THE FACULTY SENATE

PALOMAR COLLEGE

MEETING

2025-04-28

EXHIBITS 1-7

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 28th, 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**
   a. Call to Order
   b. Public Comment
   c. Announcements
   d. Agenda Changes
   e. Approval of Minutes, 4-21-2025

2. **Action**
   a. Canvas Resolution- (Exhibit 1), Falcone
      - Motion: Faculty Senate supports the recommendation from the Distance Education (DE) Committee, as stated in the Resolution, to advocate for use of Canvas across all courses and minimum requirements.

3. **Information – (Max 5 min each)**
   a. ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative.
      - Report on ASG Events
   b. Senate Awards Committee Call
      - Volunteers for a committee to select the Service and Scholarly Professional Awards
   c. Building Performance & Environmental Design Baccalaureate Program – (Exhibit 2), Lucido
      - Presentation on Palomar's first Baccalaureate Degree option
   d. Palomar College Faculty Participation as ASCCC Liaisons and Committee Members - (Exhibit 3), Zavodny
   e. 2024-2025 Faculty Senate Goals Progress - (Exhibit 4), Pearson
      - Reviewing progress of meeting Faculty Senate goals.
   f. Governance Structure Change Requests – (Exhibit 5&6), Pearson
      - Equitable Placement and Completion Committee, Tutoring Committee, & EEDCC

4. **Discussion (Max 10 min each)**
   a. Outcome of ASCCC Resolutions – (Exhibit 7), 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.

Academic & Professional Matters: **The 10+1+1**

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Minutes of the
MEETING OF THE FACULTY SENATE
April 21, 2025

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

ABSENT: Santo Chamorro (ASG), Elena Villa Fernandez de Castro, Ashley Wolters

GUESTS: Jose Briceño, Debbie Nielson, Tanessa Sanchez, Serpil Seyhan

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 2:34 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Mufson announced the play "*Good Wives, Bad Hombres*" by Herbert Siguenza on May 2nd and 4th. There will be special discounted tickets available for $5.00 for Ethnic Studies students and affinity groups. The playwright, Herbert Siguenza will be present on May 9th and there will be a Q&A after the show.

Senator Siminski announced the *DEAF-initely Inclusive* workshop on American Sign Language (ASL) for everyday interactions, led by two deaf faculty members on Wednesday, April 23rd at 1:00pm in the EDGE center. This workshop is for employees, faculty, and staff to learn basic ASL for interactions at Palomar College. Attendees will receive a bookmark with a QR code for common responses to continue practicing.

Senator Mellos announced an AB 1111/928 taskforce meeting on April 29th from 2:00-3:00pm in H-108. It will also be available on zoom.

Senator Hathaway announced the Solidarity and Strength Festival on Saturday, April 26th, co hosted by PFF and CCE. It will be from 11:00am-3:00pm with free admission and free parking. The event

will feature a car show, live music, food trucks, and activities to celebrate a day of unity, inspiration, and the shared values and freedoms that make us strong.

Senator Zavodny announced that Political Economy days will be on April 22nd and 23rd. They will include a series of lectures in MD-157 and also streamed on zoom. They can be registered for through the Professional Development (PD) portal for PD credit.

President Pearson announced that she set out an email to open nominations for two faculty awards: The Gift of Time award and the Scholarly Achievement award. She clarified that you can submit for the scholarly achievement award yourself and do not need to be nominated by a colleague.

President Pearson reminded everyone that tomorrow is Earth Day and there would be a tree planting event at all three Palomar campuses. There will also be an arboretum clean-up on Friday. Information can be found on the arboretum webpage.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: O'Brien/Hathaway — Faculty Senate to approve the minutes for April 14, 2025 as amended.

The motion carried.

ACTION

A. Curriculum – (Exhibit 1), Mellos

MSC: Mellos/Doyle Bauer — Faculty Senate to approve the curriculum actions from the April 16th Curriculum Meeting.

The motion carried.

B. DEIAA in Curriculum Course Outline of Record Resolution – (Exhibit 2), Mellos

MSC: Mellos/Mufson — Faculty Senate to approve making the DEIAA in the Curriculum Course Outline of Record Resolution a joint resolution between the Curriculum Committee and the Faculty Senate.

Abstentions-1: Senator Falcone

The motion carried.

The main discussion points included:

There was discussion regarding the wording of the first “resolved” clause, specifically the phrase "…shall meaningfully incorporate DEIAA (but not limited to) the Course Description/Title, Course Objectives, Course Learning Outcomes, Content/Body of Knowledge, Assignments, Methods of Assessment/Instruction, Textbook/Resources, program title, Program Learning Outcomes, Program Catalogue Description, Program Goals/Objectives, and/or Program Requirements; and…”. Concerns were raised that this might be interpreted as requiring DEIAA in all elements of every course, which was not the intent.

It was suggested to make the following edit: “…shall meaningfully incorporate DEIAA in the applicable elements of the Course Outline of record, including but not limited to the Course Description/Title, Course Objectives, Course Learning Outcomes, Content/Body of Knowledge, Assignments, Methods of Assessment/Instruction, Textbook/Resources, program title, Program Learning Outcomes, Program Catalogue Description, Program Goals/Objectives, and/or Program Requirements; and…”

Discussion also focused on the second "resolved" clause regarding resources and training. The consensus was to change the wording to indicate that the Faculty Senate and Curriculum Committee will advocate for the district to provide the necessary resources and training.

C. BP 1300 Educational Philosophy – (Exhibit 3), Mufson

MSC: Mufson/Gushansky Faculty Senate to approve sending the suggested changes to BP 1300 to the Governing Board.

The motion carried.

The main discussion points included:

There was discussion regarding some wording in the second paragraph. It was suggested to change the term “learning styles” to “learning needs”.

INFORMATION

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

Tabled due to the ASG Representative not being present at the meeting.

B. Fall 2025 Senate Seats – (Exhibit 4), Pearson

President Pearson announced the call for new and incumbent candidates to run for Senate seats for terms starting in Fall 2025. She explained a scheduling oversight and proposed an adjusted Senate election timeline as a one-time exception.

It was decided that nominations would start that same day, April 21st and close on Friday, May 2nd. If there is a contested seat, there would be a faculty wide vote from May 3rd-May 12th.

There was discussion about the constitutionally mandated two-week period for nominations and voting. The Senate agreed to the adjusted election timeline as a one-time exception due to the procedural situation.

C. Committee Reports – (Exhibit 5), Pearson

President Pearson summarized the mid-semester reports received from various committee chairs. She noted that the Distance Education, Academic Integrity, Distinguished Faculty Award, Service Learning, Professional Development, Academic Standards and Practices, TERB, and Learning Outcomes Committees had submitted reports.

There was discussion regarding the Service Learning Committee's report, with concerns raised about the low number of participating faculty (19) and students (211) out of the total faculty and student population. The role of the full-time Service Learning coordinator and the committee's recent deactivation were discussed. The impact of the pandemic and shift to online learning on service learning was also mentioned.

The importance of committees was highlighted, suggesting that their primary role is to disseminate information and encourage participation.

D. Update on Food Services, Falcone (ISC)

Senator Falcone reported that the district has chosen a new food service provider to start on July 1st. The current provider, CDS, will now end their contract early, with their last day being May 22nd.

In the meantime, the district is working on a plan that will likely involve food trucks. Kelly noted a previous food transition that was difficult and wanted to ensure everyone was aware of this change.

There was concern about whether the new provider would be ready by the start of the fall semester, given the time needed for renovations, equipment, and hiring.

DISCUSSION:

A. Canvas Resolution – (Exhibit 6), Falcone

Senator Falcone presented a resolution from the Distance Education (DE) Committee advocating for the use of Canvas across all courses and minimum requirements. The DE Committee sought feedback from the Senate before taking the resolution to the PFF.

The main discussion points included:

The benefit of consistent Canvas use for dual enrollment students, particularly regarding accessible gradebooks and progress reports.

A senator shared an experience of instructors locking gradebooks, preventing students from seeing

their overall course grade, and suggested the resolution should emphasize not just using Canvas but ensuring grades are displayed accurately and accessibly.

Concerns about mandating Canvas use and grading practices for all classes, citing academic freedom for faculty.

It was pointed out that Canvas is not set up for grading for equity. It can also be considered hard to use for those that do not grade traditionally.

A PFF representative expressed concern that the resolution was being discussed by the Senate before being formally presented to the PFF and requested that the DE Committee bring the resolution to the PFF for discussion before a Senate vote. Suggestions were made to revise the wording to indicate a collaborative exploration with the PFF.

A senator brought up that there would likely need to be more support for students accessing and learning how to use Canvas. Barriers regarding ATRC access and password help were discussed. It was suggested that the institution would need to better prepare students for online learning in general through training and orientation.

It was pointed out that the existence of "non-graded" coded courses might complicate mandatory gradebook use.

B. Committee Positions for Fall 2025 – (Exhibit 7), Zavodny

Senator Zavodny presented a comprehensive document with information about the upcoming great committee call for Fall 2025.

She noted that the document also indicates deactivated committees (in red) and current off cycle vacancies (italicized). Positions with faculty on sabbatical are also marked, indicating those seats will open in the fall. Positions filled on an at-large basis despite being designated for divisional representation will also be opened and, if no divisional representative volunteers after two calls, it will revert to “at large”.

She reminded the Senate that there are over 150 faculty positions available and that she will email each individual faculty member about their term expiration before sending out the general great committee call. Information about committee chairs can be found on the Faculty Senate website and Faculty in deactivated committees will be notified of their committee's status.

C. ASCCC Resolutions – (Exhibit 8), Pearson

President Pearson reminded Senators that ASCCC voting was happening this week and encouraged The Senate and their colleagues to review the resolutions, the link for which was in an email and the agenda.

D. Institutionalizing Programs through PRPs

Tabled.

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

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.

Liaisons

INTRODUCTION TO ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES (ASCCC) LIAISONS

An ASCCC Liaison is a local academic senate's point person or people who can stay abreast of a liaison topic area and keep information about that topic flowing to and from their local academic senate. ASCCC Liaisons are appointed by their local academic senate, according to the local academic senate bylaws.

The following is an excerpt from a November 2021 Rostrum article (May & Roberson, 2021) that provides a brief history of the creation of and need for ASCCC Liaisons:

> In 2015, the Academic Senate for California Community Colleges (ASCCC) established its first three formal liaison positions for local senates through the ASCCC resolution process: career technical education (CTE) faculty liaison (Resolution 17.02 S15), legislative liaison (Resolution 17.03 S15), and noncredit liaison (Resolution 17.05 S15) [1]. Since that time, the guided pathways liaison and OER liaison (Resolution 17.02 F18) positions have also been added, and, in spring 2021, Resolution 3.02 was passed urging local academic senates to identify a faculty member to act as an inclusion, diversity, equity, and anti-racism (IDEA) liaison.
>
> Initially, the ASCCC liaisons were established primarily due to the increase in "the number of new statewide initiatives and programs impacting the California community colleges" (Bruno, 2016) that resulted from legislative action. Since that time, many more statewide initiatives and programs such as the Open Educational Resources Initiative, the California Community Colleges Guided Pathways Grant Program, and the Student Equity and Achievement Program have been placed into statute and have directed the Board of Governors of the California Community Colleges, the California Community Colleges Chancellor's Office, or the local community college or district to implement. Major portions of these programs fall under academic and professional matters as provided for in Title 5 §53200 [2], and thus often the local academic senate president is responsible for keeping the local academic senate, faculty, and other college partners apprised of needed changes and new responsibilities. The purpose of establishing ASCCC liaisons was for each academic senate to have a point person or point people that could focus in that area and keep information flowing to and from the local academic senate. As was noted by ASCCC President Julie Bruno in 2016, this trend of legislation is far from over, as is still demonstrated by proposed and approved legislation in 2021. [3] (paras, 1-2)

ASCCC liaisons can provide an entryway to leadership opportunities, greater understanding of policy, and expand the diversity of faculty in participatory governance. One of the core missions of the ASCCC is to "Empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance." [4] In addition, the vision of the ASCCC is for "Faculty leading change, serving students, and advancing inclusion, diversity, equity, antiracism, and accessibility [IDEAA]." Together, the mission and vision support the use and creation of liaisons as a method to increase faculty diversity in leadership roles and advance IDEAA.

Roles, Responsibilities, and Expectations

Liaison positions have been created to enhance the communication between local academic senates and the ASCCC. The liaisons serve as points of contact who focus on specific areas of academic and professional matters and keep information flowing to and from the local academic senate. As of January 2025, there are eight recognized ASCCC Liaison roles that are connected to specific ASCCC standing committees. Each ASCCC liaison role and ASCCC committee have dedicated websites with information about responsibilities and additional expectations and resources related to each role. Below is a brief description of each liaison focus and the associated ASCCC standing committee:

CTE Liaison

This position focuses on career and technical education and workforce development efforts, issues, challenges, and opportunities within the California Community College system.

Equitable Placement and Student Success Liaison

This position focuses on academic and professional matters related to equitable placement and student success in mathematics, English as a Second Language/English for Speakers of Other Languages, and English courses within the California Community College system.

IDEAA Liaison

This position focuses on advancing inclusion, diversity, equity, antiracism, and accessibility (IDEAA) initiatives while addressing related issues and challenges within the California Community College system.

Legislative Liaison

This position focuses on tracking relevant higher education legislation and engaging local academic senates in discussion and analysis on potential impacts of the legislation locally and within the California Community College system.

Noncredit Liaison

This position focuses on initiatives, plans, and ideas for curricular redesign and communication about noncredit education within the California Community College system.

OER Liaison

This position focuses on serving as an advocate for Open Educational Resources (OER), engaging in activities to increase OER awareness, knowledge, and adoption. OER Liaisons are responsible for connecting local colleges to centrally-hosted OER-related events, professional development opportunities, and resources through the Open Educational Resources Initiative thereby enhancing system wide implementation of OER within the California Community College system.

Part-Time Faculty Liaison

This position focuses on issues related to the role of part-time faculty in participatory governance and academic and professional matters within the California Community College system.

Rising Scholars Faculty Liaison

This liaison position focuses on Rising Scholars programming, including: carceral instruction, instruction for formerly incarcerated students, support of Rising Scholars students and the advancement of academic and professional matters connected to education taking place during and after incarceration within the California Community College system.

General Job Duties and Responsibilities

ASCCC liaisons play a critical role in engaging local academic senates and faculty on salient issues. In general, ASCCC liaisons are expected to:

- Sign up for the ASCCC listserv related to the liaison's area of focus.
- Update and engage the local academic senate and campus faculty on statewide matters and efforts relevant to the local college or district.
- Communicate with the local academic senate and campus faculty regarding academic and professional matters related to the liaison role.

Additionally, liaisons may have opportunities to do the following:

- Consult with academic senate leaders to create a mechanism for the most effective communication with faculty at the local campus;
- Monitor local and state discussions and act as a resource for local inquiries related to the liaison role.;
- Communicate opportunities for faculty to participate statewide through ASCCC workgroups, committees, and task forces pertaining to initiatives and programs related to the liaison role; and
- As local funding permits, attend ASCCC statewide events related to the liaison role, including institutes, academies, regional events, webinars, and plenaries.

How to get Appointed to an ASCCC Liaison Position

The local academic senate president may reach out to specific faculty and seek interest broadly. Faculty currently serving in similar local roles may find the inclusion of a liaison role to their existing duties seamless and useful. This is also an opportunity for faculty looking to broaden their knowledge and gain leadership experience to try something new. Faculty are encouraged to contact their local academic senate president to express interest in one of the liaison roles. It is the responsibility of the local academic senate to designate a faculty member at their college to fulfill the roles of the ASCCC liaison positions. These selections should then be submitted to the ASCCC in order to keep the liaison directory updated.

Process for Signing up for the Appropriate Listserv

Each liaison is responsible for signing up for the appropriate listserv. The following is a list of the appropriate listservs based on the liaison position:

- CTE Faculty Liaison: CTE Liaisons
- Equitable Placement & Student Success Liaison: ENGLISH; ESL; and/or MATH Faculty
- IDEAA Liaison: ASCCC IDEAA Liaison
- Legislative Liaison: LEGLIAISON Legislative Liaison
- Noncredit Liaison: NONCREDIT Noncredit Liaison
- OER Liaison: ASCCC OER Initiative
- Part-Time Faculty Liaison: ASCCC Part-Time Faculty
- Rising Scholars Liaison: ASCCC Rising Scholars Faculty

Here's how to subscribe to the appropriate listserv:

1. Go to the ASCCC Newsletters website.
2. Go to the section titled "Sign up for the ASCCC Official Listservs."
3. Fill out your name and email address.
4. Select the appropriate associated liaison listserv from the drop down list.

Liaisons are also welcome to sign up for any other listservs of interest, such as the academic senate president listserv or other discipline related listservs. Although the academic senate president listserv specifically calls out academic senate presidents, all faculty members can sign up for that listserv and receive the information sent out to that listserv by the ASCCC.

Recommendations on How to Engage with Local Academic Senates

Liaisons are encouraged to attend local academic senate meetings and provide regular reports and updates. Liaisons are empowered to find creative, meaningful, and engaging ways to discuss and disseminate information. This can be done through public comment, agenda item requests, standing reports, newsletter reports, flex workshops, and emails. Another idea to expand the reach of the liaison's engagement is for the liaison to attend or participate in local participatory governance committees related to the liaison role. All college constituents, not just faculty, can benefit from understanding the implications of statewide issues at the local level.

Contacting ASCCC and Requesting Services

Local academic senates, liaisons, and any faculty can reach out to the ASCCC through any of the following methods with questions, comments, concerns, or requests by:

1. Completing an online webform: https://www.asccc.org/content/contact-us,
2. Completing a college visit request: https://www.asccc.org/content/request-services, or
3. Emailing info@asccc.org.

The ASCCC recognizes academic senate presidents as the officially recognized representatives of their senates to the ASCCC. Therefore, local academic senate presidents will be included in all responses to inquiries submitted to the ASCCC. Additionally, all requests for college visits by the ASCCC must be approved by the college's academic senate president.

References

May, V., & Roberson, C. (2021, November). Liaising with the Academic Senate for California Community Colleges. Senate Rostrum. /content/liaising-academic-senate-california-community-colleges

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[1] The text of all ASCCC resolutions can be found at https://www.asccc.org/resources/resolutions

[2] https://casetext.com/regulation/california-code-of-regulations.title-5-education.division-6-california-community-colleges.chapter-4-employees.subchapter-3-certificated-positions.article-2-academic-senates.section-53200-definitions

[3] For information on current legislation, see the ASCCC legislative updates at https://asccc.org/legislative-updates

4. The full text of the Mission and Vision for the ASCCC can be found at https://www.asccc.org/about/mission

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CTE Faculty Liaison

The Academic Senate for California Community College is actively seeking to build a stronger CTE faculty voice in response to the 2015 Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations. During the 2015 Spring Plenary, the statewide Senate body approved Resolution 17.02 S15 establishing the CTE Faculty Liaison position.

In response to Resolution 17.02 S15, the ASCCC Executive Committee approved the following expectations for CTE faculty liaisons appointed by local senate presidents. These expectations are **only** suggestions that local senates should consider when selecting a faculty member. The Executive Committee understands that many local senates, and faculty in general, have limited resources and time; thus, liaisons can do as little or as much as they have time and resources.

There are, however, two most basic expectations for the CTE Faculty liaison: 1) sign up for the ASCCC CTE listserv -- here; and 2) communicate with their local senate, local campus CTE faculty, and noncredit faculty regarding statewide CTE conversations relevant to his/her college.

Additional CTE Liaison Expectations

- Attend local senate meetings and report as needed about statewide issues of concern in CTE
- Facilitating local and regional CTE discussions
- Identify CTE issues of concern locally or regionally
- Communicate opportunities for CTE faculty to participate in CTE related statewide initiatives, workgroups, committees and taskforces to ensure that CTE interests are represented
- Communicate the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations and participate in conversations to implement system-wide policies and practices that may significantly affect career technical education programs
- Create a mechanism to communicate with CTE faculty on your campus around issues of common concern
- Serve as a conduit between the local CTE faculty and the CTE Leadership Committee representatives in your area
- Identify CTE faculty at your college and in your region to serve locally and statewide on committees and taskforces
- As funding permits, attend state-level events (CCCAOE, ASCCC) and regional consortia meetings

Note: We strongly recommend that a member of the CTE LC not be a CTE Liaison

RESOURCES

Looking for more information on CTE data and tools that you can use to support local processes like program planning, program review, and student advising? Check out the CTE Data Unlocked resource library, which includes dozens of infographics, short videos, briefs, and step-by-step guides. CCC Strong Workforce Program.

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IDEAA Liaison

This position focuses on advancing inclusion, diversity, equity, antiracism, and accessibility (IDEAA) initiatives while addressing related issues and challenges within California community colleges.

In response to the growing need to strengthen communication between the Academic Senate for California Community Colleges (ASCCC) and local academic senates, the body passed Resolution 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison. This resolution highlights the importance of fostering stronger connections between ASCCC and local colleges, enabling a collaborative approach to advancing key initiatives such as equity, inclusion, and academic success. Following the resolution's passage, an additional "A" was incorporated into the term, expanding it to IDEAA to emphasize accessibility as a critical component of these efforts. Local academic senates are encouraged to establish a liaison role that best serves the needs of their faculty, with the position potentially held by a single faculty member, a shared responsibility among multiple individuals, or a small group with one acting as the primary point of contact.

To assist in the implementation of an IDEAA liaison, the ASCCC has provided guidelines that local senates may modify according to their unique governance structures. These responsibilities are intended to be flexible, and local senates should tailor the role to fit the unique needs of their faculty and governance structures. The most basic expectations for the ASCCC IDEAA liaison are:

- Sign up for **ASCCC IDEAA Liaison listserv** at https://asccc.org/sign-our-newsletters. Other beneficial listservs to sign up for are your particular Area listserv (A,B,C,D) and the Senate Presidents for all areas listserv.
- Ensure **consistent communication** of statewide initiatives and discussions to the local academic senate and faculty. For any questions, please email info@asccc.org

Other ASCCC Liaison's responsibilities include, but are not limited to:

- **Attend Local Senate Meetings:** The IDEAA liaison will attend local academic senate meetings to regularly report on relevant ASCCC updates, resolutions, and initiatives.
- **Facilitate Local Discussions:** Act as a resource and facilitator for discussions around ASCCC priorities, resolutions, and tools for promoting equity, inclusion, and academic excellence within the local institution.
- **Convey Local Concerns to ASCCC:** Identify key issues or challenges within the local college related to equity, diversity, inclusion, antiracism and accessibility and communicate these to the ASCCC through info@asccc.org
- **Promote Participation in ASCCC Initiatives:** Communicate opportunities for local faculty to engage in ASCCC events, conferences, and initiatives, including promoting the importance of faculty involvement in statewide efforts. Share the Volunteer Application to Serve on a Committee.
- **Collaborate with Local Leadership:** Work alongside local senate officers to develop or enhance mechanisms for effective communication with faculty about ASCCC IDEAA initiatives and resources.
- **Serve as a Bridge to ASCCC:** Act as the primary conduit between local faculty and ASCCC representatives, facilitating the flow of information and fostering collaboration between the local and statewide levels.
- **Engage in Professional Development:** If possible, attend ASCCC events, conferences, or workshops to stay informed on the latest developments in California's community colleges.
- **Monitor ASCCC Communications:** Regularly monitor ASCCC communications, such as the ASCCC website and newsletters, and ensure that relevant updates are shared with local faculty.
- **Support Local Advocacy and Initiatives:** Assist in local advocacy efforts related to ASCCC's IDEAA resolutions, including collaboration with student organizations, staff, and other stakeholders to advance shared goals.

ASCCC liaisons play a vital role in engaging local academic communities in statewide conversations, ensuring all faculty voices are represented in efforts to advance equity, inclusion, diversity, antiracism, and accessibility to support student success across California's community colleges. By fostering communication, promoting equity, and building a sense of community, liaisons drive positive change and strengthen connections between local colleges and state-level initiatives. Their dedication helps create collaborative networks, engage new leaders, and ensure that ASCCC's broader goals are effectively implemented at the grassroots level. Thank you for your ongoing commitment to this important work!

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Legislative Liaison

In response to a need to strengthen communication between the ASCCC and local senates, the body passed Resolution 17.03 S15 Establishing a Local Legislative Liaison Position. When establishing the legislative liaison position, academic senates should create a structure to best serve the needs and interests of the faculty at their local colleges. For example, the position may be held by one faculty member, shared by two faculty members, or may consist of a small group of faculty with one faculty member acting as the primary contact. Any of these models are well suited to fulfilling the intent of the resolution. To provide assistance in implementing the resolution, the Legislative and Advocacy Committee prepared legislative liaison position guidelines that academic senates may modify to best fit with their local governance structure. The responsibilities of the Legislative Liaison(s) may include, but are not necessarily limited to:

- Attend local senate meetings and report regularly or as requested about legislation and legislative issues.
- Facilitate or act as a resource for local discussions of legislation and contemplated legislation.
- Identify legislation issues of particular local concern and convey those to the Legislative and Advocacy Committee.
- Communicate opportunities and, at times, the urgent need for faculty participation in legislative activities.
- Collaborate with local senate officers to create and or improve a mechanism for the most effective communication with faculty on campus about legislative issues of common concern.
- Serve as a conduit between the local faculty and the Legislative and Advocacy Committee representatives in the area.
- As funding permits, attend state-level events and meetings (ASCCC, FACCC), participate in panels or make presentations as appropriate.
- Monitor the legislative listserv (legliaison@listserv.cccnext.net) and the Legislative Updates webpage and report to the local Academic Senate and, as determined to be appropriate in collaboration with local senate officers, faculty at large on campus.
- Work with local student organizations and advocacy groups to help them with their efforts as well as encourage them to join in efforts led by others.

The responsibilities noted above are only suggestions that local senates should consider when selecting a faculty member. The Executive Committee understands that many local senates and faculty in general have limited resources and time; thus, liaisons can do as little or as much as they have time and resources to do. There are, however, two most basic expectations for the Legislative liaison: 1) sign up for the ASCCC Legislative Liaison listserv; and 2) communicate with the local senate and faculty the statewide conversations relevant to his/her college.

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Noncredit Liaison

At a time when more colleges than ever are having conversations about noncredit in response to initiatives, plans, and ideas for curricular redesign, communication about noncredit is critical. Given that there has not been a clear way for ASCCC to communicate directly with noncredit faculty or to disperse information about noncredit to colleges, Resolution 17.05 S15, Establish Local Noncredit Liaison Position, was proposed to and approved by the body Spring 2015. In response to the resolution, the Executive Committee approved the following expectations for noncredit liaisons appointed by local senate presidents.

Noncredit Liaison Expectations

- Attend local senate meetings and report as needed about statewide issues of concern in noncredit
- Facilitate local noncredit discussions; participate in regional noncredit discussions
- Identify noncredit issues or concerns locally or regionally
- Communicate with credit and noncredit faculty to align curriculum and integrate services to students
- Participate in conversations to promote the use of noncredit alone and in combination with credit to meet statewide initiatives
- Create a mechanism to communicate with faculty on local campuses around issues of common concern regarding credit and noncredit
- Serve as a conduit between the local noncredit faculty and the ASCCC Noncredit Committee representatives
- Identify local noncredit faculty to serve locally and statewide on committees and taskforces
- Promote best practices in local and regional noncredit by recommending and encouraging noncredit faculty to present at ASCCC institutes, academies and plenary sessions
- As local funding permits, attend state-level events (ASCCC, ACCE)

These expectations are only suggestions that local senates should consider when selecting a faculty member. The Executive Committee understands that many local senates and faculty in general have limited resources and time; thus, liaisons can do as little or as much as they have time and resources to do.

There are, however, two most basic expectations for the noncredit liaison: 1) sign up for the ASCCC Noncredit listserv, and 2) communicate with the local senate and noncredit faculty statewide conversations relevant to his/her college.

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OER Liaison

At the ASCCC Fall 2018 Plenary Session, resolution 17.02 was adopted that called on the ASCCC to "...urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges." The establishment of local OER Liaisons is an integral component of the ASCCC OERI. As explained in the ASCCC proposal that secured five years of funding for the OERI, the OERI's goal is to support local college OER efforts by creating a network of OER Liaisons that serve to connect local colleges to the OERI and centrally-hosted OER-related support systems, ensuring an effective means of communication between the OERI, available resources, and the system's 115 accredited colleges. Visit the OERI Liaison webpage for more further information regarding OER Liaisons, past newsletters, and archived webinars.

It is the ASCCC OERI's goal to support OER Liaisons so that they may serve as advocates by taking an active role in increasing local OER awareness, adoption, and support. The ASCCC is pleased to provide a stipend to each college's OER Liaison, provided the specified expectations have been met. OERLs are asked to use the OER Liaison Tracking Sheet to record their liaison activities and to share their OER-related wins, expertise, and needs. As an OERL, you have a designated Regional Lead who is your official point of contact for the OERI. If you are unsure who your regional lead is, please contact us.

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Part-Time Faculty Liaison

This position focuses on issues related to the role of part-time faculty in governance and academic and professional matters in the California Community College system.

Part-time faculty represent about 70% of all faculty in the California Community College system. Given this, they contribute daily to academic and professional matters on each of the 116 California Community Colleges. The part-time faculty voice is critical to the work of local academic senates and ASCCC.

In response to the growing need to acknowledge part-time faculty contributions, increase part-time faculty representation in governance, and improve communication to part-time faculty, the body passed Resolution 17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons. This resolution encourages local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to serve as a conduit and increase communication among part-time faculty, the local academic senate, and the Academic Senate for California Community Colleges (ASCCC). The resolution also encourages local academic senates to work with their respective collective bargaining units to advocate for compensation for their part-time faculty liaisons in governance work, especially in districts and colleges where college service is not part of the job duties for part-time faculty.

RESPONSIBILITIES AND EXPECTATIONS

To assist in the implementation of the part-time faculty liaison, the ASCCC has provided guidelines that local academic senates may modify according to their unique governance structures. These responsibilities are intended to be flexible, and local academic senates should tailor the role to fit the unique needs of their faculty and governance structures. The most basic expectations for the ASCCC Part-Time Faculty Liaison are:

- Sign up for **ASCCC Part-Time Faculty** listserv at https://asccc.org/sign-our-newsletters. Other beneficial listservs to sign up for are your particular Area listserv (A,B,C,D) and the Senate Presidents for all areas listserv, or subscribe to the newsletter for timely updates from ASCCC.
- Ensure **consistent communication** of statewide initiatives and discussions to the local academic senate and faculty. For any questions, please email info@asccc.org

Potential activities include (this will vary depending on the local academic senate structure):

- **Attend Local Senate Meetings**: Attend local academic senate meetings to regularly report on relevant ASCCC updates, resolutions, and initiatives.
- **Facilitate Local Discussions**: Act as a resource and facilitator for discussions around ASCCC priorities, resolutions, and tools for promoting part-time faculty participation in governance work and academic and professional matters within the local institution.
- **Convey Local Concerns to ASCCC**: Identify key issues or challenges within the local college related to part-time faculty and academic and professional matters to the ASCCC through info@asccc.org. Note that all responses will be copied to the local academic senate president.
- **Promote Participation in ASCCC Initiatives**: Communicate opportunities for local part-time faculty to engage in ASCCC events, conferences, and initiatives, including promoting the importance of part-time faculty involvement in statewide efforts. Share the Volunteer Application to Serve on a Committee.
- **Collaborate with Local Leadership**: Work alongside local senate officers to develop or enhance mechanisms for effective communication with part-time faculty about ASCCC initiatives and resources.
- **Serve as a Bridge to ASCCC**: Act as a communication conduit between local part-time faculty and ASCCC representatives, facilitating and fostering discussions locally to impact policy development.
- **Engage in Professional Development**: If possible, attend ASCCC events, conferences, or workshops to stay informed on the latest developments in the California Community College system.
- **Monitor ASCCC Communications**: Regularly monitor ASCCC communications, such as the ASCCC website and newsletters, and ensure that relevant updates are shared with local part-time faculty.
- **Support Local Advocacy and Initiatives**: Assist in local advocacy efforts related to ASCCC's resolutions around part-time faculty, including collaboration with local bargaining units, staff, and other interest groups to advance shared goals.

ASCCC Part-time faculty liaisons play a vital role in engaging local academic communities in statewide conversations, ensuring part-time faculty voices are represented in governance work and academic and professional matters across the California Community College system. By fostering communication and discussion, liaisons drive positive change and strengthen connections between local colleges and state-level initiatives. Their dedication helps create collaborative networks, engage new leaders, and ensure that ASCCC's broader goals are effectively implemented at the grassroots level. Thank you for your ongoing commitment to this important work!

RESOURCES

- Look for information from the ASCCC Part-time Faculty Committee.
- Consider joining the ASCCC Part-time Faculty Caucus.

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Rising Scholars Faculty Liaison

As called for in Resolution 13.04 (Spring 2022) Establish Local Rising Scholars Faculty Liaisons, local academic senates at colleges delivering instruction at California Department of Corrections and county jail facilities are encouraged to identify a Rising Scholars faculty liaison. Liaisons should be faculty teaching inside of a prison, jail, or other carceral facility or who has been formerly incarcerated. If a college has a re-entry/formerly incarcerated support program with faculty involvement, these faculty may also be considered for the role of liaisons.

The purpose of a local Rising Scholars faculty liaison is to serve as a point of contact for ASCCC communications specific to faculty engaged with Rising Scholars, carceral instruction, and support of justice-involved students. Locally, liaisons should disseminate information to other Rising Scholars colleagues and to their local senate.

When establishing the Rising Scholars faculty liaison position, academic senates should create a structure to best serve the needs and interests of the faculty at their local college. For example, the position may be held by one faculty member, shared by two faculty members, or may consist of a small group of faculty with one faculty member acting as the primary contact. Any of these models are well suited to fulfilling the intent of the resolution.

The Executive Committee understands that many local senates and faculty in general have limited resources and time; thus, liaisons can do as little or as much as they have time and resources to do. There are, however, two most basic expectations for the Rising Scholars Faculty liaison:

1. Sign up for the ASCCC Rising Scholars Faculty Liaison listserv (ASCCC_RISINGSCHOLARS@listserv.cccnext.net); and
2. Communicate with the local senate and faculty the statewide conversations relevant to his/her college and Rising Scholars program.

Additional liaison responsibilities may be considered by local senates in planning for the Rising Scholars Faculty liaison and in selecting a faculty member. Any additional responsibilities are to be determined locally and may be dependent on availability of local funds, potentially including Rising Scholars funds, to compensate the liaison for their investment of time and effort as liaison.
Below is a sampling of liaison position responsibilities initially created by the Legislative and Advocacy Committee for legislative liaisons; academic senates may use these as examples as they develop local responsibilities to best fit with their local governance structure and Rising Scholars-related needs. Additional responsibilities of the Rising Scholars Faculty Liaison(s) to consider:

- Sign up for the system-wide Rising Scholars listserv (ASCCC_RISINGSCHOLARS@listserv.cccnext.net) in addition to the ASCCC Rising Scholars Faculty listserv mentioned above.
- Monitor both listservs and report to the local academic senate and, as determined to be appropriate in collaboration with local senate officers, faculty at large on campus.
- Attend local senate meetings and report regularly or as requested about issues impacting Rising Scholars students and faculty, including within both prison and jail instructional programs and campus post-release/re-entry support programs.
- Facilitate or act as a resource for local discussions on issues potentially impacting Rising Scholars students and faculty.
- Identify issues of particular local concern that may be of broader regional or statewide concern and convey those to the Rising Scholars Faculty Advisory Committee.
- Collaborate with local senate officers to create or improve a mechanism for the most effective communication with faculty on campus about Rising Scholars issues.
- Serve as a conduit between the local faculty and the Rising Scholars Faculty Advisory Committee representatives in the area.
- As local funding permits, attend state-level events and meetings (ASCCC, Rising Scholars, etc) and report information back to local senates and Rising Scholars faculty; consider participating in panels or making presentations as appropriate.
- Work with local student organizations and advocacy groups to help them with their Rising Scholars efforts as well as keep them informed of faculty discussions and efforts.

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Ongoing Support for Academic Senate for California Community Colleges Liaisons to Local Colleges

Spring
2022
Resolution Number 17.04

Contact Anastasia Zavodny
Assigned to Relations with Local Senates Committee
Category Local Senates
Status Assigned

Whereas, The Academic Senate for California Community Colleges (ASCCC) has established the creation of formal liaison positions, including Resolution 03.02 SP21 Inclusion Diversity Equity and Anti-racism Liaison, Resolution 17.02 FA18 Open Educational Resources Liaison, Resolution 17.02 SP15 CTE Liaison, Resolution 17.03 SP15 Legislative Liaison, and Resolution 17.05 SP15 Noncredit Liaison, and continues to consider other relevant liaisons to local academic senates;

Whereas, Through previous Rostrum articles and resolutions, the ASCCC recognizes that local academic senates play a crucial role in informing faculty and advancing initiatives that ultimately support student success; and

Whereas, The ASCCC liaison positions have corresponding position duties and expectations;

Resolved, That the Academic Senate for California Community Colleges strongly advocate for local academic senates to identify faculty for each of the ASCCC liaison positions;

Resolved, That the Academic Senate for California Community Colleges develop guidelines for local academic senates on effective practices for incorporation of liaison positions; and

Resolved, That the Academic Senate for California Community Colleges develop and implement an annual orientation training for all liaison positions.

MSC

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Committees

Accreditation Committee
Awards and Recognitions Committee
Budget & Finance Operational Committee
CTE Leadership Committee
Curriculum Committee
Data and Research Committee
Data and Research Task Force
Educational Policies Committee
Elections Operational Committee
Equity and Diversity Action Committee
Faculty Leadership Development Committee
Guided Pathways Task Force
Legislative and Advocacy Committee
Math and Quantitative Reasoning Task Force
Noncredit, Pre-Transfer, & Continuing Education Committee
Online Education Committee
Open Educational Resources Initiative (OERI)
Part-Time Faculty Committee
Periodic Review Committee
Relations with Local Senates Committee
Resolutions Committee
Rising Scholars Faculty Advisory Committee
SLO Symposium Ad Hoc Committee
Standards and Practices Committee
Transfer, Articulation, and Student Services Committee

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Faculty Senate Goals 2024-2025 (Draft)

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

GOVERNANCE STRUCTURE GROUP REQUEST

Date:

Group Type: Committee	

Name Group:	Tutoring Committee
Request submitted by:	Linda Phelps
Group Type: Committee	**Action Requested:** Change meeting frequency

Reporting Relationship: Faculty Senate

Purpose:

- Promote dialogue and understanding among disciplines with tutoring needs and advocate for tutoring services across campuses.
- Discuss CRLA certification and renewal as well as CRLA-related tutor selection training and materials.
- Inform the Equitable Placement and Completion Committee and Library staff and faculty about tutoring updates and needs.
- Make suggestions and recommendations about the Tutoring Services website and Canvas page.
- Suggest and oversee effective marketing materials for students, faculty, and staff to promote tutoring services.
- Discuss workshops for students and tutors to be implemented by tutoring centers.
- Analyze and discuss online and embedded tutoring needs and regulations.
- Analyze needs and stay informed about state and other regulations impacting tutoring, especially as they relate to apportionment and Title 5.
- Ongoing evaluation of tutoring services being provided to a diverse student population through an equity and inclusion lens.

Products:

- Present reports about tutoring to the Faculty Senate.
- Make recommendations about tutoring at Palomar based on the findings from studies by Institutional Research and Planning (IRP) on tutoring at Palomar.
- Ensuring that the Tutoring Dashboard that IRP created accurately reflects our tutoring data and have regular discussions about the data.

Meeting Schedule: 1st Thursday of the ~~month~~first and last months of the semester, 2:30 – 4 pm or as needed; or the 1st Thursday of the first month of the semester from 2:30 – 4 pm or as needed; or the 1st Thursday from 2:30 – 4 pm of the last month of the semester or as needed

Chair(s): Faculty member elected by the committee

Members:

- Faculty, At-Large
- Faculty, AMBA
- Faculty, MSE
- Faculty, Disability Resource Center
- Faculty, Writing Center Director (or faculty designee)
- Faculty, ESL Tutor Coordinator (or faculty designee)
- Faculty, Math and Science Learning Center Director (or faculty designee)
- Faculty, Reading

- Manager, STAR Tutoring Center, or designee (includes ESC, NEC, SEC TLC)
- Faculty, World Languages Resource Center Director (or faculty designee)
- Representative from Student Services involved in tutoring (appointed by VP Student Services)
- Vice President, Instruction (or designee)
- Classified tutoring representative, Languages & Literature (L&L)
- Classified tutoring representative, Social and Behavioral Sciences (SBS)
- Classified tutoring representative, At-Large
- ASG Student Representative

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Michael Mufson & Sabrina Menchaca	**Date:** February 23, 2024

Proposed Name of Requested Group:
Educators for Equity, Diversity, and Cultural Consciousness

	Council		**Committee**	**X**	**Subcommittee**		**Task Force**
Action Requested:			**Add**		**Delete**		**Change X**

Role:
~~As activists to the Faculty Senate, this subcommittee will disrupt the status quo by dismantling and eradicating inequities. We challenge others to be uncomfortable and do the transgressive work towards the shared goal of infusing equity and antiracism throughout our college. We will rebuild, critically question, challenge, engage, reexamine equitable praxis, and validate cultural agency of the entire Palomar College Community with particular attention towards serving students.~~

As culturally conscious and responsive educators, we promote and infuse diversity, equity, inclusion, accessibility, and anti-racism for all members of the Palomar College Community. We will listen, educate, and take action to create and engage equity and belonging throughout the college's systems and practices.

We envision Palomar College as a vibrant community of educators and learners where all members are valued for the unique context and lived experiences they bring to the community. We recognize the harmful past practices in society at large and within our college that have created inequities for our students.

We engage the college community with programs and tools for the college to build and sustain equitable educational systems that create a college-wide sense of belonging for all students and educators to thrive.

Products:
Engaging Palomar Community on matters of cultural consciousness to include:

1.) Offer and sustain cultural conscious training programs, workshops, and activities including an annual Social Justice Community Festival or similar event.
2.) Advise employees on matters of diversity, equity, and cultural consciousness.
3.) Identify and develop opportunities for further implementation and integration of diversity, equity, inclusion and cultural consciousness in the classroom, curriculum, hiring and campus culture.
4.) Consult with TERB on matters of faculty evaluation related to cultural consciousness.
5.) Report to the Faculty Senate and Superintendent/President on primacy issues pertaining to diversity, equity, and cultural consciousness.

Reporting Relationship: Faculty Senate

- **Meeting Schedule:** Two Fridays a month (2nd and 4th) & others as needed for planning the Socal Justice Community Festival

Chair: 1 Faculty Senator Co-Chair; 1 Co-Chair elected from the subcommittee membership

Members:

- 8 Faculty, At-Large
- 2 Classified Employees
- 1 Student

ACADEMIC SENATE
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LEADERSHIP · EMPOWERMENT · VOICE

Resolutions Process

RESOLUTIONS PACKETS

- Packet for Discussion - Friday, April 25, 2025 (https://asccc.org/sites/default/files/ASCCC%20Spring%202025%20Plenary%20Resolutions%20Packet%2
- Packet for Discussion - March 28 to April 10, 2025 (https://asccc.org/sites/default/files/ASCCC%20Resolutions%20Packet%20-%20March%2028%20-%20April%2010_withpages%20final.docx)
- Pre-Area Meeting Resolutions Packet (https://asccc.org/sites/default/files/ASCCC%20PreAreaMeeting%20Resolutions%20Spring%202025_031 - updated March 18

(The resolutions documents available have not been remediated for accessibility. Please contact info@asccc.org (mailto:info@asccc.org) to request a remediated version if needed.)

SUBMIT A RESOLUTION!

Click the LINK (https://www.surveymonkey.com/r/plenary_resolutions_submission_form)to submit an amendment or urgent resolution!

Do you need some help with how to format and submit a resolution? The ASCCC Resolution and Amendment Submission (/sites/default/files/ASCCC_Resolution_and_Amendment_Submission.docx) **document provides templates and information for submitting a resolution!**

GENERAL INFORMATION

The Academic Senate for California Community Colleges (ASCCC) employs the formal use of resolutions to identify and record the will of the academic senates of the California community colleges. The ASCCC relies on formal resolutions to set direction for the organization as a whole. Members of the ASCCC Executive Committee and its standing and ad hoc committees implement adopted resolutions to respond to issues, to conduct its work, and to take action. When new issues and situations emerge, the ASCCC Executive Committee works with its committees and task forces to develop resolutions for consideration by the body at plenary sessions in order to determine the will of the organization as a whole. It is only in rare circumstances in which an issue is pressing and available time does not permit the adoption of a formal

position by the body and a previous position does not exist that the ASCCC Executive Committee or President may take a position or initiate an action independent of direction from existing or adopted resolutions by the body.

NOTICE OF CHANGE TO PROCESS

The ASCCC meets biannually in Plenary sessions to adopt resolutions that become the basis for future ASCCC policies and which drive the work of its standing and ad hoc committees. As the ASCCC continues to hold its plenary sessions in a hybrid format, the Resolutions process will also be held in a hybrid format, through the use of an online platform to conduct voting.

NEW for SPRING 2025

A new process will be piloted for the Spring 2025 Resolutions during the Spring 2025 Plenary Session. To help prepare for the new process, please make sure the college Delegate listed on the ASCCC Directory is up to date and signed up for your Area's listserv.

Additional information will be sent to the field soon outlining the new process, including information on how to attend upcoming Office Hours with the Resolutions Committee.

RESOLUTIONS COMMITTEE HELP

If you have any questions about the process, pre-session resolutions, or need help with resolutions, you may contact the Resolutions Committee by emailing resolutions@asccc.org (mailto:resolutions@asccc.org) and requesting a meeting with the committee.

MEMBER SENATE RESPONSIBILITY - DELEGATES TO ASCCC

In order to conduct the online resolutions voting, we will need each member Senate to verify that we have the college's correct delegate for voting. **The Senate President listed in the Senate Directory** (/college_directory) **for each campus, will need to complete the linked Delegate Form** (https://asccc.org/sites/default/files/2025-01/ASCCC_Delegate_Form_Spring_2025_S_0.pdf)**.** Unless this form is submitted, the Senate President or Delegate reported to the Senate Office in the Senate Directory will not be eligible to vote**.** Forms must be emailed to the ASCCC Office - events@asccc.org (mailto:events@asccc.org) **by April 21, 2025**.

SPRING 2025 RESOLUTIONS TIMELINE

- Pre-session resolutions due to Resolutions Chair – February 17, 2025, for discussion at March Executive Committee Meeting.
- Pre-session Resolutions packet to the field by March 14, 2025.
- Area Meetings| All Areas, Friday, March 21, 2025
  - Mandatory Contacts Meeting immediately following the Area Meetings - 2:30PM
- March 28, 2025 – First packet of resolutions to the field (pre-session packet + Area meeting resolutions)

- **April 10, 2025 - Last day for resolution submission.**
- April 11, 2025 - mandatory contacts meeting - 9:00AM - 11:00AM
- April 17: Final Plenary Resolutions packet sent to the field (1 week before the first day of plenary).
- Plenary Session begins on April 24, 2025.
- April 25, 2025: Amendments and urgent resolutions due 1:30pm (Fri of Plenary).
  - Mandatory Contacts Meeting Friday, April 25 - time to be announced

In order to propose amendments or urgent resolutions at the plenary session, you must be a registered plenary attendee and provide your name and college. Resolutions must be emailed to resolutions@asccc.org (mailto:resolutions@asccc.org). Please email the Resolutions Committee (mailto:resolutions@asccc.org) if you have any questions.

***Urgent is defined in the *Resolutions Handbook* as, "a time critical issue [that] has emerged after the resolution deadline on Thursday and new information is presented on Friday which requires an established Academic Senate position before the next plenary session" (pg. 6).**

Helpful Tips on How to Submit Resolutions
Resolution Rules for Virtual Resolution Voting
Adopted Resolution Packets from Previous Sessions

File Downloads

Attachment

ASCCC_Resolution_and_Amendment_Submission.docx (/sites/default/files/ASCCC_Resolution_and_Amendment_Submission.docx)

ASCCC Election Buddy Voting Guide F24.pdf (/sites/default/files/ASCCC%20Election%20Buddy%20Voting%20Guide%20F24.pdf)

ASCCC Spring 2025 Plenary Resolutions Packet 041625 final v2.docx (/sites/default/files/ASCCC%20Spring%202025%20Plenary%20Resolutions%20Packet%20041625%20fina

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