



MEETING

2026-01-26

EXHIBITS 1-8.4

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, January 26, 2026

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Brooks, Mary Ellen
Dalrymple, William
Doyle Bauer, Alexandra
Elliott Pham, Heather
Falcone, Kelly
Gushansky, Gene
Jarvinen, Jason
Klinger, Scott
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Mufson, Michael
Pearson, Beth
Reyes, Jazmin (ASG)
Sanchez, Tanessa
Seiler, Karl
Sheaffer, Russell
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Vafaei, Alyssa
Zavodny, Anastasia

AGENDA

1. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes – 12-15-2025 & 12-18-2025

2. Action

- a. Senator Confirmation – (Exhibit 1), Pearson
 - Russell Backman – English
- b. Committee on Committees – (Exhibit 2), Zavodny
- c. Nominations for Senate President 2026-2028 - (Exhibit 3), Pearson
- d. Emeritus Status - (Exhibit 4), Pearson
 - Lillian Payn

3. Information – (Max 5 min each)

- a. ASG Report – No current representative
- b. PRP Timeline Update - (Exhibit 5), Pearson
- c. ASCCC Webinar - Addressing the Challenge of Agentic AI - Policies, Technology, Instruction, Assessment, and Learning Design Webinar - (Exhibit 6), Falcone

4. Discussion - (Max 7 min each)

- a. NEW DE Resolution Adoption of Simple Syllabus - (Exhibits 7.1, 7.2, 7.3)
 - Amended resolution with updated cost proposal
- b. Palomar Presidential Search Update - (Exhibit 8), Pearson

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

December 15, 2025

APPROVED

ATTENDANCE

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

ABSENT: Adriana Guillen, Jazmin Reyes (ASG), Ashley Wolters

GUESTS: Gheni Alba, Matt Grills, Luis Guerrero, Benjamin Mudgett, Alyssa Vafaei

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 2:33 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

ANNOUNCEMENTS

Dr. Benjamin Mudgett announced the first Lavender Recognition Ceremony, scheduled for the spring. It aims to capture graduating students, those transferring, or those completing a certificate this semester; interested students can scan a QR code or email to be added to the invitation interest list. He also announced the grand opening for the new center on April 2nd, running from 11:30 a.m. to 1:00 p.m. The opening will include the announcement of new branding and logos, and the Foundation will officially kick off the Pride Endowment Fund.

Senator Mufson announced two Performing Arts events before the end of the semester. The first is the Holiday Jazz Concert featuring two jazz bands on Wednesday, December 17th at 7:00 p.m. The second is the 60-piece Concert Band performing holiday sounds from around the world on Friday, December 18th at

7:00 p.m. More details are available at Palomarperformance.com.

Luis Guerrero announced the second semester AI Book Club, which will use the second edition of the book *Teaching with AI*. The upcoming sessions on Feb-20, Mar-13, Apr-10 & May-8 will focus on more practical applications. Interested parties must register first before picking up the book at the EDGE Center with Matt.

Senator Siminski announced a rally hosted by CCE during the board meeting tomorrow (Tuesday, December 16th). Jeffery Freitas, the president of CFT, and Carl Williams, the CCE lead for CFT, will be present and giving comments. The media will also be there. Pizza is scheduled for 4:30 p.m., and the rally starts at 5:00 p.m., the same time the board meeting begins. The goal is for the board to hear the rally during the meeting.

Senator Lawson also announced a couple of items on the board meeting agenda, including the long-delayed equity plan, which the board is finally voting on, valued at about \$6.3 million. He also noted that the board asked him to present on BP3000.

Senator Dalrymple announced a reminder that part-time faculty who offered office hours to students this semester need to submit those hours to HR by December 22nd.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Sheaffer/Sanchez

Faculty Senate to approve the minutes for December 8, 2025 as amended.

The motion carried.

Abstentions – 1: Senator O’Brien

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

MSC: Zavodny/Mufson

Faculty Senate to approve the results of the ballot for the Sustainability Master Plan Task Force appointment.

The motion carried.

Sustainability Master Plan Task Force - Brian Roppe (Business), Faculty (25-27)

B. Curriculum Committee – Mellos

No business.

C. New Senator Confirmations – (Exhibits 2.1 & 2.2)

MSC: Klinger/Sheaffer

Faculty Senate to ratify the membership of Gene Gushansky & Alyssa Vafaei to the Faculty Senate

The motion carried.

Term Ending May 2027: Gene Gushansky – Biology

Term Ending May 2026: Alyssa Vafaei – Instructional Design/Accessibility Specialist

INFORMATION

A. ASG Report – No Current Representative

No Report

B. Nominations for Senate President 2026-2028 – (Exhibit 3), Pearson

President Pearson presented information regarding the upcoming election for the Faculty Senate President for the term beginning Fall 2026. The Constitution requires the President to be nominated and confirmed by the second meeting of the spring semester. Pearson noted that the position is typically a two-year term, and her current term ends in May 2026. The President serves as a liaison with the administration and governing board, is on College Council, and interacts frequently with college leaders. Candidates must be elected from within the existing Senate body at the time of the election. If a non-Senate member is interested, they would need to have their name submitted by the first spring meeting to be confirmed as a Senator and eligible for nomination as President.

C. ASCCC Curriculum Regional Meeting – Highlights – (Exhibits 4.1, 4.2, 4.3, 4.4, 4.5), Mellos

Senator Mellos reported highlights from the November 1st ASCCC Curriculum Regional meeting. Key updates from the Chancellor's Office included a new requirement for curriculum committees to have a documented procedure reflecting the new equity, inclusion, and universal design for learning language in the Course Outline of Record. The college plans to roll this out in the spring semester with course reviews, providing training and support.

The Chancellor's Office is phasing out local TOP codes (Taxonomy of Programs) in favor of CIP codes (Classification of Instructional Programs) used elsewhere nationally, and the Curriculum Committee will work to ensure courses have the correct CIP codes.

Regarding attendance accounting, starting Fall 2026, apportionment will be based on units and the total hours associated with those units, rather than the total number of hours for a course. This change creates an issue where the college may not receive apportionment for some courses with lab hours that do not yield enough extra hours to be awarded a unit.

An update on Common Course Numbering (CCN) noted that Phase 1 courses will undergo review in Spring 2026. Phase 2A and 2B curriculum has already been approved, and for Phase 3, templates will be released next semester as they are ready, rather than waiting for all of them. Additionally, the CCN legislation received an extension until 2027, and the decision on whether the phasing continues will be discussed later with legislators.

D. Maverick Updates – (Exhibit 5), Mellos

Senator Mellos provided updates on the Maverick system designed to streamline curriculum processes. The program proposal process for launching new programs now exists within Maverick, replacing a previous Word document submission. Users submit a "Notice of Intent Program Viability" by clicking "Create New Proposal".

Program deactivations are also now managed using a specific button associated with the program listing. A new field has been added for program changes and new programs requiring users to select a math pathway for students, choosing between STEM, business math, or SLAM (Statistics and Liberal Arts Mathematics).

The DEIAA page is being finalized and will launch in the spring. Updates to the DE page streamline the process by reordering fields and adding examples to reduce misunderstandings and the need to return proposals.

E. General Education Progress Report – (Exhibit 6), Mellos, Mudgett

Benjamin Mudgett provided an update on the GE subcommittee's work defining the outcomes for the new General Education area 7. The subcommittee unanimously approved the outcomes, title, and description, striking out language deemed too limiting.

The outcomes focus on Self-Development and Skills Acquisition (applying knowledge into action). The next phase involves developing a rubric, for which a shell has been created.

Discussion centered on Outcome 2, which referenced navigating "major global and technological challenges". Suggestions were made to revise this to explicitly include local, state, or national challenges. Another comment proposed including language about "participating with" those major challenges to capture responsible civic influence, rather than just navigating them. Feedback and comments can be emailed to Ben Mudgett or Vicki Mellos.

F. End of Fall 2025 update on Senate Goals – (Exhibit 7), Pearson

The Senate reviewed progress on goals set at the beginning of the semester.

Regarding the goal advocating for policies that strengthen faculty participation in shared governance, Senator Lawson reported checking with other senates on how they assert the 10+1 purview when challenged.

Pearson noted that conversations about shared governance being optional due to the removal of service points persist, and she anticipates progress on strengthening participation in the spring.

For the goal of having a faculty voice in enrollment and planning, Kelly Falcone's task force also working on examining the student enrollment. The workgroup met with the Outreach team to understand their activities and determine how faculty could support their efforts. Key findings included that Outreach is severely understaffed (3 staff vs. 10 recommended for the college size), resulting in a heavy focus on traditional high school students and little information available on non-credit programs. Faculty need purposeful ways to engage that don't increase workload, and simple suggestions like wearing Palomar gear in the community were highlighted. Advocacy for increased staff investment in outreach is needed to grow enrollment.

For the goal around Dual Enrollment training, Luis Guerrero confirmed meeting with Associate Dean Bongolan, and a plan was established to ensure comprehensive and ongoing training is offered in both semesters, addressing the previous lack of spring offerings. Discussion arose about the need for a feedback loop, specifically a full faculty survey, to gauge how supported faculty teaching dual enrollment feel, especially given changes to the contract.

Regarding the goal around advocating for a College Hour, President Pearson noted progress toward implementing one. However, a senator noted conflicting information, stating that ADAs were instructed to use a schedule block that conflicts with the college hour. This issue affects departments with Lecture Lab classes, such as Arts, CTE, and Sciences. Pearson agreed to investigate the issue and Senate's purview over scheduling blocks.

G. TERB Non-Instructional Evaluation Questions – (Exhibit 8), Pearson

President Pearson presented The TERB committee's new system for non-instructional evaluations, with pilots scheduled for spring. Pearson presented proposed criteria for non-instructional faculty evaluations, which are adaptations of the instructional criteria. Feedback was requested, particularly

from non-instructional faculty or faculty in reassigned time positions, as these forms would also be used for those roles.

A senator from the Counseling department noted they are already spearheading feedback efforts.

The new system includes specific forms for chair/dean questions, self-evaluation questions, and workplace observation questions. A senator raised a critical point from negotiations regarding the instructional forms: deans are specifically excluded from commenting on curriculum or classroom material (criteria 1.1 through 1.6). It was suggested that this exclusion of dean purview might also apply to the corresponding criteria on the adapted non-instructional form.

H. NEW DE Resolution Adoption of Simple Syllabus – (Exhibits 9.1, 9.2 & 9.3), Sanchez

Senator Sanchez noted that this item was brought back as new business due to a significant change in the cost proposal following negotiations. The newest estimated price is estimated to be \$26,764 for the first year, and the annual renewal dropped to about \$21,764.

The resolution aims to help faculty meet accessibility standards and reduce workload by auto-populating syllabi with relevant information. This item was presented as Information and is scheduled to return as Discussion in the first spring meeting, followed by Action.

A senator questioned the process of bringing back a defeated resolution, but it was reiterated that the Faculty Council deemed the price change significant enough to warrant a new discussion. Additionally, it was clarified that Brown Act dictates that a legislative body may reconsider an item that previously failed if the item is clearly listed on a future agenda as a separate, explicit agenda item with the mandatory 72-hour proper notice is given.

The Senate's authority in approving tools was discussed, acknowledging that the syllabus falls specifically under Senate purview due to academic freedom concerns, unlike some other tools that were implemented without a Senate vote.

DISCUSSION

A. Professional Development AI Resolution, (Exhibit 10), Guerrero

Luis Guerrero presented the amended Professional Development AI resolution, incorporating feedback from the previous meeting. Language was added to the "resolve" clauses to explicitly address the negative impacts of AI, including biases and cognitive offload.

The clause regarding adopting AI tools was updated to include "where possible" and define tools as "voluntary," protecting faculty academic freedom and requiring faculty opt-in for activation of tools like PlayLab or Quicker within Canvas.

Guerrero emphasized that the Senate has not yet adopted any AI resolution, and the purpose of this framework is to articulate the faculty voice and vision regarding AI *before* the planned administrative task force begins its work next semester. Senators agreed that this broad resolution acts as a necessary framework alongside the PFF resolution, which focuses on job replacement. It

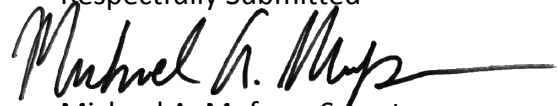
was agreed that adopting guidance sooner rather than later is critical given the daily issues chairs faced in the classroom.

The Senate agreed to move this resolution to Action for the special meeting on Thursday.

A senator suggested adding language addressing special considerations when working with younger students within the dual enrollment program. Luis requested this specific language be emailed to him by Thursday for consideration.

ADJOURNMENT:

The meeting was adjourned at 4:00 pm.

Respectfully Submitted

Michael A. Mufson, Secretary



APPROVED

MINUTES OF THE SPECIAL MEETING OF THE FACULTY SENATE

December 18, 2025

PRESENT: Ben Adams, Mary Ellen Brooks, William Dalrymple, Heather Elliott Pham, Wendy Gideon, Jason Jarvinen, Scott Klinger, Lawrence Lawson, Melissa Martinez, Vicki Mellos, Michael Mufson, Beth Pearson, Karl Seiler, Russell Sheaffer, Nina Shmorhun, Nicole Siminski, Anastasia Zavodny

ABSENT:

GUESTS: Gheni Alba, Matt Grills, Sherehe Hollins, Alyssa Vafaei

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 3:04 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Mufson announced an upcoming EEDCC "Listening to Students" event for Flex Week. The event is designed to be student-centered, recruiting students to share their experiences and stories. Faculty and staff are invited to submit questions that would provide insightful feedback from the student perspective.

Senator Dalrymple announced that the part-time faculty work group distribution of their planned survey will be postponed until next semester to avoid rushing during the holiday period.

Senator Siminski reported on recent Collective Bargaining Agreement (CBA) negotiations, noting that a tentative agreement was signed to increase the number of part-time seats on the Faculty Senate by two, pending further Senate discussion. She clarified that while the Senate is the only committee with part-time seats limited by the CBA, the representation on other committees is left to the discretion of the college's governance structure rather than being restricted by the CBA or funding issues.

AGENDA CHANGES

President Pearson announced that Action Item C (Professional Development Resolution on AI) would be tabled until the first meeting in January. She noted that concerns had been expressed via email and there was insufficient time for a full debate.

APPROVAL OF MINUTES

MSC: Mufson/No Motion

Faculty Senate to approve the minutes for December 15, 2025

The motion was tabled.

ACTION

A. Curriculum Committee – (Exhibit 1), Mellos

MSC: Mufson/Brooks

Faculty Senate to approve the curriculum items presented during the December 17, 2025 Curriculum Meeting

The motion carried.

B. Emeritus Status – (Exhibits 2), Pearson

MSC: Shmorhun/Seiler

Faculty Senate to approve Emeritus Status for Karen Mifflin, Rosa Elvia-Riebel, Tamara Weintraub.

The motion carried.

C. Professional Development Resolution on AI – (Exhibit 3), Guerrero

Tabled.

D. PFF Resolution on AI/Nectir – (Exhibit 4), Lawson, Siminski

MSC: Lawson/Mufson

Faculty Senate to co-sign the PFF resolution on

AI/Nectir.

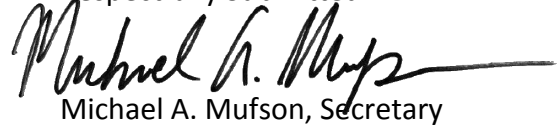
The motion carried.

President Pearson and Senator Lawson introduced the item, noting that the resolution had undergone numerous changes following previous Senate discussions. She expressed her understanding that the body was now prepared to move toward a formal endorsement. It was clarified that PFF had officially approved the resolution on November 13, 2025. By signing on to the document, the resolution would be distributed as a co-endorsed and co-signed statement representing both the PFF and the Faculty Senate.

ADJOURNMENT:

The meeting was adjourned at 3:23 pm.

Respectfully Submitted

A handwritten signature in black ink, appearing to read "Michael A. Mufson", with a long horizontal flourish extending to the right.

Michael A. Mufson, Secretary

Senator Confirmation – Spring 2026

Term Ending May 2028

Russell Backman - English

Exhibit 3 - Senate President Nominations and Duties

Palomar College Faculty Senate President Nominations

Term: Fall 2026-Spring 2028

Background:

Faculty Senate Constitution: Article 4, Section 2:

The Senate shall elect its own President-Elect at the second regular meeting of the spring semester during the last year of the active President's term. The individual elected shall be expected to serve through the remainder of the spring semester as the President-Elect, then shall take office as President for the subsequent two academic years.

President Duties:

Faculty Senate Constitution: Article 4, Section 2:

- I. Shall serve a two-year term and may not be elected to serve more than two consecutive terms.
- II. Shall not publicly vote on any issue before the Senate unless a tie vote exists, or to create a tie.
- III. Shall function as Faculty Senate liaison with the Administration and the Governing Board in relation to college policy.
- IV. Shall serve as the representative of the Senate to the College Council and shall attend all regular meetings of the Governing Board. In emergency situations, a designee can serve in the President's place for no more than one consecutive council or committee meeting and no more than three per school year. The preference of the Senate is for the President to attend all Governing Board meetings, but in the event of special meetings of the Governing Board, the President may elect to send a designee. When there is no scheduled open session, the President may use their discretion about whether to attend. The Senate President shall also serve as Tri-Chair of the Equity, Education, and Student Success Council (EESSC), a member of the Guided Pathways Task Force, and a member of the Budget Committee.
- V. Shall, with the approval of the Senate, together with the Superintendent/President and in accordance with Academic Standards and Practices, identify issues as they

Exhibit 3 - Senate President Nominations and Duties

relate to Academic and Professional Matters, designate the appropriate committee or task force, and establish the membership of that committee or task force.

- VI. Shall further preside at all regular and special meetings of the Senate and meetings of the Faculty Council.
- VII. Shall ensure that all meetings are conducted in accordance with rules formulated by the Senate, except that no Senate rules shall violate any provision of the Constitution, the Bylaws, or The Brown Act, nor shall any revision in the Senate rules take effect until the meeting following its approval. For the regular conduct of meetings, Robert's Rules of Order, Newly Revised shall be employed

Required Committee Membership:

Equity, Education, and Student Success Council (EESSC)

IPRP

College Council

Accreditation Steering Committee

As President Elect: Spring 2026

Faculty Senate Constitution: Article 4, Section 2:

- I. Shall be elected from the Senators.
- II. Shall maintain all regular rights and privileges as a regular member of the Senate.
- III. Shall work with the current Senate President to train for the position of President and establish working relationships with other constituent bodies.
- IV. If the President-Elect is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve the remainder of the term and subsequently assume the role of President.

Exhibit 04 Emeritus Status Confirmation

Emeritus Status Confirmation

Faculty:

Lillian Payn – Full Time Faculty Member for 28 years

Background:

- Emeritus Status shall be granted by formal action of the Faculty Senate to full-time faculty retiring from the District who served for at least twenty years as members of the faculty at Palomar College, with at least ten years of service as a full-time faculty member.
- Emeritus Status may be granted to full-time faculty with at least fifteen years' service to Palomar College provided they receive a majority of the votes cast by the Faculty Senate of Palomar College and meet one or more of the criteria listed below:
 - I. Served on the Faculty Senate for at least two years.
 - II. Served for a total of four years on one or more Faculty Senate Committees.
 - III. Served for a total of six years on any other active (meets at least four times per academic year) college committee.
 - IV. Has demonstrated extraordinary dedication to students and the discipline as evidenced by nomination by five faculty members and a review by an ad hoc committee of the Faculty Senate.
 - V. Five years of service as a Part-Time faculty member at Palomar College.

For the purpose of Emeritus Policy, sabbatical leaves and other leaves of absence are not counted as a break in service when determining eligibility. An individual who has been granted Emeritus Status at Palomar College shall be honored at the graduation ceremonies following the granting of this status and listed by name as Faculty Emeritus in the College Catalog

Exhibit 05 Timeline for ALL PRPs

| TASK | ASSIGNED TO | START | DUE DATE |
|---|-----------------------------|--------------|-----------------|
| Webpage, Forms, and Data Updated | IRP&G | 12/08/2025 | 01/09/2026 |
| Training | IRP&G / Inst. PRP Committee | 01/20/2025 | 02/04/2026 |
| Disciplines/Units Complete PRP Forms | Disciplines/Units | 01/21/2026 | 03/11/2026 |
| Chairs Confirm completion of PRPs | Chairs | 03/11/2026 | 03/13/2026 |
| Peer Review of Comprehensive PRPs; Dean Review | Deans/ Inst. PRP Committee | 03/13/2026 | 04/24/2026 |
| Disciplines Receive Feedback and Make any Changes | Disciplines | 04/24/2026 | 05/08/2026 |
| Dean Sign Off on Final PRP | Deans | 05/08/2026 | 05/22/2026 |
| Vice President Review and Feedback | VPs | 06/01/2026 | 07/11/2026 |

ASCCC Webinar - Addressing the Challenge of Agentic AI - Policies, Technology, Instruction, Assessment, and Learning Design Webinar link

[CCC | Addressing the Challenge of Agentic AI - Policies, Technology, Instruction, Assessment, and Learning Design Webinar - Vision Resource Center](#)

DISTANCE EDUCATION REVISED RESOLUTION #3: Adoption of Simple Syllabus Platform

Approved by DE Committee December 9, 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 **\$26,764.00** for the first year and **\$21,764.00** annually thereafter; and

RESOLVED, That the Faculty Senate support the implementation of Simple Syllabus offered as an opt out option for faculty; and

RESOLVED, That the Faculty Senate supports the private default setting of Simple Syllabus allowing only enrolled students access to the faculty published syllabi unless otherwise selected by the faculty; and

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

DISTANCE EDUCATION REVISED RESOLUTION #2: Adoption of Simple Syllabus Platform

Approved by DE Committee November 19, 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 support the implementation of Simple Syllabus offered as an opt out option for faculty; and

RESOLVED, That the Faculty Senate supports the private default setting of Simple Syllabus allowing only enrolled students access to the faculty published syllabi unless otherwise selected by the faculty; and

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

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.



THE SYLLABUS SYSTEM FOR FACULTY

The Faculty-Focused Syllabus System

Creating engaging, informative syllabi shouldn't be time consuming or difficult, yet on many college campuses, it's just that. Does your institution require the use of complex syllabus templates or constantly changing policy information? Do you spend time uploading or sending your syllabi to multiple locations?

Simple Syllabus was specifically developed to help instructors publish digital syllabi—quickly and easily.

Take Back Your Time

Built using the concept of templates, Simple Syllabus eliminates the need to memorize or maintain every campus policy. Instead, required updates from the Faculty Senate, School/Department Dean, or Curriculum Committee are automatically amended without you having to manually track and edit. Content built for your course automatically carries over as a starting point, from term to term or even section to section if teaching multiple sections within a semester. Done actually means done when using Simple Syllabus since all syllabi are archived centrally—eliminating the need to upload and send files to different places and people across campus.

Work Smarter, Not Harder

Directly integrated with your institution's Learning Management System (LMS), your syllabus will pre-populate with data to save you time. You can eliminate redundant tasks. For example, updates to assignment due dates or points entered into the LMS will automatically be reflected on the syllabus schedule. Data stored within the Student Information System (SIS), such as location, meeting times, or description are also dynamically linked within your documents—no more data entry.

Personalize Your Syllabi

Simple Syllabus gives you the power to build highly personalized, engaging class syllabi by embedding web media such as images, video, audio, and more. Build the syllabus once in Simple Syllabus and it generates a web, mobile, and print version so your students can consume class information across multiple form factors. Using Simple Syllabus you don't have to be accessibility expert to build content that is usable by all students. Simple Syllabus automatically optimizes your content for most screen readers and accessibility applications.

Know Your Learners

Have you ever wondered if a student has read your syllabus? Wonder no more—Simple Syllabus can track student engagement, indicating who in your class has looked at the syllabus, how many times, and how recently. Instructors can also leverage Simple Syllabus' proprietary, Student Confirmation feature. Track the actual percentage a student has read and prompt them upon successful completion to affirm success—all with detailed reporting of the class roster on the backend.

Our Biggest Advocates Are Your Peers

You can tell a lot about a product by what their users say about it. Here's what a few of our partner institutions would like you to know about using Simple Syllabus:

"I think Simple Syllabus is a WINNER! I have created 3 of my 4 syllabi using it and I have found it very easy to use. I was very impressed when it copied the content of one course section to another section automatically and I simply change the section number."

- Steve Dupay, Instructor CCIS Department, Hennepin Technical

"We've found Simple Syllabus to be fantastic! It works very well for showing our students the syllabus for a course, easily pulling it up in the system and it is easy for instructors to submit syllabi."

-Faculty Senate, Southwestern Assemblies of God University

"We are really loving Simple Syllabus and I was really happy with how smoothly the first semester rollout went. For us, Simple Syllabus has been the answer to a number of issues that had become problematic. I love that we can make changes to the master syllabus and easily push these changes to the section syllabi."

-Diane B. Mitschke, PHD, Associate Dean for Academic and Student Affairs, University of Texas Arlington

"What I love about Simple Syllabus, frankly, is how easy it is. I've used a number of syllabus tools in my career, and none has been so streamlined and user-friendly as Simple Syllabus. I love that, from semester to semester, I can log in, make the changes I need, and publish my syllabi for the next term in a matter of minutes."

-Matt Klauza, Instructor, Palm Beach State



THE STUDENT PERSPECTIVE

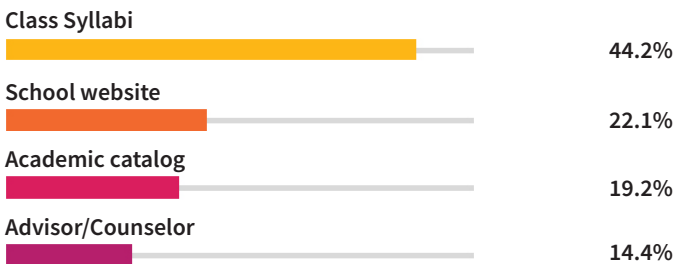
We need our syllabi—and we need them now

A recent survey of college students reveals a heavy emphasis on easy and early access to information concerning their studies. While this is likely not a surprise to most, the resounding strength of that preference certainly can be. The most recent data? Nearly 95% of students believe they should be allowed to browse the class syllabus before enrolling in a course. Yet, only 55% of instructors provide students with a syllabus before the first day of class—long after registration.

Additionally, how students would like to access this type of information is evolving, with 91.4% of students indicating they would like to access class syllabi from their mobile devices. When cross-referenced with school responses, only 16% of institutions provide mobile-optimized syllabi—there appears to be a gap. Once student usage data is assessed, it is easy to understand their focus on syllabus access.

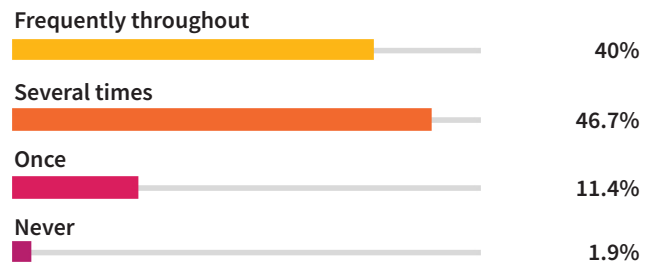
This study highlights how today’s information-driven and on-demand economy has shaped student expectations on how their professors and administrators—and even institutions—communicate with them about their studies. Students perceive the timely delivery of information as a critical component of their academic success. They want information, and they want it sooner rather than later. With the average cost of a credit hour now estimated to be \$689.23, can we blame them?

When asked to rank the most important resource on campus for academic information, students voted at the following rates for each option:



Students viewed the class syllabi as the most important resource for academic information at a rate of two-to-one to the next closest tool, the website.

In addition, the syllabus is used regularly throughout the semester; nearly 90% of students access the syllabus multiple times throughout the term making easy access imperative.



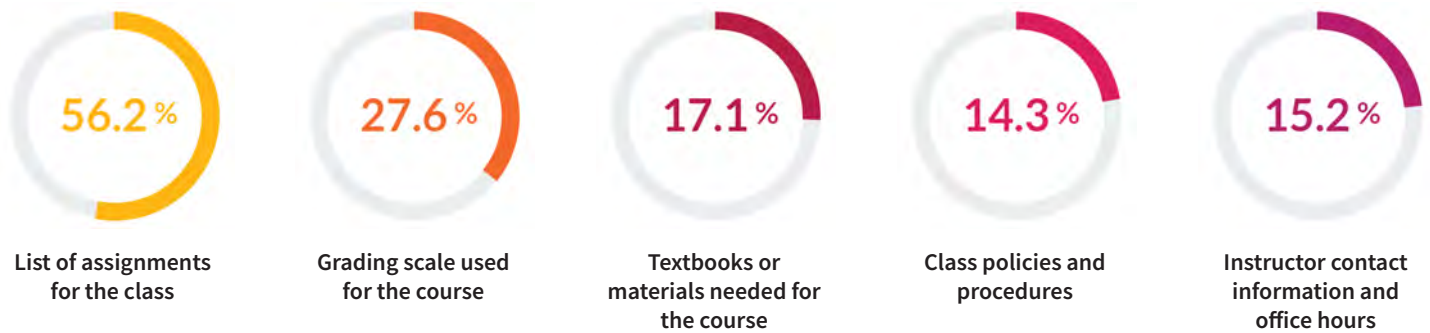
Responses also indicate that access to a class syllabus can be difficult. Surprisingly, more than half of students surveyed said at some point during their academic career that it had been difficult to obtain access to a syllabus for an enrolled class.

Exhibit 7.3 - The Student Perspective on Syllabi_Tanessa Sanchez

Quality Content & Expectations

Statistics on the quality of syllabi appear to have better alignment between student expectations and what is actually delivered, but still show potential issues.

When asked about key areas of course content, students said they had received syllabi at the college level that were missing each of the following:



Of all students surveyed, 70% listed at least one syllabus content item as missing. 54% of those students reported multiple key content areas of the syllabi as missing.

By and large students are looking for even more information up front to ensure their expectations align with the course objectives. Despite the average college syllabus being over six pages long, two out of every three students wish course descriptions provided further detail.

One major theme brought into focus by this study is that today's information-driven and on-demand economy has shaped student expectations on how their professors and administrators—and even institutions—communicate with them. Students perceive that the timely delivery of information is a critical component to their academic success. They want information, and they want it sooner rather than later.



70% of students surveyed had received class syllabi missing key content

Simple Higher Ed is a leading provider of syllabus management and course readiness software for the higher education community. Visit our website to learn more: simplehighered.com.

Simple Higher Ed Resource Library: The Student Perspective

Exhibit 8.1 - Palomar Search Timeline 2026 2

Palomar Community College District Superintendent/President Search and Selection Process Timeline

DRAFT 1/20/2026

| Activity | Date (subject to change) |
|---|--------------------------|
| BOARD MEETING <ul style="list-style-type: none">Board Approves PPL, INC. as Search Firm | January 13, 2026 |
| PPL Consultants meet with key staff from Superintendent/President's Office, Human Resources, Marketing and Public Affairs, to discuss: <ul style="list-style-type: none">Roles and responsibilities of PPL and district staffSearch processDevelopment of search websiteOther preliminary issues to start the search | January 14 – 22, 2026 |
| PPL consultants meet with representatives of constituent groups (Academic Senate, PFF, CCE, AA, CAST, ASG) to discuss: <ul style="list-style-type: none">Composition of the search committeeProcess to identify district opportunities and challenges and personal and professional characteristics of new S/PSearch timeline | January 20, 2026 |
| Spring Semester begins | January 26, 2026 |
| Constituent groups develop recommendations for district opportunities and challenges and professional characteristics of new S/P for review by Search Committee | Jan. 26 – Feb. 20 |
| BOARD MEETING Receive recommendations from PPL consultants developed in consultation with District constituency leaders <ul style="list-style-type: none">Review the search processApprove the composition of the Search Committee and its responsibilitiesConsider tentative timeline | February 11, 2026 |

Exhibit 8.1 - Palomar Search Timeline 2026 2

| | |
|---|---------------------------|
| College Closed | Feb. 13 and 16, 2026 |
| MEETING OF THE SEARCH COMMITTEE <ul style="list-style-type: none">• Mandatory Committee EEO training• Review Committee role and responsibilities• Review draft personal and professional characteristics for the S/P• Review draft District opportunities and challenges• Review search process timeline• Review and sign confidentiality statement | Feb. 23 – 27, 2026 |
| BOARD MEETING <ul style="list-style-type: none">• Adopts minimum and desirable qualifications• Adopts District opportunities and challenges and personal and professional characteristics for the new superintendent/president• Reviews position announcement and search website | March 10, 2026 |
| PPL Consultants work with HR/IT/ Marketing and Public Information staff to finalize position announcement and search website | March 11 – 13, 2026 |
| Spring Break | March 23 – 27, 2026 |
| LAUNCH FORMAL SEARCH Open Application and Recruitment Period | March 16 – April 30, 2026 |
| SEARCH COMMITTEE MEETING <ul style="list-style-type: none">• Finalize application screening criteria and application screening rating form• Finalize interview questions, interview rating form, and interview process | April 2026 |
| SEARCH COMMITTEE REVIEW OF APPLICATIONS Following HR and PPL consultants review of applicants meeting minimum qualifications, Committee given access to candidate applications Committee members individually rank candidates | May 6, 2026 |

Exhibit 8.1 - Palomar Search Timeline 2026 2

| | |
|--|--------------------|
| SEARCH COMMITTEE MEETING Selection of candidates to interview Final review of interview process | May 11 – 15, 2026 |
| PPL consultants do first level media checks on semifinalists selected | |
| COMMENCEMENT | May 22, 2026 |
| SPRING SEMESTER ENDS | May 23, 2026 |
| SEARCH COMMITTEE INTERVIEWS First level interviews with committee and selection of finalists | May 25 – 29, 2026 |
| BOARD MEETING <ul style="list-style-type: none">Closed session review of Search Committee recommendations and determination of finalist interview process | June 9, 2026 |
| Finalists notified and with approval announced | June 10 – 12, 2026 |
| PPL Consultants begin background checking process | |
| FINALISTS VISIT COLLEGE FOR: <ul style="list-style-type: none">Campus ToursMeeting with key constituent group leaders if desiredOpen community/college candidate forums conducted in-person and virtuallyPPL delivers reference reports on finalists to the BoardSpecial Board meeting for interviews with the Board | June 23, 2026 |
| Board Identifies Successful Candidate | |
| Finalize employment contract, Board Representative with assistance from PPL consultants | |
| Appointment of the Superintendent/President Regular Board Meeting | July 14, 2026 |
| New Superintendent/President to start as mutually agreed with the Board | September 1, 2026 |

Exhibit 8.2 - Search Consultants Draft

From the Search Consultants Draft

1. Composition of the Search Committee - The PPL consultants would like to recommend to the Board at its February 11, 2026, meeting that it approve a search committee composition that is based primarily on the College Council, with modifications in the number of managers and students and addition of a member of the college foundation.

4 Faculty - appointed by the Senate and PFF through collaboration

4 Classified - appointed by CCE

2 Students - appointed by ASG

3 Administrators - appointed by AA, including 1 VP and 2 administrators/managers

1 Confidential/Supervisor - appointed by CAST

1 College Foundation member - appointed by Palomar College Foundation

The search committee would be chaired by the Vice President Human Resources (nonvoting).

Appointments would be requested to be made no later than February 13 so the first meeting of the group could be scheduled for the week of February 23 - 27.

2. District Opportunities and Challenges and Personal and Professional Characteristics of New Superintendent/President - PPL consultants recommend that **each constituent group be asked to identify 3-5 opportunities and challenges facing the new superintendent/president over the next 5 years at Palomar College and 5-7 personal and professional characteristics needed for the superintendent/president.** Each group would decide how it wanted to develop those recommendations - surveying its members, working with its board or officers, or other approach. The recommendations of each group would be provided to the PPL consultants **by February 20**, to be collated and presented to the Search Committee at its first meeting in late February.

PPL consultants propose the Search Committee at its first meeting would review the recommendations and reach consensus as to what to present to the Board for action at its March 10 board meeting.

3. Timeline for Search Process - The draft timeline is presented for review and comment. The plan is for the Board to receive the timeline for adoption at its February 11 meeting.

Exhibit 8.3 - Governing Board Exhibits on Presidential Search

Governing Board Exhibits on Presidential Search:

[Exhibit - 2020-21 Presidential Search Process.pdf](#)

[Microsoft Word - Superintendent-President Search - Scope of Services Options](#)

Exhibit 8.4 President Search Hiring Committee Composition Trends

President Position Search – Hiring Committee Breakdown By Year

Proposed 2026 Committee Composition:

