



MEETING

2025-10-27

EXHIBITS 1-7

2025-10-27 Agenda

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, October 27, 2025

Time: 2:30-3:50pm

Location: LRC-438 and Zoom

MEMBERSHIP

Adams, Ben
Brooks, Mary Ellen
Dalrymple, William
Doyle Bauer, Alexandra
Elliott Pham, Heather
Falcone, Kelly
Gideon, Wendy
Guillen, Adriana
Jarvinen, Jason
Klinger, Scott
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Mufson, Michael
O'Brien, Patrick
Parenti, Marina
Pearson, Beth
Sanchez, Tanessa
Seiler, Karl
Sheaffer, Russell
Shmorhun, Nina
Siminski, Nicole
Swan, Timothy II (ASG Rep)
Wolters, Ashley
Zavodny, Anastasia

AGENDA

1. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes – 10-20-2025

2. Action

- a. Committee on Committees – (Exhibit 1), Zavodny
- b. Curriculum, Mellos
- c. Proposed changes to the Senate Constitution and Bylaws (Exhibit 2), Dalrymple, Shmorhun, & Martinez
 - Changes to Bylaws, Article 2, Section 4

3. Information – (Max 5 min each)

- a. ASG Report, Irving Martinez, ASG Representative
- b. Shared Governance Evaluation Taskforce – (Exhibit 3), Barton, Lawson, Zavodny
 - Suggestions to revise the governance structure.
- c. DE Committee Resolution: Institutional Technology – (Exhibit 4), Falcone
 - Transparency and faculty involvement in institutional technology decisions.

4. Discussion

- a. Discuss Recent Governing Board Actions with President Rivera (time certain 2:45pm)
 - Board deletion BP 3000
 - Board request for Political Economy Days Presenters and process.
- b. Burden- Free Access to Course Materials – (Exhibits 5.1 & 5.2), Falcone
 - Senate's role in ensuring students have access to required textbooks and instructional materials on the first day of class per Title 5.
- c. PFF Resolution: Nectir & AI, (Exhibit 6), Siminski [check with PFF to see if they are ready for a discussion]
 - PFF is writing a resolution about the impacts to workload of AI and Nectir. Feedback (and co-authorship) from Senate is requested.
- d. DE Resolution – Adoption of a Simple Syllabus (Exhibits 7.1 & 7.2), Sanchez
 - Discuss adoption of Simple Syllabus as an institutional tool.

5. Adjournment

2025-10-27 Agenda

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

Academic & Professional Matters: The 10+1+1

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 2025-10-20 Approved



Minutes of the MEETING OF THE FACULTY SENATE October 20, 2025

APPROVED

PRESENT: Ben Adams, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Heather Elliott Pham, Kelly Falcone, Wendy Gideon, Adriana Guillen, Scott Klinger (Zoom), Lawrence Lawson, Melissa Martinez, Vicki Mellos, Michael Mufson, Patrick O'Brien, Marina Parenti, Beth Pearson, Tanessa Sanchez, Karl Seiler, Russell Sheaffer, Nina Shmorhun, Nicole Siminski, Timothy Swan II (ASG), Anastasia Zavodny

ABSENT: Jason Jarvinen, Ashley Wolters

GUESTS: Gheni Abla, Alia Barkzi, Luis Guerrero, Sherehe Hollins, Bill Jahnel, Ben Mudgett, Alyssa Vafaei, Elena Villa Fernández de Castro

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:31 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Bill Jahnel, Co-chair of Economics, History, and Global Science thanked the Senate for past support regarding local requirements for history and health and for voting down a proposal last year concerning lowering grading requirements for history and institutions disciplines.

He also highlighted a current concern: the Governing Board removed the anti-racism policy (BP-3000) and the concern about potential targeting of his department by requiring a list of all speakers from the Political Economy Days program for the last five years. He noted the department has a deadline of Wednesday to comply.

Senator Lawson clarified that PFF lawyers advised that in a supervisor-employee relationship, the supervisor is allowed to ask for this information, and refusing to provide it could be considered insubordination. Bill Jahnel confirmed that the formal request was made by the Board President and sent down to the Dean.

Senator Brooks reported that a student in her division who was scheduled to speak on action taken against trans people pulled out of the event due to fear of possible consequences, stating their family did not think it was safe.

Minutes 2025-10-20 Approved

Senator Falcone suggested that the Senate add an agenda item to ask the District to clarify what is allowable for the Governing Board to request, noting this situation presents a "slippery slope" that could extend to faculty-driven events, PD workshops, or classroom content. She requested Dr. Rivera-Lacey be asked to address these considerations to protect faculty.

Timothy Swan II (ASG Rep) stated that the Senate should provide the requested names, believing the Board will eventually realize they are "definitely not in the right".

ANNOUNCEMENTS

Senator Lawson praised Timothy Swan II for his impressive show of force and truth-speaking during the recent Governing Board meeting.

Patrick O'Brien announced some department changes: PJ Damaris is the new department chair, and O'Brien took over as the Transfer Center Director.

Michael Mufson reported that EEDCC is surveying the community for input regarding the January Winter Term Flex Week All-day Festival, which is being rebranded (formerly Social Justice Community Festival). Only 10 responses had been received by October 8th, and he asked members to fill out and circulate the survey by Thursday.

Luis Guerreo, the Professional Development Coordinator announced an invitation to the District Book Club, which is reading *The Opposite of Cheating, Upholding Academic Integrity in the Age of Gen AI*. The author is scheduled to join the discussion on November 14th, from 11:00 am to 1:00 pm, at the EDGE Center.

Senator Mellos announced a curriculum workshop on articulation, driving equitable baccalaureate degree access and achievement, with articulation officer Ben Mudgett. The session is Tuesday, October 21st, 11:30 am - 12:30 pm, via Zoom.

Senator Shmorhun announced that the California Community Colleges and Historically Black Colleges and Universities Caravan Tour will visit Palomar College on the following Monday, October 27th, from 9:30 am to 12:30 pm, in the Student Union Quad. Over 20 HBCU partners are expected.

Luis Guerreo announced NCHEA is sponsoring a regional AI conference on March 14th titled "Instruction with Imagination and Intelligence, Gen AI, and Human-Centered Teaching for Today's Learner." A call for proposals is currently out.

Bill Jahnel reminded the Senate that Political Economy Days are happening for its 20th year on Tuesday and Wednesday.

AGENDA CHANGES

None.

Minutes 2025-10-20 Approved

APPROVAL OF MINUTES

MSC: Falcone/Mufson

Faculty Senate to approve the minutes for October 13, 2025 as amended .

The motion carried.

ACTION

A. Curriculum – (Exhibit 2.1 & 2.2), Mellos

MSC: Mellos/O’Brien

Faculty Senate to approve curriculum changes from the October 15, 2025 meeting.

Senator Mellos highlighted new credit courses in forensic science and fingerprinting analysis. Credit course CCN modifications, effective Fall 2026, include Art History, Economics, English, and History, due to AB1111. The World Languages Department is implementing course changes for all courses, removing the one hour of lab but maintaining the lab component virtually or in the physical lab as assignments. The Performing Arts Department is also deactivating cross-listed classes, Dance 182 and 183. These courses were noted as being cross-listed with five disciplines. Mellos gave a shout-out to the Fashion department for updating curricula to be inclusive of all body types.

The Motion Carried.

MSC: Zavodny/Adams

Faculty Senate to approve the Governance Change request from the GE Committee and to reinstate Lacey Kraft to the Life Long Learning seat.

The structure sheet was revised to clarify membership: 9 faculty members, one from each of the GE areas and district requirements listed. The committee also reinstated the Lifelong Learning and Self-Development (LLL) position under district requirements.

The Motion Carried.

B. Proposed changes to the Senate Constitution and Bylaws – (Exhibit 3), Shmorhun & Dalrymple

MSC: Shmorhun/Dalrymple

Faculty Senate to approve changes to Bylaws, Article 2, Section 4.

Discussion focus on formalizing meeting types: Regular Meetings, Special Meetings (outside the scheduled regular meetings during the academic year), and Summer Meetings (outside the

Minutes 2025-10-20 Approved

academic year. The bylaws determine quorum for these meetings. Concerns were raised about the potential for a small quorum in summer meetings passing major decisions. Suggestions included restricting the business conducted during these meetings (examples include necessary curriculum business, hiring committees, or emergency administration responses).

The motion was tabled.

INFORMATION

A. ASG Introduction and Report, Timothy Swan, ASG Representative

Timothy Swan II presented a short report of recent ASG events and outlook.

ASG successfully traveled to a leadership conference on Friday.

Swan acknowledged the strength of the entire ASG team who spoke at the recent Governing Board meeting. And he updated the Senate that an article about the Board meeting was published in the San Diego Tribune.

Swan assured the Senate that he is doing to his part from a student perspective in ensuring students are aware that the BP3000 policy was deleted by the Governing Board despite the many public comments urging them not to. He emphasized that the fight is not over, and students are prepared to mobilize.

B. Senate Response to BP-3000 – (Exhibit 4), Pearson

Michael Mufson reported on the Friday meeting held with Dr. Rivera-Lacey (College President). The main topic was how to maintain AP3000 (Administrative Policy) now that BP3000 (Board Policy) has been deleted, as APs must align with a BP in some way. Dr. Rivera-Lacey committed to maintaining AP3000 and finding an existing BP to nest it under.

Senator Mufson pointed out that Dr. Rivera-Lacey declined to answer questions regarding the legal counsel consulted in closed session, citing confidentiality, but promised transparency when possible. Mufson expressed his personal solidarity with Dr. Starr and stated that tenured faculty (the most protected class) should be willing to lead the pushback.

A guest shared that PD (Professional Development) was advised against launching the second version of the mandatory AP3000 training (from the Chancellor's Office) this semester, despite having the technical capability to launch early in the academic year.

It was stated that key constituent groups (CCE, PFF) chose not to attend the Friday meeting because students were unable to attend, viewing the meeting as "too little, far too late". Lawson advocated for a unified coalition of faculty, staff, and students.

Minutes 2025-10-20 Approved

One Senator sought clarification on what the Senate wants to demand at the follow-up meeting scheduled for October 29th, suggesting the need for visible leadership willing to stand up and provide outward support.

One Senator argued that the legal liability discussed in closed session is irrelevant; the liability is political, and the situation almost feels like a setup.

A rapid response Work Group was formed to draft a potential resolution and/or response to the board's deletion of BP3000, including brainstorming other action strategies. Michael Mufson, Kelly Falcone, Elizabeth Pearson, and Scott Klinger volunteered, with Luis Guerreo volunteering as a guest. Senators were asked to email ideas to Pearson by Friday to draft a proposal for discussion next Monday.

C. PFF Resolution: Nectir & AI – (Exhibit 5), Siminski

Nicole Siminski introduced the PFF resolution, which addresses concerns about faculty workload regarding AI, particularly in relation to Nectir. There was voiced concern that AI tools could offload interactions with students. The resolution calls for vetting and collaboration. PFF has negotiated that a "Professor must be a human".

A Senate Guest asserted that the resolution contains "Inaccurate pieces of information". He stated that Nectir is an opt-in pilot program, and faculty are not obligated to use it. He argued that faculty deciding to upload syllabus materials to Nectir does not inherently usurp human interaction, comparing it to placing a syllabus on Canvas.

There was some push back on the inaccuracy claim, stating the resolution uses a direct quote from the Professional Development Office regarding student interaction with the bot instead of the professor, which violates a human-first approach.

Gheni Abba suggested focusing on the tool's impact on critical thinking, academic dishonesty, creativity, bias, discrimination, privacy, and security.

The item will be agendaized for discussion next week. Senators were asked to send feedback to Nicole Siminski and Lawrence Lawson via email.

D. DE Committee Resolution: Institutional Technology – (Exhibit 6), Falcone

Tabled.

DISCUSSION:

A. Burden-Free Access to Course Materials – (Exhibits 8.1 & 8.2), Pearson

Tabled.

Minutes 2025-10-20 Approved

B. DE Resolution Adoption of Simple Syllabus – (Exhibits 8.1 & 8.2), Sanchez

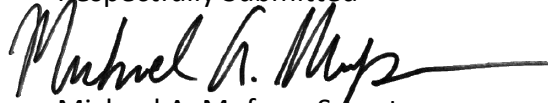
Tabled.

C. Review Senate Resolution for Classified Hiring – (Exhibits 9.1 & 9.2), Pearson

Tabled.

ADJOURNMENT: The meeting was adjourned at 3:54 pm.

Respectfully Submitted



Michael A. Mufson, Secretary

For Senate Approval

Faculty Senate Bylaws

SECTION 4: MEETINGS

I. Regular Meetings

The Senate shall meet at 2:30 p.m. each teaching Monday during the **Fall and Spring semesters** ~~academic year~~, and at such special times as may be called by the **Senate President in consultation with the** Faculty Council, or by written request of twenty-five percent of the Senate membership, or ten percent of the full-time, tenured, and ~~probationary~~ **tenure-track** faculty, or by ten percent of the part-time and Emeritus faculty. All meetings of the Senate are open to all members of the Palomar community and to the public. No vote or motion shall be accepted after 3:50 p.m. unless a motion is passed to extend the time limit.

- a. **Quorum:** A quorum **shall** consist of one more than one-half of the elected Senate membership.
- b. **Adjourned Meetings:** The Senate shall hold adjourned meetings at the discretion of the Senate President.
- c. ~~During the summer, a quorum of the Senate shall consist of one more than one-half the number of Senators who state their summer availability at the last regular meeting of the Senate.~~
- d. ~~Meetings of the Senate during the summer may be called at the discretion of the Senate President or by petition of a majority of available Senators.~~
- e. **Agenda:** Agenda items must be submitted to the Senate President by noon the Wednesday prior to each Senate meeting. The Senate President in consultation with the **Faculty** Council shall be responsible for the agenda.
- f. **Voting:** A simple majority of those present at a meeting having a quorum shall be **sufficient** for passing a **properly** agenda item. (This rule shall be subject to exception by a vote of those present.)
- g. **Executive Session:** Any Senator, any member of an involved committee, or any party to a personnel question may request an Executive Session. The Senate shall go into Executive Session unless such a session is opposed by a majority of those present. Executive Sessions are subject to requirements imposed by The Brown Act.
- h. **Recusal:** As a matter of professional practice, a Senator or a member of the faculty appointed by the Senate to a reassigned faculty position should voluntarily recuse themselves from any committee or situation in which a bias may exist as a result of personal or professional interest. Recusal by any Senator or faculty member on a

particular matter because of concerns about impartiality or conflict of interest does not reflect adversely on the Senator or faculty member. It is simply an acknowledgement that in a complex and interconnected society such conflicts of interest may occur. Any conflict of opinion with regard to the appropriateness of the recusal of a Senator or faculty member shall be referred to the Professional Procedures Committee, which shall determine whether recusal is necessary and report back to the Senate.

- i. Minutes: The minutes shall come to the Senate for approval prior to distribution to the faculty at large.

II. Special Meetings

A meeting during the Fall, Spring, or Intersession held outside regularly scheduled meetings shall be designated a special meeting.

1. Authority: Special meetings may be called by the Senate President or upon petition of a majority of the available Senators.
2. Agenda: Agenda items must be submitted to the Senate President at least 24 hours prior to the meeting. The Senate President in consultation with the Faculty Council shall prepare the agenda.
3. All other procedures shall follow the provisions of Regular Meetings.

III. Summer Meetings

A meeting held during the Summer recess shall be designated a summer meeting.

- a. Authority: Summer meetings may be called by the Senate President or upon petition of a majority of the available Senators.
- b. Purpose: Summer meetings are for time-sensitive agenda items that cannot wait until the next regularly-scheduled meeting (e.g., approval of curriculum, placement of faculty on hiring committees).
- c. Quorum: A quorum shall consist of one more than one-half of the elected Senators who declare their availability at the final regular meeting of the academic year. If more than one-half of the elected Senators declare they are unavailable to meet during the Summer, then Summer meetings shall not be held, except in cases of emergency as determined by the Senate President in consultation with the Faculty Council.

Exhibit 2 Senate_Bylaws_Article2_Section4_Approval_v2[44]

- d. Agenda: Agenda items must be submitted to the Senate President at least 72 hours prior to the meeting. The Senate President in consultation with the Faculty Council shall prepare the agenda.
- e. All other procedures shall follow the provisions of Regular Meetings.



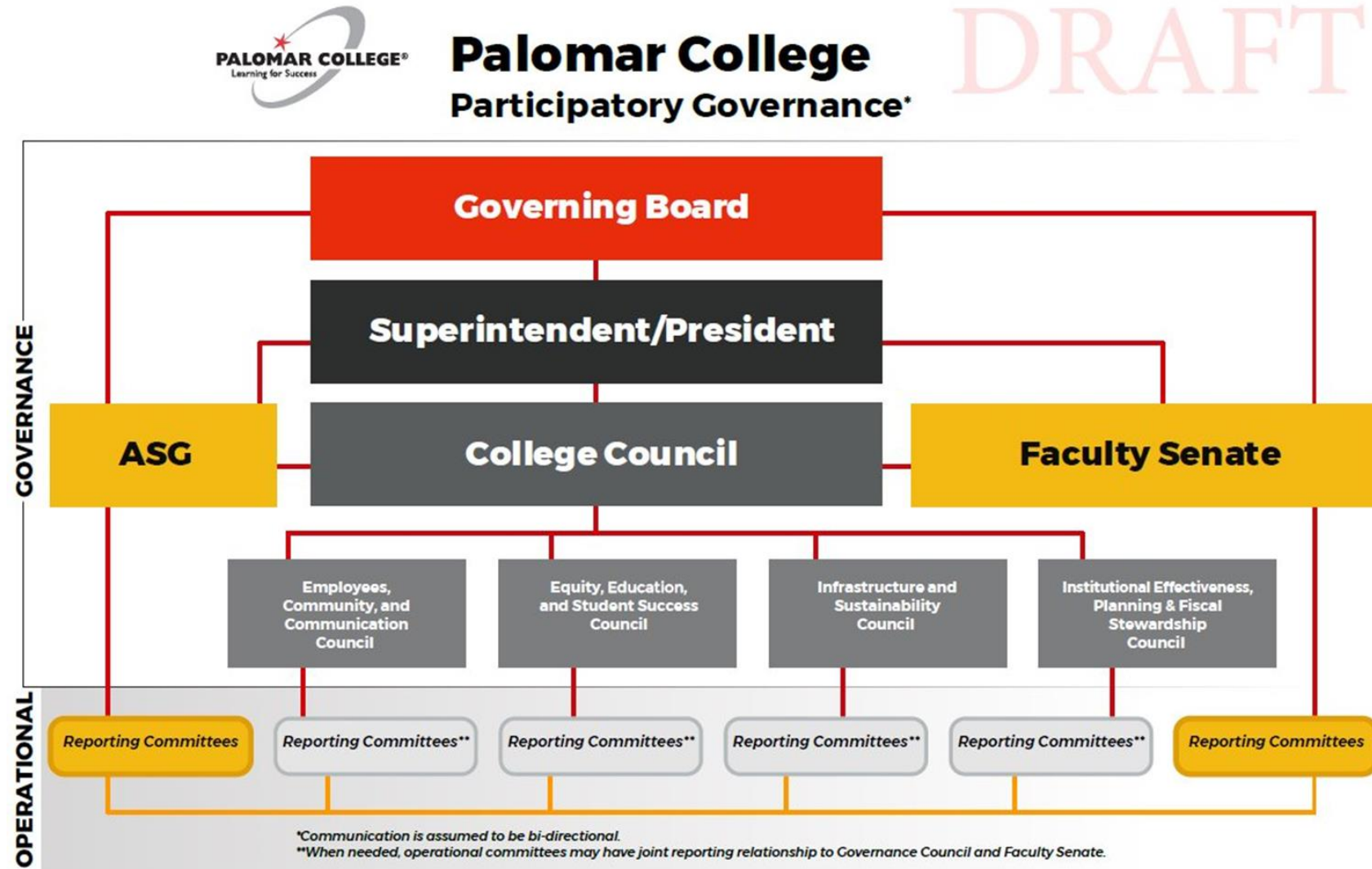
**GOVERNANCE TASK
FORCE:
OVERVIEW AND
RECOMMENDATIONS**

FEEDBACK SESSIONS

OCTOBER 2025

OVERVIEW

- Palomar's Governance Structure
- Governance Evaluation Task Force
 - Charge
 - Members
- Task Force Work
- Recommendations



TASK FORCE - CHARGE

- Complete 3-year evaluation of Governance process and update the handbook as needed.
 - Assignment of representatives to governance councils, taskforces, and committees.
 - Communication and documentation of governance outcomes.
 - Refinement of council structure, if needed.
 - Review of operational committees.
 - Provide recommendations regarding council meeting times and modalities.

TASK FORCE - MEMBERSHIP

- Task Force reports to College Council
- Membership
 - Anna Pedroza (co-chair) - Executive Team, Co-Chair
 - Anastasia Zavodny (co-Chair) – Faculty
 - Lawrence Lawson – Faculty
 - Greg De Pies – CCE/Classified
 - Robert Fuller – CCE/Classified
 - Megan Carlson – Student
 - Matthew Grills – CAST
 - Nicole Belisle – AA
 - Joe LeDesma – AA
 - Michelle Barton – Institutional Research, Planning, and Grants (Named Position)

TASK FORCE: WORK COMPLETED

- Reviewed past three years of governance evaluation surveys.
- Prepared and administered survey of governance council chairs.
- Reviewed governance structure and charge of all councils and committees.
- Met formally bi-monthly.
- Prepared initial draft of recommendations.
- Developed plan to share out and seek feedback.



Refinement of
Council Structure

Review of
Operational
Committees

QUIZ

How many governance councils, operational committees, and subcommittees does Palomar have?

QUIZ ANSWER

How many governance councils, operational committees,
and subcommittees does Palomar have?

5 COUNCILS

34 COMMITTEES/SUBCOMMITTEES*

* Count of committees/subcommittees when the task force began. Count also excludes Faculty Senate committees/subcommittees.

HIGH LEVEL RECOMMENDATIONS – STRUCTURE AND COMMITTEES

- Maintain five council structure with refinements.
- Cull down the number of committees/subcommittees.
- In alignment with their role, Councils should have oversight/monitoring responsibilities for institutional plans where possible, rather than designating or creating a committee to oversee.

Exhibit 3 - Governance Evaluation Task Force_Senate Prese_Lawrence Lawson

CURRENT

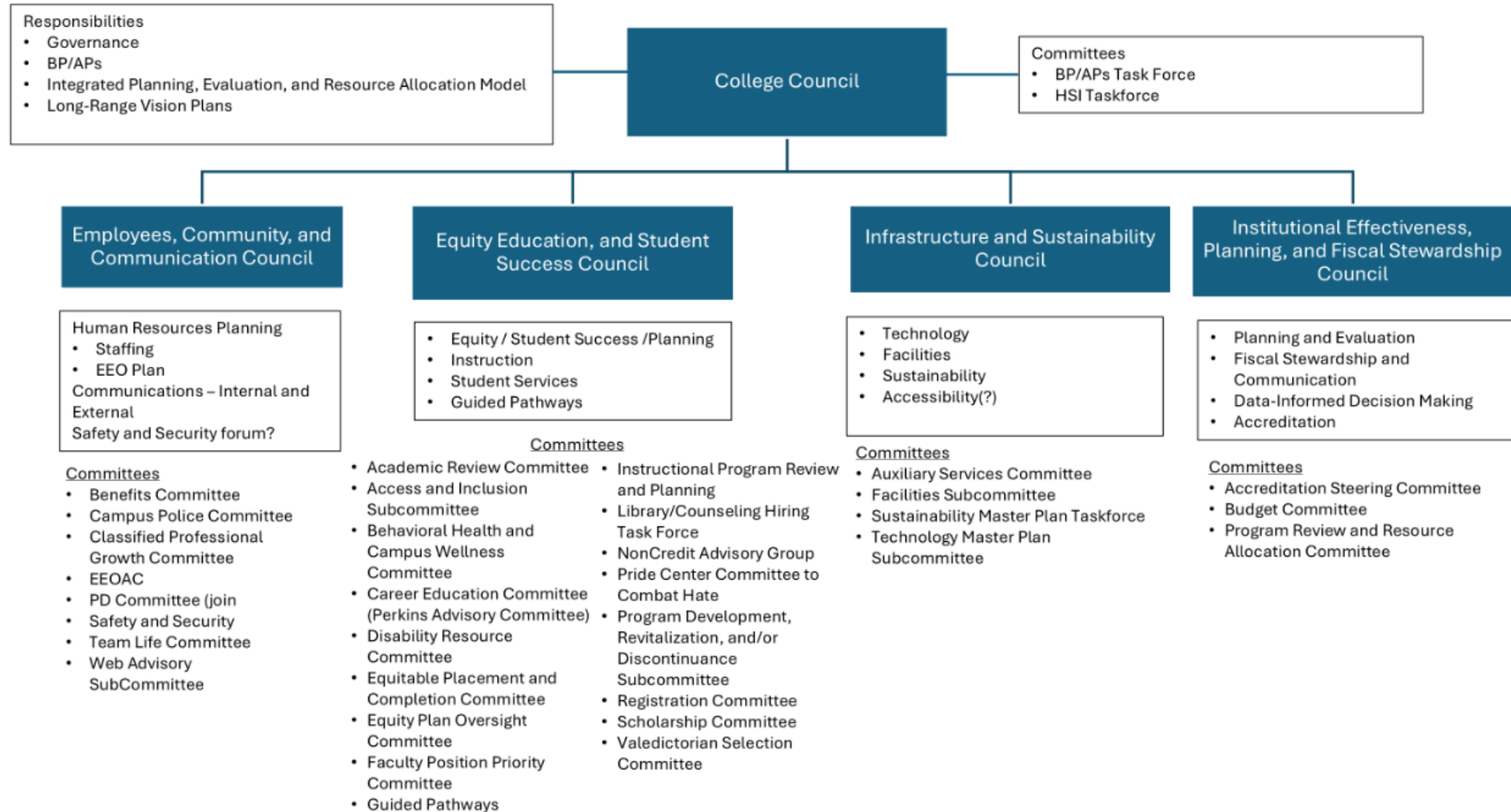


Exhibit 3 - Governance Evaluation Task Force_Senate Prese_Lawrence Lawson

Responsibilities

- Governance
- BP/APs
- Integrated Planning, Evaluation, and Resource Allocation Model
- Long-Range Vision Plans

Committees

- BP/APs Task Force
- Accreditation Steering Committee

College Council

Employees, Community, and Communication Council

Human Resources Planning

- Staffing
- EEO Plan
- Communications – Internal and External
- Safety and Security forum?

Committees

- Benefits Committee
- EEOAC
- PD Committee
- Campus Police Committee (Reenvision role? Community Police; Campus Security)
- Behavioral Health and Campus Wellness Committee

Equity Education, and Student Success Council

- Equity / Student Success /Planning
- Instruction
- Student Services
- Guided Pathways

Committees

- Faculty Position Priority Subcommittee
- Pride Center Committee to Combat Hate
- Program Development, Revitalization, and/or Discontinuance Subcommittee
- Student Equity and Pathways Oversight Committee *

Infrastructure and Sustainability Council

- Technology
- Facilities
- Sustainability
- Accessibility

Committees

- Facilities Subcommittee
- Safety and Security Committee (currently structure – is focused on facilities)
- Technology Master Plan Subcommittee*

Budget and Planning Council

- Budget
- Program Review and Planning
- Annual Planning Report

Committees

- Auxiliary Steering Committee
- Budget Committee
- Instructional Program Review and Planning Committee
- Program Review and Resource Allocation Committee

*Student Equity and Pathways Oversight Committee and Technology Master Plan Committee remain in place until their respective plans are completed, then oversight of the plans move to the Council.

IEPFSC – DEEPER DIVE

- Rename council and refine charge to focus on budget and short-range planning (e.g., program review and planning).
- Committees (and Ad Hoc) that are retained and continue to report to IEPFSC:
 - Budget Committee
 - Program Review and Resource Allocation
 - Student Journey: Enrollment to Completion Ad Hoc Committee
- Committee moved to Budget and Planning Council:
 - Auxiliary Steering Committee (moves from ISC)
 - Instructional Program Review and Planning JOINT Committee (moves from EESSC)
- Move Accreditation Steering Committee to College Council.
- Focuses role on budget and planning; bring Program Review committees under one council for better alignment.

FEEDBACK AND QUESTIONS - IEPFSC





Representation

Communications

Logistics

BIG GOALS AND TASKS

- Big Goals
 - Widening participation: the need for efforts to counter the perceived tendency for council/committee participation to be concentrated in the hands of a few people (who keep showing up and serving on many of them).
 - Improving the transparency of the shared governance processes and outcomes.
- Tasks
 - Make Recommendations on:
 - The assignment of representatives to governance councils, taskforces, and committees.
 - The communication and documentation of governance outcomes.
 - The scheduling and modality of council/committee meetings.

SUMMARY – REPRESENTATIVES, COMMUNICATIONS, LOGISTICS

- Centralized point of contact and system for governance.
- Broad representation through training and communication.
- Allow administrators to assign designees.
- Designate recorders for meetings.
- Reinforce role of members in communication back to constituent group.
- Make use of any new/updated system to communicate outcomes.
- Meeting logistics*
 - Align with block schedule.
 - Avoid concentrating meetings on Fridays.
 - Build work time into meetings.
 - Each committee to establish meeting format at the end of the year. Hybrid option recommended.

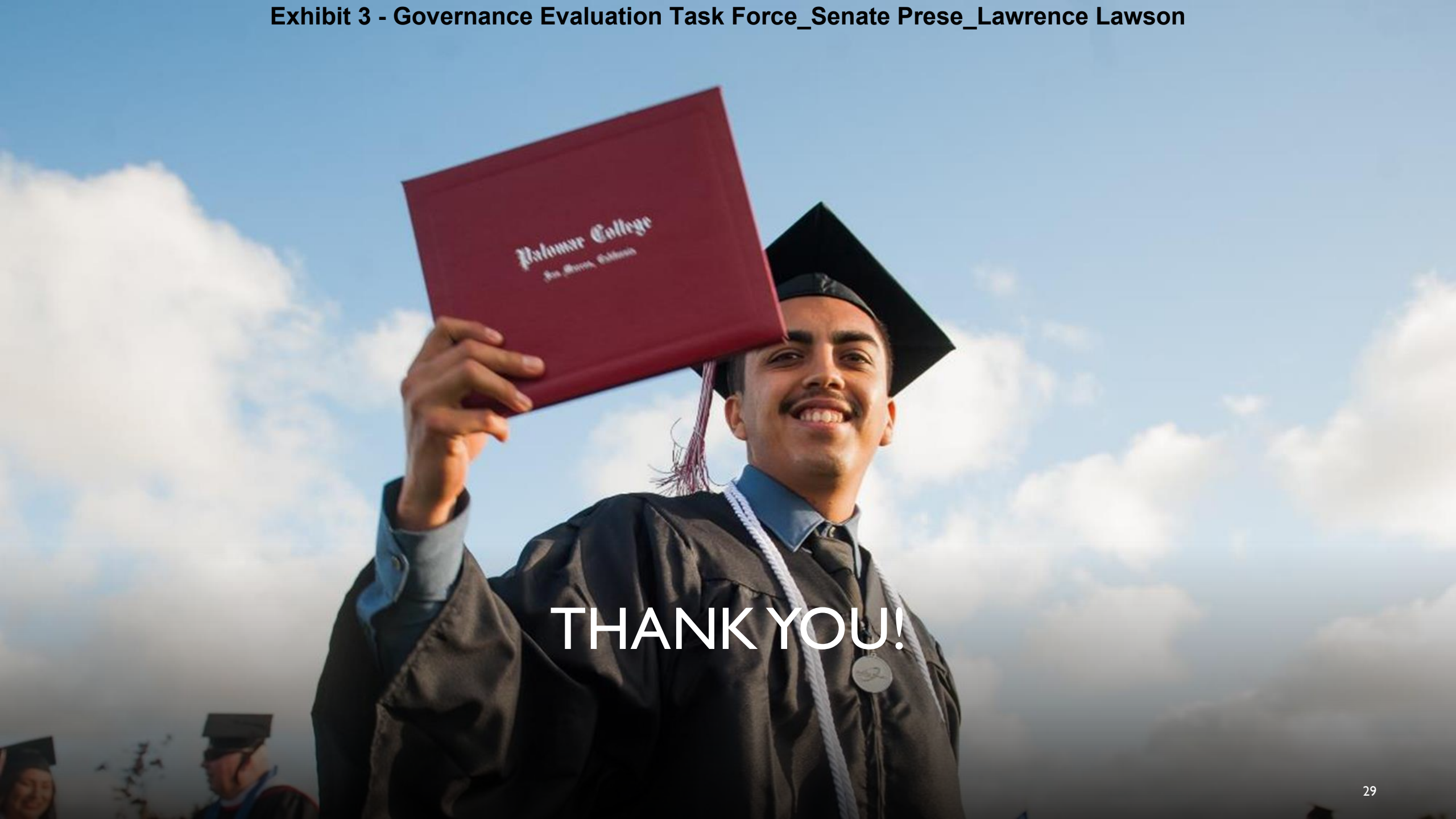
*Brown Act bodies shall follow its requirements for scheduling and modality.

FEEDBACK AND QUESTIONS: REPRESENTATIVES, COMMUNICATIONS & LOGISTICS



NEXT STEPS

- Council representatives provide feedback over the next two weeks.
 - Please send questions/feedback to **Greg DePies (gdepies@palomar.edu)**.
- Task Force will review feedback and refine recommendations.
- DRAFT recommendations to College Council end of Fall Term.
- Feedback from College Council.
- Refine / Finalize recommendations and return to College Council.
- Update Governance Handbook in the Spring.



THANK YOU!

REPRESENTATIVES

- Recommendation of a new centralized campuswide position for councils, committees, and taskforces which:
 - Coordinates the recruitment of new members.
 - Connects with constituent groups.
 - Maintains their web presences.
 - Updates governance structure forms.
 - Tracks everything regarding membership of all governance bodies.

REPRESENTATIVES CONTINUED

- Ensuring broad participation in governance bodies across constituencies through training and education, including:
 - Training for supervisors concerning the rights of employees to serve in governance as well as the benefits of allowing them to do so and making the necessary workload adjustments to enable it.
 - Informational meetings for the wider campus community about what it means to serve, what shared governance is, and its importance.
- Allowing administrators (along with other constituents) to designate proxy representatives to governance bodies when necessary.

REPRESENTATIVES (CONTINUED 2)

- Facilitating the onboarding of new members through the following:
 - Outreach by the chair (or designee) to the new member providing:
 - Meeting schedule.
 - Recent minutes.
 - Committee goals, current tasks, outcomes.
 - Ongoing, asynchronous, general training for new members as professional development.

COMMS AND DOCS

- Continue to systematize and centralize the collection of information using the successor to Board Docs (heretofore referred to as “the system”), while addressing the following concerns:
 - Adding functionality to the system for separating public facing documents from ones that are intended to be shared only among the governance body members themselves.
 - Creating training opportunities for learning the system.
 - Clarifying the designation of the official “recorder” role for each governing body—one person who is responsible for compiling and uploading documents to the system. A revision of the governance structure handbook is recommended to allow for voting and non-voting members to assume this role.

COMMS AND DOCS (CONTINUED)

- Improve the communication of outcomes through the following:
 - Reinforce role of council/committee members as communicators of information back out to constituent groups.
 - Make use of new features of any new system to better communicate important outcomes from councils and committees across campus.

SCHEDULE LOGISTICS

- Use scheduling to widen participation as follows:
 - Scheduling meetings to align with the instructional course block schedule.
 - Avoid concentrating meetings on Fridays.
 - Improving coordination between councils to avoid meeting overlaps.
 - Alternate Fridays.
 - Alternate mornings and afternoons.
 - Encourage governance bodies to build working time into the scheduled meeting structure.

SCHEDULE LOGISTICS (CONTINUED)

- Increase flexibility for participants and encourage site representation by implementing an institutional preference for hybrid modality in governance meetings.
- Each governance body shall determine its meeting modality on a yearly basis, at the final meeting of each year. The options are: in-person, hybrid, or 100% online.
- Increasing technical staffing to improve support for hybrid modality in meetings.
- Bodies subject to the Brown Act shall follow its requirements for scheduling and modality.

DE Committee Resolution on Transparency and Faculty Involvement in Institutional Technology Decisions at Palomar College

Approved by DE Committee on October 15th, 2025

WHEREAS, In August 2025, several Faculty members reported losing access to Microsoft desktop applications, with the IS Helpdesk responding that part-time Faculty only receive A1 (web-only) licenses instead of full A5 licenses; and

WHEREAS, In the same month, Faculty and staff experienced confusion with Adobe licensing when IS communications indicated a reduction in licenses, while employees simultaneously received product expiration notices, creating uncertainty about continued access; and

WHEREAS, Changes to foundational technology such as Microsoft Office and Adobe directly impact Faculty working conditions, effective instruction, student learning, and sudden or unclear changes create frustration for employees and unnecessarily burden support systems; and

WHEREAS, Information Services does not maintain a publicly accessible and regularly updated resource detailing what technology resources and licenses are available, or how to access them, leaving Faculty reliant on inconsistent or incomplete information; and

WHEREAS, Institutional technology decisions that affect teaching and learning appear to be made without meaningful Faculty input, raising concerns about transparency, planning, and equitable access for all Faculty;

RESOLVED, That the Palomar College Faculty Senate call upon the administration to establish transparent processes for institutional technology decisions that include meaningful Faculty consultation before implementation; and be it further

RESOLVED, That the Palomar College Faculty Senate request that Information Services create and maintain a publicly accessible and regularly updated resource outlining all available technology services, licenses, and access instructions for Faculty and staff; and be it further

RESOLVED, That the Palomar College Faculty Senate affirm that all Faculty, part-time and full-time, must have equitable access to the technology necessary to fulfill their teaching responsibilities; and be it further

RESOLVED, That the Palomar College Faculty Senate urge the administration to prioritize sustainable funding and planning for foundational technology, including Adobe and Microsoft Office licenses, and if limitations become necessary, implement a transparent and equitable process for Faculty to request access; and be it further

RESOLVED, That copies of this resolution be sent to the Palomar College President, Vice President of Instruction, Vice President of Finance and Administration, and Director of Information Services.



MEMORANDUM

July 22, 2025

ESS 25-43 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Offices

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Burden-Free Access to Instructional Materials: Regulatory Provisions

This memorandum outlines the regulatory provisions in California Code of Regulations (CCR), title 5, [§ 54221 Burden-Free Access to Instructional Materials](#). Background information and requirements of the new regulation are provided.

Background: Advancing Vision 2030 Through Burden-Free Instructional Materials

The unwavering commitment of the California Community Colleges to eliminate barriers to student success has never been more critical as we advance Vision 2030. For over a decade, our system has sought to remove the student financial burden of instructional materials. Our collective efforts — from pioneering Zero-Textbook-Cost (ZTC) programs to achieving remarkable Open Education Resources (OER) adoption rates — directly support our Vision 2030 goals of increasing Equity in Access, Equity in Support, and Equity in Success.

Toward that end, the California Community Colleges Board of Governors approved regulatory action, adopting California Code of Regulations (CCR), title 5, [§ 54221 Burden-Free Access to Instructional Materials](#). The regulation was filed with the Office of Administrative Law and the California Secretary of State on July 1, 2025, and becomes effective July 30, 2025. College districts have 180 days from July 30, 2025, to conform their policies and procedures to the regulatory requirements, with a deadline of Jan. 26, 2026.

The intent of this regulation is to strengthen access and affordability by ensuring governing boards develop or enhance policies that advance the availability and use of burden-free instructional materials. The urgency of this regulation cannot be overstated when we consider the profound impact of instructional material costs on student success. According to the [2021-2022 California Student Aid Commission Student Expenses and Resources Survey](#), students face \$938 per year in costs for required materials — a financial barrier that forces nearly 72% of students to avoid certain courses or even change their academic majors due to textbook and other material expenses. Nearly 35% of California college students reported not having enough money to pay for instructional materials ([BFIM Report](#)). Perhaps most troubling, 65% of students report attending classes without required materials, directly undermining their ability to fully engage in their educational experience and achieve the learning outcomes we all envision in Vision 2030.

Exhibit 5.1 - ess-25-43-burden-free-access-to-instructional_Kelly Falcone

Burden-Free Access to Instructional Materials: Regulatory Provisions

July 22, 2025

Developing Policies to Support Burden-Free Access to Instructional Materials

The new regulation requires that district governing boards adopt policies guaranteeing student access to textbooks and supplemental materials on the first day of class. Practices that meet this requirement include adopting and adapting open educational resources (OER) or providing initial textbook chapters in accordance with copyright allowances. In addition to first-day access, governing boards must also adopt policies that strengthen student access to all other instructional materials before they are required in any course. The goal is to reduce both financial and administrative burdens on students throughout the term. While advancing these efforts, district policies must uphold faculty responsibility and academic freedom in the selection of instructional materials. Additionally, the regulation calls for college districts to support student-centered practices that promote the use of zero-cost and OER materials.

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by [Education Code section 78052](#), and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations ([34 CFR §668.164\(i\)](#)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability.

The regulation defines instructional materials as all required items for a course — including textbooks, supplemental materials, and supplies. “Textbooks” are identified as the educational resources listed in a course syllabus, while “supplemental materials” include a broad range of additional learning supports such as lab manuals, workbooks, required software, journal articles, interactive websites, and readers.

System Support to Further Burden-Free Instructional Materials Efforts

Chancellor Christian has long been a champion for our systemwide ZTC and OER efforts, and the Chancellor’s Office continues to advocate for resources that support the curation, maintenance, and utilization of OER across our system — especially as these sustainable materials can directly impact student access and success. As college leaders, governing boards, general counsels, and district staff begin to engage the provisions of the new regulation, please know the Chancellor’s Office has and will continue to invest significant resources and staff time in supporting local efforts.

The resources and support that are — and will be — available as colleges undertake the provisions of the new regulation include:

- **Forthcoming Empowerment Memo to Support Policy Development:** subsequent guidance regarding OER/ZTC, meeting day one access for textbooks, and other instructional materials (supplies and supplementary materials) is forthcoming to support the development of local policies consistent with the Burden-Free regulation.

Exhibit 5.1 - ess-25-43-burden-free-access-to-instructional_Kelly Falcone

Burden-Free Access to Instructional Materials: Regulatory Provisions

July 22, 2025

- **RFP for Systemwide OER Platform:** In fall 2025, an RFP process will identify a comprehensive OER platform to support all colleges with advanced features and technology to foster utilization and sharing of OER content, augment accessibility support, and create a repository of content and graphics to adapt as needed.
- **Systemwide Burden-Free Instructional Materials Taskforce:** In 2022, the Burden-Free Instructional Materials Taskforce engaged student challenges by accessing instructional materials, efforts, and opportunities to further scale Open Educational Resources, and how to address the often-hidden or prohibitive cost of other instructional materials. In 2023, the task force delivered [19 comprehensive recommendations](#) for achieving burden-free instructional materials. In 2024, a new Burden-Free Instructional Materials Implementation Taskforce was formed. This Taskforce is currently charged with translating the 19 recommendations into actionable strategies and coordinating systemwide implementation — all with the goal to co-build a sustainable infrastructure for systemwide burden-free instructional materials. The outcome will be an action-oriented report in 2026 with strategies for sustainable financial solutions, strategic planning considerations, and customized technical assistance for faculty, administrators, and staff.
- **ZTC Program and OER Adoption:** The California Community Colleges Chancellor's Office received a one-time legislative appropriation of \$115 million in 2021 to fund the Zero-Textbook-Cost (ZTC) Degree Grant program and subsequently provided grants to colleges for the purpose of eliminating textbook costs by primarily supporting Open Educational Resource (OER) utilization in ZTC degree and CTE academic pathways. These grants are empowering colleges to develop and implement OER-supported ZTC program pathways, directly cutting costs for students and promoting equitable access. To date, 115 colleges received a minimum of \$520,000 in grant funding to develop at least 3 ZTC pathways at each institution, supporting a goal of providing over 1,000 state-wide ZTC pathways to students by Fall 2027. In support of our ongoing OER adoption and maintenance, the [ASCCC OERI](#) continues to support the systemwide utilization of OER through [curated content collections](#) by discipline, course identification number (C-ID), and transfer model curriculum (TMC), as well as providing ongoing faculty professional development and support from OER Liaisons.

Advancing Local Plans, Goals, and Priorities through Burden-Free Instructional Materials

Colleges and districts should recognize this regulation as a strategic opportunity to formalize and strengthen policies that directly advance their existing institutional commitments to student success. This regulatory framework provides governing boards with the tools to codify burden-free instructional materials initiatives that likely already align with college equity plans, strategic goals, and board priorities. By integrating these requirements into your existing governance policy, districts can create a unified approach that connects your local Vision 2030 implementation efforts with concrete policy action that furthers the goals of increasing Equity in Access, Equity in Support, and Equity in Success.

Exhibit 5.1 - ess-25-43-burden-free-access-to-instructional_Kelly Falcone

Burden-Free Access to Instructional Materials: Regulatory Provisions

July 22, 2025

If you have questions about this memo, please email Chad Funk, Specialist, Educational Services and Support Division, at CFunk@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives, Institutional Supports and Success



California
Community
Colleges

MEMORANDUM

September 30, 2025

ESS 25-63 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: James Todd, Vice Chancellor of Academic Affairs
LaTonya Parker-Parnell, President of Academic Senate for California Community Colleges
Michelle Pilati, Project Director of Academic Senate for California Community Colleges
Open Educational Resources Initiative

RE: Empowering Day-One Access through OER (Title 5, § 54221)

Purpose

Every student should begin every class fully equipped to learn—no fees to clear, no codes to buy, and no waiting for financial aid. California Code of Regulations, title 5, [§ 54221 Burden-Free Access to Instructional Materials](#), advances this vision by calling for district policies that ensure first-day access to textbooks and supplemental materials, minimize financial and administrative burdens on students, and preserve faculty responsibility and academic freedom in selecting course materials. This memo embraces the regulation not as a checklist, but as an opportunity to widen the path to transfer and completion by encouraging colleges to achieve its intent through the adoption of open educational resources (OER) and building sustainable Zero-Textbook-Cost (ZTC) pathways.

This new regulation also directly advances the goals of Vision 2030: equity in access, equity in support, and equity in success. By eliminating the cost barrier to instructional materials, students who have historically been excluded from timely participation in their coursework can engage from the very first day. By encouraging the use of OER and establishing Zero-Textbook-Cost (ZTC) pathways, colleges can provide consistent, sustainable affordability across entire programs, and not just individual courses. And by embedding burden-free access into local policy, districts help students complete their educational journeys more efficiently and equitably, strengthening pathways to transfer, degrees, and family-sustaining careers.

This guidance follows the Chancellor's Office memorandum issued July 22, 2025 ([ESS 25-43](#)), which outlined the regulatory provisions for burden-free access, and previewed this empowerment memo to support local policy development and day-one access across textbooks, supplies, and supplementary materials.

Exhibit 5.2 - ess-25-63-empowering-day-one-access-through-o_Kelly Falcone

Empowering Day-One Access through OER (Title 5, § 54221)
September 30, 2025

Background

As noted in [ESS 25-43](#), title 5 [§ 54221 Burden-Free Access to Instructional Materials](#) was filed July 1, 2025, and became effective July 30, 2025. Districts have 180 days—until Jan. 26, 2026—to align local policy. While policy is the start, meeting the intent of the regulation will take local focus and collaboration. Core expectations include: ensuring first-day access to textbooks and supplemental materials (including through adopting or adapting OER or, where needed, providing initial textbook chapters consistent with copyright); strengthening access to all other instructional materials before they are required; upholding faculty academic freedom; and fostering student-centered practices such as ZTC degrees, library lending, and early financial-aid disbursements consistent with federal regulations.

The regulation defines “instructional materials” broadly as all required items for a course—textbooks, supplemental materials, and supplies. Textbooks are the educational resources listed in the syllabus; supplemental materials include lab manuals, workbooks, required software or homework systems, journal articles, interactive websites, and readers. This breadth invites colleges to reimagine the entire learning experience—not just the book—through an affordability lens.

Why This Matters

The July memo underscored what students have told us for years: required materials can cost hundreds of dollars annually, forcing many to avoid courses, change majors, or attend class without required tools. When day-one access is the norm, faculty can teach to the syllabus from the first moment; students engage immediately; and momentum toward transfer and completion strengthens—especially for learners who have historically shouldered the greatest financial burdens.

From Regulation to Reality: Colleges Can Deliver Day-One Access Through OER

Imagine the first week of each term on your campus. A student opens Canvas on Sunday night and finds the resources they need to start the class—ready to go, without the barrier of a required payment. A faculty member feels free to choose the best materials for learning and to adapt them over time to better reflect local communities and program outcomes. A library has built the connective tissue—stable links, print-on-request at institutional cost, course reserves—to make materials persistently available in multiple formats. This is the day-one experience the burden-free regulation invites us to co-create.

To move toward this vision, consider a collaborative arc that brings together administrators, local Academic Senates, libraries, student services, and faculty, with the [Academic Senate for California Community Colleges Open Educational Resources Initiative \(OERI\)](#) as the practical hub. The OERI, stewarded by the Academic Senate, has become a cornerstone for this work. It offers far more than a collection of open resources. OERI curates [comprehensive discipline-specific collections of](#)

Exhibit 5.2 - ess-25-63-empowering-day-one-access-through-o_Kelly Falcone

Empowering Day-One Access through OER (Title 5, § 54221)
September 30, 2025

[OER](#) that are aligned with the California Community Colleges' transfer infrastructure, including C-ID course descriptors and Transfer Model Curricula (TMCs). This means that for many of the courses students must take to transfer, there are already high-quality, peer-reviewed OER textbooks, ancillaries, and even OER for complete Associate Degree for Transfer (ADT)-aligned pathways available for adoption. OERI also supports faculty through accessibility checklists, DEIA-informed style guides, and professional development webinars, while fostering a statewide network of OER liaisons and discipline leads who share practices, troubleshoot challenges, and participate in materials development where gaps exist. In other words, OERI offers both the content and the community needed to make day-one access through OER not only possible, but practical and sustainable.

Consider the possibilities for your college:

- **Discovery aligned to transfer.** Departments might begin with high-enrollment, transfer-critical courses such as those in Cal-GETC or ADT pathways. Faculty and OER liaisons can [explore OERI's curated collections](#)—organized by discipline, aligned to C-ID, and scaffolded to TMCs—to locate ready-to-adopt texts and ancillaries that match California transfer patterns.
- **Adopt for day one; adapt for your students.** When a strong match exists, faculty can post OER in Canvas ahead of the term, ensuring immediate, no-cost access. When gaps appear, OER licensing enables remix and localization. Faculty can integrate culturally responsive examples, adjust sequencing, and align assessments without delaying access to students. The regulation preserves academic freedom even as it encourages zero-cost practices; OER expands the palette of choices available to instructors.
- **Cover the whole syllabus.** Because instructional materials also include supplemental items such as homework systems, readers, software, and manuals, faculty and librarians could cross-walk each syllabus against open or library-licensed alternatives. Where proprietary elements remain essential and no open alternative exists, districts can implement policies and practices that eliminate student costs through lending, targeted purchasing, or library acquisitions—so students still begin fully equipped.
- **Accessibility and DEIA by design.** Instructional designers, accessibility experts, and librarians might use OERI's accessibility practices and discipline-based quality approaches during adoption cycles, so accessible formats, alt-text, captions, and inclusive examples are standard.
- **Make it seamless for students.** Colleges are already required to mark no-cost sections in the schedule of classes, assisting students in finding those sections that are already aligned to the new regulation. In addition, colleges can ensure durable library links to resources are available and provide print options at institutional cost. When a print bridge is helpful, providing initial chapters consistent with copyright keeps learning moving from day one.

Exhibit 5.2 - ess-25-63-empowering-day-one-access-through-o_Kelly Falcone

Empowering Day-One Access through OER (Title 5, § 54221)
September 30, 2025

- **Stitch courses into pathways.** Departments may convene and discuss how to connect course adoptions into ZTC degree maps, using OERI’s C-ID and TMC scaffolds, so students can complete certificates and degrees without materials charges.
- **Support the people doing the work.** Adopting and adapting OER is scholarly and pedagogical work. Colleges might recognize this through providing faculty time, flex credit, peer mentoring, adoption “studios” supported by instructional designers and librarians, and by recognizing and valuing OER work in evaluation and professional growth. The OERI liaison network and regular webinars provide community, professional learning, shared ancillaries, and just-in-time help as faculty move away from publisher bundles.

Throughout, imagine the compounding effect for students: consistent, predictable no-cost access course after course; a schedule that clearly signals affordability; and a Canvas page that always opens to what they need.

Policy To Practice This Year

[ESS 25-43](#) encouraged colleges to view the new regulatory provisions as a strategic opportunity to formalize and strengthen policies that already align with equity plans and board priorities. Adopted policies are not expected to result in the immediate establishment of no-cost first-day access, but to establish the conditions to achieve this goal over time. Local Academic Senates and administrators together might consider:

- **Policy as a runway.** Rather than a single compliance moment, imagine policy language that guides long-term decisions—procurement, budgeting, library investments, and program review—toward sustainable practices that gradually eliminate student costs for instructional materials. OER offers the clearest pathway toward this goal, with lending and targeted purchasing filling in when open options are not yet available.
- **Collaborative pathway build-outs.** Colleges may convene cross-functional design sprints—faculty leads, OER liaisons, librarians, instructional designers, financial aid—to map the next wave of OER adoptions in large GE and transfer bottlenecks and publish a living OER/ZTC pathway map students can plan around.
- **Student-centered operations.** Imagine materials that are available before they are required for a grade, with multiple formats supported, schedule notes that help students choose no-cost sections, and (where appropriate) earlier aid timing to reduce frictions that remain.

In reflecting on these directions, colleges may also weigh which solutions align most closely with the intent of title 5 [§ 54221 Burden-Free Access to Instructional Materials](#).

Exhibit 5.2 - ess-25-63-empowering-day-one-access-through-o_Kelly Falcone

Empowering Day-One Access through OER (Title 5, § 54221)
September 30, 2025

Automatic-billing approaches—sometimes called “inclusive” or “equitable” access programs—do place materials in students’ hands on day one, but they do not eliminate instructional materials costs. These models address only one dimension of the regulation: timing. By contrast, OER and ZTC pathways embody both the letter and the spirit of the regulation by ensuring access on the first day and by eliminating costs for students over the long term. Colleges and senates might imagine policies that set this more ambitious outcome as the north star, with each new OER adoption and each new ZTC pathway a step toward a future where instructional materials no longer represent a financial barrier.

Conclusion: A Systemwide OER Platform and Burden-Free Recommendations

As previewed in the July memo ([ESS 25-43](#)), the Chancellor’s Office is completing an RFP process to identify a systemwide OER platform to simplify searching, adoption, adaptation, attribution, and accessibility support. Additionally, the Burden-Free Instructional Materials Implementation Taskforce, charged with translating recommendations into actionable, sustainable strategies, will culminate its work into an action-oriented report with best practices, systemwide opportunities, and technical assistance.

The new title 5 [§ 54221 Burden-Free Access to Instructional Materials](#) invites us to do together what none of us can do alone: *make day-one, burden-free access the California Community Colleges standard*. When administrators and local Academic Senates collaborate to align policy and practice, when faculty are supported to choose and shape OER, when libraries and student services smooth the path, and when procurement aligns with our values, every student begins every class ready to learn. That is the spirit of Vision 2030—and the promise this regulation helps us realize.

For questions regarding this memorandum, please contact Chad Funk, Educational Services and Support Division at CFunk@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives

Exhibit 6 - PFF AI Resolution Draft

NOTE: This resolution from PFF is a DRAFT WORK-IN-PROGRESS. PFF is seeking input from Faculty Senate to strengthen the resolution. Nothing here should be understood as a final draft or final statement. While PFF is focused on working conditions, we know Faculty Senate is focused on Academic Matters—but we think our interests might align here and welcome feedback.

PFF Nectir AI Resolution

Whereas working conditions are a chief concern of the Palomar Faculty Federation (PFF)

Whereas 24.4 of the PFF/Palomar Community College District Collective Bargaining Agreement (CBA) states, “Faculty members shall demonstrate respect for students as individuals and adhere to the faculty’s role as intellectual guides and counselors. In this regard, faculty members shall ensure that they and their students are academically honest”

Whereas Palomar College faculty who are assigned to a course are expected to be the person interacting with their own students about the content of the course

Whereas AB 2370 (2024) reinforces the requirement that human faculty must serve as the primary instructors for community college courses

Whereas a large part of the work Palomar College faculty do is engaging in human-to-human, authentic interactions with students in multiple modalities

Whereas recently negotiated contract language states “per AB 2370, any faculty member for any Palomar College assignment must be a person”

Whereas Nectir AI was selected and endorsed by the California Community College Chancellor’s Office (CCCCO) without proper consultation of the Academic Senate for the California Community Colleges and other important stakeholders including state Unions

Whereas CCCCCO, Palomar College’s VPI, and the Professional Development Office endorsed Nectir AI to do a variety of tasks, including, per the CCCCCO Memo, “provide 24/7 support and answer course-specific questions. They can be customized based on your college information, department content, program materials, class materials, and syllabus”

Whereas the Professional Development Office clarified the work that Nectir AI could do for faculty is to be the one to respond to student queries about classroom content in lieu of the instructor responding to students themselves by noting, “...you can setup in the AI assistant with your own material, namely your syllabus, your lectures slides or handouts, transcripts of your videos (if you have them), and any OER materials (like books) that you use. And the AI assistant

Exhibit 6 - PFF AI Resolution Draft

will (via RAG: retrieval augmented generation), access your information first to try to answer or generate a response for the students, before going to the backbone LLM (foundation models like chatgpt, gemini, claude)”

Whereas offloading professor-student interactions to AI contradicts the importance of authentic, human-to-human professor-student interactions

Whereas offloading instructional duties to AI negatively impacts faculty workload considerations

Whereas PFF is advocating for increased compensation for increased workload, and faculty offloading workload to AI weakens PFF’s negotiating ability for fair compensation on behalf of all faculty

Whereas PFF successfully advocated for office hour parity for part-time faculty and this use of Nectir AI could jeopardize the justification for the need for compensation if professor-student interactions were offloaded to AI

Whereas the faculty role as an intellectual guide for students should not be usurped by any other person or any other entity (including AI)

Whereas a lack of transparency and confidence regarding data privacy (including but not limited to faculty course materials and student information) and a concern that faculty and student data would be used to train these AI systems troubles PFF greatly

Therefore be it resolved PFF opposes this unvetted push by the Chancellor’s Office, Palomar College, and other Palomar College employees to incorporate Nectir AI (and any similar system) into faculty workflows to supplant faculty work and duties

Therefore be it further resolved the promotion of AI tools should be thoroughly vetted through shared governance, Faculty Senate, and PFF before implementation

DISTANCE EDUCATION RESOLUTION: Adoption of Simple Syllabus Platform

Approved by DE Committee October 1, 2025

WHEREAS, The Faculty Senate, Distance Education Committee, and Administration have collaborated since 2017 to enhance syllabus accessibility and support faculty in syllabus creation, with faculty requesting templates and support that led the Professional Development Office to develop resources to meet these needs;

WHEREAS, The Distance Education Committee conducted a comprehensive evaluation of Simple Syllabus from October 2022 through February 2025, including multiple demonstrations and positive feedback from faculty, students, and department chairs;

WHEREAS, Simple Syllabus provides accessible syllabi through Section 508 compliance, streamlines syllabus creation for faculty with automatic course data integration, and offers efficient management tools that benefit students, faculty, and administrators; and

WHEREAS, Simple Syllabus has been successfully implemented at fourteen California Community Colleges, demonstrating proven effectiveness in community college environments;

THEREFORE BE IT RESOLVED, That the Faculty Senate of Palomar College recommends that the District adopt Simple Syllabus as the institutional syllabus platform to advance student success and support faculty as recommended by the Distance Education Committee;

RESOLVED, That the Faculty Senate will work with the Academic Standards and Practices Committee, Academic Technology Resource Center, Information Services, Instructional Designers, and Distance Education Committee to establish implementation protocols;

RESOLVED, That the Faculty Senate recommends that the District provide funding and programming support for Simple Syllabus implementation, estimated at \$34,274 for the first year and \$29,274 annually thereafter; and

RESOLVED, That the Faculty Senate will encourage faculty participation in professional development opportunities to support successful Simple Syllabus adoption.

CANVAS TOOL REVIEW: SIMPLE SYLLABUS



BACKGROUND

[See Appendix A](#)

The Faculty Senate, Distance Education (DE) Committee, and Administration have had discussions about syllabi. The Faculty Senate has discussed syllabus standards or requirements, the DE Committee has discussed potential solutions for syllabus creation, and the administration has discussed a need to simplify the way syllabi are shared and stored. In addition, since about 2017 the Professional Development Office has provided “unofficial” syllabi templates for faculty to utilize due to continued requests from faculty. The DE Committee has identified a tool called Simple Syllabus, that may address institutional conversations regarding syllabi.

A representative from Simple Syllabus provided a demonstration to the DE Committee in October 2022. The committee continued to discuss the tool and re-examined it with a second demonstration in December 2024. This led to continued interest in learning more about the program. In February a Simple Syllabus representative provided two additional opportunities for DE Committee members to participate in a deeper review of the tool.

The Faculty Senate has discussed both the creation of syllabus standards and requirements, as well as drafted and approved syllabus statements for faculty to include in their syllabi. In December 2022, the senate formed a workgroup to draft institutional syllabi standards; however, that work paused and was then assigned to a new committee called the Academic Standards and Practices committee which began meeting in Spring 2025. An example of syllabi language drafted and approved by the faculty senate is the language regarding student responsibilities for course materials, approved in May 2022.

Separately, institutional conversations occurred outside faculty channels. In Fall 2024, a Dean and Canvas Administrator independently reviewed Simple Syllabus and brought it to the VPI, but funding concerns paused progress. Additionally, the Strategic Enrollment Management (SEM) Workgroup identified Simple Syllabus as a possible solution for standardizing syllabus submissions.

The DE Committee now recommends Simple Syllabus to support accessible syllabus creation, centralized management, and alignment with institutional standards.

ABOUT SIMPLE SYLLABUS

Simple Syllabus Executive Summary:

Simple Syllabus is a centralized, template-driven platform, enabling instructors to quickly personalize and publish interactive class syllabi—saving your entire campus time, budget, and frustration. Our application’s unique approach pulls together established institutional data such as policies, learning objectives, and course section content so your staff doesn’t have to.

Easy to use and instantaneous, the administrative template builder will enable you to quickly define the required informational sections, structure, and design of your institution’s syllabi while still giving faculty the autonomy to personalize content for their classroom. Standardized data such as policies can automatically populate, saving time and ensuring consistency whenever a change is required.

Retrieval of your institution’s syllabi for compliance purposes is even easier. Simple Syllabus is built on a centralized repository that archives all campus syllabi and their underlying data to support extensive reporting capabilities for accreditation.

WHAT PROBLEM COULD SIMPLE SYLLABUS SOLVE FOR PALOMAR?

- **Syllabi Accessibility:**
 - Simple Syllabus is Section 508 Compliant
 - VPAT addresses WCAG AA 2.2
 - Faculty would enter their course information into an accessible program.
 - LA Mission College utilized a third-party business to conduct a manual accessibility check with a blind user, and the tool passed the evaluation.
 - Although Faculty could still make accessibility
 - Mistakes when entering their own information, such as not using descriptive links, there is a built-in accessibility checker similar to Canvas to identify accessibility issues.
- **Syllabi Ease of Access**
 - Students can easily access the syllabus directly from the Canvas course menu.
 - Students can access a student dashboard with all of their syllabi in one place.
 - So, if a faculty member is using Simple Syllabus and they are not using Canvas, students can still access the syllabus.
- **Syllabi Collecting**
 - Currently, department chairs and ADA’s need to request syllabi and track syllabi submissions for all classes. Using Simple Syllabus, department chairs and ADA’s can have access to a dashboard to see all of the syllabi that have “not started,” are “in progress,” and “completed.”
- **Syllabi Storage and Archive**

- Currently each department has created their own process for managing and archiving all course syllabi. Using Simple Syllabus would provide a consistent easy-to-access program for collecting and storing all syllabi.
 - Example: [Fresno Community College Syllabus Library](#)
- **Syllabi Accuracy**
 - Simple Syllabus will pull the course information directly from our system of record into the syllabus.
 - Information that can be sent to Simple Syllabus and automatically included in the syllabus: Course title, course description, course important dates (i.e. drop, grade change, census), course outcomes, required textbook/materials.
- **Syllabi Institutional Policies/Practices**
 - Simple Syllabus can auto populate suggested institutional policies, practices, or procedures. For example, it could provide suggested language for Academic Integrity, ADA, Mental Health, Financial Aid, etc.
- **Language Support**
 - Has automatic language translation
 - Students can set Simple Syllabus to their preferred language.
- **Supports Syllabus Creation and Creativity**
 - Course information is already added to the syllabus, removing the need for faculty to get the information from PeopleSoft.
 - Supports Creative Design
 - Although Simple Syllabus is a template, faculty have control over what they enter into the textboxes in the template. So, much like a faculty member can design a Canvas page with images, videos, and colors, the same function exists in Simple Syllabus.
 - For each of the template areas, we can provide “helpful tips” or guidance that helps faculty decide what to put in the template. This acts like a guide for syllabus creation embedded within the tool.
 - Once created, Faculty can copy previous syllabi into a new syllabus.
 - Examples:
 - [Fresno Syllabus for Financial Accounting](#)
 - [Fresno Syllabus for Managerial Accounting](#)
- **Notification of Syllabi Adjustments**
 - Student can “follow” a syllabus and receive notification when anything is updated on the syllabus. This ensures students are quickly aware of any changes.
- **Improve Recruitment and Retention**
 - Students will be able to easily view all syllabi before they register for a class, allowing them to get a preview of the class before they register.
 - Because students can preview a class beforehand, they will be better informed prior to registration and therefore will be less likely to drop a class, improving retention.

WHAT ARE SOME SIMPLE SYLLABUS CONSIDERATIONS?

- **Governance and Decision-Making**
 - Palomar will need to decide upon who will manage the program and the template.

- For example:
 - The Academic Standards and Practices Committee who is responsible for syllabi could be the Faculty Senate Committee who determines the Institutional policies/practices/processes that should be included in the template and the suggested language.
 - The ATRC could be responsible for ensuring the tool is working correctly, providing support/training on using the tool, and ensuring the data feed from our system of record is working correctly for the tool.
 - The Distance Education Committee and Coordinator could be the group that fields questions or suggestions about the tool.
- **Workload for Faculty**
 - The majority of the workload will take place with the first time a faculty member creates their syllabus using the tool. Once they create their first one, they can easily copy the content to additional syllabi.
 - Idea for ease of implementation:
 - The DE Coordinator/Committee and Instructional Designer can lead a series of PD Workshops and Open Lab times to support faculty in learning to use the tool and publishing their first syllabus.
 - Upon successful implementation, the tool should reduce workload. For example, the faculty member no longer has to worry about sending the syllabus to their department.
- **What happens if Simple Syllabus goes away or we end the contract with Simple Syllabus?**
 - We own all of the data in Simple Syllabus.
 - We can export any and all Syllabi PDF's at any time.
 - We would never lose what we have in Simple Syllabus.
- **Cost and Budget: Official cost proposal has expired. Will need to request a new one.**
 - The cost for the first year is more as it includes the implementation and training costs.
 - The college will pay about \$34,000 the first year to get everything set up and running. After that, it will cost about \$29,000 per year to keep using the system.
 - Costs for the First Year:
 - Setup Fees (One-Time Costs):
 - Build-Out Pathway: \$1,700 (Setting up templates and importing data)
 - Training Pathway: \$800 (Training staff and providing practice tools)
 - Technical Pathway: \$2,500 (Connecting the system to the college's online tools)
 - Total One-Time Costs: \$5,000
 - Annual License Fee (Recurring Cost):
 - \$2.00 per student for 14,637 students: \$29,274 per year
 - Total First-Year Cost: \$34,274
 - Costs for Following Years
 - Only the Annual License Fee: \$29,274 per year
 - This system is designed to save time for teachers, make it easier for students to access class information, and help the college stay organized.

WHO IS USING SIMPLE SYLLABUS?

- Current CA CC Partners:
 - Cerritos College
 - City College of San Francisco
 - Columbia College
 - College of the Desert
 - Foothill College
 - Fresno City College
 - Los Angeles City College
 - LA Mission College
 - Mt. San Jacinto College
 - West Los Angeles College
 - West Valley College
 - Compton College
 - Coalinga College
 - Imperial Valley College

APPENDIX A: HISTORY

DE COMMITTEE MEETINGS:

- 10-5-2022: Minutes
 - Simple Syllabus Presentation with Matthew Compton-Clark
 - Matthew explained what they do and how they can help Palomar. They are the market leader in syllabus technology and work with 3 CA community colleges. Creates liquid syllabi easy for instructors to create and students to access. Matthew gave a demonstration on Simple Syllabus in Canvas.
 - Erin asked about other syllabi tools to evaluate. Members will let Erin know. Jacob asked if Canvas can have a standard template that is required, rather than available in Canvas commons.
- 12-7-2022: Minutes:
 - Tools – The committee discussed the tools Nectir, Simple Syllabus and Pronto but felt they were others they need to consider. They asked the DE Coordinator to get a firm deadline from the ATRC before submitting a final list.
- 2023-2024: DE Committee briefly discussed tools that had previously been reviewed by the committee to determine which, if any, the committee would like to continue reviewing.
- Fall 2024: DE Coordinator discovered that a Dean, working with a Canvas Admin, reviewed Simple Syllabus, liked it, took it to the VPI, and then decided there wasn't funding. This was all done without faculty input or collaboration. DE Committee decided to review the tool again to determine if we, as faculty, would be interested in the tool.
- 12-18-24: DE Committee had Simple Syllabus provide another demonstration of the tool to ensure all current members had an opportunity review.
 - Mike Ayers from Simple Syllabus joined the meeting to provide a demonstration of the tool.
 - Simple Syllabus has many partners in CA and recently signed on an entire District. From 6-12 CA clients in 2024. 400 across the US.
 - Students, Instructors, and Admins. All features available to all clients. No limit to the number of templates. Can integrate if/then statements such as if this in an online course, this is what will appear.
 - Integrates into LMS and SIS. Integrates into Canvas. Populates data automatically, such as College policies, important dates (add/drop, etc.).
 - Can set deadlines and approval process.
 - Previous syllabus auto populated and updated with global template info.
 - Can add help tips to any section for faculty. Help button allows for messaging help desk with 10-15 minute response times during business hours.
 - Course information has data blocks that can be copied to other areas within the syllabus and is all linked so that changes populate everywhere.
 - Built in accessibility checker that walks through any issues.
 - Can integrate COR info such as SLOs from Curricunet. Need to send over supplemental data file every so often.
 - Have API with Canvas to automatically sync assignments. Not sure if Zoom dates can be integrated.

- Palomar uses Follett Discover, does this integrate into SS? As long as the date can be exported and sent to SS.
 - Statements from global template can be edited by instructor if Admin gives permission.
 - Changes made are auto saved, such as Google docs.
 - Can set up due dates and auto reminders. Can set an edit date.
 - Student report lets instructor know if student viewed, 3 of times viewed, % viewed, and last date viewed.
- 2-5-2025: DE Committee conveyed an interest in the tool and a desire to have another opportunity to dig deeper into the tool and ask questions.
- 2-12-2025: Optional session scheduled with Simple Syllabus for DE Committee Members to dive deeper into the tool.
- 2-13-2025: Optional session scheduled with Simple Syllabus for DE Committee Members to dive deeper into the tool.
- 4-25-2025: [Simple Syllabus presentation](#) to ASG.
- 5-2-2025: Chairs and Directors presentation.

FACULTY SENATE

- 12-12-2022, Agenda item: Reviewing a Syllabus (Exhibit 8 and 9) – Falcone- Discuss institutional standards for what must be included in a syllabus and how that is communicated to faculty.
 - Minutes: Senator and TERB Coordinator Kelly Falcone said there aren't any written requirements of what a syllabus should include which makes it difficult to have a proper evaluation of a syllabus. Some departments do have their own syllabus format but a "centralized" format doesn't exist at Palomar. Senator Falcone has done some research which told her that the local Senate should be the body that decides what a syllabus should include. She explained her exhibits and said an institutional standard syllabus can be created and departments will have an opportunity to add their own additional requirements if needed. Several Senators volunteered to be on a workgroup to create the document to bring back to the Senate.
- 5-2-2022 Minutes
 - B. Update on Canvas Security (See Exhibit 4) Senator and DE Coordinator Erin Hiro shared the exhibit outlining concerns and resolutions for curtailing students taking a professor of colors videos and posting it on hate group websites. [\[long minutes- review in boarddocs\]](#)
- 5-9-2022: Agenda item Proposed Syllabus Language re Student Responsibilities – Lawson et al (see Exhibit 3) a. Lawrence Lawson and other volunteers from the work group will present suggested language to curtail unauthorized recordings of class materials by students.
- 5-23-2022: Proposed Syllabus Language re Student Responsibilities – Lawson et al (see Exhibit 5) a. Lawrence Lawson will present for approval the revised suggested syllabus language regarding student use of course materials.
- Faculty senate goals 2023-2024: "To address questions and concerns around faculty responsibilities for office hours, **syllabi content**, and participation in shared governance, the faculty senate will work with the PFF to draft language to communicate responsibilities to all faculty."
- Faculty Senate Goals 2024-2025: "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."

Exhibit 7.2 - Simple Syllabus DE Committee Review & Histori_Tanessa Sanchez

- 4-21-25: Simple Syllabus included in DE Report to the Faculty Senate
- 4-28-25: Faculty Senate approved DE Resolution titled “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.” This includes a requirement to have a course syllabus in Canvas for all courses.
- 5-19-25: Included in the [2025 Distance Education Annual Report](#) to the Faculty Senate.
- Fall 2025: Offer town hall like sessions to gather faculty input on Simple Syllabus.

ASG DISCUSSION

- 4-25-2025: [Simple Syllabus presentation](#) to ASG.
- Well received. Students appreciated the ability to locate syllabi in one place, consistency in messaging and information on the syllabi between courses and faculty, and the ease of students to request/access syllabi after leaving Palomar for university

CHAIRS AND DIRECTORS

- [5-9-25: Presented Simple Syllabus to Chairs and Directors](#)
 - Document provided to Chairs and Directors: [Simple syllabus: syllabus creation, sharing, and management tool](#)
 - [Simple Syllabus Presentation](#)
- Presented an overview of the tool, examples from other colleges, explained how it could benefit faculty, chairs/institution, and students, and then asked Chairs if they think it is something the DE Committee should continue to pursue. The response was positive, with procuring funding being the next step.
- Included the conversation of DE looking at the idea of requiring all courses to use Canvas, at a minimum, to post and house the course syllabus.