



MEETING

2025-05-05

EXHIBITS 1-11

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, May 5th, 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, 4-28-2025

2. Action

- Appoint CCN Lead (Exhibit 1) - Zavodny
 - Senate Recommendation to District for joint-appointed position
- Appoint faculty to the Hiring Committee for Vice President of Finance and Administrative Services (VPFAS)-(Exhibit 2), Zavodny
- Confirm uncontested senator membership nominations - (Exhibit 3), Pearson

3. Information – (Max 4 min each)

- ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative.
 - Report on ASG Events
- Faculty Awards Announcement - (Exhibit 4), Pearson
 - Announcement of the selected recipients of the Gift of Time, and Faculty Service Award
- Identify contested Faculty Senate Seats that need faculty vote (Exhibit 5), Pearson
- Report out on AB-1111/928 Task Force - (Exhibit 6), Mellos
- One-Tier Faculty Resolution – (Exhibit 7), Dalrymple
- Board Docs Change - Falcone
- Academic Standards and Practices: Review draft updated Grade Dispute Policy (Wendy Gideon) - (Exhibit 8), Falcone

4. Discussion (Max 7 min each)

- Governance Structure Change Requests – (Exhibit 9 & 10), Pearson
 - Tutoring Committee, & EEDCC
- EEDCC - AAC&U Call for Constructive Engagement - (Exhibit 11), Mufson
 - Discussion around signing the agreement

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 28, 2025

APPROVED

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

ABSENT: Santo Chamorro (ASG), Gene Gushansky, Shelbi Hathaway, Marina Parenti

GUESTS: Jose Briceño, Erin Feld, Sherehe Hollins

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 2:36 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Mufson announced the opening night of *Bad Hombres Good Wives* coming this Friday evening.

Senator Adams announced that the Palomar Softball and Baseball teams would be hosting regionals at Palomar College on Friday and Saturday. Baseball would be at 2:00pm Friday and 11:00am Saturday while Softball would be at 3:00pm on Friday and 12:00pm on Saturday. Both teams are ranked third in California.

Senator Siminski extended thanks to everyone who attended the "DEAF-initely inclusive" event last week. There will be a second part to the "DEAF-initely inclusive" series next Wednesday at 5:00pm, where American Sign Language (ASL) interpreters will explain what it means to be an ASL interpreter, how to work with interpreters, and some of the etiquette associated with those interactions. It will also be a high flex event over zoom.

Senator Siminski announced that it was Senator Mello's Birthday.

Senator Lawson expressed thanks for everyone that attended the Solidarity and Strength Festival. It was noted to be a successful event despite the wind and rain.

Senator Zavodny announced that recordings of the Political Economy Days are now available. An email will be sent out with information, and the recordings are also posted to the Economics, Global Studies, History, and Political Science department website.

President Pearson announced a reminder about the *Queerceñera Pride Festival* event next Wednesday and that it is likely going to be a great event.

Senator Mellos announced that the AB-1111/928 task force will be having their final meeting tomorrow, April 29th, from 2:00-3:00pm in H-108 or on Zoom.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Falcone/Jarvinen

Faculty Senate to approve the minutes for April 21, 2025 as amended.

The motion carried.

ACTION

A. Canvas Resolution – (Exhibit 1), Falcone

MSC: Shmorhun/Brooks

Faculty Senate to support the recommendation from the Distance Education (DE) Committee, that the Faculty Senate and PFF explore the possibilities and implications of requiring the use of Canvas for all classes.

1 Opposed – Senator Lawson

1 Abstain – Senator Siminski

The motion carried.

The main discussion points were:

Senator Falcone who brought the resolution forward, explained that approving it did not mean that the requirement for Canvas use would immediately happen. Instead, it meant the Faculty Senate supported the recommendation to have conversations with PFF looking into the positives and negatives around the use of Canvas across all courses with minimum requirements.

Concern that voting to support something titled "recommendation to require" could be misinterpreted later as the Senate supporting an immediate faculty requirement. There was an effort to ensure the vote was clearly on the exploration and discussion of the idea and not advocating for immediate mandatory use.

Concern that requiring Canvas use for all classes could be seen as limiting academic freedom and pedagogical choices. There was a suggestion that instead, the focus should be on pushing administration to streamline technology for student communication rather than imposing requirements on faculty.

Based on the discussion, it was emphasized that providing students with access to their syllabi and grades is already a faculty responsibility as outlined in Appendix, C of the contract. It was noted that the core issue might stem from faculty not fulfilling this existing contractual obligation rather than a lack of a requirement. Addressing faculty non-compliance with these established standards was identified as a role for the Deans. Also highlighted was that the Faculty Senate should consider addressing this broader issue of faculty meeting minimum standards as outlined in their contract. It was suggested that exploring the required use of Canvas is valuable, but the Senate could also potentially restart committees like the Academic Standards and Practice Committee to ensure these basic expectations for student access to basic course information are consistently met.

Highlighting that students became accustomed to using Canvas during the pandemic and that all courses have course shells in Canvas already. Making the use of Canvas a standard across the board can be seen as a student-centered practice that could benefit student success by ensuring students consistently knew where to find grades and the syllabus.

It was mentioned that at least two departments at the college already have requirements for Canvas use written into their department bylaws, suggesting that departments can implement such requirements if they wanted to.

Changing the title to make the intent clearer, ultimately deciding on: "...explore the possibilities and implications of requiring the use of canvas for all classes."

Clarification that any faculty responsibility changes must involve PFF and district discussions.

Clarification that stated that the resolution included language acknowledging that exceptions may be necessary.

There was a call to order and the Senate moved to vote.

INFORMATION

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

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

B. Senate Awards Committee Call

President Pearson asked for volunteers to serve on a selection committee for the Faculty Service and Faculty Senate Scholarly & Professional Achievement Awards.

Volunteers: Senators Backman, Doyle Bauer, Jarvinen and President Pearson.

C. Building Performance & Environmental Design Baccalaureate Program – (Exhibit 2), Lucido

Joseph Lucido, M.Arch, presented on the overview of the new Baccalaureate Program for Building Performance & Environmental Design at Palomar College. It is considered to be a unique approach nationwide.

The program was developed to address a gap in traditional architecture and interior design programs, where students often take up to a decade to graduate without being licensed. The goal is to create a new category of career professionals who can pivot between architecture, interior design, and general contracting fields.

The program design incorporated input from industry partners. It is structured around four pillars: design, construction, sustainability, and professional development.

Key highlights include a final thesis studio where students will gain real-world experience by working directly within industry offices and industry professionals being involved in grading design work.

The program is currently planned to start in Fall 2026. The curriculum will be reviewed by the Curriculum Committee, which is developing specific training for evaluating upper division courses.

D. Palomar College Faculty Participation as ASCCC Liaisons and Committee Members – (Exhibit 3), Zavodny

Senator Zavodny presented information encouraging faculty involvement at the state level as ASCCC liaisons and committee members.

Serving on committees involves monthly Zoom meetings and are typically one-year appointments. She also clarified that faculty can volunteer for committees independently, but liaison position candidacy would be discussed and selected by the Faculty Senate.

E. 2024-2025 Faculty Senate Goals Progress – (Exhibit 4), Pearson

President Pearson presented the Faculty Senate Goals made during the Fall 2024 Faculty Senate retreat and reviewed the current progress.

Goal 1: Split Faculty Senate Constitution and Bylaws: Completed.

Goal 2: Implement Brown Act requirements for Faculty Senate subcommittees: Progress is being made and will be completed by next year.

Goal 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: The current chair of that committee will soon be presenting a report to the Faculty Senate on their progress towards this goal.

Goal 4: Improve Faculty Senate meeting efficiency: Acknowledgement of some improvement but also looking for input and ideas on how the Faculty Senate could be more efficient during meetings.

Goal 5: Bring clarity regarding faculty responsibilities and reassigned time positions: There has not been a lot of progress yet, but there was discussion about this goal being a summer project.

Goal 6: Ensure faculty and student voice in strategic enrollment management: Progress made through the SEM group and a “Student Journey” Committee.

Goal 7: Support the curriculum committee’s integration of DEIAA into the course outline of record: Completed.

F. Governance Structure Change Requests – (Exhibit 5), Pearson

President Pearson presented two proposed governance structure change requests for the Tutoring Committee and the Educators for Equity, Diversity and Cultural Consciousness (EEDCC) Committee.

Tutoring Committee: A request to reduce their meeting frequency was presented, with options including meeting the first and last months of the semester, or once a semester either at the beginning or the end.

Discussion explored the committee's primary function and if it should remain a subcommittee of the Faculty Senate, which requires Brown Act compliance. The committee previously decided to remain under the Senate, partly due to the pedagogical aspects of tutoring.

Senate members requested that the Tutoring Committee discuss and propose their desired location within the governance structure when they bring their meeting frequency request back for approval, ideally presenting all requested changes together.

EEDCC Committee: Proposed changes to its language for the committee’s role and to adjust their meeting schedule for greater flexibility to add meetings when holidays cause cancellations.

A suggestion was made to formalize their collaboration with the Professional Development Office.

DISCUSSION:

A. Outcome of ASCCC Resolutions – (Exhibit 6), Pearson

President Pearson reported on key resolutions adopted at the recent ASCCC plenary session.

Some of the resolutions highlighted during the meeting included:

“Amend 111.09 S25 Supporting a United Faculty Workplace for California Community Colleges” was adopted.

“Advocating for a 21st-century Ralph M. Brown Open Meeting Act”, allowing Zoom committee participation resolution was adopted.

“California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses” was adopted.

“Revising SCFF Metrics to Better Serve All Students” was adopted.

“Advocating for Systemwide Access to AI Tools and Training” was noted to involve a lot of conversation but ultimately did not get adopted.

There was conversation around one resolution that failed adoption, not due to opposition to the underlying idea, but because the resolution was deemed to be unclear with hopes that it would be resubmitted at a later date.

Attending plenary was described as valuable for understanding statewide issues and hearing diverse perspectives. The need for increased funding to allow more Faculty Senate members to attend plenary sessions was emphasized.

ADJOURNMENT: The meeting was adjourned at 4:01 pm.

Faculty Senate
May 5, 2025

Common Course Numbering (CCN) Faculty Lead

There are four (4) volunteers for the one (1) CCN faculty position.

This position is appointed as a joint-appointment between Faculty Senate and the District. Faculty Senate is being asked to ranked-choice vote and Senate's recommendation will be brought to the District for discussion, with the final appointment resulting as a joint decision.

The volunteers are presented below (random ordering). Their statements follow in the same order.

Volunteers:

- Elena Chirkova-Sikora
- P.J. DeMaris
- Chase Way
- Ron Garcia

The position description follows on the next page, then the volunteer statements are included.

Common Course Numbering (CCN) Faculty Lead

Jointly appointed by Faculty Senate and the District

Term and Compensation

- Term: Summer 2025 through Spring 2027 (2-year temporary position)
- Up to 10 hours per week compensated at the faculty member's non-instructional hourly rate via Time & Effort report and NOHE (funded by CCN funding)

Responsibilities

May include (but are not limited to) the following. Role may evolve dependent on updated or new guidance from the CCCCCO which may occur during the course of the term. This position will work closely with the Curriculum faculty Co-Chair, the Vice President of Instruction, the Articulation Officer, and the Instruction Office team.

- Preparation during Summer 2025
 - Read memos/directives from the Chancellor's Office and ASCCC and legislation to get up to date on CCN initiative.
 - Learn Maverick and Curriculum requirements.
 - Develop training materials (videos/written instructions) for faculty on CCN course proposals.
 - Possibly attend the ASCCC Curriculum Institute in July (Summer 25 and Summer 26).
- Trainings/Reports
 - Hold training sessions for faculty working on CCN curriculum.
 - Provide ongoing support to faculty working on CCN curriculum.
 - Attend CCN webinars and read/analyze CCN memos & directives from the CCCCCO.
 - Report to the curriculum committee on CCN progress & updates. Provide recommendations to streamline and improve Palomar's processes related to CCN.
 - Provide support to faculty in switching all prefixes for their courses and addressing all course impacts and programs.
- Review Curriculum
 - Serve on Curriculum Tech Review committee.
 - Review CCN proposals in Maverick to ensure they follow required template guidelines.
 - Potentially enter Part 1 fields in Maverick.

Note: For Phase II, more time will be spent with preparation and training faculty. For Phase III, more time will likely be spent checking proposals and supporting faculty because there will be 50+ courses.

Preferred Qualifications

- Experience with Common Course Numbering and/or curriculum and articulation

Supervision Given By

Dean of Instruction

For More Information

[CCCCCO Common Course Numbering website](#)

[ASCCC Common Course Numbering website](#)

Dear Faculty Senate Chair of Committee on Committees, Zavodny and Faculty Senate President Pearson,

As a compassionate and experienced educator who always finds a lot of passion for Curriculum building and helping others, I am writing to express my interest in serving as the Faculty Lead for Common Course Numbering (CCN). With a strong commitment to curriculum development and collaborative academic leadership, I am excited about the opportunity to contribute to this critical statewide initiative that aims to enhance course alignment, articulation, and student success across California's community colleges.

Please see attached my letter of interest along with my resume.

Thank you for your time and consideration of my application.

I look forward to the opportunity speaking with you more about my qualifications.

Have a great day

Elena Chirkova

Elena Chirkova

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04.20.2025

Anastasia Zavodny and Beth Pearson
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Dear Faculty Senate Chair of Committee on Committees, Zavodny and Faculty Senate President Pearson,

As a compassionate and experienced educator with a deep-rooted passion for curriculum building and supporting fellow faculty, I am writing to express my strong interest in serving as the Faculty Lead for the Common Course Numbering (CCN) initiative. This statewide effort represents a crucial step toward greater course alignment, articulation, and student mobility across California's community colleges, and I am excited about the opportunity to contribute to this transformative work.

With more than 25 years of experience in both secondary and post-secondary education, my academic career has centered on curriculum development, instructional leadership, and fostering student-centered learning environments. Currently, I serve as part-time faculty in both the Fashion Program and Cooperative Education Program at Palomar College, I am lead Fashion Program faculty the at JP Catholic University and at Carlsbad High School. Additionally, my prior role as a CTE Transitions Specialist (Articulation Office) further strengthened my understanding of the articulation process and curriculum pathways.

During my time as a CTE Transitions Specialist, I also served on Palomar College's Guided Pathways Committee. This experience gave me valuable insight into institutional collaboration around curriculum mapping, program coherence, and student-centered reform. I worked alongside faculty, counselors, and administrators to ensure that programs were designed with clarity, relevance, and accessibility in mind—principles that directly support the goals of the CCN initiative.

Throughout my career, I have taught in both the U.S. and abroad, gaining a deep appreciation for varied educational systems, policies, and instructional approaches. I have worked with highly diverse student populations and industry clients in both my design and educator careers. To stay current and expand my skills, I consistently participate in Professional Development opportunities, including POET, Work-Based Learning, UDL, PETAL, and the Aspiring Administrator Training. My integrated lesson plans were recently recognized as "High Quality" by California Educators Together, and I have completed recent trainings such as the "Voice/Diversity/Equity/Social Justice" course through the CLAD program at UMass Global University (Spring–Summer 2023) and the PETAL course through Palomar's Excellence in Teaching and Learning program (Summer 2023).

Elena Chirkova

My qualifications align well with the responsibilities of this role:

- I have a proven ability to analyze legislative and procedural documents and translate them into actionable strategies for faculty and staff.
- I am experienced with curriculum systems and course proposal workflows, and I am confident in my ability to quickly learn and support platforms such as Maverick.
- I have led faculty training and developed instructional materials in previous roles, making me well-prepared to assist colleagues as they navigate the new CCN requirements.
- As a collaborative communicator, I value transparency, efficiency, and inclusivity—qualities essential in serving as a liaison between faculty, the Curriculum Committee, and the Instruction Office.

Additionally, I understand the wide-reaching impact of clear, consistent course prefixes on articulation, program structures, and student pathways. I am enthusiastic about supporting faculty in understanding and implementing CCN directives while advocating for thoughtful systems that streamline our curriculum processes and ensure student success.

I believe that my experience, skills, interpersonal strengths, and passion for supporting faculty make me a strong candidate for the Faculty Lead for Common Course Numbering (CCN) position. I am enthusiastic about the opportunity to collaborate with Palomar College faculty to support the transition to CCN—guiding the process of prefix changes, addressing course and program impacts, and assisting colleagues in navigating the curriculum with confidence. It would be an honor to contribute to this vital initiative and help advance a unified, student-centered curriculum structure.

In doing so, I would also be proud to support the Faculty Senate's mission to promote equity, diversity, and inclusion across all areas of academic leadership and shared governance.

Thank you for considering my application. I would welcome the opportunity to further discuss how my background and experience align with the goals of this important role.

Sincerely,

Elena Chirkova

Elena Chirkova

Telephone (760) 481-8686; email: elena_chirkova@yahoo.com
<https://sites.google.com/view/danceinstylebyelena/home>

Professional

Summary: An experienced teacher, client-focused creative and positive-minded designer, with strong coordinator, and supervisor experience developed through over twenty-five years in the educational programs/institutions and fashion industry. Seeking instructional, coordinating, or managing position in a professional educational environment.

Experience:

- 2024-Present **JP Catholic University, Escondido, CA**
CTE Faculty, Fashion Program Coordinator (January 2024-Present)
 CTE Fashion Design/ Costume Design program developer/ instructor. Establishing and maintaining relationships with community partners, volunteers, and Industry partners to gain support for program maintenance. Planning, organizing, and promoting Fashion Program and WBL opportunities for students, participating in marketing campaigns and outreach projects, teaching Fashion Pathway courses in accordance with approved course outlines. Coordinating events/shows, recruiting student models, student photographers; teaching, grading, preparing handouts, recordkeeping, filing/organizing students work and leading student activities in the program as needed.
- 2021-Present **Carlsbad HS, Carlsbad, CA**
HS CTE Faculty, Fashion Program (January 2021-Present)
 Serving in district level CTE and Career Education initiatives, as a member of Career Education leadership team, assisting with carrying out and implementing the CUSD 3 Year Career Education Plan. Establishing and maintaining relationships with CUSD, community partners, volunteers, and Industry partners to gain support for program maintenance and WBL opportunities for students. Planning, organizing, and promoting Fashion Program, designing marketing campaigns and program website, teaching Fashion Pathway courses in accordance with approved course outlines. Coordinating events/shows, recruiting student models, student photographers; teaching, grading, preparing handouts, recordkeeping, filing/organizing students work and leading student activities in the program as needed. Engaging in the school's anti-bias training initiatives, demonstrating my commitment to creating an inclusive environment.
- 2014-Present **Palomar College, San Marcos, CA**
Adjunct Faculty Cooperative Education and Sub Pool at Performing Arts; Fashion Merchandising and Design (January 2018-Present)
 Establishing and maintaining relationships with community partners, volunteers, and Industry partners to develop WBL opportunities for students. Planning, organizing, and teaching assigned courses in accordance with approved course outlines. Coordinating events/shows, recruiting models, designers, photographers, and stylists; teaching, grading, preparing handouts, recordkeeping, filing/organizing students work and leading student activities in the program as needed. Designing Theater Productions for Palomar Performing Arts.
- CTE Transitions Office Specialist (May 2016-June 2022)
 Monitor and evaluate each CTE program's impact on HS Articulation to align with CTE Transitions goals and quality expectations, managing multi-site teams. Serving as a member of Guided Pathways committee, assisting with planning workshops for parents and students on college and career readiness. Organizing, coordinating and overseeing the daily operations, activities, and events for Career Technical Education transitions; designing and preparing marketing materials in both print and web format; office administrative support and organization; processing spreadsheets and databases, creating documents and materials; reviewing and submitting invoices and reimbursements to accounting; interview, secure, and onboarding student workers and volunteers; developing and maintaining filing systems and records; basic research procedures; clerical duties involving the use of independent judgment and personal initiative; performing ambassador duties during school visits and providing lead-level guidance to hourly student ambassadors. Managing CATEMA and conducting CATEMA training for K-12 partners.

Elena Chirkova

- 2014-2016 **Palomar College, San Marcos, CA**
Teaching Assistant (October 2014-June 2016)
 Planning and conducting outreach events and activities for the Department. Assisting with grading, entering grades, filing, and organizing students work, preparing videos reports for the professor, designing and preparing flyers in print and web format, handouts, and other marketing materials; observing and analyzing international students' grades in case they need extra attention.
- Temporary ADA/Business Administration Department (July 2015- November 2015)
 Utilizing software to create registration options, monitoring student and staff accounts, track financials; work with Program Chair to create and meet annual revenue and expense budget. Secure the appropriate tools and supplies for program classes. Preparing variety of administrative and analytical reports, developed 100's/dozens of course schedules, provided information and assistance to faculty and students.
- 2019-2020 **Richland Elementary, San Marcos, CA**
Fine Arts Instructor/ STEAM Coordinator (September 2019- July 2020):
 Partnering with Elementary classroom teachers to provide authentic, project-based, and experiential learning opportunities for our K-5 students. Developing and teaching STEM classes in a variety of grades across elementary. Providing/organizing STEM lesson design and related instructional delivery, including effective teaching and learning strategies. Engaging students in making and design related to classroom study and independent inquiry. Working with students on individual or small group projects. Organizing STEAM events at the school site, coordinating STEAM vendors and presenters, parent volunteers and Service-Learning College Students during STEAM days. Grant searching and Grant application management.
- 1998-Present **Dance in Style, Escondido, CA**
Owner/Designer/Coordinator(1998-Present)
 Designing and manufacturing ballroom dance costumes, skating costumes, rhythmic gymnastics costumes and theatrical costumes. Coordinating promotional events/shows/photo shoots and recruiting models, dancers, live bands, photographers, and stylists. Budgeting and marketing my own company with various marketing strategies. Managing seasonal contractors and using methods of contract negotiation.
- 2006-2012 **John Casablanca's Modeling & Career Centers, San Diego, CA**
Instructor (part-time)
 Coordinating, promoting, and publicizing modeling and acting performances, classes, and events. Teaching fashion textiles, apparel evaluation, show production, modeling routine(runway), acting, body posture, stage presence, and photo posing. Supervised talent search for the agency; coordinating events/shows, recruiting models, designers, photographers, and stylists.

Out of Country Work Experience:

- 1998-2001 **Extracurricular Educational Program: "House of Pioneers and Schoolchildren" -Voronezh.**
Fashion Teacher, Shows and Competitions Producer
- 1997-2000 **Voronezh Elementary-High School #6, Voronezh, Russia**
Teacher: "Home Economics", "Craft and Arts"
- 1992-2012 **Modeling Center/ "Fashion Theatre" - Modeling and Career Center-San Diego, CA. / Voronezh, Russia,**
Actrice/Model, Acting /Modeling Instructor, Fashion Show Producer

Additional Experience: CTE Faculty/Advisory Board Chair at UCSD Extensions (September 2024-Present)
 Head of Costumes at Star Repertory Theater/Internship Supervisor (June 2021-Present)

Elena Chirkova

Course Reader/ Sample Book for Fashion Students, Author, (Spr. 2018-Present)
 Miss Russian San Diego 2018, Co-producer and show Judge (September 2018)
 Palomar College (Media Studies Department), Guest speaker, (Spring 2017)
 Palomar College (Fashion Department), Guest speaker, (every semester Fall 2014 - Spring 2019)
 BIP Corporation, Marketing and Advertising Manager, 2001-2004
 Dance in style, Dance wear Designer, (1998-Present)
 Modeling Schools, Acting/Modeling instructor, (1997-2012)
 Voronezh Fashion House, Fitting model, (1995-1997) Fashion Theater, Model, (1992-2000)

Education:

- 2023 **Crosscultural Language and Academic Development (CLAD) UMass Global University**
 Credential Program – Faculty Preparation/ Certification
 Focus: Language and Academic Development for diverse student population Faculty Preparation
- 2018 **San Diego/Imperial County Community College Association (SDICCCA) and San Diego State University (SDSU)**
 Internship Program – Graduate
 Focus: Andragogy and Community College Faculty Preparation
- 2016 **Palomar College, San Marcos, CA**
 Child Development Administration- Program Director Certification
- 2008 **Gemological Institute of America (GIA), Carlsbad, CA**
 Graduated Gemologist (Certificates in Diamonds, Diamond Grading and Colored Stones)
- 2002 **Voronezh State University, Russia**
 Master of Science and Education
 Special focus on Pedagogy and Andragogy that included Sociology, Human Psychology & Earth Science.
- 1996 **Voronezh Teaching & Industrial Technology College, Voronezh, Russia**
 Bachelor of Arts emphasis in Fashion and Education (aka Home Economics).
 Design/Fashion Marketing and Production
 Pedagogy/Teaching and training procedure with emphasis in Biology science for the K – 12 students.
- 1993 **First Voronezh Special Lyceum, Voronezh, Russia**
 Special High School that majored in biology and related pathways.

Certification:	Recognition:
• PETAL- Faculty Excellence (Palomar 2023) • UDL (Universal Design for Learning)-Professional Growth (CUSD 2023) • WBL (Work Based Learning) -Professional Growth (CUSD and Palomar 2023) • Aspiring Administrator (CUSD 2023) • California CTE Teaching Credential, Fashion (2021) • POET, Online Teaching (Palomar 2020) • SDICCCA (SDSU 2017) • California Single Subject Teaching Credential, Home Economics (2015)	• “High Quality Lesson Plans Contributor” at California Educators Together (November 2023) • “Outstanding Community Service” Certificate by Senator Joel Anderson, San Diego (September 2018) • “Best Costume” Award at La Jolla Dancing with the Stars for my designs, (October 2013) • “Best Teacher” Award Fashion/Style Program in Voronezh District, Russia (December 2000)

Skills:

- Bilingual, Russian, and English oral and writing
- Excellent organizational, coordinating skills, data entry and record maintenance.
- Project management, Staff management
- Marketing and advertising
- Media relations, Trade shows and events planning
- Interdepartmental collaboration
- Office administration and computer use (People Soft, CATEMA system, Aeries, Blackboard, CANVAS, Google Doc, MS Office including Word and Excel, Teams, some Adobe programs- Photoshop, Illustrator.

Please see attached by letter of interest for CCN Faculty Lead.

P.J. DeMaris

Letter of Interest for the position of Common Course Numbering Faculty Lead

I am interested in serving as the faculty lead for CCN implementation at Palomar College. As a long-time counselor with experience in general, DSPS, EOPS, financial aid, veteran and active-duty counseling, I have a deep and broad understanding of course numbering, transfer and program requirements and allowable private and out of state coursework utilization. I review student transcripts several times a day to guide students on where they stand and what remains to be done. Transcript review is a daunting and cumbersome task as each transcript has unique nuisances and factors to consider when attempting to confirm requirement completion. Transcript complexity is further exacerbated by inconsistent numbering and course names even within the public education system of California.

More recently, since 2017, I have been the Transfer Center Director at Palomar. I love this role as I help train and guide all the counselors on issues related to transfer as well as meet students daily on their road to transfer. I regularly monitor our transfer rates of disproportionately impacted student populations to identify areas that need improvement. Our efforts to support degree and transfer achievement will be evident as students move into our communities with equitable opportunities for personal success and economic security for themselves and their families.

I work closely with our Articulation Officer, Ben Mudgett, on all things transfer including MOUs with private universities, GE patterns, university articulations. Prior to Ben coming to Palomar, I served for a brief period as the interim Articulation Officer and experienced a monster learning curve in that role. When Pathways and Meta Majors started to emerge at Palomar, I worked on a team with instructional faculty to assist in mapping out all the majors at Palomar. In addition, I maintain significant relationships with our local feeder universities to facilitate our students' ability to transfer seamlessly.

This year, I have been extremely involved in implementation of the auto-ADT provision of AB 928 and Vision Aligned Reporting (VAR). For both of these new mandates, I have taken a strong leadership role in facilitating regulation interpretation into tangible operations. Working with Information Systems, we have been able to provide collection points on student educational plans with minimal intrusion into the counseling session. I enjoy the challenge of simplifying the process for the users as much as possible while still meeting reporting requirements. For both of these projects I have developed and conducted in person training workshops, training videos, reference charts and step by step directions so users can elect the learning tools that work best for them.

As daunting as implementation of CCN may feel, it will go a long way in helping our students in degree and transfer achievement. It has taken me over 30 years to memorize almost all of our course codes as I enter them daily in student educational plans and I honestly don't look forward to re-learning many of these anew. But in the end, it will be better for the end users- our students.

Thank You for your consideration,

P.J. DeMaris

Dear Colleagues,

Happy Friday! Please find attached my letter of interest in the Common Course Numbering (CCN) Faculty Lead position.

Thank you in advance for considering my application. If you have questions at any point, please don't hesitate to contact me via email at cway@palomar.edu or by phone at (818) 419-9420. I look forward to the possibility of contributing to this important and impactful work.

Warmly,

Chase L. Way, MA, PhD(c)

Chase Laurelle Way

San Marcos, California
cway@palomar.edu
818.419.9420

April 25, 2025

Palomar College
1140 West Mission Road
San Marcos, California 92069

Re.: Letter of Interest for Common Course Numbering Faculty Lead Position

Dear Colleagues,

I am writing to express my enthusiastic interest in serving as the Common Course Numbering (CCN) Faculty Lead for Palomar College. With extensive experience in curriculum design, course articulation, faculty training, and cross-district equity work, I am confident in my ability to support the successful implementation of CCN in alignment with both state mandates and Palomar's institutional values.

Throughout my teaching and administrative career, I have remained focused on equity-minded curriculum reform and systems-level coherence. I was hired by Nevada State University to draft student learning outcomes (SLOs), and I've evaluated SLO effectiveness using real course data at both MiraCosta and Fullerton Colleges. My work across multiple institutions has consistently prioritized clarity, accessibility, and transferability. While teaching in the North Orange County Community College District, I witnessed firsthand the confusion students faced navigating disparate course numbering systems between Fullerton and Cypress Colleges—challenges that often complicated course articulation and delayed degree progress. This experience deepened my commitment to Common Course Numbering as a tool for equity, efficiency, and student momentum.

At Palomar, I am currently working with the Comets Affordable Learning Materials (CALM) Committee and Curriculum Co-Chair Vickie Mellos to institutionalize Open for Antiracism (OFAR) goals across curriculum and rubrics. This work is rooted in the Faculty Senate's October 2020 Antiracism Statement, which emphasizes our responsibility to advance equity, diversity, and inclusion through shared governance and curriculum oversight. These values guide my work as an educator and leader, and I see the CCN initiative—particularly its focus on improving course articulation—as a natural extension of this commitment.

My qualifications also include pan-regional and state-level experience through my role as "Faculty on Special Assignment" for Work-Based Learning Liaison for Online Education at MiraCosta College. In that role, I led a three-semester, grant-funded initiative to align course content across disciplines with workforce development goals, while supporting faculty through synchronous and asynchronous training, instructional design support, and long-term professional development (including a certificate-bearing course I designed and taught). This initiative aligned directly with MiraCosta's Academic Career Pathways program and contributed to more consistent course

articulation across disciplines by embedding workforce competencies into course design—work that parallels the cross-departmental coordination required for CCN implementation.

As an educator who currently teaches at four to five colleges simultaneously, I have developed the organizational capacity, time management, and multi-campus collaboration skills essential to this position. I am a fast learner, already familiar with Curricunet systems across multiple districts, and I am fully prepared to prioritize reading and analyzing directives from the CCCCCO, ASCCC, and state legislation. If selected, I plan to attend the ASCCC Curriculum Institute in Summer 2025 (and again in 2026, if necessary) to remain current with CCN developments and articulation standards.

In addition to teaching and administrative leadership, I have served on a wide range of committees. These include, but are not limited to:

- Fullerton College's Accreditation Committee (2020)
- MiraCosta College's Professional Development Program Committee (2019–2020)
- MiraCosta College's Meeting for Online Educators Committee (2019–2020)
- NOCCCD's Ad Hoc Anti-Racist Curriculum Working Group (2021)
- Fullerton College's Faculty Inquiry Group for Pedagogy Gamification (2022)
- Palomar College's Open for Antiracism (OFAR) Team Lead (2024)
- Palomar College's Employees, Community, and Communication Council (2025–present)

I am also concluding my second (and final) three-year term as Co-Chair of the Comparative Approaches to Religion and Violence Unit of the American Academy of Religion. Across all of these service roles, I have worked collaboratively to promote educational equity, curriculum coherence, and strong articulation practices.

In 2023, I was honored to receive Palomar College's Part-Time Distinguished Faculty Award, an affirmation of my dedication to advancing student success, curricular clarity, and institutional excellence.

I am excited by the opportunity to contribute to clearer, more navigable degree pathways for students through Common Course Numbering. I understand how careful attention to course articulation—both within Palomar and with transfer institutions—will be critical to the success of this project. I would be honored to serve in this role and help strengthen the academic infrastructure that supports our students' success.

Thank you for considering my application. Please don't hesitate to contact me via email at cway@palomar.edu or by phone at (818) 419-9420. I look forward to the possibility of contributing to this important and impactful work.

Sincerely,

Chase Laurelle Way, MA, PhD(c)
Part-Time Faculty
Philosophy & Religious Studies

Hello Anastasia and Faculty Senate,

I am writing to express my interest in supporting the design and implementation of a Common Course Numbering (CCN) system across Palomar College. Currently, I serve as the IT Project Manager Lead at two San Diego Jr. college districts implementing CCN, and I can bring this proven experience to benefit Palomar College. I am completing Phase I of the CCN implementation and will soon move to Phase II for the two districts. Additionally, I am an active adjunct professor at Palomar College and can provide valuable insights from both academic and technical perspectives to achieve successful CCN results. My experience also includes a focus on systems integration and a commitment to advancing equity, diversity, and inclusion (EDI) within technology-enabled academic initiatives.

A CCN framework presents a critical opportunity to improve curricular transparency, support seamless student mobility, and reduce structural barriers, especially for historically underserved student populations. From a technical and operational viewpoint, the success of such a system relies on aligning Student Information Systems (SIS), degree audit platforms, data warehouses, and reporting tools to ensure consistency, accuracy, and equitable access to information. In my role, I have led cross-functional teams on enterprise-level projects involving data standardization, process redesign, and multi-campus coordination. I am particularly attuned to how technology decisions impact diverse student groups and am dedicated to ensuring that implementation strategies proactively address disparities in access, usability, and system responsiveness.

I would welcome the opportunity to contribute to a CCN planning or advisory group, bringing both project management expertise and a systems-thinking approach informed by inclusive design principles. My objective is to ensure that the technical infrastructure supports policy and curriculum objectives while actively promoting equity across our academic ecosystem. I look forward to the opportunity to collaborate with academic, administrative, and technology partners to help bring this transformative effort to fruition.

Thank you for considering my interest in this important initiative.

Attachment: Ron Garcia CV

Respectively,

Ron Garcia MS, PMP

Curriculum Vitae

Ron Garcia MS, PMP

(619) 933-3961, rongarcia135@gmail.com

Professional Profile

A successful solution-driven individual with a combination of global technology project management and business operational development experience in the regulated and compliance healthcare industry. Hands-on management and project management experience in Information Technology with expertise in team development, retention, and instruction. Thorough technical product support, program management, Business Systems development, process improvement, budget oversight, and cost controls. Self-motivated and fully understand the dynamics of team development for success.

Professional Experience

LRB Group, New York City – IT Project Manager

11/2024 – Present

Two San Diego Colleges

- ✓ Implement California mandate to upgrade college Common Course Numbering (CCN) requirements
- ✓ Enhance PMO structure and framework, process flow, and project management documents/templates
- ✓ Project Manager for financial aid project with compliance requirements, engaging the functional teams and consultants

Palomar Health Hospital/Medical Group, Escondido, CA – IT Project Manager II

6/2023 – 8/2024

A public health district offering medical services, health education, and research in North County San Diego

- ✓ Managed compliance executive-level project implementations (ISO 13485, cloud, infra, application, CRM, EMR)
 - ✓ Managed vendors and internal teams, creating current vs future state designs and establishing documentation standards
 - ✓ Thorough communication (i.e., Smartsheet, Teams, MS Suites-MS Project, ServiceNow) with sponsors and stakeholders
 - ✓ Detailed requirements gathering, design, validation (dev/prod), implementation, go-live, hyper care, lessons learned
 - ✓ Discovery/Requirements gathering to integrate Lawson functional modules into a new Workday application
 - ✓ Managed hospital Emergency Department (ED) Main Page custom upgrade, managing Oracle/Cerner vendor resources
 - ✓ PACS Hospital/Multi-Site Imaging Migration with Cloud storage of vast database repositories (SaaS)
 - ✓ Requirements gathering, scope design, & implementation of EMR Admin & Financial solution with current Oracle (Cerner)
 - ✓ ManageEngine Asset Management and Security Access POC/Implementation (SaaS)
 - ✓ Managed new Oncology room construction/implementation (Varian linear accelerator hw/sw for cancer radiotherapy)
 - ✓ Drive Change Management requirements with functional managers on project constraints for best resource allocation
- NOTE Added: Workday requirements gathering to replace Lawson.

Becton Dickinson (BD), San Diego, CA – Manager/Program Manager- EPMO

2015 – 5/2023

A global Fortune 500 regulatory med-tech company developing, manufacturing, and selling medical devices for healthcare

- ✓ Managed/mentored team of Sr. PM Direct Reports for the resource planning of a portfolio of global Business & IT projects
- ✓ Create/Implement Change Management Standards for quality assurance, customer engagement, and global processes
- ✓ Managed projects, enterprise-level software deployment of regulatory requirements - initiation, testing scripts to launch
- ✓ Assisted in managing the creation and bringing to the market the first company retail product (Veritor Covid-19 Test Kit)
- ✓ Managed 6 6-story new building with multiple vendor/construction resources (dirt site, construction, employee move-in)
- ✓ Mentored Sr. PM for 220k sf multi-level biosciences R&D facility interacting with multiple vendors and departments
- ✓ Managed new warehouse expansion buildout for a state-of-the-art robotic manufacturing facility (Nebraska)
- ✓ Managed North America Tech Call Center relocation - San Diego, CA to Phoenix, AZ (network, office hw/sw/comm., staff)
- ✓ Managed Sr. PM San Diego Warehouse buildout on the U.S. side of the border for Mexico's supply chain improvement.
- ✓ Managed program of regional and global projects, ensuring successful completion (D365, CRM, ServiceNow, Salesforce)
- ✓ Managed project operating budgets, implemented cost controls, and allocated internal and external resources
- ✓ Utilize SDLC methodologies in a matrix environment (Agile, Scrum, Waterfall, Jira, Confluence, Version One, and Planview)

Rady Children's Hospital, San Diego, CA – IT Program/Project Manager, PMO

3/2014 - 7/2015

Ranked among the 10 Best Children's Hospitals in the Nation, 6th largest children's hospital in the country, largest in California

- ✓ Managed vendors and internal teams, implemented architectural designs, and established documentation standards
- ✓ Drive Change Management requirements with Functional Managers, establishing resolution and best resource allocation
- ✓ Managed Neonatal intensive care unit upgrade & construction expansion of staff, rooms, hardware, and applications
- ✓ Managed Network Re-Architecture, design, and implementation of new HW/SW (VRF Technology) with Epic
- ✓ Managed upgrade of various servers and clients across multiple departments (OS, patching, SEP, 7k+ devices)
- ✓ Managed Network Security Portfolio: Enterprise Data Loss Prevention, Email Data Loss Prevention, Payment Card Industry, Symantec Endpoint Protection

Curriculum Vitae

Ron Garcia MS, PMP

(619) 933-3961, rongarcia135@gmail.com

HD Supply, San Diego, CA - IT Project Manager, IT Operations

5/2012 - 2/2013

Product/Services to 500,000+ customers, 15,000 associates, in 650 locations, 48 States, and 7 Canadian provinces

- ✓ Completed UC4/SAP project in five months, pending two years establishing new process methods
- ✓ Thoroughly measure all UC4 jobs via Quality Assurance, Staging, and Development testing for Production
- ✓ Performed change control risk audits involving stakeholders, establishing timelines, and required resources
- ✓ Establish and manage Configuration Management Database (CMDB), reducing issues and 'panic cost.'

College Professor & Project Management Experience

San Diego Community College District (SDCCD)

- ✓ Teach the *Principles of Information Systems*
- ✓ Implemented and Teach *Google Project Management* for Project Management Institute (PMI) certification
- ✓ IT Project Manager for Special District Projects

Palomar College San Marcos

- ✓ Teach *Leadership and Conflict Resolution*
- ✓ Teach *Microsoft Project*
- ✓ Teach *Integration & Scope Management*

Education/Certificates

- ✓ *Master of Science (MS): Telecommunications System Management*
- ✓ *Bachelor of Business Administration (BBA): Concentration/Computer Science*
- ✓ *Project Management Professional (PMP): Project Management Institute (PMI) Cert: 2180197 Active & In Good Standing*
- ✓ *Successful Project Management (American Management Association)*
- ✓ *Finance Accounting (American Management Association)*
- ✓ *Cisco Certified Network Associate (CCNA) Courses (Cisco Networking Academy)*
- ✓ *Generative AI for Business Users and Ethical Challenges (Coursera Instructor Network)*
- ✓ *AI, Business & the Future of Work (Lund University)*
- ✓ *AI for Project Managers and Scrum Masters (Coursera Instructor Network)*
- ✓ *Business Implications of AI: A Nano-course (EIT Digital)*

Fall 2025 Faculty Senate Uncontested Seats

William Dalrymple - English, Humanities & Reading

Tanessa Sanchez - Child Development

Mary Ellen Brooks - Behavioral Science – Part Time

Wendy Gideon - Biology

Patrick O'Brien – Counseling

Vickie Mellos - ESL

Michael Mufson - Performing Arts

Heather Elliott Pham - Child Development

Alexandra Doyle Bauer – Library

Faculty Senate Awards

Margie Ruzich Gift of Time:

Joseph Lucido & Jessica Newman

Faculty Service Award:

Lisette Lasater

Fall 2025 Faculty Senate Contested Seats

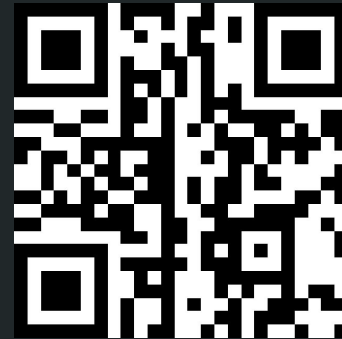
Russell Schaeffer – Media Studies

Alina Gomez – Media Studies

Scott Klinger - Media Studies

AB 1111/928 Steering Committee Taskforce

April 29, 2025



Agenda

1. Public Comment
2. Announcements
3. Action: Approval of Minutes (03.13.25)
4. Information:
 - a. Overview of AB 928/1111
 - b. Updates



Public Comment

Announcements

Action: Approval of Minutes (03.13.25)

Information: AB 928 (Auto-ADT Pathway)

- Beginning in the fall of 2024, all new students who declare a goal of transfer in a major where an ADT exists at Palomar will be automatically placed on an ADT pathway.
- Continuing students who change their educational goal to transfer or change their major to one where an ADT exists at Palomar will also be placed on an ADT pathway effective fall 2024.
- Counselors will meet with these students to develop an abbreviated or comprehensive educational plan.
- The counselor, in consultation with the student, will determine if the ADT pathway is the best transfer option for the student or identify one of 5 approved statutory exceptions.

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5 allowable exceptions to the ADT Pathway:

1. An ADT pathway does not exist in the chosen major at Palomar College
2. The student's educational pathway is better served by a local associate degree
3. The student plans to apply to transfer to a UC campus or an independent college or university
4. The student is seeking to complete a community college baccalaureate degree program
5. The student is seeking to complete a career technical education program that does not have an ADT pathway

Information: AB 928 (CalGETC)

- Mandates the California Community Colleges develop a singular GE pathway for admissions for both CSU and UC without increasing time to degree
- The new GE pattern, called Cal-GETC, will be implemented in fall 2025
- All new students beginning CCC in the fall of 2025 onwards will use Cal-GETC
- Most high school graduates starting Palomar in the fall 2025, regardless of prior enrollment with Palomar, will be using Cal-GETC
- Cal-GETC maintains some familiar IGETC features, but is structurally different with fewer courses in some areas, fewer GE areas and new rules on allowable coursework

Cal-GETC FAQ

The Articulation Office published a [Cal-GETC FAQ](#) for departments to link to as needed.

External Exams: Cal-GETC & CSU GE

- External exams updated to new CSU and Cal-GETC policy - soon to be released on Articulation site
- CLEP cannot be used on Cal-GETC

AP Exam	Score	Palomar Equivalent	Palomar Units	Palomar GE Units	Palomar GE Area	CSU Admission Units	CSU GE Units	CSU GE Area/AHI	UC Admission Units	Cal-GETC Units	Cal-GETC Area
African American Studies	3	NE	3	0	N/A	3	0	NA	2.6	0	NA
Art History	3	ART 100	6	3	3	6	3	3A or 3B	5.3	3	3A or 3B
Biology	3	BIOL 100	6	4	5	6	4	5B+5C	5.3	4	5B+5C
Calculus AB*	3	MATH 140	3	3	2	3 ¹	3	2	2.6 ²	3	2
Calculus BC*	3	MATH 140 + MATH 141	6	3	2	6 ¹	3	2	5.3 ²	3	2
Calculus BC/AB*	3	MATH 140	3	3	2	3 ¹	3	2	2.6 ²	3	2
Chemistry	3	CHEM 110 + CHEM 110L	6	4	5	6	4 ³	5A+5C	5.3	4	5A+5C
Chinese Language & Culture	3	CHIN 201	6	3	3	6	3	3B	5.3	3	3B

AB 1111

Link to Chancellor's Office [slideshow](#)

Palomar College Common Course Numbering Website



CCN Phases II & III - Impacted Courses

Information: Update on Phase II

- Eight Palomar College courses that will transition to CCN in Phase II(A):
 - ART 165 History of Art I: Survey of Western Art
 - ART 166 History of Art II - Survey of Western Art
 - HIST 101 History of the United States Through Reconstruction
 - HIST 102 History of the United States Since Reconstruction
 - ENG 203 Critical Thinking and Composition through Literature
 - ENG 205 Introduction to Literature
 - ECON 102 Principles of Economics (Micro)
 - ECON 101 Principles of Economics (Macro)
- Link to CCN templates can be found on the [CCN Project website](#).
- Departments should begin work on course changes (CCN modifications). These CCN courses will be effective Fall 2026.
 - Tutorial in Curriculum <https://palomar.instructure.com/enroll/D9LYXE>
 - Deadline: Proposals must be launched in Maverick by May 21st.

Information: Update on Phase II

- The ASCCC is finalizing Phase II Common Course Numbering (CCN) templates. Faculty have an opportunity to provide feedback through surveys.
 - Phase II CCN Course Template final surveys with related links can be accessed in the [Open Survey](#) section of the [ASCCC CCN webpage](#).
 - Survey responses are due by Wednesday, May 7th.

Information: Update on Phase III

- Faculty Senate President sent faculty nominations for the Phase III Faculty Convenings this summer.

Discussion: Questions/Comments

Questions/Comments

Do you have any questions or comments?

- Vickie Mellos, Curriculum Co-Chair, vmellos@palomar.edu
- Tina Recalde, VPI, trecalde@palomar.edu
- Benjamin Mudgett, Articulation Officer, bmudgett@palomar.edu

Update the Grade Dispute Policy

Background:

- **There were two competing Grade Dispute Policies available to our students, one from 2008 and one from 2015. The more recent 2015 version had missing information.**
 - If you google Palomar Grade Dispute, you will see the first item is: [Student Grade Dispute Policy and Procedures](#) this document has a date of 2/25/08
 - If you go to Palomar College Office of Student Life and Leadership > File a Complaint > Grade Dispute > About a Grade > you will see the link for the [Student Grade Dispute Policy and Procedures](#) with a date of 8/24/15
 - When looking at this document, go to section "V, Formal Review" and you will notice that the first item, letter "a." is blank/missing
- **The Academic Standards and Practices (ASP) Senate Committee is reviewing/updating the Grade Dispute Policy.**
- **The ASP committee asks Faculty Senators to contact Wendy Gideon with any suggested revisions or questions.**

Text in Red is newly added text

PALOMAR COMMUNITY COLLEGE DISTRICT STUDENT GRADE DISPUTE POLICY AND PROCEDURES

I. POLICY

Recognizing the importance of the integrity of the grading process, by dictate of the California Education Code, it is the policy of the Palomar Community College District to limit the assignment of final grades to each instructor, except in cases where an instructor has clearly violated § 55025 of the California Education Code (Title V). Students may dispute final grades only when the student can provide proof that § 55025 of the California Education Code (Title V) has been violated. See below for definitions. Without such proof, only the instructor who assigned a final grade can choose to change that final grade. Students can seek resolution of their dispute as outlined in the Student Grade Dispute Policy and Procedures. Students must initiate the dispute within one semester of the final grade being submitted. Students may ask any faculty, staff, or administrative member of the District for guidance in following the procedure, but students are responsible for proving their own case for a grade dispute. Students can direct additional questions related to this process to the Chair of the Academic Standards and Practices Committee, a committee of the Faculty Senate.

Commented [KF1]: Who determines there was a clear violation? What is the timeline by which a clear violation can be considered and a grade changed?

Commented [GW2R1]: This draft outlines a process for the Department Chair, Dean, or Appeal Review Panel to determine if a violation has been made (assuming the violation cannot be resolved by the instructor).

Commented [GW3]: § 55025 does state that provisions shall be made for another faculty member to substitute for the instructor if the instructor is not available, the student has filed a discrimination complaint or the district determines that it is possible there has been gross misconduct by the original instructor.

Commented [KF4]: What are the parameters around when a grade can be changed? What happens if a grade is changed by the faculty/institution a year later, would that be the date at which the one semester begins?

Commented [GW5R4]: It appears that according to Board Policy AP 4231, there is a 3-year timeline for grades to be changed by the faculty member/institution. If the student disputes this grade change, we are currently allowing one semester following the grade change for the dispute to be filed by the student.

Commented [KF6]: Do students receive a notification when a final grade is posted? Do students receive a notification if a grade is changed?

Commented [GW7R6]: Students do not seem to be notified when a final grade is posted. Palomar should contact students if a grade is changed, but according to one of our committee members who spoke to Admissions, students are not notified of grade changes. This should be looked into further with the Office of Instruction.

II. DEFINITION OF TERMS

Grade Dispute: A claim by a student that his/her final grade was given by the instructor in violation of Title V, § 55025.

Instructional Day: A day when classes are scheduled, excluding summer and intersession and Saturdays and Sundays.

Semester: One fall or spring semester as defined by the District calendar. For purposes of the grade dispute procedure, summer and intersessions do not count as semesters. Grade disputes for classes that take place in spring, summer, or intersession must be initiated no later than the fall semester immediately following summer. Grade disputes for classes that take place in fall must be initiated no later than the following spring semester.

Title V, § 55025 states:

“In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with this article. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency.” The California Education Code may be found at www.leginfo.ca.gov

When determining whether or not a mistake, fraud, bad faith or incompetence has occurred, all parties need to consider the legal meaning of these terms, defined in Black’s Law Dictionary as:

Mistake: Some unintentional act, omission, or error by the instructor.

Fraud: An intentional perversion of the truth for the purpose of inducing another to part with something valuable or to surrender a legal right.

Bad Faith: Synonymous with fraud, neglect, or refusal to fulfill some duty or contractual obligation, not prompted by an honest mistake as to one’s rights or duties.

Incompetence: Lack of ability, legal qualification, or fitness to discharge a required duty.

III. INFORMAL GRADE DISPUTE RESOLUTION PROCEDURES

A. INSTRUCTOR REVIEW

- i. A student challenging a grade must first attempt informal resolution with the instructor who assigned it.

- ii. The student must contact the instructor within **one semester** (fall or spring, as defined by the District calendar) after grades are posted, via direct communication with the instructor.
- iii. If the instructor is unavailable (e.g., on leave or no longer employed), the student should contact the Department Chair within the same timeframe and proceed to Department Chair and Dean Review.
- iv. The instructor or Department Chair shall respond and meet with the student within fifteen (15) instructional days of being contacted, excluding summer and intersession, in which case the timeline adjusts to the next instructional period.
- v. If resolved, the instructor may submit a grade change form to the Office of Instruction. If unresolved, the student may proceed to the Department Chair or Dean Review.

Commented [GW8]: One semester was the timeline from previous versions of the grade dispute policy. California Education Code (§76232) states that corrections should be made promptly, typically within one year after the original grade was assigned. We could extend this timeline to one year instead of one semester?

Commented [GW9]: We are uncertain how to handle faculty on temporary leave (e.g. sabbatical leave). Is it OK to have the Department Chair or Dean substitute for the faculty member on leave or should we delay the process until the faculty member returns from leave?

B. DEPARTMENT CHAIR & DEAN REVIEW

- i. If the grade dispute cannot be resolved at the instructor level, or the instructor is no longer employed with the District, the student may **submit an online petition** through Palomar College's Office of the Vice President of Instruction that will be routed to the appropriate Department Chair and Dean.
- ii. The petition must provide a detailed explanation of why the student is seeking a review and includes all relevant documentation, witness details, or any other supporting evidence. This explanation must substantiate claims of error, bad faith, fraud, or incompetence.
- iii. The petition will be directed to the appropriate Dean's Office based on the course in question. The Dean, in consultation with the Department Chair, will review the petition and strive to resolve the issue within fifteen (15) instructional days from its receipt.
- iv. Within fifteen (15) instructional days of receiving the petition, the Department Chair will meet with both the faculty member and the student to collect the necessary facts. If the Department Chair is unavailable, the Dean will collaborate with the instructor and student to resolve the matter.
- v. If the instructor, Department Chair, or Dean are unavailable within the time frame, the Vice President of Instruction will adjust the resolution timeline as needed, and the student will be informed of the revised schedule in writing.

Commented [KF10]: This would be a new process and this petition would need to be created.

- vi. The Department Chair or Dean does not have the authority to change the grade that was issued by the instructor (except in cases where the Department Chair or Dean are serving as a substitute for the instructor).
 - a. If, after consultation with the instructor and Department Chair, the Dean feels that Title V, § 55025 may have been violated, the student can request that the Vice President for Instruction pursue the Formal Grade Dispute process outlined in section IV.
 - b. If no violation of Title V, § 55025 is found by the Dean, the instructor's decision is final, and no formal grade dispute will proceed.
- vii. The Department Chair or Dean will provide the student with a written outcome of the resolution attempt within five (5) instructional days of the meeting.
- viii. If the issue remains unresolved, the student may file a Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website) with the Vice President of Instruction, who will then convene an Appeal Review Panel. This appeal must be submitted within fifteen (15) instructional days after the student receives the Department Chair/Dean's decision, excluding summer and intersession, in which case the timeline adjusts to the next instructional period.

Commented [KF11]: What if the Instructor is no longer employed by Palomar College? Can the Chair make the decision?

Commented [GW12R11]: The original language of the policy indicates that the Chair or Dean cannot change the grade. However, in cases where the Chair or Dean are serving as the designee (the faculty member is no longer employed at the district), it seems reasonable to me that the Chair or Dean should make the decision to change the grade in the informal review process.

IV. FORMAL GRADE DISPUTE RESOLUTION PROCEDURES

- A. Students must complete the Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website), including the following typed and signed information in their request for a formal review:
 - i. A clear and concise statement of the dispute that must include details of the specific violation of Title V, § 55025.
 - ii. The name of the instructor, course ID, section number, and semester of the class of the disputed grade
 - iii. Identification of the resolution, corrective action, or remedy being sought.
 - iv. A detailed summary of the actions already taken to resolve the issue, including dates and times for meetings that occurred during the Informal Grade Dispute procedure.
 - v. Copies of all documents, assignments, or related materials indicating that Title V, § 55025 has been violated.

B. The Vice President of Instruction, upon receiving the student's request for a formal review will follow the process outlined below.

- i. The Appeal Review Panel will consist of the Dean or designee, Vice President of Instruction, one (1) faculty member from within the discipline of the class in question, and one (1) student representative appointed by the ASG. In the event the Vice President of Instruction is not available to meet the timeline contained herein, the President shall designate a senior-level administrator to complete the process.
- ii. The Panel shall meet with the student and instructor who assigned the grade, within thirty (30) instructional days of filing the appeal. In the event that the instructor is no longer employed by the District, the Department Chair shall represent the instructor.
- iii. The Panel meeting will be closed to observers and advocates.
- iv. The Panel will review all information and evidence and make a recommendation. The recommendation will be sent to the Superintendent/President of the District within five (5) instructional days of the Panel review meeting.
- v. The Superintendent/President shall review the recommendation of the Panel and make a final decision within fifteen (15) instructional days from the receipt of the recommendation.
- vi. If the Superintendent/President's decision is to change the grade, the new grade determined by the Appeal Review Panel shall be the final grade assigned. The Appeal Review Panel will determine a new grade based on the information they have available to it, as well as the request of the student in the original request for a formal hearing. The Appeal Review Panel will designate one faculty member from the Panel to sign and file the official grade change form in Office of Instruction for appropriate recording of the new grade.
- vii. If the Superintendent/President's decision is to uphold the grade, the instructor's decision regarding the grade dispute is final.
- viii. The Superintendent/President of the District will inform the Appeal Review Panel, student, instructor, Department Chair, and Dean in writing of the decision within fifteen (15) instructional days from the receipt of the recommendation.

Commented [GW13]: The 2015 version of this policy skipped the Appeal Review Panel. The VPI would decide if a violation merited a grade change - but the final grade was then decided by three faculty members in the department (one being the Department Chair). To me, it seems to streamline the process to have the Appeal Review Panel both hear the case about the violation and decide the final grade in the case.

Commented [GW14]: Who should be on this Appeal Review Panel? The 2008 version of this policy suggested the following: The composition of the Academic Grade Review Panel is as follows:

- a. the Vice President for Instruction
- b. 1 faculty member from within the discipline of the class in question
- c. 2 faculty members at-large appointed by the Faculty Senate
- d. 1 student representative appointed by the ASG

- ix. All documentation from the informal and formal procedures will be housed in the Office of Instruction in order to preserve the confidentiality of all records related to the process.

V. SECURITY OF GRADE RECORDS

- A. The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.
- B. The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade databases, locking mechanisms for computer stations from which student grade databases can be viewed, and strict limits on the number of persons who are authorized to change student grades.
- C. No grade placed in a student's academic record may be changed unless the instructor submits a Grade Change Form to the Records Office stating the reason for the change. All changes or modifications to a student's record must be requested no later than three years from the semester in question. Registration records are maintained only for a three-year period.
- D. Persons authorized to change grades pursuant to District policy shall be designated by the Senior Director of Enrollment Services and shall be regular full-time employees of the District. Grade changes will occur only following the submission of the signed and approved grade change form and/or a signed and approved petition form and shall be authorized by the faculty member (or substitute faculty member.)
- E. Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Senior Director of Enrollment Services or Supervisor of Evaluations and Records immediately. The Senior Director of Enrollment Services or Supervisor of Evaluations and Records shall immediately take steps to lock the grade storage system while an investigation is conducted.
- F. If any student's grade record is found to have been changed without proper authorization, the District will notify:
 - i. the student;
 - ii. the instructor who originally awarded the grade;
 - iii. any educational institution to which the student has transferred;
 - iv. the accreditation agency; and
 - v. appropriate local law enforcement authorities.

Commented [GW15]: This section is copied from Palomar Community College District Procedures, AP 4231 – Grade Changes

Commented [KF16]: What happens if the Instructor is no longer employed?

Commented [GW17R16]: We propose here that the student then contact the Department Chair or Dean in the informal review process.

Commented [KF18]: Since a student only has one semester to petition for a grade change, it seems this bullet is related to either the faculty or institution is making a change to a grade within 3 years. What are the parameters at which a faculty member or the institution can change a grade?

Commented [GW19R18]: The grade change form seems to be accessible on MyPalomar to faculty for an undetermined amount of semesters following submission of final grades. This is a question we haven't resolved.

Commented [KF20]: Does "substitute faculty" here refer to the Department Chair? The idea of "substitute faculty" is not included anywhere else in this process.

Commented [GW21R20]: The substitute faculty member is the original language of the board policy, AP 4231. However, in this draft, we indicate that the Department Chair, Dean, or Appeal Review Panel are also authorized to change the grade if this process is followed (assuming the instructor is not available).

- G. Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred upon request.
- H. Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.
- I. Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

References: Education Code Section 76224;

Title 5 Section 55025;

Palomar Community College District Procedures, AP 4231 – Grade Changes

GOVERNANCE STRUCTURE GROUP REQUEST

Date: 05/01/2025

Group Type: Committee	
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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: 1 st Thursday of the first and last months of the semester, 2:30 – 4 pm and 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

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: 1 st 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



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
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 Social Justice Community Festival and when meetings are canceled due to holidays.					
Chair: 1 Faculty Senator Co-Chair; 1 Co-Chair elected from the subcommittee membership					
Members:					

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



Public Statement

A Call for Constructive Engagement

APRIL 22, 2025

This statement was developed in collaboration with university and college presidents and other educational leaders across the country, after national meetings convened by the American Association of Colleges and Universities (AAC&U) and the American Academy of Arts & Sciences.

As leaders of America's colleges, universities, and scholarly societies, we speak with one voice against the unprecedented government overreach and political interference now endangering American higher education. We are open to constructive reform and do not oppose legitimate government oversight. However, we must oppose undue government intrusion in the lives of those who learn, live, and work on our campuses. We will always seek effective and fair financial practices, but we must reject the coercive use of public research funding.

America's system of higher learning is as varied as the goals and dreams of the students it serves. It includes research universities and community colleges; comprehensive universities and liberal arts colleges; public institutions and private ones; freestanding and multi-site campuses. Some institutions are designed for all students, and others are dedicated to serving particular groups. Yet, American institutions of higher learning have in common the essential freedom to determine, on academic grounds, whom to admit and what is taught, how, and by whom. Our colleges and universities share a commitment to serve as centers of open inquiry where, in their pursuit of truth, faculty, students, and staff are free to exchange ideas and opinions across a full range of viewpoints without fear of retribution, censorship, or deportation.

Because of these freedoms, American institutions of higher learning are essential to American prosperity and serve as productive partners with government in promoting the common good. Colleges and universities are engines of opportunity and mobility, anchor institutions that contribute to economic and cultural vitality regionally and in our local communities. They foster creativity and innovation, provide human resources to meet the fast-changing demands of our dynamic workforce, and are themselves major employers. They nurture the scholarly pursuits that ensure America's leadership in research, and many provide healthcare and other essential services. Most fundamentally, America's colleges and universities prepare an educated citizenry to sustain our democracy.

The price of abridging the defining freedoms of American higher education will be paid by our students and our society. On behalf of our current and future students, and all who work at and benefit from our institutions, we call for constructive engagement that improves our institutions and serves our republic.

Signed,

- ✓ Andrés Acebo, Interim President, New Jersey City University
- ✓ Salvador D. Aceves, President, Regis University

- \ Kenneth Adams, President, LaGuardia Community College
- \ Kimo Ah Yun, President, Marquette University
- \ Jonathan Alger, President, American University
- \ Barbara K. Altmann, President, Franklin & Marshall College
- \ Carmen Twillie Ambar, President, Oberlin College
- \ Suzanne Ames, President, Peninsula College
- \ Michelle J. Anderson, President, Brooklyn College
- \ James J. Annarelli, President, Eckerd College
- \ Michael D. Anthony, President, Prairie State College
- \ Joseph E. Aoun, President, Northeastern University
- \ Jana Argersinger, President, Margaret Fuller Society
- \ Virginia "Ginny" Arthur, President, Metro State University
- \ Roslyn Clark Artis, President, Benedict College
- \ Cheryl Aschenbach, President, Academic Senate for California Community Colleges
- \ Valerie Sheares Ashby, President, University of Maryland, Baltimore County
- \ Michael Avaltroni, President, Fairleigh Dickinson University
- \ Lynn Babington, President, Chaminade University of Honolulu
- \ Thomas R. Bailey, President, Teachers College, Columbia University
- \ Sanda Balaban, Executive Director, Project Pericles
- \ Andrew W. Barnes, President, Pennsylvania College of Art and Design
- \ Denise A. Battles, President, SUNY Geneseo
- \ Ian Baucom, Incoming President, Middlebury College
- \ Erika D. Beck, President, California State University, Northridge
- \ Jeff Bellantoni, Interim President, Woodbury University
- \ Allan Belton, President, Pacific Lutheran University
- \ Hubert Benitez, President, Saint Peter's University
- \ Joanne Berger-Sweeney, President, Trinity College (CT)
- \ Rebecca M. Bergman, President, Gustavus Adolphus College
- \ Peter Berkery, Executive Director, Association of University Presses
- \ Jay M. Bernhardt, President, Emerson College
- \ Michael A. Bernstein, President, The College of New Jersey
- \ Joe Bertolino, President, Stockton University
- \ Audrey Bilger, President, Reed College
- \ James Birge, President, Massachusetts College of Liberal Arts
- \ Erik J. Bitterbaum, President, SUNY Cortland
- \ Mary M. Black, Acting President, Millikin University
- \ Brock Blomberg, President, California Institute of Integral Studies

- \ Robert E. Bohrer II, President, Hiram College
- \ Sarah Bolton, President, Whitman College
- \ Mary H. Bonderoff, President, SUNY Delhi
- \ MJ Bosia, Executive Director, International Studies Association
- \ Leon Botstein, President, Bard College
- \ Eric Boynton, President, Beloit College
- \ Vincent Boudreau, President, The City College of the City University of New York
- \ Lola W. Brabham, President, The Commission on Independent Colleges and Universities
- \ Corey Bradford, Interim President, Governors State University
- \ Elizabeth H. Bradley, President, Vassar College
- \ John C. Bravman, President, Bucknell University
- \ Kevin Brockbank, Chancellor, Spokane Colleges
- \ Frances Bronet, President, Pratt Institute
- \ Joyce F. Brown, President, Fashion Institute of Technology
- \ Brian Bruess, President, College of Saint Benedict and Saint John's University
- \ Joshua C. Brumberg, President, The Graduate Center, CUNY
- \ Stephanie Bulger, President, Lane Community College
- \ Andrew Burton-Jones, President, Association for Information Systems (AIS)
- \ Adam Bush, President, College Unbound
- \ Alison Byerly, President, Carleton College
- \ Dara N. Byrne, Dean, Macaulay Honors College
- \ Wendy Cadge, President and Professor of Sociology, Bryn Mawr College
- \ Stephen Cady, President, Brite Divinity School
- \ Christopher Callahan, President, University of the Pacific
- \ Nancy Cantor, President, Hunter College CUNY
- \ Alberto Jose Cardelle, President, SUNY Oneonta
- \ Seamus Carey, President, Iona University
- \ John Carmichael, President, The Evergreen State College
- \ Laurie A. Carter, President, Lawrence University
- \ Brian W. Casey, President, Colgate University
- \ Sandra Cassady, President, Rockhurst University
- \ Ana Mari Cauce, Professor and President, University of Washington
- \ Andrea Chapdelaine, President, Connecticut College
- \ Julie Chen, Chancellor, University of Massachusetts Lowell
- \ Thom D. Chesney, President, Southwestern College (NM)
- \ Sonya Christian, Chancellor, California Community Colleges
- \ E. LaBrent Chrite, President, Bentley University

- \ Christina Clark, President, La Roche University
- \ Frederick W. Clark, President, Bridgewater State University
- \ Lorrie Clemo, President, D'Youville University
- \ Daisy Cocco De Filippis, President, Hostos Community College/CUNY
- \ Bryan F. Coker, President, Maryville College
- \ Ronald B. Cole, President, Allegheny College
- \ Soraya Coley, President, Cal Poly Pomona
- \ Jennifer Collins, President, Rhodes College
- \ Michael F. Collins, Chancellor, University of Massachusetts Chan Medical School
- \ John Comerford, President, Otterbein University
- \ Katie Conboy, President, Saint Mary's College (IN)
- \ Marc C. Conner, President, Skidmore College
- \ Joy Connolly, President, American Council of Learned Societies
- \ Jane C. Conoley, President, California State University, Long Beach
- \ Sunita V. Cooke, Superintendent/President, MiraCosta Community College
- \ Robert A. Coons, President, Rose-Hulman Institute of Technology
- \ Melanie Corn, President, Columbus College of Art & Design
- \ Eugene J. Cornacchia, Interim President, Georgian Court University
- \ John L. Cox, President, Cape Cod Community College
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- \ La Jerne Terry Cornish, President, Ithaca College
- \ Grant Cornwell, President, Rollins College
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- \ B. Grant Crawford, President, American Society for Engineering Education
- \ Isiaah Crawford, President, University of Puget Sound
- \ Ann E. Cudd, President, Portland State University
- \ Lindsay Currie, CEO, Council on Undergraduate Research
- \ Emily F. Cutrer, Interim President, Sonoma State University
- \ James M. Danko, President, Butler University
- \ Camille Davidson, President and Dean, Mitchell Hamline School of Law
- \ Janine Davidson, President, Metropolitan State University of Denver
- \ Lisa Fagin Davis, Executive Director, Medieval Academy of America
- \ Fernando Delgado, President, Lehman College
- \ Gregory G. Dell'Omo, President, Rider University
- \ Nora Demleitner, President, St. John's College
- \ Rev. John F. Denning, C.S.C., President, Stonehill College
- \ Kent Devereaux, President, Goucher College

- \ Mantosh Dewan, President, SUNY Upstate Medical University
- \ Risa Dickson, President, University of La Verne
- \ Jim Dlugos, Interim President, Landmark College
- \ Bethami Dobkin, President, Westminster University
- \ Peter Donohue, OSA, President, Villanova University
- \ Susan M. Donovan, President, Bellarmine University
- \ Tawny Dotson, President, Yuba College
- \ Rev. Robert A. Dowd, C.S.C., President, University of Notre Dame
- \ Michael V. Drake, President, University of California System
- \ Suri Dutch, President, Kingsborough Community College
- \ Harry Dumay, President, Elms College
- \ Bonita R. Durand, Interim President, Buffalo State University SUNY
- \ Raj Echambadi, President, Illinois Institute of Technology
- \ Pam Eddinger, President, Bunker Hill Community College
- \ Melanie Ehrlich, President, Epigenetics Society
- \ Christopher L. Eisgruber, President, Princeton University
- \ Michael A. Elliott, President, Amherst College
- \ Margee Ensign, President, The American University in Bulgaria
- \ Alexander Enyedi, President, SUNY Plattsburgh
- \ Kristin G. Esterberg, Chancellor, University of Washington Bothell
- \ Arthur C. Evans, Jr., Chief Executive Officer/Executive Vice President, American Psychological Association
- \ Marcheta P. Evans, President, St. Catherine University
- \ Joseph A. Favazza, President, Saint Anselm College
- \ Jane Fernandes, President, Antioch College
- \ Roland Fernandes, General Secretary, General Board of Higher Education and Ministry
- \ Damian J. Fernandez, President, Warren Wilson College
- \ Amy Ferrer, Executive Director, American Philosophical Association
- \ David Fike, President, Golden Gate University
- \ David Fithian, President, Clark University
- \ John P. Fitzgibbons, S.J., Interim President, University of San Francisco
- \ Victoria N. Folse, President, Ripon College
- \ Christopher H. Fox, CEO, American Association for Dental, Oral, and Craniofacial Research
- \ Michael L. Frandsen, President, Wittenberg University
- \ Jeff Frederick, President, Drury University
- \ Lisa C. Freeman, President, Northern Illinois University
- \ Julio Frenk, Chancellor, UCLA
- \ Ryan Frisinger, Executive Director, International Center of Medieval Art

- \ John Fry, President, Temple University
- \ Montserrat Fuentes, President, St. Edward's University
- \ Mark A. Fuller, Chancellor, University of Massachusetts Dartmouth
- \ Robert Gaines, Acting President, Pomona College
- \ Lawrence Galizio, President and CEO, Community College League of California
- \ James Gandre, President, Manhattan School of Music
- \ Rev. Michael Garanzini, S.J., President, Association of Jesuit Colleges and Universities
- \ Alan M. Garber, President, Harvard University
- \ Jay D. Gatrell, President, Eastern Illinois University
- \ Uttam Gaulee, President, STAR Scholars Network
- \ Michael H. Gavin, President, Delta College
- \ Mark D. Gearan, President, Hobart and William Smith Colleges
- \ Jon C. Gering, President, Bethel College (KS)
- \ Robert Gervasi, President, Mount Saint Mary College
- \ Melissa Gilliam, President, Boston University
- \ Howard Gillman, Chancellor, University of California, Irvine
- \ Jeff Gingerich, President, St. Bonaventure University
- \ Mark R. Ginsberg, President, Towson University
- \ Lane A. Glenn, President, Northern Essex Community College
- \ Cindy Gnadinger, President, Carroll University
- \ Carole Goldsmith, Chancellor, State Center Community College District
- \ Jorge G. Gonzalez, President, Kalamazoo College
- \ Janet L. Gooch, Chancellor, University of Illinois Springfield
- \ Ken Gormley, President, Duquesne University
- \ Ellen M. Granberg, President, The George Washington University
- \ Mary K. Grant, President, Massachusetts College of Art and Design
- \ Domenico Grasso, Chancellor, University of Michigan-Dearborn
- \ Jonathan D. Green, President, Susquehanna University
- \ David A. Greene, President, Colby College
- \ James J. Greenfield, OSFS, President, DeSales University
- \ Kate Griffin, Executive Director, American Studies Association
- \ Natalie Grinnell, President, Southeastern Medieval Association (SEMA)
- \ Robert Gropp, Chief Executive Officer, Association for Psychological Science
- \ James Grossman, Executive Director, American Historical Association
- \ Robert M. Groves, Interim President, Georgetown University
- \ William R. Groves, Chancellor, Antioch University
- \ Kevin M. Guskiewicz, President, Michigan State University

- \ Jeremy Haefner, Chancellor, University of Denver
- \ Grant Hagiya, President, Claremont School of Theology
- \ Kevin F. Hallock, President, University of Richmond
- \ Merodie Hancock, President, Thomas Edison State University
- \ Robyn Hannigan, President, Ursinus College
- \ Yoshiko Harden, President, Renton Technical College
- \ David Harker, Executive Director, Partners for Campus-Community Engagement (PCCE)
- \ Kathleen E. Haring, President, Muhlenberg College
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- \ David Harris, President, Union College
- \ James T. Harris, President, University of San Diego
- \ Marjorie Hass, President, Council of Independent Colleges
- \ Susan Hasseler, President, Muskingum University
- \ Sam Hawgood, Chancellor, University of California San Francisco
- \ Antoinette Hays, President, Regis College
- \ Chris Heavey, Interim President, University of Nevada, Las Vegas
- \ Kathryn J. Heidemann, President and CEO, Cleveland Institute of Art
- \ Peggy Heinrich, President, Elgin Community College
- \ Richard J. Helldobler, President, William Paterson University
- \ Daniel S. Hendrickson, S.J., President, Creighton University
- \ Wendy Hensel, President, University of Hawaii
- \ James Herbert, President, University of New England
- \ Alejandro (Alex) Hernandez, President, Champlain College
- \ Chad Hickox, President, Walla Walla Community College
- \ Doug Hicks, President, Davidson College
- \ Karin Hilgersom, President, Truckee Meadows Community College
- \ Mary Dana Hinton, President, Hollins University
- \ Donna Hodge, President, Fitchburg State University
- \ John L. Hoffman, President, Bemidji State University and Northwest Technical College
- \ Karen Hofmann, President, ArtCenter College of Design
- \ Danielle R. Holley, President, Mount Holyoke College
- \ Jonathan Holloway, President, Rutgers University
- \ Robin Holmes-Sullivan, President, Lewis & Clark College
- \ Ali A. Houshmand, President, Rowan University
- \ Jessica Howard, President/CEO, Chemeketa Community College
- \ David C. Howse, President, California College of the Arts
- \ Lily S. Hsu, President, Laboure College of Healthcare

- \ Robert H. Huntington, President, Heidelberg University
- \ Nicole Hurd, President, Lafayette College
- \ Elaine Ikeda, Executive Director, LEAD California
- \ Colin Irvine, President, Concordia College
- \ Wolde-Ab Isaac, Chancellor, Riverside Community College District
- \ Jiseon Lee Isbara, President, School of the Art Institute of Chicago
- \ Karim Ismaili, President, Eastern Connecticut State University
- \ Robert W. Iuliano, President, Gettysburg College
- \ Farnam Jahanian, President, Carnegie Mellon University
- \ J. Larry Jameson, President, University of Pennsylvania
- \ Bruce Jarrell, President, University of Maryland, Baltimore
- \ Paul E. Jarrell, President and CEO, Tillamook Bay Community College
- \ Lisa Jasinski, President, Associated Colleges of the Midwest
- \ Julia Jasken, President, McDaniel College
- \ Jonathan Jefferson, President, Roxbury Community College
- \ Anthony L. Jenkins, President, Coppin State University
- \ Garry W. Jenkins, President, Bates College
- \ Arvid C. Johnson, President, University of St. Francis
- \ Larry D. Johnson, Jr., President, Stella & Charles Guttman Community College
- \ Paula A. Johnson, President, Wellesley College
- \ Rebecca Johnson, Interim President, Linfield University
- \ Suzanne M. Johnson, President, Green River College
- \ John E. Jones III, President, Dickinson College
- \ Robert J. Jones, Chancellor, University of Illinois Urbana-Champaign
- \ Katrina Bell Jordan, President, Northeastern Illinois University
- \ Tuajuanda C. Jordan, President, St. Mary's College of Maryland
- \ Cristle Collins Judd, President, Sarah Lawrence College
- \ Andrea Kalyn, President, New England Conservatory
- \ David L. Kaufman, President, Capital University
- \ John D. Keenan, President, Salem State University
- \ Colleen Perry Keith, President, Goldey-Beacom College
- \ Marisa Kelly, President, Suffolk University
- \ Robert D. Kelly, President, University of Portland
- \ Pradeep K. Khosla, Chancellor, University of California San Diego
- \ William Kibler, Acting President, College of Southern Nevada
- \ Julie Johnson Kidd, President, Endeavor Foundation
- \ Timothy Killeen, President, University of Illinois System

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