



MEETING

2025-04-21

EXHIBITS 1-8

Faculty Senate Community Agreements

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

MEETING OF THE FACULTY SENATE

Date: Monday, April 21st, 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
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

- Call to Order
- Public Comment
- Announcements
- Agenda Changes
- Approval of Minutes, 4-14-2025

2. Action

- Curriculum – (Exhibit 1), Mellos
- DEIAA in Curriculum Course Outline of Record Resolution, (Exhibit 2), Mellos
- BP 1300 Educational Philosophy – (Exhibit 3), Mufson
 - Approval of recommended changes

3. Information – (Max 5 min each)

- ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative.
- Fall 2025 Senate Seats - (Exhibit 4), Pearson
 - A call for new and incumbent candidates to run for Senate seats for the terms starting in Fall 2025
- Committee Reports – (Exhibit 5), Pearson
- Update on Food Services, Falcone (ISC)

4. Discussion (Max 10 min each)

- Canvas Resolution- (Exhibit 6), Falcone
 - Distance Education (DE) Resolution to advocate for use of Canvas across all courses and minimum requirements.
- Committee Positions for Fall 2025- (Exhibit 7), Zavodny
 - Great committee call from April 23rd-May 9th
- ASCCC Resolutions – (Exhibit 8), Pearson
 - [ASCCC Resolution 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 14, 2025

PRESENT: Ben Adams, Russell Backman, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Adriana Guillen, Gene Gushansky, Shelbi Hathaway, Jason Jarvinen, Lawrence Lawson, Kristen Marjanovic, Melissa Martinez, Michael Mufson, Patrick O'Brien, Marina Parenti, Beth Pearson, Nina Shmorhun, Nicole Siminski, Elena Villa Fernandez de Castro, Anastasia Zavodny

ABSENT: Vickie Mellos, Santo Chamorro (ASG), Ashley Wolters

GUESTS: Jose Briceño, Matt Grills, 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 2:31 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Matt Grills made a comment regarding his endorsement of Luis Guerrero as a candidate for the reassigned time position of the Professional Development Coordinator. He highlighted his past contributions and the evolution of the PD role.

Senator Brooks made a comment regarding the Land Acknowledgment not being presented by the Governing Board in the future. She suggested that faculty or staff should present the land acknowledgment at each subsequent Governing Board meeting during the public comment portion. It was noted that volunteers were already queuing for this. A Palomar College Land Acknowledgment video on YouTube was recommended for practice.

Senator Siminski announced that there will be a Solidarity Fest on April 26th.

ANNOUNCEMENTS

Senator Mufson announced upcoming events in the Performing Arts department, including "Latin Nights" on Friday featuring salsa lessons, Afro-Cuban food, and performances. He also announced the student theater production of the musical "Ride the Cyclone" on Saturday, April 19th.

Senator Falcone announced the annual Peralta Online Equity Conference on Wednesday, which is free and focuses on designing for equity in online learning. She also announced that the DE Committee has been working on a revised Palomar Online Education Training (POET) course led by Tanessa, hoping for completion by the end of the semester.

Senator Zavodny announced that Political Economy Days will be held next week, on Tuesday and Wednesday, April 22nd and 23rd, with lectures available in high flex and in-person formats (MD-157). She also clarified that recordings will likely be available.

President Pearson announced a tree planting event at all Palomar College centers in honor of Earth Day next Tuesday and an arboretum cleanup at the San Marcos campus for Arbor Day that Friday.

President Pearson announced the need for a few more alternates needed as marshals for the graduation ceremonies. Senators O'Brien and Marjanovic volunteered.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Shmorhun/O'Brien

Faculty Senate to approve the minutes for April 7, 2025 as amended.

The motion carried.

Abstentions – Senators Marjanovic and Falcone

ACTION

A. Reassigned Time Position Appointments - (Exhibit 1), Pearson

President Pearson noted that there were multiple volunteers for some positions would need to be pulled for the vote.

Discussion was held regarding the requirement for seated Senators to hold certain reassigned time positions. It was clarified that some positions are traditionally and procedurally appointed from within the Senate body. It was decided to remove the positions that are appointed where a Senator is required (Academic Standards and Practices Chair, Committee on Committees Chair, and EEDCC Co-Chair) to be brought back after fall Senators are seated and potential bylaw changes were explored and clarified.

The motions for the position votes and results are as follows:

MSC Gushansky/Doyle Bauer

Faculty Senate to confirm the following two-year faculty reassigned time position (Exhibit 1)

Accreditation Steering Committee Co-Chair – Adam Meehan

The motion carried.

MSC Doyle Bauer/Hathaway

Faculty Senate to confirm the following two-year faculty Reassigned Time position (Exhibit 1)

CALM Coordinator – Anastasia Zavodny

The motion carried.

MSC Shmorhun/Parenti

Faculty Senate to confirm the following two-year faculty reassigned time position (Exhibit 1)

Curriculum Co-Chair – Vickie Mellos

The motion carried.

MSC Hathaway/Shmorhun

Faculty Senate to accept the results of the roll call vote for the following two-year faculty reassigned time position (Exhibit 1)

Distance Education Coordinator – Tanessa Sanchez (13 Votes)

5 Votes for Solange Wasef – Senators Brooks, Jarvinen, Lawson, Martinez and O'Brien

2 Abstentions – Senators Backman and Shmorhun

The motion carried

MSC Doyle Bauer/Jarvinen

Faculty Senate to confirm the following two-year faculty reassigned time position (Exhibit 1)

Equivalency Committee Chair – Michael Dudley

1 Opposed – Senator Lawson

The motion carried.

MSC O'Brien/Hathaway

Faculty Senate to confirm the following two-year faculty reassigned time position (Exhibit 1)

Professional Development Coordinator – Luis Guerrero

The motion carried.

MSC Mufson/Zavodny

Faculty Senate to confirm the following two-year faculty

reassigned time position (Exhibit 1)

SLO Co-Coordinator (GEILOs) – Shelbi Hathaway

The motion carried.

MSC Shmorhun/Zavodny

Faculty Senate to confirm the following two-year faculty reassigned time position (Exhibit 1)

Service Learning Program Coordinator – Gina Wilson

1 Opposed – Senator Lawson

The motion carried.

INFORMATION

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

Tabled.

B. Dual Enrollment Strategic Plan – (Exhibit 2), Bongolan

Dr. Glyn Bongolan, Interim Associate Dean overseeing Dual Enrollment and Dr. Jenny Fererro, Dean of Instruction, presented on the Palomar College Dual Enrollment Strategic Plan.

The approach to creating the plan involved a listening tour with internal and external partners, attending national and local conferences, as well as conducting workshops, forums, and presentations.

They highlighted a point that CLP indicated no equity gaps in the Dual Enrollment program participation at Palomar compared to high school populations, a finding they considered exceptionally rare.

The strategic plan follows the framework focused on equity and aiming to guide the student experience. The vision of the program is to transform communities through increased access, success, and support in dual enrollment," aligning with the educational vision plan and the Chancellor's Office's 2030 vision.

Five goals were outlined: structure and process, access onboarding and pathways, connection and sense of belonging, support for students, and support for practitioners, both within the college and community high schools.

Next steps include creating an action plan, defining roles, and evaluating the program. Faculty were encouraged to attend Dual Enrollment office hours and training sessions. Collaboration on handbooks and policies with Faculty Senate and PFF is planned moving forward.

Discussion points included:

A senator shared their positive experience with teaching dual enrollment but noted the lack of initial orientation and training, especially for part-time faculty, as well as the need for better communication and

support. They also suggested more intentional scheduling of listening sessions and orientations to accommodate a variety of faculty schedules.

One senator inquired about the current scheduling process for dual enrollment classes, specifically whether it was driven by faculty interest or a broader strategy. It was explained that the Instruction Office offers FTF for them and they look at the pathways based on interest from schools – they go to deans, then deans go to chairs to see if it is possible to offer a course to fill that need through negotiation.

A question was raised about what the Faculty Senate could do to support the dual enrollment office and program. It was suggested that the Faculty Senate could help by reviewing operational handbooks and advocating for the program to colleagues.

The discussion also touched upon the sustainability of the program and the necessity of adequate staffing, with a suggestion for a dedicated dual enrollment counselor and other support staff in the future.

Another senate member expressed concern about the timing of receiving information and support classes with resources about teaching their dual enrollment courses for the first time, noting that receiving it right before the start of classes was not ideal.

C. Faculty Awards Committee, Pearson

Tabled.

DISCUSSION:

A. BP 13000 Educational Philosophy - (Exhibit 3), Mufson

Michael Mufson presented a rewritten BP 1300 Educational Philosophy.

The goal was to create a “philosophical foundation”, emphasizing Palomar College’s open access, diversity, equity, and inclusion.

Concerns about potential overlap with BP 3000 were raised. It was clarified that Palomar is unique in having a separate BP 1300 and BP 3000, while other colleges often integrate their DEIAA philosophies into their own equivalent of BP 1300.

The process for updating BPs, including striking out the old text and highlighting the new, was discussed as being needed before approval.

It was highlighted that the suggested new language was much more readable and defensible.

Concerns were also raised about the recent pulling of all BPs at the Governing Board meeting, suggesting a cautious approach. The ownership of BPs by the Board and APs by the faculty was also clarified.

Senator Mufson agreed to add the edits, including where the old text was struck out and highlighting the new. Given that the meeting was coming to a close, he suggested that any other thoughts or suggestions could be emailed to him for consideration.

B. Proctoring Policy – (Exhibit 4), Parenti

Tabled.

C. Canvas Resolution – (Exhibit 5), Falcone

Tabled.

D. Institutionalizing Programs through PRPs

Tabled.

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

April 16, 2025
Curriculum Committee Actions

Item I. from BoardDocs Agenda

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

I.1. ACTION: Distance Education and Course Reviews
The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective fall 2025.

	Subj	Nmbr	Title	Dist.	Originator
A.	ANTH	120	Archaeological Excavation		Elizabeth Pain
B.	ANTH	298	Internship in Archaeology		Marlo Willows
C.	ARAB	101	Arabic I	Yes	Beatrice Manneh
D.	ARTI	220	Illustration II, Digital Techniques	No	Lily Glass
E.	CFT	97	Cabinet and Furniture Technology Topics	No	Jennifer Anderson
F.	CHEM	115L	General Chemistry Laboratory	Yes	Jennifer Zabzdyr
G.	KINE	155B	Intermediate Volleyball: Techniques and Analysis	No	Karl Seiler
H.	KINE	155C	Advanced Volleyball: Techniques and Analysis	No	Karl Seiler
I.1.	KINE	170F	Team Sports- Football Biomechanics	Yes	Joseph D. Early
J.	LT	115	Library Operational Skills/Public Services	Yes	April Cunningham
K.	PSYC	115	The Psychology of Personal Growth and Development	Yes	Betsi Little

Resolution to integrate Diversity, Equity, Inclusion, Accessibility, and Antiracism into the Course Outline of Record

Whereas, the [Proposed Revisions to Title 5, California Code of Regulations Relating to Course Outline of Record](#) (§ 55001), which was approved by the CCC Board of Governors on January 14, 2025, state curriculum committees shall have a documented procedure for ensuring that Course Outlines of Record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Whereas, Course Outlines of Record are developed and approved by college faculty, and then are approved by district governing boards, and therefore reflect district academic policy ([Notice of Proposed Rulemaking California Code Of Regulations, Title 5, Regarding Course Outline of Record](#));

Whereas, a Course Outline of Record broadly defines the parameters of a course ~~offered for credit~~, including the topics that will be covered, but does not dictate how those topics will be taught; faculty will continue to retain and exercise academic freedom to teach within the defined parameters of the course ([Notice of Proposed Rulemaking California Code Of Regulations, Title 5, Regarding Course Outline of Record](#));

Whereas, [Palomar College's mission](#) is to respect each of our students' experiences, support them to achieve academic success, value the recognition and respect for diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.

Whereas, the [Palomar Student Equity Plan 2022 – 2025](#) calls for a focus on institutional change (policies, procedures, practices, and culture) to support continuing efforts to address disproportionate equity and success outcomes experienced by minoritized students;

Whereas, the Curriculum Committee and Faculty Senate support ASCCC's Resolution 09.01 FA 21 to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled;

Whereas, the Faculty Senate has already supported these changes in our [Antiracism resolution](#): "Be it resolved that, in matters related to oversight of curriculum, the Faculty

Senate will ensure, through direction given to the Curriculum Committee, that equity, diversity, and inclusion is appropriately integrated in the Course Outlines of Record;"

Whereas, our [AP 3000](#) states that the District will ensure academic programs are prioritizing the needs of the diverse students on campus through implementing practices that include racial-equity and antiracism throughout; academic program evaluations will focus on equity and antiracism and address the academic outcomes and performance of all students; academic program evaluations will be conducted by a diverse group of stakeholders and presented to the Board along with recommendations for next steps;

Whereas, Palomar College's [faculty are evaluated according to Competency](#) Dimension C, [which](#) requires faculty to develop and implement pedagogy and/or curriculum that promotes equitable access and DEIAA perspectives with an intersectional lens;

Whereas, the Chancellor's Office encourages colleges to develop and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps; and

Be it resolved that, all curriculum (courses and programs) submitted to the curriculum committee shall meaningfully incorporate DEIAA into (but not limited to) the Course Description/Title, Course Objectives, Course Learning Outcomes, Content/Body of Knowledge, Assignments, Methods of Assessment/Instruction, Textbooks/Resources, program title, Program Learning Outcomes, Program Catalog Description, Program Goals/Objectives, and/or Program Requirements; and

Be it therefore resolved that, [the Faculty Senate and Curriculum Committee will provide](#) resources and training ~~will be provided~~ to faculty as support to implement these changes, including (but not limited to) workshops and trainings by the Curriculum Committee, the DEIAA checklist from Curriculum Committee, the IDEAA's course, ASCCC's IDEAA in Praxis course, DEI in Curriculum: Model Principles and Practices toolkit, Faculty Cultural Curriculum Teaching Institute, and/or other relevant trainings.

Palomar Community College District Policy**BP 1300****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.~~

~~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.~~

~~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.~~

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.

~~In keeping with this educational philosophy,~~ 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**.

Key for Tracking BP/AP Changes

03/08/2025

1. Red text – CCLC-provided language (legally required or legally advised). \
2. Green text – Additions or deletions from Palomar, introduced through operations and governance to align with current practice (deletions appear in green with strikethrough).
3. Gray text – Palomar-specific language.
4. White text – Existing BP/AP language (legally required, legally advised, or best practice) with no proposed edits.
5. Blue text – CCLC-suggested additions for clarity (not related to legal requirements or governance changes).

Here's a clean version for easier reading.

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.

Call for Faculty Senate Nominations

Terms starting in Fall 2025

Dates:

Nominations Open: April 23rd

Nominations Close: May 7th

Election Day: May 12th (During Faculty Senate Meeting)

New and returning Senators' 1st Meeting: May 19th

Senate appointed reassigned time positions: May 19th

- For candidates for Academic Standards and Practices, EEDCC and Committee on Committees

Please send your nominations to President Beth Pearson (bpearson@palomar.edu) and the Senate Office (senateoffice@palomar.edu), including a 25 word or less description of qualification.

Mid-semester Committee Reports

Distance Education

During Spring 2025, the Distance Education (DE) Committee made significant strides in strengthening online learning at Palomar College. Accessibility remained a top priority, with insights from the ACMM visit and ideas for encouraging template adoption. Here is a summary of our work.

- Development of POET 2.0, led by Tanessa Sanchez, who is using part of the DE Coordinator reassigned time to design the updated course, with input from the committee and the instructional designer.
- Online Learning and Canvas pages were added to the student orientation, addressing a long-standing gap.
- Added new pages to the DE Handbook, expanding on teaching modalities and the use of third-party tools.
- Exploring Simple Syllabus to streamline and standardize syllabi while improving accreditation processes. Presenting to ASG on April 25 for feedback.
- Discussions continue on AP 4105, using Canvas for grades and syllabi, concerns about the reduction of online proctoring options and the committee's role in shaping related policies, developing an RSI policy, and a process for recertifying online instructors.

Warm Regards,

Tanessa Sanchez
Palomar College
Assistant Professor
Child Development & Education
[CECMP](#) Coordinator | [CDTC](#) Campus Administrator
[Pronouns](#): she, her, hers

Academic Integrity

The Academic Integrity Taskforce wanted to take a moment to salute your hard work in keeping academic integrity strong and tackling cheating in your courses. Your dedication makes a real difference for our students and our community—thank you for that!

We've got your back with some resources to make this easier: [Academic Integrity Website](#)

- **Syllabi Statements:** Need help with academic integrity language for your syllabus? Check out sample statements on our website. It's not too late to address AI usage with students—a quick note now can still set the tone for the term!
- **Use AI responsibly:** Want to use AI as a proactive learning tool? Learn about the three levels of use on our website.
- **Prevention:** Want to keep your tests off Chegg/Course Hero or teach students to avoid plagiarism? Proven tips and strategies are waiting for you on the website.
- **Student Awareness:** Reinforce integrity with easy ideas like activities or discussions—details are on our website, along with a clear look at the reporting process from a student perspective for transparency.

- **How to Report:** Unsure how to report violations? The academic integrity website breaks it down step-by-step.
- **Classroom Posters:** Point students to the posters in your room! Make it extra credit to scan the QR code and explore our website.

Coming Soon: Academic Integrity Workshop on Canvas

For Faculty and Students – Launching "Spring 2025"

We're excited to announce a new resource headed your way: the "Academic Integrity Workshop" on Canvas! This isn't just a tool—it's a game-changer for faculty and students alike, designed to prevent integrity issues before they start and remediate them when they happen. Stop cheating early with engaging modules, turn slip-ups into growth with remediation steps, and earn a badge to show your mastery—perfect for resumes! Faculty can use it for professional development, and it can be assigned or integrated into your course for student awareness, all accessible anytime on Canvas.

What's Inside?

- For Faculty:
 - Prevention tricks to keep cheating at bay—like securing assessments and tackling AI misuse.
 - Syllabus statements and classroom activities to set the tone for honesty.
 - Tips for spotting violations, reporting them, and guiding students through remediation to learn from mistakes.
- For Students:
 - Clear lessons on what academic integrity is and why it's a big deal.
 - How-tos for dodging plagiarism and collaboration traps upfront.
 - A remediation track to sharpen skills and bounce back stronger after a misstep, with examples and self-checks.

Why It's Awesome:

- Prevention: Stop issues early with interactive modules and real-life scenarios.
- Remediation: Turn slip-ups into success with a guided path to get it right.
- Badged Mastery: Earn a digital badge to prove your academic integrity know-how—great for resumes or portfolios!
- Professional Development: Faculty can count this toward PD hours while leveling up their teaching toolkit.
- Anytime Access: All on Canvas, ready when you are.

Feel free to drop us a line with any questions—about these resources or anything else on your radar. We're here to support and root for you as we keep pushing forward together.

Marina
Academic Integrity Taskforce Chair
Faculty Senate
Distant Education Committee

Distinguished Faculty Award Committee

The following is a brief summary of the Distinguished Faculty Award's Committee work.

- Committee members had the option to meet in person or online using Hyflex on Friday, February 21st from 11:00-1:00. We discussed and revised both the application and final questions for DFA nominations.
- All nominations were due March, 14th.
- Congratulations and invites to Canvas were sent out to nominees 3/17.
- Nominees had a deadline of 3/21 to acceptance and request nominating statements.
- Applications were due 4/4 from nominees.
- The committee will meet on 4/9 at 8:00-9:30 a.m. to review applications. Committee members will have the option to meet in person or online using Hyflex.
- A meeting to select finalists will take place face-to-face on campus, Wednesday, April 16th from 8:00-10:00 a.m. Location TBD.
- Final interviews will take place face-to-face on campus 5/2. Location TBD.

Elizabeth (Betsy) Pain M.A., RPA
Associate Professor of Anthropology/
Archaeology Program Coordinator
Behavioral Sciences Department
Palomar College
1140 West Mission Rd.
San Marcos CA 92069-1487

Committee for Service Learning

The Committee for Service Learning met on Thursday March 6. At this meeting, we answered questions about the service learning process and shared information about our most recent stats and events, including a well-attended Service Learning Fair in February, and we encouraged committee members to attend and share our upcoming events. At our next meeting on May 1, the committee will select Excellence in Service Learning Award recipients for our Service Learning Reception on May 15.

Spring 2025 stats so far:

19 Participating Professors

211 students registered thus far.

Our newest Community Partner is Let's Play a Game Foundation

Recent events include a successful Game Day event at Palomar, and an upcoming Cesar Chavez Day of Service event on 4/11 with CSUSM and Mira Costa.

Thank you,

Gina Wilson
Child Development & Ed. Department Chair
gwilson2@palomar.edu

Academic Integrity

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)

Professional Development Committee

Have been working with the PD committee on our comprehensive PRP, setting up the new goals for the committee and program to serve better all of our employees. Our committee was requested by our CDO and EEOAC to brainstorm ideas for the use of EEO funds from the chancellor, in particular focused on the training of our employees in the post-hiring phase. Committee spend time looking over the proposed revisions to [Title 5 related to Flexible Calendar](#), and how to incorporate them into our existing program, policies and values. PD has continued to send out workshop newsletters, and the new Educating GenAI to all employees. Continuing negotiations with executive team to select the speakers for flex week, theme and program of the all-college day. Sending communication to all faculty about their PD hour responsibilities, in particular to the end of year reporting to track the mandatory 42 hrs per year. Among many other activities.

Best Regards,

Luis Apolonio Guerrero (Hablo Español)

Pronouns: he, him, his, el

LGuerrero@palomar.edu

Professional Development Coordinator

Associate Professor Mathematics

Academic Standards & Practices Committee

The Academic Standards and Practices Committee is currently working on a revision of Palomar College's Grade Dispute Policy based on two previous policies from 2008 and 2015. Input on the Grade Dispute Policy revision from VP Recalde and Dean Amrik is currently pending but will also be considered along with the committee's recommendations. A draft of the proposed 2025 Grade Dispute Policy will then be sent to the Faculty Senate for review and feedback in mid-May. A focus of the project has been to consolidate and streamline the two grade dispute policies into one policy to avoid previous confusion and clearly align the policy to Title V Section 55025 and Palomar Community College District Procedures, AP 4231.

Thanks,
Wendy

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Meeting Day and Time Spring 2025: Second Monday from 1:00pm to 2:20pm in H-112.

Learning Outcomes Committee

This semester, the LOSC has been actively working on key improvements to Nuventive, including enhancing accessibility, clarifying language, streamlining report identification, and integrating in-platform directions. Our discussions have also covered better support for SLO Facilitators, the CLO Canvas-Nuventive Pilot, and the future direction of CLO, PLO, and ILO assessment.

TERB Committee

TERB is actively working this semester to enhance the evaluation process in support of faculty and students. We are exploring a contract with Explorance Blue to streamline both faculty evaluation forms and TERB's administrative processes. The adoption of Blue, an advanced survey tool, would allow all supplemental documents to launch from the website, consolidate all evaluation materials behind a single sign-on, and generate a personalized, holistic evaluation report for each faculty member by collating and organizing information to simplify the completion of the final report. We also look forward to the approval of new instructional forms and the development of non-instructional forms and workshops, launching next academic year. Once approved by the Board, TERB will roll out an education campaign with videos and documents to guide faculty through the updates and new software. While the timeline for software adoption is still being finalized, implementation is anticipated for some time next academic year. In the meantime, TERB continues

to conduct comprehensive student evaluations, support the overall evaluation process, and work closely with faculty on improvement plans to ensure they are constructive and supportive.

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.

Resolutions Process | ASCCC