tabled.

The main discussion points included:

Questions around the language in the resolution referring to courses offered for credit vs non-credit.

The senate discussed procedural aspects of the resolution, questioning whether it should be a joint resolution or solely a Faculty Senate resolution.

Discussion focused on the clarity and understanding of the clause that stated "whereas, Dimension C requires faculty to develop and implement pedagogy and/or curriculum that promotes equitable access and DEIAA perspective with an intersectional lens." Some senators expressed concern that the wording might be too vague, and faculty might not clearly understand what actions were required to implement in their courses.

Due to the concerns raised and the need for revisions to clear up some ambiguity, provide context and

address the suggested amendments, the resolution was tabled to be brought back to the Faculty Senate after incorporating the feedback.

B. ASCCC Executive Committee Member Resolution – (Exhibit 2 & 3), Pearson

MSC: Dalrymple/Adams

Faculty Senate to approve the resolution to support Anastasia Zavodny's candidacy for an executive position on the ASCCC Executive Committee.

The motion carried.

Senator Zavodny clarified that the purpose of the resolution was to declare eligibility so that she could put her name forward as a possible candidate for any open positions within the ASCCC Executive Committee.

C. Committee Deactivations – (Exhibit 5), Zavodny

MSC: Zavodny/Doyle Bauer

Faculty Senate to approve the deactivation of the Elections Petitions and Ethics Committee, Committee on Service Learning, and Oversight Committee/Grant Funding Projects Committee.

The motion carried.

The main discussion points included:

There was discussion around the implications of deactivating the Committee on Committees. Concerns were raised about ensuring that the function of the chair continued and the chair's authority remained clear even without an active committee.

This ultimately led to a decision to handle the Committee on Committees separately from the other three, which were approved for deactivation.

INFORMATION

A. ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative

Santo Chamorro reported on his advocacy work with ASG in Washington D.C. for Pell grant funding as well as other federally funded programs at Palomar. He also reported on his involvement with the SSSCC General Assembly, where resolutions regarding student fees, minimum wage for student workers, free tuition for community colleges and many others were passed. He expressed that it was great to have opportunities like that through Palomar College.

B. AB 1111/928

Vickie Mellos provided an update on the AB 1111/928 taskforce meeting regarding common course numbering. She discussed the phased implementation, highlighted the first phase courses for Fall 2025, and provided links to relevant resources. The importance of college-wide communication regarding course number changes was emphasized.

Ben Mudgett, Articulation Officer/Associate Professor, presented on how AB1111/928 related to GE, lifelong learning and self development. He reminded the Senate of a previous Palomar College Faculty Senate resolution, that expressed support for lifelong learning and self-development and served as the "North Star" for this ongoing conversation. This renewed focus was partly prompted by the California State University's (CSU) consideration of potentially moving lifelong learning and self-development to an upper-division graduation requirement instead of a lower-division GE requirement.

The GE Subcommittee will reconvene to re-examine this and return with recommendations to the Curriculum Committee for further discussion

C. Proctoring Policy and Academic Integrity Update, Parenti

Marina Parenti presented findings from town hall meetings and a survey on proctoring and academic integrity. The main highlighted points of the presentation were the need for a centralized proctoring center, resource limitations, and the impact of cheating for both students and the credibility of the institution. The potential role of AI was also discussed as a permanent fixture with cultural relevance in need of targeted support.

Proposed solutions and next steps can be found at: [Senate Proctoring Academic Integrity Report - Google Docs](#)

D. Canvas Resolution – (Exhibit 7), Sanchez

Tanessa Sanchez presented the Distance Education (DE) Committee Canvas Resolution, centered on a recommendation to advocate for the use of Canvas in all courses, not just distance education courses, with a minimum requirement of providing students with an accessible course syllabus and easy access to their grades.

The main discussion points included:

There were some questions on if this specific item was being brought to PFF for discussion, as it is mentioned in the resolution. Sanchez assured that it would be brought to PFF to ensure consultation.

Highlighting of a significant challenge related to digital literacy among immigrant students in the Escondido evening program. Another concern was raised about the loss of support from the ATRC(Academic Technology Resource Center), which previously helped students with password resets and Canvas logins. It was noted that students have had to go to admissions for this support, which can be a significant barrier.

It was clarified that the DE Committee understood that not all classes would necessarily need a Canvas course, and exceptions would apply.

There was a point made about the limitations of Canvas in supporting diverse grading strategies, particularly those related to equitable grading practices.

DISCUSSION:

A. Correspondence Education – (Exhibit 8), Mellos

Senator Mellos presented on the proposal to offer correspondence education for programs like those at the Vista Detention Center and for deployed military.

The main discussion points included:

It was explained that correspondence education is education provided by mail or electronic transmission, including materials like examinations and lecture notes. A key characteristic that distinguishes it from distance education is that students are separated from the instructor, and the interaction is limited, not regular or substantive, and it is usually self-paced with a regular cycle of assignment submissions.

The limited interaction between instructor and student in correspondence education was acknowledged as not ideal. Mellos emphasized that this is not something they want to spread widely because regular interaction with students is valued. However, in situations where no other educational opportunity exists, such as in the jails or for deployed military with unreliable internet, it is seen as better than nothing.

It was noted that the self-paced nature of correspondence education can provide flexibility in certain situations.

It was highlighted that, correspondence education requires a separate addendum to the course outline of record with specific approval. She presented a draft of this addendum and outlined the required components.

It was requested that faculty review the draft correspondence education addendum and provide any comments or suggestions via email.

B. BP 1300 Educational Philosophy, (Exhibit 8), Mufson & Shmorhun

Tabled.

ADJOURNMENT: The meeting was adjourned at 3:53 pm.



Position	Reassigned Time or Stipend	Term Length	Current Meeting dates and times
Academic Standards and Practices Chair	20%	2 years	1 st Friday 12-1
Accreditation Steering Committee Co-chair	40%	2 years	4 th Friday 11-12
CALM Coordinator	20%	2 years	1 st & 3 rd Monday 4:15-5:15
Committee on Committees	20%	1 years	TBD
Curriculum Co-Chair	60%	2 years	1 st & 3 rd Wednesday 3-5
Distance Education Coordinator	60%	2 years	1 st & 3 rd Wednesday 2:30-4
EEDDCC Co-Chair	10%	2 years	2 nd & 4 th Friday 12:30-1:30
Equivalency Committee Chair	20%	2 years	Wednesdays 8:15-9:15
Professional Development Coordinator	80%	2 years	4 th Tuesday 2:30-4
Service Learning Program Coordinator	20%	2 years	TBD
SLO Co-Coordinator (GEILOs)	40%	2 years	TBD

Academic Standards and Practices Committee

Wendy Gideon

Marina Parenti

Nina Shmorhun

Academic Standards and Practices Chair

Dear Faculty Senate,

I am writing to express my interest in serving as the Academic Standards and Practices Chair for the upcoming two-year term. I would like the opportunity to further contribute to Palomar College in a role that is pivotal in shaping our academic policies. I recently assumed a reassigned time role on the Academic Standards and Practices Committee during the Spring 2025 semester. I have gained valuable insights into the work needed to be accomplished by this committee including the critical aspects of academic integrity and grade dispute policies.

My interest in this role is driven by my commitment to academic excellence and to fostering an inclusive and supportive learning environment for our students at Palomar College. I have been a full-time faculty member at Palomar College in the Biology department since 2014. I am eager to lead comprehensive reviews of our academic standards and to work collaboratively with my committee members to recommend thoughtful policy changes to the Senate. I believe that clear, equitable, and forward-thinking policies are essential for the continued success and credibility of our academic programs.

My involvement this semester in the Academic Standards and Practices committee initiatives has provided me with a solid foundation in analyzing current policies and proposing improvements that support both our faculty and student body. I am confident that my experience, combined with my dedication to transparency and accountability, will enable me to effectively oversee the review and revision process of academic standards.

Furthermore, I fully embrace the Faculty Senate Antiracism Statement adopted on October 26, 2020. I am committed to ensuring that our committee's work not only upholds the highest academic standards but also actively advances issues of equity, diversity, and inclusion. I recognize the importance of being sensitive to diverse perspectives and taking actions that promote fairness and inclusion in all facets of college governance. In this role, I will strive to incorporate these values into every decision and recommendation, thereby contributing to a more just and supportive academic community.

I appreciate your consideration of my application for the Academic Standards and Practices Chair position. I look forward to the opportunity to further discuss how my experience, vision, and commitment to the goals of this committee can serve the needs of Palomar College.

Thank you for your time and consideration.

Sincerely,

Wendy Gideon

Academic Standards and Practices Chair

Dear Faculty Senate,

I am writing to express my strong interest in the Academic Standards and Practices Chair position at Palomar College. With my experience in academic governance, policy development, and fostering academic integrity, I am eager to contribute to enhancing our institution's academic standards and practices. With its 20% reassigned time and two-year term, the opportunity to serve in this role aligns perfectly with my commitment to advancing educational excellence and supporting our faculty and students.

During my two terms as Academic Integrity Chair, I gained valuable leadership experience that directly relates to the responsibilities of this position. In that role, I organized and facilitated town hall meetings to engage the campus community in discussions about academic integrity and proctoring, fostering a collaborative environment for addressing challenges and identifying solutions. Additionally, I created workshops tailored for students and faculty, designed to promote best practices and remediation in maintaining scholarly standards. These initiatives strengthened our community's understanding of academic integrity and provided practical tools for upholding it across disciplines.

My service on the Distance Education Committee has further equipped me to address the evolving needs of our academic policies, particularly in the context of peer online course review as a mentor and double-badged OEI-CVC course holder and my work in regular and substantive interaction. This experience allowed me to evaluate and recommend practices that support student success in diverse learning environments, a critical aspect of the Academic Standards and Practices Chair's annual review process. Moreover, my involvement with the Senate has honed my ability to navigate complex policy discussions, advocate for academic freedom, and propose meaningful changes that reflect the needs of our institution.

I am passionate about ensuring Palomar College maintains rigorous yet equitable academic standards. My background positions me well to effectively lead the Academic Standards & Practices Committee. I welcome the opportunity to bring my expertise, collaborative spirit, and dedication to this role as we work together to shape policies that uphold scholarship and support our community.

Thank you for considering my application.

Sincerely,

Marina Parenti

Academic Standards and Practices Chair

Nina Maria-Elena Shmorhun
Assistant Professor, Earth Science (Oceanography/Geology)

Dear Faculty Senate President Beth Pearson and Faculty Senate Office:

Please accept this letter as my application for **Chair of the Academic Standards and Practices Committee**. I am currently an Assistant Professor of Earth Science (Oceanography & Geology) in the Department of Earth, Space, & Environmental Sciences (ESES) at Palomar College. In addition to my role as a tenure-track faculty member, I am the Faculty Advisor for the Umoja Club, Faculty Senator, and active member in the Palomar Black Faculty and Staff Association (PBFSA).

For the past seven years, I sought out opportunities to increase my knowledge as a scholar, a colleague, an active member of a growing campus, and as a DEIAA practitioner. Developing as a faculty member means addressing the ongoing needs of the campus and students, contributing to the increasing faculty workload, and enhancing ones scholarship, and delivering/developing curriculum that is responsive to our students diverse backgrounds/experiences. My interest in this work began in my master's program. As the only student of color in my department, I recognized the need to support students who felt they could not apply nor persist in higher academia.

As Chair of Academic Standards and Practices, I would commit to addressing the current goals as outlined by the committee (e.g., practices related to faculty scholarship, academic freedom, and recommendations for changes or additions to our current policies), standards related to academic notices (e.g., probation, retention, disqualification, reinstatement), as well as collaboratively create new goals to strengthen our faculty body; in turn this would have a positive effect on our students (e.g., academic success, academic integrity), and overall campus culture (increasing collaboration amongst faculty and students). I know that this committee work cannot occur in isolation; collaboration across campus (e.g., student, life and leadership; student services; faculty senate; instruction office; distance education) is key to the success for all. Additionally, I recognize the intrinsic relationship between our (the faculty members) classroom pedagogy/practices and the success of our students.

At Palomar College, I actively work to advance DEIAA work through participation in PBFSA and mentoring Umoja students as a club Faculty Advisor. Outside of these ongoing roles, and to increase my DEIAA knowledgebase, I participated in the semester-long workshop series (*Inspiring Innovation: Two-Year College Geoscience Faculty as Agents of Change*), successfully completed the PETAL (Palomar Excellence in Teaching and Learning) course, participated in the Fall 2023 Transforming HSI Book Club, and attended countless Umoja conferences (alongside both students and colleagues). I created DEIAA and Mission Statements for my Department (ESES) to support my department's DEIAA efforts. Currently, I am a faculty lead for the Faculty Cultural Curriculum Teaching Institute (FCCTI), an ongoing, grant-funded workshop series that is led, developed, tested, and implemented by several faculty members at Palomar College. FCCTI is an expanded opportunity for instructional faculty to address the completion and retention rates of disproportionately impacted students in their classes by using disaggregated data from a personalized dashboard and implementing culturally responsive teaching practices to enhance their classroom pedagogy and materials.

Outside of formal participation in workshops, committees, and student support groups, I cultivate regular practices of DEIAA in my day-to-day work. I engage in meaningful discourse in everyday interactions with students, colleagues, administrators, and community members. I foster a collaborative classroom setting where students provide direct input into their learning, I collaborate with faculty to ensure our work is student-centered, I participate in regular campus discussions, and I continue to find ways to diversify my curriculum.

To illustrate my ability to chair this committee, I would like to highlight my scholarship as a faculty member in- and outside- of my field of expertise (Example A), experience providing recommendations for faculty standards (Example B), and experience with academic and institutional policies (Example C):

Example A: During my tenure-track (past 3 years) at Palomar College I have published two scholarly articles in my field of expertise (Geology/Oceanography):

- 1) **Nina Maria-Elena Shmorhun**, Stephen J. Culver, David J. Mallinson, Kathleen M. Farrell, Amy Cressman, Alisson Grove, Lillian Howie, Ashley Lynn, Seth Sutton, Michael Twarog, Stanley R. Riggs; CHARACTERIZING MODERN AND HOLOCENE BARRIER-ISLAND

- ENVIRONMENTS WITH FORAMINIFERAL ASSEMBLAGES: AN EXAMPLE FROM A WAVE-DOMINATED, MICROTIDAL BARRIER-ISLAND SYSTEM, NORTH CAROLINA, USA. *PALAIOS* **2022**; 37 (8): 443–470. doi: <https://doi.org/10.2110/palo.2022.011>
- 2) Stephen J. Culver, David J. Mallinson, Cody Allen, Colby Brown, **Nina Maria-Elena Shmorhun**, Martin A. Buzas; THE EFFECTS OF TWO RECENT HURRICANES ON FORAMINIFERAL ASSEMBLAGES AND SEDIMENTS OF A WAVE-DOMINATED, MICROTIDAL BARRIER-ISLAND SYSTEM, NORTH CAROLINA, USA. *PALAIOS* **2025**; 40 (2): 35–61. doi: <https://doi.org/10.2110/palo.2024.004>

Example B: As a Faculty Senator I have supported with the updating of Senate governing documents:

- 1) Senate Constitutional Review Committee (CRC) member:
 - a. Successfully separated our governance documents into Constitution and Bylaws
 - b. Working towards updating governance documents based on Senate and faculty guidance/recommendations

Example C: As a College Council member (faculty senate at-large representative), I have engaged with both academic policies (AP's) and Board Policies:

- 1) Consistently provided recommendations for AP/BP changes
- 2) Provided recommendations for AP/BP changes within College Council.

My passion for this work, teaching experiences, and my unique professional experiences, make me well-positioned to contribute to, and help advance the goals of the Academic Standards and Practices committee.

Thank you for your consideration,

Nina Maria-Elena Shmorhun

Accreditation Steering Committee Co-chair

Greetings!

I'm writing to express my interest in the Accreditation Steering Committee Co-chair position. I've been in this position since 2020, with the exception of the 2022-23 academic year when I was on sabbatical. As part of my work, I assisted in the completion of the 2022 ISER (Institutional Self-Evaluation Report) and I'm currently working as part of AWLT (Accreditation Writing Leadership Team) to complete our 2025 Midterm Report. I've learned a great deal in this role and I hope/believe I've made many positive contributions to the College's work on accreditation. I hope to continue in this role and help ensure that the College maintains its accreditation standing.

Best,

Adam

CALM Coordinator

April 4, 2025

Dear Faculty Senate,

Please accept my interest for the Comets Affordable Learning Materials (CALM) Coordinator position. As one of the original members of the CALM Taskforce, I have been continuously involved in the affordable learning program at Palomar College since its inception in February 2017. Over the years I have helped grow the group into a committee of the Faculty Senate and have served as the chair, co-chair, and coordinator. With your support, I would like to continue shepherding our program for the next two years.

Since our inception, CALM has helped to save our students over \$13,594,360 by reducing and eliminating textbook costs. In my role as committee co-chair and coordinator, I have overseen five rounds of implementation grants. Most recently (since 2023), CALM has been awarded \$1,807,362 in California Community Colleges Chancellor's Office (CCCCO) grants for creating Zero Textbook Cost degree and certificate pathways, an endeavor which will span through 2027. Palomar College is currently actively converting fourteen degree and certificate pathways and is actively working with faculty to complete additional pathway conversions with our funding.

Expensive textbooks impact all students, but have a particularly devastating effect on our diverse student population. By helping our faculty locate and create affordable textbooks and learning materials we are creating a more equitable, accessible, and inclusive learning environment for all. Through our CALM Canvas course and professional development offerings, the CALM Committee will continue to educate and support faculty in creating affordable and free textbooks and materials to support student success.

The following is a sampling of accomplishments during my time with the CALM Committee:

- Creation of CALM Canvas course training (2022)
- Open Educational Resources Liaison, ASCCC (2019-2022)
- ZTC Degree Equity Champion, CCCOER (2019-2020)
- Presenter and organizer for Palomar College Professional Development offerings (*selected*):
 - CALM – Comets Affordable Learning Materials Access and Equity Hour with the DRC (2023)
 - CALM Updates and Opportunities (2023)
 - How we save students money and how you can too! (2022)
 - CALMing Updates and Conversations (2021)
 - CALM Grant FAQs (2021)
 - Leading Textbook Affordability (2019)
 - Invisible and Visible Barriers: Equity and OER (2019)
 - Increasing Student Access and Academic Freedom (2019)
 - OER for Math: Discussion with Math Faculty (2019)
 - Becoming a CALM Instructor: Discovering, Evaluating, and Implementing Open Educational Resources for your class (advanced workshop) (2018)
- Invited panelist:
 - NCHEA #textbookbroke: How Faculty Took Back Control of Their Course Material Workshop (2018)
 - NCHEA Open Educational Resources Conference (2017)
 - ASCCC Fall Open Educational Resources (OER) South Regional Workshop (2017)

Thank you for your time and consideration.

Sincerely,
Anastasia Zavodny

Committee on Committees

April 4, 2025

Dear Faculty Senate,

Please accept my interest for the Chair, Committee on Committees position. I absolutely and irrationally love all things shared governance and committees! I would very much like to continue to serve in this position and finalize our campus' transition to a more streamlined shared governance system.

During my time as Committee on Committees Chair, I have created an [online system](#) for tracking governance structure changes for committees. While I am still working on a transition of this information to a permanent Palomar College webpage home, this unofficial site has proven invaluable for helping inform various campus entities and initiatives as to our current governance system.

During our online transition due to the pandemic, I created a [website](#) to post all campus committee Zoom meeting information each semester, ensuring committee information was available according to the Brown Act and allowing the campus community to stay engaged with shared governance meetings remotely. More recently I have helped to update guidelines for Senate committee service and instituted a ranked-choice voting system within Senate for selection of faculty volunteers to committees.

This past Fall (2024) I was elected to serve as the Senate-appointed faculty representative on the Governance Evaluation Taskforce. This shared governance group is tasked with updating the college's shared governance handbook and proposing recommendations to College Council regarding reorganization, deactivation, and a re-envisioning of our current campus committees. The taskforce membership selected me to co-chair and we have made great progress this year in forming recommendations to streamline our campus shared governance system.

With your support, I would love to continue to shepherd our campus shared governance through these restructure changes and ensure faculty purview is maintained in areas relating to shared governance (as part of our 10+1+1).

Thank you for your time and consideration.

Sincerely,
Anastasia Zavodny

Curriculum Co-Chair

Good morning colleagues,

I am writing this email to express interest in serving as Curriculum Co-chair for a second term. These are some of my qualifications for the position:

- **Experience working on Curriculum:** As a faculty member in the ESL department, I have experience creating and revising curriculum. For example, I created a non-credit certificate program and new courses for our student population to help them develop basic computer skills (e.g. sending a professional email, navigating Canvas, using Office applications). The goal of the courses and program is to help ESL students learn English and develop basic computer skills to be successful in work, school, and beyond.
- **Tech Review:** Prior to being Curriculum Co-chair, I held the Tech Review position for two years. In this role, I reviewed and approved all requisites and requisite validations to ensure they met Title 5 requirements. I also attended Tech Review meetings to help look over all proposals before they went to Curriculum and Senate.
- **Professional Development:** I have attended the ASCCC Curriculum Institute, Curriculum Regionals, and Curriculum webinars for the past few years. This has helped me keep the college up to date with all legislative changes and has given me the training to serve as Curriculum Co-chair.
- **Curriculum Co-chair:** I have served as Curriculum Co-chair for the past two years. It has been a huge learning curve leading meetings and staying abreast with all the changes, and I have done my best to serve the college. I have conducted workshops and drop-ins and meet with faculty one-on-one to help them with all matters related to curriculum. I am deeply committed to DEI and have made this a priority. I believe being open to change and having this as a focal point can help us close equity gaps and see disproportionally impacted students succeed. The Curriculum Committee has held trainings and created resources for faculty for how to incorporate DEIAA into the Course Outline of Record. The Curriculum Committee recently passed a resolution for faculty to integrate DEIAA into the Course Outline of Record and have asked the Senate if they want this to be a joint resolution.

Thank you,

Vickie D. Mellos (she, her, hers)

DE Coordinator

Tanessa Sanchez

Sawef, Solange

Distance Education Coordinator

To the Faculty Senate,

I am writing to express my interest in serving as Palomar College's next Distance Education (DE) Committee Coordinator. As a dedicated faculty member with a strong commitment to equity, innovation, and pedagogical excellence in online education, I am enthusiastic about the opportunity to continue supporting and advancing the college's distance education initiatives in a leadership role.

Since 2021, I have served as an active member of the Distance Education Committee. In this role, I have contributed to district-wide conversations surrounding instructional design, course quality, accessibility, and technology-enhanced learning. I participated in the HyFlex pilot program, gaining valuable insight into flexible learning modalities and their capacity to meet diverse student needs and assisted in training and supporting faculty. I've presented and/or co-presented PD workshops on HyFlex, accessibility, building quality courses, and humanizing online education as well as advocating for the new regulations for Title II of the Americans with Disabilities Act (ADA).

As a POCR mentor with two fully badged courses through the California Virtual Campus (CVC), I am well-versed in the CVC-OEI Course Design Rubric and experienced in guiding faculty toward course alignment and continuous improvement. I actively implement and advocate for accessibility and Universal Design for Learning (UDL), ensuring these practices are embedded in meaningful ways that allow students to fully engage in their learning experience.

I feel participating in Academic Senate and the Academic Integrity Committee prepared me to approach this role with a balanced lens of governance, collaboration, and academic standards. This holds especially true with the continued conversation on the advancement of adaptive intelligence (AI) and the need to reevaluate how we assess student understanding while maintaining college rigor. I will work with the Instructional Designer, PD Coordinator, and ATRC to integrate faculty training around equity minded teaching and culturally responsive course design. I will work with the college to integrate metrics and goals that incorporate equity, diversity, and inclusion into technology master plans, DE initiatives, and accreditation self-evaluations. Serving on the various governance committees while in this role, I hope to both learn and raise awareness of how technology and DE policies affect different student groups, departments, and divisions allowing for systemic change across the district. Through training, outreach, and leadership, I aim to foster a culture of pedagogical equity and technological empowerment, where faculty are supported in delivering instruction that honors our students varied lived experiences and educational goals.

I bring with me a strong foundation in instructional technology, collaborative decision-making, and faculty mentorship. I am especially committed to ensuring that Distance Education policies address the needs of marginalized student populations by promoting flexibility and inclusivity in online learning. This includes supporting instructional strategies that build a sense of belonging, fostering community, and ensuring inclusive representation within online courses. I will prioritize transparent communication with faculty, the maintenance of DE standards aligned with Title 5 and AP 4105, the thoughtful integration of emerging technologies such as AI, and active collaboration across governance groups.

As DE Committee Coordinator, I will work to ensure that equity is not an afterthought but a foundational principle guiding all aspects of online course design, faculty support, and program development. I will support the Faculty Senate's Antiracism Statement for equity, diversity, and inclusion in and across all governance structures. This includes but is not limited to promoting inclusive online teaching practices that help reduce achievement gaps, advocating for equitable access to technology, supporting flexible and inclusive assessment methods, collaborating across governance structure, and addressing systemic barriers in online learning and teaching. I will work with our Instructional Designer to develop and lead a new POET training, support peer course review through POER, work with the ATRC to improve LMS use, and serve as a bridge between faculty and key institutional and statewide DE initiatives including the CVC Exchange.

I welcome the opportunity to continue serving our faculty and students in this important capacity. Thank you for considering my application as Palomar College's Distance Education Committee Coordinator.

Sincerely,

Tanessa Sanchez

Faculty, Child Development & Education

Palomar College

Distance Education Coordinator

Wasef: Letter of Interest – DE Coordinator

April 4, 2025

Dear Distance Education (DE) Coordinator Review Committee:

I am writing to express my interest in applying for the DE Coordinator position.

Background and Experience: I began working at Palomar College in 2011. I have taught online courses since 2009. As the discipline lead and sole full-time Nutrition (NUTR) faculty member in a multidisciplinary department, I handle many of the typical duties of a department chair, including discipline planning, evaluations, curriculum, budgeting, etc. During my sabbatical in Fall 2024, I completed thirteen units of graduate-level online education, gaining recent, firsthand experience of the challenges and benefits of being an online student. These experiences as both a student and faculty member have strengthened my foundation for the role of DE Coordinator.

Learning Management Systems (LMS) Familiarity: With extensive experience in education, I have worked with various LMS, from Moodle and Blackboard to Canvas. With support from Academic Technology Resources Centers (ATRC), I also have experience with Sharable Content Object Reference Model (SCORM), as some of my courses incorporate Articulate Storyline (an e-learning tool that allows instructors to create interactive and engaging online lessons that can be uploaded to an LMS). Several years ago, I reviewed a professor's course with a syllabus that had clickable links directing students to specific sections. I found it so user-friendly that I decided to learn how to code HTML so that my syllabi would include the same feature. I then shared this process with our NUTR faculty. I consistently collaborate with ATRC colleagues, review community LMS boards, and watch tutorials to stay updated on LMS features. I have strong knowledge of LMS capabilities, am experienced at finding answers to questions, and am happy to share this knowledge with faculty to support their needs.

Certified Online Instruction: I earned my Online Instructor Certification in 2017 through training outside of Palomar Online Education Training (POET). Recognizing POET's importance in this role, I am committed to understanding its ins and outs, maintaining certification records, and learning about other online teaching certification opportunities faculty may choose to pursue.

Current and Ongoing Technology Professional Development (PD): Recognizing a growing need based on student curiosity and usage, I recently collaborated with NUTR adjunct faculty to develop a uniform Artificial Intelligence (AI) policy, test assignments, and refine our approach based on the results. I helped faculty understand how AI impacts courses from both student and instructor perspectives and facilitated discussions to help them determine the best way to integrate AI into their teaching.

Additionally, I have provided pedagogical guidance using best practices to enhance teaching and learning. For example, research supports the use of active learning and game-based strategies to increase engagement and retention. These are topics I have worked on with faculty in both face-to-face and online settings. I continue to engage in professional development on online learning

Wasef: Letter of Interest – DE Coordinator

and AI, and I am also developing a PD session to help faculty align AI with their teaching objectives while finding their comfort level with it.

Current and Ongoing PD on Accessibility: I actively participate in accessibility workshops, including this semester's AccessAbility Week, and consult with DRC faculty for clarification on best practices when needed. I have experience conducting faculty evaluations for online courses, and always review whether or not pedagogical and accessibility best practices are implemented. I am committed to designing inclusive courses for all students and faculty. As technology evolves, so do accessibility considerations, and I am dedicated to staying informed about the changing standards and supporting faculty in meeting these requirements.

Advocacy and Solution-Finding: In my current role, I represent Palomar College on the Nutrition Discipline Input Group (DIG) and on other advisory groups where we collaborate to address challenges and changes. For example, the removal of the GE Lifelong Learning category will significantly impact nutrition. In response, I reached out to every community college faculty member and/or administrator in California to request a meeting in August, 2024. After three successful Zoom meetings, we created a Google Group of 73 faculty members. Within three months, we went from a meeting request to a successful resolution at the Academic Senate for California Community Colleges (ASCCC) Fall Plenary (2024), which opens discussions about including nutrition in another GE category. Although only two of us attended the ASCCC meeting, many in the group worked locally within their colleges to discuss the resolution with their Senates and STEM colleagues. This initiative was driven by identifying a need, brainstorming solutions, and collaborating. I approach my current responsibilities this way and would bring the same solution-focused mindset to this position if selected.

Leadership, Planning, and Implementation: As the discipline lead, I manage responsibilities such as long-term planning for NUTR. When I started at Palomar College, we did not have the NUTR discipline. I wrote, developed, and proposed the NUTR AS-T with support from many colleagues, including counselors, curriculum committee members, administrators, our articulation officer, and more. I also conducted extensive research to understand and meet industry and academic regulations to propose a successful offering. We were approved in the first year it was possible to offer the NUTR AS-T in California.

Additionally, in my first year, I hosted my first Nutrition Advisory Committee Meeting. Prior to that, I only attended advisory committee meetings. With support from the CTE Dean and Staff, as well as colleagues from other colleges, and through my research on advisory committees, I developed the format for our Nutrition Advisory Committee meetings. I am open to taking on new tasks, learning, gathering data, and collaborating to determine the best way forward. I would bring the same approach to the DE Coordinator role.

Program Development: I have experience developing programs, collecting feedback to assess effectiveness, and organizing professional development. As mentioned earlier, I proposed the NUTR AS-T here and developed programming around it, including a three-and-a-half-hour

Wasef: Letter of Interest – DE Coordinator

interactive orientation. This orientation guides students through the process from community college to transfer and into the industry. It covers the procedures and regulations established by the national accreditation committee that students must adhere to. I consistently survey students, check-in with alumni, and maintain communication with the director at San Diego State University (SDSU) for feedback to identify areas of strength and areas for improvement. Recently, I updated our 16-page orientation workbook, which I reviewed on Zoom with SDSU's Didactic Program Director before finalizing.

Additionally, I was on the planning committee for Palomar College's Active Learning Leaders (ALL) Conference and presented a game-based learning workshop. While it was not an online workshop, I helped faculty bring their teaching ideas to life based on best practices, which is something I have also done with NUTR faculty for their online courses. I have experience in both formally and informally implementing programs, gathering feedback, and using it to make improvements and would continue to do so in the DE Coordinator role.

Tech Support: During the pandemic, I became the go-to tech support for students using Zoom, Canvas, and other software we use in NUTR. I recently participated in AI chatbot training with NUTR adjunct faculty that was hosted by Chris Norcross in ATRC. I have follow-up sessions scheduled with the NUTR faculty to address questions, additional learning, and implement changes. This is in addition to the support I offer faculty with course and technology-related questions that was previously described.

DE and Course Outlines: I am familiar with writing and proposing curriculum. I understand DE requirements for course outlines. As a former department chair, I ensured that course outlines outside of my discipline met necessary standards, which I would be prepared to do as a DE Coordinator.

Diversity, Equity, and Inclusion: I strongly believe in creating learning environments that support both student and faculty needs. Doing so requires a commitment to continuous education on matters related to diversity, equity, and inclusion. I have previously attended the Online Learning Conference in Long Beach, where these topics were covered extensively, including discussions on aspects of our online classrooms that go beyond the digital realm. For example, there was a fascinating discussion about whether or not late work penalties violate equitable practices. It was more of a roundtable discussion than an absolute directive. Some evidence was presented; it was logically sound and factual. Other parts of the discussion were speculative. I did not find compelling evidence in some of the speculative portions. However, the discussion encouraged me to reconsider my own late policies, and I have since modified them. If selected for the DE Coordinator position, I would remain committed to continually educating myself on best practices, including debated topics that might not yet be formal directives but could still have a significant positive impact on supporting diversity, equity, and inclusion. I would like to share these insights with faculty and facilitate discussions around these topics.

Wasef: Letter of Interest – DE Coordinator

Future Goals and Collaboration: While I have a strong foundation in many of the responsibilities for this role, I see opportunities to deepen my understanding by engaging this semester with the Academic Technology team, DRC faculty, Faculty Senate members, and current DE Committee members at Palomar and other colleges to discuss items in this position description. I believe it would be beneficial, if I am selected, to conduct a needs assessment to make sure all required DE components are implemented and empower faculty to make informed decisions on optional course elements (e.g. the degree to which they incorporate AI into their courses).

One of the last statements I made to my hiring committee in 2011 was that there were aspects of the role that I was highly competent in, some areas where I had a good foundation, and a few tasks that would be new to me. I further explained that my strengths include figuring out the right questions to ask so I learn what I do not know, reaching out to the appropriate people, and taking action based on the information I gather. I would apply the same approach if selected for the DE Coordinator position.

In closing, my mission statement for this position is to help faculty maintain the appropriate college-level rigor in their disciplines, support them in navigating AI as they choose, and ensure their courses are well-designed and inclusive of all students and faculty.

If the committee finds that my previous experience, skill set, and mission align with the goals of the DE Coordinator position, I would be happy to discuss it further at your convenience.

Thank you for your consideration.

Solange Bushra Wasef, MS, RD

swasef@palomar.edu

Associate Professor, Nutrition

Design and Manufacturing Technologies Department

Equivalency Committee Chair

Applicant: Michael Dudley

Position: Chair, Equivalency Committee

Term: Beginning Fall 2025

I am interested in returning to my role as Chair of the Equivalency Committee starting in Fall 2025. My term was interrupted due to being on sabbatical in Spring 2025. I have served as a member of the Committee for four years and as Chair for one semester. The Minimum Qualifications (MQs) for faculty positions are so stringent that HR often has to unnecessarily send applications to our committee. During the time that I have served on the Committee we have worked diligently with HR to expand the degrees/certifications that are equivalent to advertised positions to reduce the number of applications needing to go through Equivalency. I personally have worked closely with department chairs to find creative yet justifiable ways to ensure that faculty vacancies can be filled while still following the state-mandated MQs. I am eager to continue to streamline the equivalency process for Palomar, support my colleagues, and help shape a committee framework that is inclusive, equitable, and representative of our shared values.



Professional Development Coordinator

To the 2025-2027 faculty PD coordinator selection committee:

For consideration of the PD coordinator position I, Luis Guerrero (he/his/el) associate professor of mathematics, and current faculty PD coordinator present my interest to renew my position for the 25-27 cycle.

1. Explain your interest in the role: My Vision for Professional Development at Palomar

Professional Learning for ALL. With the new [title 5 changes to the flexible calendar](#) program the chancellor's office expands the view of PD to be for all employees and based it on professional learning principles. We at Palomar have adopted since Fall 17 the notion that PD is for all employees, but it has been a long journey to formalize this and remove misconceptions and barriers to this goal. Since being faculty PD coordinator in 2021, this vision has been able to be slowly but surely incorporated into our Palomar ethos. We have moved away from singular days of training, to full fledged week long days of training before the semester starts with our flex week. We finally have CCE win, having 30hrs of PD for our classified employees, moving us closer to a true version of PD for all employees. We have worked with the district and PFF to make sure that we no longer use the outdated concept of 'plenary' (which used to have one solely for FT faculty, and another for PT faculty, instead of having a unified vision for all faculty) to the new concept of "All-College Day", where ALL employees are expected and benefit from attending.

My vision for PD is to be viewed as learning and growth for all employees, not just meeting our compliance requirements (like title IX, cybersecurity, etc.) trainings, or the mandatory 42 hrs of PD for FT faculty, rather make sure that all employees (especially faculty) be supported and sustained in their ever evolving learning journey. Especially in these times of so much change that GenAI and other higher education issues we are facing. We need to be better prepared to meet our students' needs for this ever evolving workforce. PD needs to be in the forefront to provide our peers with the tools not just to adapt, but to thrive and navigate our students to the new future that awaits them.

There is no better way than improving ourselves via our *Palomar Purposeful Professional Development*, where I hope to continue being the faculty PD coordinator. Also when facing new deadlines like the April 2026 DOJ [New Rule on the Accessibility of Web Content](#) and currently being embedded in many of the efforts to achieve this goal, from being part of the Access and Inclusion Subcommittee, as well as coordinating district wide efforts for training faculty and all employees on accessibility, in the all college day and beyond.

Also envision continuing to maintain and support efforts from our partners, like EEDCC and making the Social Justice Community Festival (SJC) able to happen not just for the four

years we had it, but in perpetuity. Given the new [Competencies and Criteria](#) approved by college council, and that have manifested in employees evaluation, my continued vision is to make PD more DEIAA focused, and continue to convince faculty that this is not a requirement that begrudgingly needs to be completed just to avoid getting pay deducted. Rather by fomenting great workshops and training, have faculty change, adapt and evolve their pedagogy and praxis to become the educators our students need. Especially in these times of changing federal policies affecting higher education, we need to keep being steadfast and continue to fight for our most underserved and marginalized students.

My vision also includes the continued work on enhancing our student stories and making everyone center the students' experience, and serve them fully as they deserve. Not looking at our students through the deficit lens, but rather through their potential lens, and guiding them to reach it. This is done in conjunction with rediscovering and transforming our Hispanic Serving Institution designation and trying to define it better, while providing the tools to make our students flourish in it. I am not an idealist, rather pragmatic in everything I try to do. My leadership vision is to try many things and see what fits, instead of waiting for a perfect solution that might never come and not set root. Rather set high goals, work endlessly toward them, and find the support and right partners to make them take root. Then apply continuous iteration and refinement until it becomes the tool/procedure/event that our institution needs.

Here are three goals I would like to continue to accomplish as PD Coordinator

- Infuse, create, find, collaborate in, support, etc. more DEIAA workshops for all faculty (employees) at palomar find the right tools to support the needs of our students, be responsive and serve them well. And align them with our requirements from AP 3000.
- Foment, foster and promote all of the excellence our faculty have to offer. Continue to offer inspiration and tools to update everyone's skills and teaching praxis to meet the needs of all of our students.
- Collaborate with all affinity groups and other institutional partners, so that the PD program does have a good idea of the current needs of our institution and faculty so we can all do the best work we are capable of.

2. Explain your qualifications for the role: What knowledge, skills, and abilities will you bring to this position?

Having flourished during my first four years in this position is an accomplishment in itself. So the biggest skillset that I bring to this position is having a plethora of flex week's for 8

semesters and their respective all-college days (Fall 21-Spring 25). The recruiting of great campuswide speakers like Joe Feldman (Grading for Equity), Dr. Amanda Kraus (Ableism at Work: Promoting Meaningful Access and Inclusion in Higher Education) collaboration with the DRC, Dr. Gina Garcia (Transforming Hispanic-Serving Institutions for Equity and Justice) in collaboration with EEO to further our HSI efforts, Dr. Frank Harris III (Employing Culturally Affirming and Equity-Minded Teaching and Learning Practices to Advance Institutional Equity), Dr. Sumun Pendakur (Fierce Imagination: Purposeful Practice for Tomorrow), Dr. Jennifer Imazeki (Equity and Inclusion in Everything We Do), and Dr. Eric Felix (Race, Power, and Policy: Our Collective Imaginations for Educational Equity).

Not wanting to shy away from the latest trends hitting higher education, I have also led multiple workshops on GenAI for all employees (Prompt engineering for educators: Practical uses in Classroom Settings, Teaching with GenAI, etc.) both at our flex week offerings, to our leadership meeting training, as well as regional conferences and events. I have also immersed myself in this endeavor by participating in the CCCCCO pilot program with NECTIR AI where I was one of three faculty in Fall 24 to join this venture, and am now one of eight faculty at Palomar for the Spring 25 AI pilot. Likewise, Palomar was fortunate enough to win the learning lab AI Grand Challenge: Leveraging AI for Teaching and Learning grants, where currently serving as co-PI for the [Improving student engagement and outcomes equitably with course-specific open-sourced AI-tutors](#) grant, alongside our regional partners like UCSD, SDSU, CSUSM and SDCC. Which aims to develop AI literacy modules for faculty, that we will bring in Fall 25 to many Palomar faculty.

Wanting to also stay current in my other faculty specific endeavors, I was able to finish a Guided Pathway funded 'Student Edification Project' that can be seen in many classrooms and hallways promoting representation and sense of belonging in STEM. I also led at Palomar the sixth [HWY 78 Math Fields day](#) math competition, along with partners from Miracosta and CSUSM. I would love to continue to be part of the team that makes great regional events continue to happen and make Palomar be the most happening place for PD. And lastly to round out my leadership abilities, I have been the NCHEA director for the past three years. Which has enriched us with many regional events like HSI summits, and the recent NCHEA annual summit held at Palomar that was focused on transfer, current legislation, HSI and GenAI. I strive and continue to acquire the many leadership skills to be a great faculty PD coordinator, and want to carry on with being a good steward of the PD program if renewed for another two year position. I am at the service of the Faculty Senate and their directives.

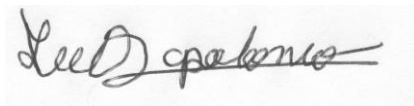
3. From the Faculty Senate Antiracism Statement that was adopted on 10/26/20: "Be it resolved that, in matters related to district and college governance structures, the Faculty

Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion.” I will continue to infuse DEIAA into the Professional Development Program:

As evident by my continued involvement in DEIAA projects and committees (for example the recent [Resolution to integrate Diversity, Equity, Inclusion, Accessibility, and Antiracism into the Course Outline of Record](#) developed in the curriculum committee, the development of the IDEAAs for All course, participate in the Equity in SLO taskforce, co-creator of the Decolonizing Syllabus project, co-lead the Student Edification Project, etc.) I have already submerged myself in DEIAA work, because I believe in its benefits and impact. Being a BIPOC faculty that was also an ELL community college student, helps me view things via a different lens that hopefully informs my decisions and view things with DEIAA in mind. I do see a lot of need at our institution to offer more DEIAA opportunities, but find it refreshing when finding the right partners (CDO, DRC, Curriculum Committee, etc.) that we can jointly implement DEIAA strategies to further our institutional growth. Hopefully, if given the chance, to continue to steer the PD program I can help cultivate the great talent, ideas and initiatives that our diverse faculty have to offer, instead of offering just routine training. Hopefully as others have inspired me to take on leadership roles, I can also repay the debt and foment our next generation of DEIAA leaders at our institution.

Thank you for your consideration in renewing my application for the position. If you need any further clarification on any of the information provided above, feel free to reach out.

Sincerely,



Luis Apolonio Guerrero (Hablo Español)

Pronouns: he, him, his, el

LGuerrero@palomar.edu

Faculty Professional Development Coordinator

Associate Professor Mathematics

SLO Co-Coordinator (GEILOs)

Senate,

I am writing to express my strong interest in the Student Learning Outcomes (SLO) Co-Coordinator position. Having served in this role for the past two years, I have a deep understanding of the responsibilities and a proven track record of success in advancing the college's assessment efforts.

My experience directly aligns with the SLO Co-Coordinator duties. I have consistently led the college in meeting SLO and SAO goals, coordinated LOSC and Facilitator meetings, and supported faculty and staff in completing assessment cycles. Additionally, I led the efforts of the Technology Taskforce to choose and implement the newest Nuventive software. I have addressed accreditation requirements, prepared reports, and facilitated communication across the college regarding SLO initiatives. My work includes developing PD opportunities, integrating assessment into Canvas, managing the Nuventive database and website, assisting with software integration, and coordinating GE/ILO assessment. My participation in key committees, such as the Curriculum Committee, GE Subcommittee, Ab1111/928 Taskforce, and Faculty Senate, demonstrates my commitment to shared governance.

I am passionate about fostering a culture of assessment that supports student learning and institutional improvement. I am particularly motivated to enhance student learning, support faculty and staff, advance institutional effectiveness, and promote equitable assessment practices. My qualifications for this role are based on my experience and accomplishments over the past two years, during which I have successfully performed the duties mentioned above.

Beyond these qualifications, I am deeply committed to advancing equity, diversity, and inclusion, as articulated in the Faculty Senate Antiracism Statement. My work as SLO Co-Coordinator will be guided by the principle that assessment practices should be sensitive to and actively address issues of equity. My work in choosing and implementing a new software is guided in these principles, which includes determining a process to effectively record and analyze disaggregated data. This work is guided in the principle that faculty can only address inequities for students when they are made visible through the data. If able to continue in this role, it is my hope to change the climate of SLO assessment at Palomar to focus on growth for our faculty in the same way we value "learning, improvement, and growth for all" students.

I am confident that my experience, skills, and commitment to equity make me an ideal candidate for the SLO Co-Coordinator position. I am eager to continue working with the Palomar College community to advance our SLOAC goals and promote student success.

Thank you for your time and consideration.

Shelbi Hathaway
Palomar College
Mathematics Dept.
760-744-1150 x3760

Service Learning Program Coordinator

March 31, 2025

RE: Statement of Interest for the Service Learning Coordinator Position

Hello,

My name is Gina Wilson, and I am the full-time faculty member and Department Chair of the Child Development and Education Department. I currently serve as the Faculty Service Learning Coordinator and am interested in continuing in this role for another term. I believe that my experience with the Service Learning program makes me an excellent candidate for this position.

For over 14 years, I have incorporated Service Learning into my courses, whether as a course requirement or for extra credit. From 2014 to 2018, I worked part-time in the Service Learning Department, where I created service learning forms, managed student enrollment and completion data, maintained website pages, and organized the Community Partner List. Additionally, I helped develop new Service Learning partnerships, organized professional development workshops, and contributed to the creation of Service Learning awards and scholarships.

Over the past four years, I have collaborated closely with Angela Kong as a partnering coordinator for Service Learning. Together, we reach out to students, faculty, and community partners to support and enhance the Service Learning program at Palomar College. Since the onset of COVID-19, we have made significant progress by organizing three cohorts of adjunct and full-time professors from various disciplines to implement Service Learning in their courses. Additionally, we continue to host a Service Learning Fair each fall and spring, as well as our annual Service Learning Reception, where we recognize students who have received the Excellence in Service Learning Award. I possess a thorough understanding of how Service Learning operates, along with the creativity and passion needed to continue expanding the program. Two noteworthy contributions I have made in my role as Faculty Service Learning Coordinator include the introduction of weekly office hours, which Angela and I hold for all faculty, and the development of content for the Service Learning Experience Canvas Course. This course is now available to all faculty as a resource and a professional development credit opportunity. If reelected, one goal I would like to pursue is to establish a Service Learning option in at least one course for each major.

I have completed the Diversity, Equity and Inclusion playlist and the @One Course: Equity & Culturally Responsive Online Teaching Course, as well as workshops including: Trailblazing the Way for Antiracism, Creating a Culturally Responsive Classroom, Seen and Unseen: Perceptions of Black and Brown Women in the Classroom, Seeing Your Blind Spots: Using Disaggregated Data to Improve Student Experience for Retention and Success, Building in and HSI lens, IDEAA's for All Courses, Playing Behind a Screen: The Implicit Bias in Our Colleges. I am learning and prioritizing accessibility practices, attending multiple accessible trainings. I am currently in the Faculty Cultural Curriculum Teaching Institute, and I enjoy looking at factors affecting student retention and success. I have seen personally and through data how Service Learning provides great opportunities to advance issues of equity, diversity and inclusion. I value Service Learning as an opportunity for students to gain experience and opportunities that they might not otherwise have known about, considered themselves for, or have been chosen for. I recognize the power both of the statistics on Service Learning Data (like they improve retention rates and over 50% of students get offered a job at their service learning site) and of the narrative reports from Service Learning Students (who reflect on their Service Learning Experiences with statements like "now I know I can make a difference" and "I realize what I do matters"). Empowering, mentoring, and providing opportunities for students to find internal motivation are keys to students' educational success and desire to succeed.

It would be an honor to continue to serve Palomar College as the Service Learning Coordinator, working closely with Service Learning staff, fellow faculty, students, and developing partnerships within our community.

Thank you for your time and consideration,

Gina Wilson

Child Development & Ed. Department Chair

gwilson2@palomar.edu

Date: April 4, 2025:

To: Beth Pearson & Faculty Senate

What: Letter of Interest for the position of Educators for Equity, Diversity, and Cultural Consciousness Co-Chair:

From: Kimi Rodriguez-McSwain, PRIDE Center Counselor

Dear Beth Pearson and Faculty Senate,

My name is Kimi, I have been an adjunct counselor at Palomar College for 10 years, working in the General Counseling office, the Promise Program and currently (since December 2024) as the Pride Center Counselor.

I have worked in our community college system since 1996. I have worked in Student Services my entire career, in student equity programs such as EOPS and CARE, foster youth, Puente, basic skills and working for programs that specifically serve our LGBTQIA+ community.

My journey began as a work study student in the EOPS and CARE programs at San Diego City College as a Peer Advisor. I obtained a full-time classified position as an EOPS Technician while continuing my education at San Diego State receiving a bachelor's degree in communication with an emphasis in intercultural communication.

I also have a master's degree in education/ multicultural counseling and social justice. I have been working as a counselor for 19 years working directly with diverse populations of students to include first generation, under-represented, low-income, single parents, ESL, immigrant and undocumented, foster youth, and LGBTQIA+ students for many years. years.

My passion has always been to be an advocate for students who struggle as I struggled in college. My goal was to become a counselor so that I could come back and help students navigate our college system because when I was in college, I did not have a support system and I struggled with childcare, financial aid applications, transfer applications and academically, I am a first generation college student and my family didn't know how to support me. My goal was to come back and help students like me.

My journey as a faculty member/counselor, has brought me to a path of advocacy for equity for underrepresented students, underserved students and I have done that for many years.

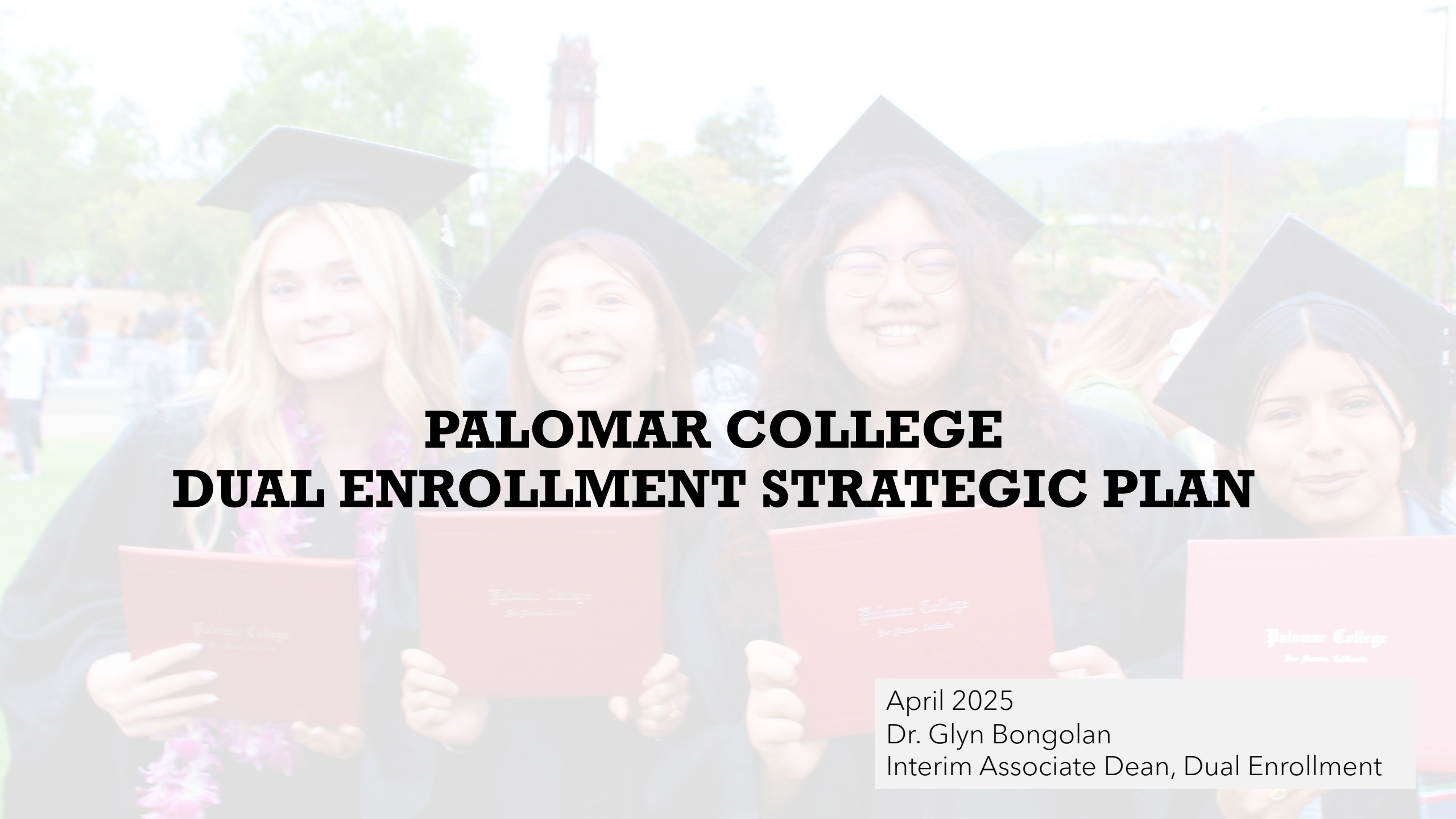
Five years ago I was asked to create a Learning Community for LGBTQIA+ students. Working with our queer, trans and students who identify with our LGBT community has opened a whole new world for me. Attending conferences, trainings and professional development

opportunities has taught me to be a better counselor and instructor. It has also opened my eyes to see how necessary it is for our faculty and staff to be offered these same opportunities so that we can better serve, teach and support our disproportionately impacted students.

I believe that I am ready to be a teacher. Example and support to our faculty and staff in these areas. I believe that my own personal experience, my training, my professional development experiences make me the perfect fit as the co-chair for this committee.

As an adjunct, I have always worked on different campuses, but Palomar has become my home. I have fallen in love with our Pride Center, and the work that I do there. I feel valued here and I am excited to be part of the learning and growing and training for our campus in these areas.

I would be honored to have the opportunity to serve as the co-chair for our campus on this committee.

A photograph of four young women, graduates of Palomar College, wearing black academic caps and gowns. They are all smiling and holding red diplomas. The diplomas have "Palomar College" and "San Marcos, California" printed on them. The background is a blurred outdoor campus scene with trees and a building. The title text is overlaid in the center of the image.

PALOMAR COLLEGE DUAL ENROLLMENT STRATEGIC PLAN

April 2025
Dr. Glyn Bongolan
Interim Associate Dean, Dual Enrollment

STRATEGIC PLANNING COMMITTEE



Dr. Glyn Bongolan

Interim Associate Dean, Dual Enrollment



Dr. Tina Recalde
VPI



Nick Mata
VPSS



Dr. Jenny Fererro
Dean of Instruction



Jennifer Finn
Manager of Dual Enrollment



Henry Lesperance
Ethnic Studies
Faculty



Dr. Dana O'Callaghan
Counseling Faculty

DEVELOPMENT OF STRATEGIC PLAN

Listening Tour with Internal and External Partners



Interviews with the following people:
Internal: Chairs, ADAs, VPs, and Deans.
External: Leads from each district, regional partners

National and State Conferences



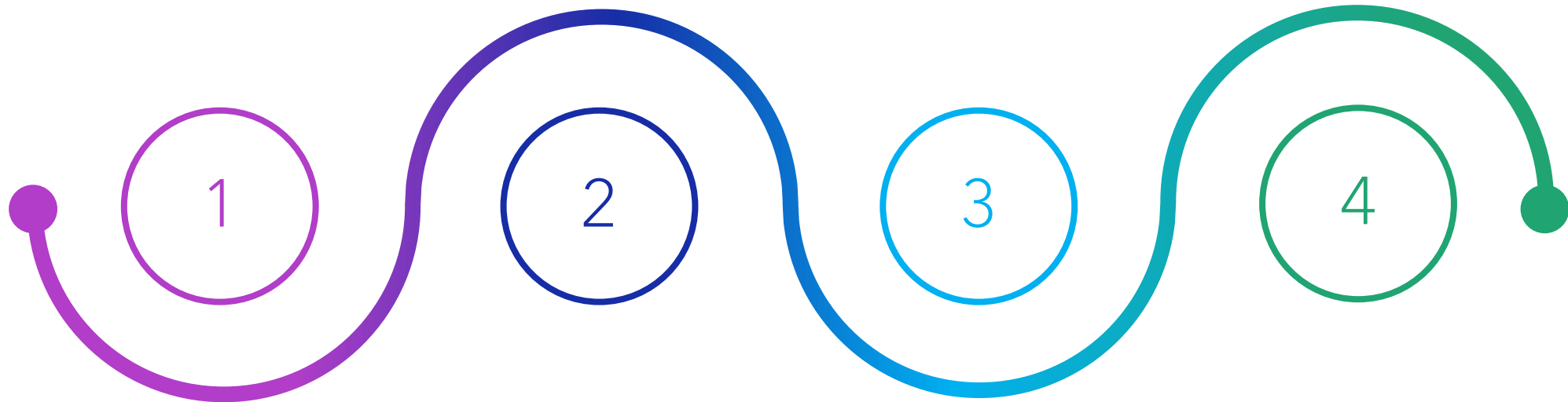
Middle College National Consortium conferences (NJ, CA)
CA Coalition of Early and Middle Colleges
CA Dual Enrollment Equity Conference

Workshops and All Campus Forum



Regional Convening for Strategic Plan in August 2024
K12 Partner CLP Data and Strategic Plan workshop in November 2024
All Campus Forum in February 2025

GUIDED PATHWAYS: THE STUDENT EXPERIENCE ON THE STUDENT JOURNEY



CLARIFY THE PATH

Build structure, **capacity**, and institutional support.

ENTER THE PATH

Increase **access** and make it easy. Target and recruit **underrepresented** students.

STAY ON THE PATH

Develop **support** for students.

ENSURE LEARNING

Develop **support** for **practitioners** to ensure learning for students.

VISION AND MISSION

VISION

Transforming communities through increased access, success, and support in dual enrollment.

MISSION

Palomar College Dual Enrollment's mission is to establish high-quality, innovative pathways designed to expand access to college credit for students who may not already be college bound or are underrepresented in higher education in order to equitably increase college attendance and graduation rates so that students have a strong academic self-concept.

1. To expand access to underserved rural areas and to marginalized students with limited options for early college credit.
2. To increase student high school graduation rates, college attendance rates, and college and career readiness through dual enrollment pathways.
3. To support dual enrollment students in a caring environment that validates students' sense of belonging in education.

*Underrepresented students may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children (Ed Code §76004).

VALUES

The Office of Dual Enrollment's values are aligned with the college's values. Through creating dual enrollment and middle college partnerships, Palomar College strengthens its commitment to transforming lives and communities for a better future.

Access – Expand access to college for students who may not already be college bound by making participation easy and free with a robust support system to successfully navigate higher education.

Diversity, Equity, and Inclusion – Connect with a diverse student body and pursue underrepresented students by including cross-culturally responsive curriculum in the dual enrollment pathways.

Academic Excellence – Increase college readiness and strengthen students' academic self-concepts while holding students to high standards of academic excellence in a caring environment.

Student Focused – Build students' confidence in taking college courses and increasing their sense of belonging in higher education through positive experiences at Palomar College.

Community – Develop relationships and identify social capital and agency in our communities to recognize the unique needs and strengths across the district in order to make connections between high schools, colleges, and employment.

GOAL 1: STRUCTURE AND PROCESS

Build structure, capacity and institutional support for the Office of Dual Enrollment to meet the dual enrollment and middle college needs of our high school partners in both rural and urban areas.

- Establish office structure with a staffing plan in year 1 (2024-2025) with consideration for support for both urban and rural areas of the district including services for concurrent enrollment and CTE transitions (HS articulation).
- Establish a menu of services that Palomar College can provide to each of our partner high schools.
- Create processes, including a course scheduling process and timeline, that are clear and transparent.
- Develop a process for improvement through an analysis of disaggregated data.
- Set target and stretch goals based on analysis of disaggregated data of dual enrollment and middle college programs.
- Establish a district funding process that supports dual enrollment goals and growth.

GOAL 2: ACCESS, ONBOARDING, AND PATHWAYS

Increase access to early college credit through intentional pathways across the district in order to close historical equity gaps in education.

- Facilitate the application process beginning with making the special admit form electronic.
- Strengthen pipeline with rural high schools, especially in our tribal nations, by increasing early college credit opportunities and developing College and Career Access Pathway (CCAP) agreements.
- Increase early college credit opportunities for justice impacted students in our district by strengthening partnership with SDCOE JCCS.
- Strengthen collaboration between Dual Enrollment, HS Articulation/Credit by Exam, and CTEE Division to increase options for pathway development.
- Create early college credit models leading to completion of 12+ units toward general education certification, a certificate, or an Associate degree.
- Create a menu of classes/pathway map for each middle and early college at the centers with culturally responsive pedagogy in mind.

GOAL 3: CONNECTION & SENSE OF BELONGING

Develop a sense of belonging in education, and specifically to Palomar College, in our communities through intentional recruitment of historically underserved students.

- Tailor recruitment efforts toward historically underserved and underrepresented communities.
- Host middle and early college events at the educational centers to build community and belonging.
- Engage parent and guardian support by leveraging parent groups and translating resources and materials into Spanish.
- Develop ongoing student and family outreach for college success

GOAL 4: SUPPORT FOR STUDENTS

Strengthen coordinated and timely support across the dual enrollment student journey with a focus on success and retention.

- Strengthen collaboration between Dual Enrollment, Student Recruitment, and Counseling by outlining services for dual enrollment students by each area.
- Provide college counselors for middle college high schools and dual enrollment and require counseling appointments at specific milestones and momentum points along the dual enrollment student journey.
- Strengthen the collaboration between Dual Enrollment, the Disability Resource Center, and the high schools by updating the process in CCAP agreement.
- Systematically provide student workshops in the areas of recruitment, orientation, technology, study skills, and time management.
- Improve utilization of resources available to dual enrollment students such as tutoring, the Library, Career Center, Transfer Center, and more.
- Strengthen student support services by examining student journey and identifying the appropriate student support through the K12 partner or college.

GOAL 5: SUPPORT FOR PRACTITIONERS

Increase awareness and understanding of dual enrollment across the campus and throughout the community including Palomar employees, students, and families.

- Update or create operational and student handbooks and websites that are accessible and easy to read.
- Provide orientation and training with culturally responsive teaching methods for Palomar faculty working with dual enrollment.
- Provide opportunities for dual enrollment faculty to collaborate and connect internally and externally with our K12 partners.
- Provide training to departments about the dual enrollment program and its processes.
- Provide high school partners with in-service training about Palomar including enrollment processes, resources, degree attainment, and academic remedies.

FIVE-YEAR PLAN

At-a-glance



ASSESSING

Defining the project scope, objectives, and deliverables.

2024
2025



PLANNING

Strategic plan created, including proposed staffing plan. Project plan is put into action.

2025
2026



POLICY & PROCEDUR E

Policies are addressed to facilitate operations of the office. Procedures are documented.

2026
2027



SUSTAINABILIT Y

Progress is monitored, and continuous improvement is systematically incorporated. CCAP is updated.

2027
2028



EXPANSION

Focus is on expansion to build revenue to sustain above and beyond the needs of the program.

2028
2029



NEXT STEPS

1. Action Plan

- Roles & Responsibilities, Evaluation, Metrics

2. How You Can Stay Informed and Involved

- Attend trainings and office hours
- Teach Dual E Sections

3. Collaboration Opportunities

- Yearly review of handbooks and procedures
- Address policies
- Advisory committee

Mufson Proposed Revision to BP 1300 – 2025-03-28

As a California Community College, Palomar College is dedicated to serving the educational needs of all our students and the communities they come from. The college prepares students to be independent learners and critical thinkers in order to foster full participation as citizens and leaders in a complex, free, democratic society.

Palomar College provides the tools, skills and opportunities for students to craft rewarding lives; productive for themselves, their communities and society at large. We recognize that each student brings a unique context and lived experience that shapes their educational journey. We are committed to the ongoing development of educational policies, practices and systems that address the diverse learning styles, cultural orientations and capabilities of each of the individual students that form our body. Therefore, we are committed to the ongoing analysis of our effectiveness in understanding and reducing equity gaps and other systemic barriers to the success of historically marginalized and underserved students.

By providing these services and opportunities on an “open access” basis, we expand the ability of historically marginalized populations to add their ideas and lived experiences to the free exchange of ideas necessary for the functioning of a democratic society. As such, Palomar Community College District declares itself a safe haven for learning and reaffirms its unequivocal support of all students regardless of race, ethnicity, religion, national origin, neurological divergence, sexual orientation, family structure, age, culture, gender expression, language, disability, immigration status, marital status, parental status, socioeconomic status, political status and veteran status.

THE DISTRICT**BP 1300 EDUCATIONAL PHILOSOPHY****References:**

No specific references

The educational philosophy of Palomar College is based upon belief in the value of the individual and belief in the individual's potential for intellectual, ethical, personal, and social growth. Only through growth in these areas and responsible examination of the question of personal rights can the rights of an individual in a democratic society be fully understood.

The fundamental assumption of the democratic way of life is the intrinsic worth of the individual. This assumption, therefore, becomes the fundamental principle of public education in a democratic community.

In order to become an effective member of a democratic society, an individual must take part in a free exchange of ideas. Only within a free society is the individual assured this free exchange of ideas and the maximum freedom of choice and opportunity for self-realization consistent with the freedoms and opportunities of others. Only within a free society can the human personality attain its greatest stature.

The community college, by providing equal opportunities for individuals to develop their differing abilities and interests, enables students to realize more fully their potentials. Thus, their talents become more readily available to the community, and their participation in society becomes more effective.

In keeping with this educational philosophy, Palomar Community College District declares itself a safe haven for learning and reaffirms its unequivocal support of all students regardless of race, religion, national origin, immigration status, sexual orientation, family structure, or gender identity.

Cerritos Community College District Policy**No. 1300****The District****BP 1300 EDUCATIONAL PHILOSOPHY****References:**

No specific references

Cerritos College embraces community, diversity, innovation, and active learning. We strive for high academic and ethical standards, as well as academic freedom; we believe in the worth and dignity of all of our learners. In educating, we consider the learner's cognitive growth and emotional and physical well-being. The college prepares individuals for full participation in a complex democratic society as citizens and leaders, for the fulfillment of personal needs, and for the future. We believe that the purpose of education is to cultivate critical thinking skills and enhance the quality of life.

Office of Primary Responsibility: President/Superintendent

Date Adopted: October 17, 2007*(Replaces Cerritos College Policy 1000)*



BOARD POLICY
Code: 1300
Adopted: 07/18/2023
Revised/Readopted:

1300– Equity Statement

Columbia Gorge Community College is dedicated to promoting an academic and social environment that serves the evolving needs of the vibrant and diverse communities across its district and beyond.

Columbia Gorge Community College is a student-centered, teaching and learning, socially and economically just organization that is committed to being a critical resource for underserved and marginalized communities. Columbia Gorge Community College commits to fostering an inclusive and equitable climate with programming, instruction, employment practices, community partnerships, and decision-making processes that value individual and group differences.

Columbia Gorge Community College is dedicated to the continuous work to eliminate the barriers that perpetuate inequity, oppression, and injustice.

[Apply](#)[Class Search](#)[Self-Service](#)[Canvas](#) [Academics](#)[Admissions](#)[Financial
Aid](#)[Student
Support](#)[Athletics](#)[Donate](#)

Educational Philosophy

[Home](#) > [About Cuyamaca College](#) > [Our Vision, Mission, and Values](#) > Educational Philosophy

Educational Philosophy

The founders of the Grossmont-Cuyamaca Community College District believed that a community college should provide experiences which will greatly broaden the students' educational opportunities and strengthen the society's democratic institutions. The representatives of the community directed the college to provide an education through which students may create rewarding lives, productive for themselves and for society, based on an understanding of the relationship between the past and the challenge of the present and the future.

[Apply](#)[Class Search](#)[Self-Service](#)[Canvas](#) [Academics](#)[Admissions](#)[Financial
Aid](#)[Student
Support](#)[Athletics](#)[Donate](#)

The college recognizes the worth of the individual, and the fact that individual needs, interests and capacities vary greatly.

The maximum development of the personal, social and intellectual qualities of each individual must be encouraged.

The maximum development and fulfillment of the individual, and the development of the community are increasingly interdependent.

All segments of the college community are encouraged to contribute and participate in the operation of the college.

An educational environment dedicated to these philosophic premises will produce individuals prepared for life and citizenship in a complex, viable society.

Code of Ethics

Cuyamaca College is a public community college and in the fulfillment of its mission, embraces a code of conduct for students, faculty, classified staff, and administrators. We recognize the values and dignity of each individual within the framework of the campus community.

We strive in all our affairs to:

respect the opinions, values and traditions of others,

be responsible for our behavior,

be honest, open and trustworthy,

be fair and equitable in our treatment of others, and

promote democratic principles, good citizenship and the standards of academic freedom.

[Apply](#)

[Class Search](#)

[Self-Service](#)

[Canvas](#) 



[Academics](#)

[Admissions](#)

[Financial
Aid](#)

[Student
Support](#)

[Athletics](#)

[Donate](#)



Educational Philosophy



[Why choose Cuyamaca?](#)

[About Us](#)

[Employee Directory](#)

[Public Safety and Parking](#)

[Accreditation](#)

[Accessibility](#)

[Committees and Minutes](#)

[Health Updates](#)

[Privacy Statement](#)

Popular:

[Class Schedule](#)

[Library](#)

[Bookstore](#)

[Email](#)

[Consumer Information](#)

Resources For:

[Future Students](#)

[Current Students](#)

[International Students](#)

[Online Students](#)

[Faculty and Staff](#)

[Our Community](#)

Follow Us:



900 Rancho San Diego Parkway
El Cajon, California 92019
619-660-4000

[Apply](#)

[Class Search](#)

[Self-Service](#)

[Canvas](#) 



[Academics](#)

[Admissions](#)

[Financial
Aid](#)

[Student
Support](#)

[Athletics](#)

[Donate](#)





Book	Board Policies
Section	Chapter 1: The District
Title	Commitment to Diversity, Equity, Inclusion and Accessibility (DEIA)
Code	BP 1300
Status	Active
Legal	Title 5 Sections 53003; 53004; 53201; 53204; 53206; 53000; 51010
Adopted	March 11, 2009
Last Revised	May 29, 2024
Last Reviewed	April 3, 2024
Prior Revised Dates	Reviewed and revised: 7/14/2010; 12/6/2017; 2/11/2021

The Yuba Community College District declares its commitment to diversity, equity, inclusion, and accessibility (DEIA) and the fulfillment of its educational mission in order to build a strong community and to prepare students for a global society. The Yuba Community College District Board of Trustees expects everyone in the District, through their roles and responsibilities, to implement the District's equity and diversity initiatives and maintain a climate of respect, civility, anti-racism, and inclusion as part of the institution's commitment to closing all equity gaps. In our work as a District, decisions and processes will be geared toward reducing any and all inequities and ensuring student success.

STUDENTS

Our District is committed to fostering a safe, and welcoming environment that provides access to high quality education and services to all students. Our District is committed to dismantling the barriers impacting students by routinely reviewing structural barriers to equity and investing in equity-minded policies, practices, and behaviors that lead to success for all students.

COMMUNITY

Our District is committed to strengthening existing bonds and building new partnerships with the communities we serve through inclusive programs and initiatives that address the distinct inequities within our local service areas and community groups. We recognize that our college campuses and centers are an important source of arts, politics, and culture, and we strive to provide culturally relevant events that reflect the vitality and rich diversity of our communities.

EMPLOYEES

Our District is committed to providing a safe and welcoming work environment. We value the contributions of all employees, and work to foster a community that is transparent, inclusive, and high functioning, promoting mutual understanding and respect. Our District is committed to processes for hiring, welcoming, onboarding, evaluation, and professional development that support the continuous growth of all employees. We recognize that employees with diverse backgrounds, socio-economic levels, and ethnicities not only foster cultural awareness and promote mutual understanding and respect, but also serve as a model for all students.

PLANNING AND IMPLEMENTATION

The Chancellor shall establish and implement district planning documents that meet Title 5 standards. The plans will support the Yuba Community College District's dedication to championing DEIA through purposeful acts. Our District will be intentional in developing interventions based upon robust data collection and evaluating new ideas with inquiry to ensure the success of our mission.

DEFINITIONS

Accessibility: The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item. (University of Pittsburgh, Office for Equity, Diversity, and Inclusion; U.S. Department for Civil Rights, 2013)

Anti-Racism: Actively challenging and transforming racist policies – values, structures, laws and rules (written or unwritten), processes, and behaviors that have led to and sustained racial inequities. (Kendi, I.X., 2019)

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences. (University of Washington School of Public Health, 2020)

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people. (National Association of College and Employer, 2020; Mann, B., 2014; The Education Trust, 2020)

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. (Gilson, C.B., Gushanas, C.M.K., i,Y., Foster, K., 2020)

Attachment: [Diversity, Equity, Inclusion, and Accessibility Glossary of Terms – CCCCCO Glossary of Terms \(2023\).](#)

[CCCCCO Glossary DEIA \(May 2023\).pdf \(297 KB\)](#)

Palomar Community College District Procedure**BP 3000****GENERAL INSTITUTION****BP 3000 ANTIRACISM****References:**

Education Code Sections 200 and 201(b)
Government Code Section 50260 - 50265
Title V (BOG)
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e
CCCCO document

The Palomar Community College District (PCCD) is committed to taking action against all forms of racism and white supremacy. The District has a responsibility to implement an action-oriented, systemic, antiracist approach to all practices designed to serve our diverse community. This approach should align, at a minimum, with the goals of the Chancellor's Office, mission of the institution, the college's strategic plan, and other institutional planning. We are committed to work towards racial equity and eliminating structural and systemic racism and dismantling any practices or policies that perpetuate inequity. Antiracism includes an action-oriented approach to reducing bias, racism, and discrimination; supporting diversity; representing historically under-represented staff, faculty, and students in all areas of campus life; identifying and eliminating barriers that oppress people, and redesigning policies and systems to enable equity.

The District recognizes that bias, whether conscious or unconscious, and micro-aggressions have a detrimental impact on recruiting, retaining, and supporting Black, Indigenous, and People of Color (BIPOC) including faculty, staff and students. We recognize that language can also be a source of bias, and we commit to interrogating within ourselves, our uses of language, discourse, and representation to create an environment that fosters equity and social justice. The District is committed to identifying and eradicating all such forms of bias, racism, and discrimination.

The District will support Diversity, Equity and Inclusion (DEI). DEI positively impacts student achievement, aids in retention, reduces implicit bias, and positively affects a multicultural pedagogy. The District recognizes that policy and practices should support the intersectionality amongst diverse elements of our community members. To that end, the District commits to producing recognizable improvements and ensuring transparency across all of these efforts.

The District also acknowledges the historic under-representation of BIPOC in Higher Education and specifically at PCCD and will be accountable and committed to redesign obsolete policies and procedures that oppress historically underrepresented groups. The District recognizes the importance of representing the specific racial and ethnic diversity in staff, faculty and administration that parallels the students and communities the institution serves.

Palomar Community College District Procedure**BP 3000**

This policy applies to all activities and practices of the District. We commit to continued individual and collective antiracist work in ourselves, our classrooms, our campus, and our larger communities. The District is committed to regularly reviewing this policy to understand and adapt to the continuing evolution of DEI.

To this end, the Superintendent/President, in collaboration with all campus groups, shall ensure that procedures are developed that promote DEI by recognizing the existence of institutional and systemic racism and working to dismantle systems of oppression within district programs and activities.

Proctoring and Academic Integrity



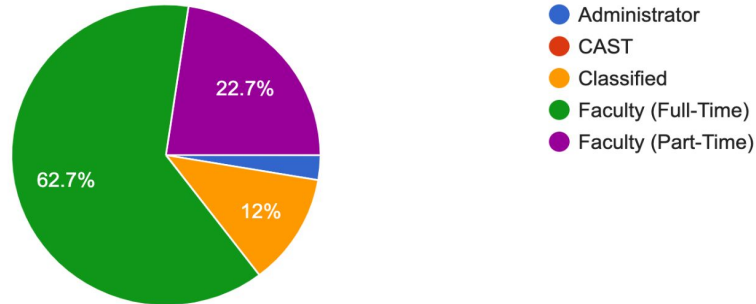
Introduction

This presentation explores the critical need for establishing a dedicated proctoring center and its integral role in maintaining academic integrity.

- Townhall & Survey-sent all staff/faculty 1000+
- 80 Townhall/75 respondents survey
- 5 questions: status, ideas, concerns, personal experiences,suggestions

Tell us about your employee status please.

75 responses



01

Need for Proctoring Center

A dedicated proctoring center

- Ensure effective oversight of exams, particularly in online environments.
- This center should operate independently from existing educational services
- Provides/Utilizes dedicated resources and infrastructure to prevent cheating and enhance the credibility of assessments.

Current resource limitations

Issues:

- Existing proctoring options overstretched
- Understaffed
- Limited in accessibility for faculty and students
- Many professors struggle to manage proctoring alone, especially in large classes, leading to inconsistencies in exam oversight
- Lack of support jeopardizes academic integrity and highlights the urgent need for a centralized proctoring solution

Resources, Scheduling, Technology:

Current resource limitations cont.

- Request for dedicated funding for proctoring, with contributions from each division and Palomar College, eventually establishing institutional funding.
- Proposal to open a testing center at Palomar as a faculty resource, reducing the burden on the math center and Tutoring Services.
- Request to adjust class scheduling to include a category for 100% online courses with in-person exams, rather than labeling them as hybrid or synchronous.
- Strong recommendation to implement Lock Down Browser in Canvas, citing its ease of use and student familiarity from other colleges.

Features of the proposed center

- Extended hours of operation (M-Th 8am-8pm, half-day Fridays/Saturdays)
- Trained staff to ensure effective monitoring
- Technology solutions such as automated proctoring software to accommodate both in-person and online assessments
- Lockers for student belongings secure testing environment
- Models from successful institutions like San Diego City/Mira Costa UCSD/CSUSM/SDSU can inform design and operation of center

For a mid-sized community college (e.g., 5,000–10,000 students):

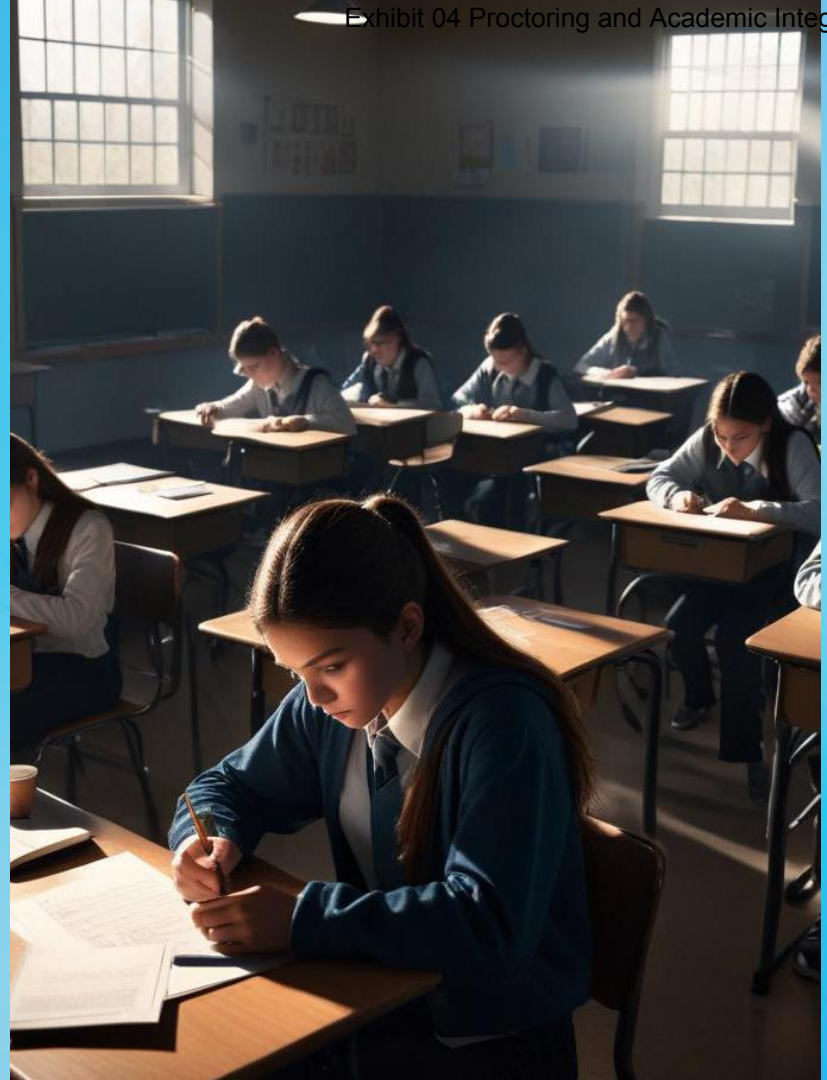
- **Proctorio**: \$10,000–\$50,000/year (institution-wide license).
- **LockDown Browser**: \$4,000–\$15,000/year (with or without Monitor).



02 Academic Integrity

Impact of cheating

- Rampant cheating undermines credibility of academic assessments
- Grading disparity: time on exams unrealistically short or F2f vs. Online results
- **The pervasive nature of cheating not only affects individual performances but also damages the overall reputation of the educational institution.**



AI Positive & Flexible

- **Future-Ready Skills:** AI is a permanent fixture, prepares students to navigate and leverage it, aligning education with a tech-driven cultural reality
- **Cultural Relevance:** AI is deeply embedded in daily life (ex: virtual assistants, social media), making its inclusion in education a natural extension of learning, fostering adaptability and familiarity with tools students already encounter
- **AI-Prohibited (Equity-Assured Traditional Methods):** AI is banned, and learning relies on traditional, universally accessible methods
- **AI-Restricted (Targeted Support with Accessibility):** AI is allowed for specific, instructor-approved tasks to enhance learning, with restrictions on generating final work and requirements for accessibility compliance
- **AI-Integrated (Transparent and Inclusive Use):** AI is fully permitted for any task, with mandatory disclosure (tool citation, prompts, usage, time spent)

Syllabus Statement and in
Assessments

Highlighted Comments



- **I didn't get into teaching to be a cop.** That said, what I've been doing has worked to eliminate cheaters and I spend a lot of my own time working with those with learning issues
- The concerns about **Proctorio being "invasive" were wildly exaggerated** and there was a rush to judgement to remove the program.
- Please be mindful that tutoring is already incredibly busy with supporting students, on a **skeletal** classified and short-term staff. Proctoring for the district adds an overwhelming amount of workload to the program, depletes funding sources for tutoring, conflicts with Classified staff's ability and right to participate in shared governance committees because the flexibility of programming testing schedules is lost and **compacts their workload overwhelmingly, and offers zero incentives for students to return to utilize our labs for tutoring support** which is tutoring's primary goal--to bring in more students seeking tutoring support rather than testing accommodations.
- I would love to see Palomar help to spearhead statewide discussions about academic integrity in the face of artificial intelligence. Bringing resolutions to ASCCC plenary events and working with colleagues across the state to establish a system of California Community College **proctoring centers would allow our remote students to still complete in-person proctored exams**, wherever they reside in the state. (For our **military population**, we can work on similar arrangements for proctored exams

Restoring equity

- Implement consistent proctoring standards to restore equity among students, particularly between online and in-person learning environments
- Ensure all students are subject to the same examination conditions
- Mitigate the advantages that dishonest practices offer, leading to more equitable grading practices.
- Normalized grading distributions under the watchful eye of proctoring to foster a fair learning space
- Increase Academic Integrity faculty and student awareness in syllabi, workshop
- Offer authentic assessments, such as project based learning



Institutional Reputation



- Academic integrity is crucial for maintaining the institutional reputation.
- A credible educational institution must ensure that its degrees reflect genuine learning outcomes.
- Without robust measures to uphold integrity, there is a risk that the institution may be viewed as a '**degree mill.**'
- This perception can negatively impact accreditation processes, student preparedness for real-world challenges, and future opportunities for graduates

Conclusions

- Establish dedicated proctoring center Fall 2025
- Offer and use effective academic integrity measures
- Offer faculty support for academic integrity measures
- Student and faculty focus workshops

RESULT

- Reduce cheating
- Promote Equity
- Enhance Palomar's Reputation
- Grades will reflect student learning

Survey Link:



Senate Report: Proctoring/Academic Integrity Needs

Information Item Phase

Compiled by Marina Parenti, Academic Integrity Taskforce Chair

Chris Norcross, Adriana Guillen, John Harland

April 14, 2025

Overview

This report consolidates faculty input from prior townhalls, surveys, and the April 9th Academic Integrity Taskforce meeting, attended by SBS Dean Diane Studinka. The consensus recommends proposing to the Senate Agenda the expansion or reinstatement of proctoring measures, including lockdown browsers for in-person and online courses, POPS, and enhanced support for faculty and students in proctoring and developing authentic assessments.

Proposed Solutions by Fall 2025

- **Restore and increase availability of Proctoring:** Secure funding (all funding already assigned for 25/26 academic year), determine equity across departments, close equity gaps between non-proctored vs. proctored assessments in all modalities, include language in course description of proctoring on campus if online.
- **POPS (Palomar Online Proctoring Service)**-include a single point of proctoring support (hub) for faculty and students-current numbers usage:
 - Spring 2025 4/11/25 Faculty-4 Proctored Exams-413
 - Fall 2024 11/8/24 Faculty-13 Proctored Exams-2124
- **Policy Updates:** Revise the 2021 Senate Resolution to address AI, detailing privacy-respecting proctoring (a student concern) and faculty training, include tiered Artificial Intelligence-use policy, recommend standardization of individual faculty AI policy on syllabi and all assignments
- **Academic Integrity:** Increase faculty/student workshop presence on Academic Integrity, simplify reporting process, create PD with Student Life and Leadership (last part in process)
- **Authentic Assessment Support:** Offer department specific templates/faculty toolkits and workshops. Include policy on ADA compliance and military student needs (offline options) for proctoring high stakes exams. (ex: having a Senior Officer proctor exam)

DISTANCE EDUCATION COMMITTEE RESOLUTION: RECOMMENDATION TO REQUIRE USE OF CANVAS IN ALL COURSE MODALITIES FOR GRADES AND SYLLABI

BACKGROUND

For several years, the DE Committee has periodically explored the benefits of requiring Canvas use across all courses. This resolution is the result of ongoing discussions and research on how Canvas supports student success. However, as the scope of the DE Committee is limited to distance education which are already required to use Canvas, this resolution does not make a direct recommendation for use by face-to-face courses but instead presents a rationale for broader consideration. It calls on the Faculty Senate and PFF to continue the discussion on the potential benefits and implications of requiring Canvas for course syllabi and grades in all modalities.

RESOLUTION

Approved by DE Committee on 2/19/25 with 9 yes votes and 1 no vote.

Whereas, Canvas is the district-supported Learning Management System (LMS) and provides a cohesive, accessible, and reliable platform for course delivery, communication, grading, and student support across all modalities; and

Whereas, currently only distance education (DE) courses are required to use Canvas, but expanding its use for syllabi and grades to all courses would enhance the student experience and improve continuity across course modalities; and

Whereas, Canvas ensures **student authentication and secure grade management**, by providing a secure, password-protected platform for accessing grades, thereby reducing the risk of using non-secure communication methods, such as email, for sharing grades; and

Whereas, students have expressed a strong preference for Canvas as a centralized learning hub, as reflected in student feedback:

“I wish all classes used Canvas.”

“I spend all my time in Canvas.”

“I rely on Canvas for communication.”; and

Whereas, Palomar College is transitioning to using Canvas as the primary platform for **assessing Course Learning Outcomes (CLOs)**, and requiring all courses to use a Canvas shell will ensure that all courses have the capability to assess and report learning outcomes consistently through Canvas; and

Whereas, using Canvas for grading promotes **grade continuity**, ensuring that students can access their grades throughout the semester and course progress is protected in cases of faculty emergencies, such as an unanticipated mid-semester leave of absence; and

Whereas, **faculty-student communication** is enhanced through Canvas, which provides students with easy access to syllabi, announcements, and course materials in one centralized platform; and

Whereas, expanding Canvas use to all courses increases efficiency and support by reducing the number of **help tickets** to the Academic Technology Resource Center (ATRC) from students unable to locate their unpublished courses in Canvas, allowing ATRC to better allocate resources; and

Whereas, for **dual enrollment students**, Canvas provides real-time access to grades, supporting their high school graduation requirements and ensuring they can monitor their academic progress; and

Whereas, using Canvas for syllabi and grades supports **emergency continuity**, ensuring that students can continue their courses if face-to-face instruction is disrupted by an emergency; and

Whereas, the Distance Education Committee acknowledges that some courses, such as adaptive kinesiology or non-credit ESL courses, may have unique needs and that **exceptions may be necessary** to support specialized instructional approaches; and

Resolved, that the Palomar College Faculty Senate, in collaboration with the Palomar Faculty Federation (PFF), **engage in a discussion** regarding the required use of the Canvas LMS for all courses, at a minimum, to provide students with access to course syllabi and grades; and

Resolved, that the Faculty Senate and PFF **consider the impacts** on academic freedom, address potential exceptions for specialized courses, and ensure that any recommendation is developed through inclusive dialogue with faculty from all modalities; and

Resolved, that the Faculty Senate and PFF explore how the consistent use of Canvas for syllabi and grades **supports student-centered practices**, continuity in learning outcomes assessment, and alignment with the college's commitment to student success and equity.