



MEETING

2026-03-09

EXHIBITS 1-7

Agenda 2026-03-09

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, March 9, 2026

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
Barnes, Elijah (ASG)
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
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 – 03-02-2026
- 2. Action**
 - a. Committee on Committees – (Exhibit 1), Zavodny
 - b. Increase in Senate Part Time Membership Collective Bargaining Agreement (CBA) Update – (Exhibit 2), Shmorhun, Dalrymple, Martinez, Siminski
 - Discussion on Senate's choice to increase part time faculty membership based on CBA approval.
- 3. Information – (Max 5 min each)**
 - a. ASG Report – Barnes
 - b. Faculty Senate Award Selection Committee/Work Group – (Exhibit 3), Pearson
 - Faculty Service and Faculty Senate Scholarly & Professional Achievement Awards
 - c. Proctoring POPS & Makeup Testing Services Update/Guidance - (Exhibit 4), Shmorhun
- 4. Discussion - (Max 7 min each)**
 - a. ASG Student Voice on Faculty Senate Priorities and Student Success Survey- (Exhibit 5), Pearson
 - b. 2025-2026 Senate Goals Update - (Exhibit 6), Pearson
 - c. Faculty Senate AI Policy Brainstorming - (Exhibit 7), 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

March 2, 2026

APPROVED

ATTENDANCE

PRESENT: Ben Adams, Russell Backman, Mary Ellen Brooks, Alexandra Doyle Bauer, William Dalrymple, Heather Elliott Pham, Gene Gushansky, Jason Jarvinen, Scott Klinger, Lawrence Lawson, Vicki Mellos, Michael Mufson, Beth Pearson, Karl Seiler, Nina Shmorhun, Nicole Siminski, Alyssa Vafaei, Ashley Wolters, Anastasia Zavodny

ABSENT: Elijah Barnes (ASG), Kelly Falcone, Melissa Martinez (Zoom), Tanessa Sanchez, Russell Sheaffer (Zoom)

GUESTS: Gheni Abla, Matt Grills, Sherehe Hollins, Ben Mudgett

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 2:32 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Mufson announced the opening of Stephen Sondheim's musical *Into the Woods* this Friday. He noted that over 100 people auditioned and encouraged attendance.

President Pearson announced that the Distinguished Faculty Award Committee is now accepting nominations. Additionally, the Faculty Senate awards call for nominations will be announced next week. She requested that senators consider serving on the Senate committees to determine the winners of these awards.

Minutes 2026-03-02 - Approved

Senator Nina Shmorhun announced that the Fossil Club is hosting the Lead Paleontological Preparator from the San Diego Natural History Museum on Tuesday, March 3, from 4:15 to 5:15 p.m. in NS-131

AGENDA CHANGES

President Pearson noted that there would be no Committee on Committees business. Additionally, the dual enrollment discussion item was tabled until the following week.

APPROVAL OF MINUTES

MSC: Shmorhun/Gushansky

Faculty Senate to approve the minutes for February 23, 2026 as amended.

The motion carried.

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

No Business.

B. Pride Center Faculty Coordinator Job Description Update – (Exhibit 2.1, 2.2 & 2.3), Mudgett

MSC: Shmorhun/Klinger

Faculty Senate to approve the Pride Center Faculty Coordinator Job Description Update.

The Motion Carried.

INFORMATION

A. ASG Report, Barnes

No Report.

Minutes 2026-03-02 - Approved

B. Review Senate Reassigned Time Positions Available Next Academic Year - (Exhibit 3)- Pearson

President Beth Pearson presented a chart of Faculty Senate positions that receive reassigned time for review.

It was noted that the Credit for Prior Learning position is currently up for renewal leaving a critical vacancy that needs to be filled.

During the review, a Senator inquired if other positions should follow the Pride Center's lead by moving to three-year terms; in response, Senator Zavodny suggested that Curriculum and Sabbatical seats should align their terms with existing three-year faculty seats. President Pearson agreed to reach out to those committees to discuss potential term changes.

It was recommended adding a column to the chart to specify which roles must be held by currently serving senators to aid in what kind of recruitment is needed for those positions.

The conversation then shifted to the "Senate pot" of reassigned time, which currently funds a special project on Artificial Intelligence (AI). There was expressed concern regarding the "explosion" of AI, noting that bots can now personalize responses and essentially take entire courses, making authentic asynchronous online assessment nearly impossible.

Senators highlighted a growing tension where administration pushes for online, asynchronous modalities for enrollment efficiency, even when faculty feel it conflicts with effective teaching practices. Senator Siminski and Senator Shmorhun advocated for a Senate-led workgroup or task force to address these AI challenges. To support this, a Senator suggested creating a SharePoint repository for faculty to share research and articles to inform their departments.

C. Updates: Interim VPI Hiring Process – (Exhibit 4) Shmorhun/Pearson

President Pearson provided an update on the Interim VPI hiring process, explaining that HR has insisted on following the "interim row" of AP 7120, despite past precedents. The committee, chaired by Nick Mata, will include three total faculty members. President Pearson noted that she sent forward a list of additional Senate-voted volunteers, urging the chair to select the next individuals in line for the additional seats.

D. Clarify vote counting (see Senate Bylaws- Voting) - (Exhibit 5), Mufson

The Senate reviewed the voting bylaws during the announcements to clarify voting because a simple majority of those present is required for an action to pass, abstentions effectively function as "no" votes. This clarification stemmed from the previous meeting where a non-credit photography course failed to pass partially due to high abstention counts.

DISCUSSION

A. Dual Enrollment - (Exhibit 6), Bongolan – TABLED FOR DISCUSSION TO THE NEXT REGULAR MEETING OF THE FACULTY SENATE.

Tabled.

B. Increase in Senate Part Time Membership Collective Bargaining Agreement (CBA) Update – (Exhibit 5), Shmorhun Dalrymple, Martinez, Siminski

The Senate discussed several options for increasing part-time membership following the approval of new Collective Bargaining Agreement (CBA) funding. Many senators spoke in favor of Option 1, which adds two part-time seats (for a total of six) while retaining all 23 full-time seats, arguing this move respects full-time representation while progressing toward parity.

There was some expressed interest in the at-large concepts in Options 3 and 4 to help fill chronic vacancies. However, some Senators voiced concerns that at-large seats could be filled by full-time faculty, which would result in leaving the designated CBA funding "on the table" and further skewing the ratio away from parity.

There was a proposed compromise where designated part-time seats could be opened to all faculty only after remaining vacant for several calls.

C. Constitution Review Committee Updates – (Exhibit 6), Shmorhun, Dalrymple, Martinez

The Constitution Review Committee (CRC) sought feedback on several governance updates, beginning with the standardization of terminology. There was a discussed general consensus to use the term "committees" for all bodies reporting to the Senate, reserving "subcommittees" only for groups nesting within a larger committee, such as the GE subcommittee under Curriculum.

The Senate also agreed that part-time faculty must be included in all campus-wide opinion polling.

A significant discussion followed regarding the eligibility of leadership roles, with some senators advocating for a co-presidency model to ensure both voices are represented simultaneously.

Another Senator noted that while a co-presidency was popular in surveys, it would require negotiated release time and a clearly defined division of duties.

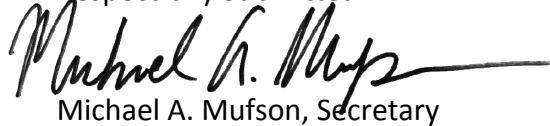
There was a suggestion towards opening the Vice President role to part-time faculty as a step toward this model.

Minutes 2026-03-02 - Approved

ADJONRNMENT:

The meeting was adjourned at 3:5 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

Exhibit 2.1 SenatePTMembershipIncrease (002)

Faculty Senate Bylaw Updates: CBA Part-Time Senators

Background

Anonymous survey/poll was sent to all full-time (FT) and part-time (PT) faculty in Spring 2024 (deadline to complete was May 15th, 2024)

- Senate Constitution (at the time, the constitution was not split into constitution/bylaws) and links to meeting minutes from previous discussions were provided directly within the survey for reference
- **Total Responses = 138**
 - FT Faculty: 64% (n=87)
 - PT Faculty: 36% (n=50)

Survey Question I: “Should Faculty Senate convert some full-time seats to part-time seats?”

- Yes → 47% (n=64)
- No → 34% (n=47)
- No Preference → 19% (n=26)

Survey Question II: “Should Faculty Senate add (or convert existing seats to) at-large senator seats that could be filled by either full-time or part-time faculty?”

- Yes → 46% (n=63)
 - No → 26% (n=36)
 - No Preference → 28% (n=38)
-

Faculty Senate Composition Options (for Senate consideration)

Option 1: Faculty Senate adds two PT seats (increases senate body)

- 23 FT
- 6 PT

Option 2: Faculty Senate converts two FT seats to PT seats

- 21 FT
- 6 PT

Option 3: Faculty Senate adds two at-large seats (can be filled by PT and FT faculty)

- 23 FT
- 4 PT
- 2 at-large (PT/FT eligible)

Option 4: Faculty senate converts two FT seats to At-Large seats (can be filled by PT and FT faculty)

- 21 FT
- 4 PT
- 2 At-Large (PT/FT eligible)

Background Information on Faculty Senate Part-Time Faculty Seats

ARTICLE 2: FACULTY SENATE MEMBERSHIP & COMPOSITION SECTION 1: COMPOSITION

The Senate shall consist of the immediate past president of the Senate, the faculty co-chair of the Curriculum Committee, and 23 full-time Faculty, tenured or probationary, **and four are part-time**. All are elected from their respective Faculty body. Ex-officio members, the past president and Curriculum co-chair, have voting privileges and act as Senators, but are not individually elected. President, Vice-President, and Secretary are always elected from within the existing Senate body at the time of election for officers. In the event that a sitting Senator is elected to a two-year term as Faculty Senate President with one year remaining in their Senate term, the Senate membership will consist of 30 members for one year. In addition, the ASG has a named position with an advisory vote.

Exhibit 2.3 FacultySenateCompositionOptions

Faculty Senate Composition Options (for Senate consideration)

Option 1: Faculty Senate adds two PT seats (increases senate body)

- 23 FT
- 6 PT

Option 2: Faculty Senate converts two FT seats to PT seats

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Option 3: Faculty Senate adds two at-large seats (can be filled by PT and FT faculty)

- 23 FT
- 4 PT
- 2 at-large (PT/FT eligible)

Option 4: Faculty senate converts two FT seats to At-Large seats (can be filled by PT and FT faculty)

- 21 FT
- 4 PT
- 2 At-Large (PT/FT eligible)

Option 5: Faculty Senate composition remains the same. No seats added or converted.

- 23 FT
- 4 PT

Exhibit 03.1 award descriptions

Faculty Service Award

The purpose of the Faculty Service Award is to recognize on a yearly basis one faculty member who has provided noteworthy service to Palomar College through creativity, inspirational leadership, or dedicated effort at tasks other than normal teaching, counseling, and librarian duties.

Eligibility is open to:

- Any faculty member who has served on Senate, PFF, or campus-wide committees.
- Any faculty member who has not received the award during the last three years. (Anastasia Zavodny, Nicole Siminski, Shelbi Hathaway, Hossna Sadat Ahadi, and Lawrence Lawson are not eligible.)
- Any faculty member who is not currently a member of the Faculty Council. (Current Council members are Beth Pearson, Anastasia Zavodny, Michael Mufson, Nina Shmorhun, and Kelly Falcone).

Award Description: The name of the winner will be engraved on a plaque.

Nomination Process: Please nominate individuals who qualify for this award by sending a supporting statement detailing the reasons for the nomination to both the Faculty Senate President (bpearson@palomar.edu) and the Senate Office (senateoffice@palomar.edu).

Faculty Senate Award for Scholarly and Professional Achievement

Guidelines and Criteria for the Faculty Senate Award for Scholarly and Professional Achievement

Achievements include but are not limited to:

- Professional writing of
 - scholarly books or monographs
 - articles, discussions, or reviews for academic or professional journals
 - textbooks
 - commercial books or magazine articles on discipline-related or other academic subjects
 - works of literature, such as fiction and poetry
- Editing of:
 - academic or discipline-related anthologies
 - academic or other professional journals
- Creating computer programs to:
 - facilitate research
 - support instruction
- Conducting other research, professional, or discipline-related activities such as fieldwork, museum support, and laboratory work. This category includes composition work by musicians, creation of art projects by artists, and comparable activities in other areas.
- Furthering research opportunities and professional activities for others.

Criteria for Judging

- RECENCY: Only work and research conducted or publicly shared within 3 years from the date of submission will be considered.
- REACH: how and where this work was published or publicly shared.
- SUPPORTING DOCUMENTATION: nominees must provide a clear, concise (under 200 word) narrative explanation of how their submitted materials meet the guidelines for the award (1-5 above) and share any awards or other honors won in relation to the relevant project.

Exhibit 03.1 award descriptions

Award Selection: A Senate advisory group will evaluate the nominations and make recommendations to the Senate. The Faculty Senate votes on the nominees for the award and retains the right to give this award at its discretion.

Award Description: A personal plaque shall be awarded to the recipient of the Faculty Senate Award for Scholarly and Professional Achievement, and an annually engraved plaque shall be maintained on exhibit at the Library.

Nomination Process: Send an email both the Faculty Senate President (bpearson@palomar.edu) and the Senate Office (senateoffice@palomar.edu). In the email state: I nominate [insert faculty member name and department] of the Palomar College Faculty for the Faculty Senate Award for Scholarly and Professional Achievement (formerly the Faculty Research Award). I nominate this person or persons for the following scholarly or professional achievements: [insert detailed rationale as it aligns to the award criteria]. Do not submit any supporting materials, these materials will be requested of the nominee by the senate advisory group.

Exhibit 03.2 award descriptions

Faculty Service Award

The purpose of the Faculty Service Award is to recognize on a yearly basis one faculty member who has provided noteworthy service to Palomar College through creativity, inspirational leadership, or dedicated effort at tasks other than normal teaching, counseling, and librarian duties.

Eligibility is open to:

- Any faculty member who has served on Senate, PFF, or campus-wide committees.
- Any faculty member who has not received the award during the last three years. (Anastasia Zavodny, Nicole Siminski, Shelbi Hathaway, Hossna Sadat Ahadi, and Lawrence Lawson are not eligible.)
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- Professional writing of
 - scholarly books or monographs
 - articles, discussions, or reviews for academic or professional journals
 - textbooks
 - commercial books or magazine articles on discipline-related or other academic subjects
 - works of literature, such as fiction and poetry
- Editing of:
 - academic or discipline-related anthologies
 - academic or other professional journals
- Creating computer programs to:
 - facilitate research
 - support instruction
- Conducting other research, professional, or discipline-related activities such as fieldwork, museum support, and laboratory work. This category includes composition work by musicians, creation of art projects by artists, and comparable activities in other areas.
- Furthering research opportunities and professional activities for others.

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Palomar College Online Proctoring and Make-up Testing Services

Faculty Senate Information Item, Spring 2026

Palomar Online Proctoring Services (online fully asynchronous courses only):

I. To utilize the Palomar Online Proctoring Services (POPS):

- Faculty must proctor at least one online proctoring session for each exam and require/request students to attend at that time.
- Exam dates (and times, if applicable) must be listed within the syllabus, submitted at the start of the Spring semester*
- Applicable only for students that are unable to attend during the scheduled exam dates and times listed by the faculty member or that miss the scheduled session due to extenuating circumstances.
- For faculty needing POPS for Spring 2026 (e.g. Midterm/Final Exams), scheduling requests should be submitted ASAP

* Beginning Spring 2026, exact exam dates (and times, if applicable) must be listed in both the syllabus and class notes.

II. Online Proctoring Resources:

- ["Faculty Guide: How to Create an Online-Proctored Canvas Quiz"](#)
- [Frequently Asked Question \(FAQ\): "How do I use the Zoom all-screens mode for proctoring?"](#)
- ["Student-Guide: What To Expect When Taking an Online-Proctored Quiz"](#)
- "My discipline has some specific needs for online proctoring. Who can I talk to about that?"
 - Please contact **Alex Cuatok** (acuatok@palomar.edu), Tutoring Services, Tutoring Manager

Exhibit 4 Proctoring and MakeUpTest Guidance_SP26

In-Person Make-up Testing

(for hyflex, in-person, and partially online courses with in-person tests only)

Please be sure to reference each campuses Teaching Learning Center (TLC) in-person, make-up test procedures as guidance may vary from campus-to-campus.

Table 1: Make-up testing location, availability, and links to request form

Location	Times	Make-up Test Form
Escondido TLC	Monday to Thursday 8:00AM to 6:00PM	Escondido TLC Make-up Test Request Form
Fallbrook TLC	Monday to Thursday 8:30AM to 1:00PM 2:00PM to 4:30PM	Fallbrook TLC Make-up Test Request Form
Rancho Bernardo TLC	Monday to Thursday 7:30AM to 6:00PM	Rancho Bernardo TLC Make-up Test Request Form
San Marcos MSLC	Monday to Thursday 8am-8pm Friday 8am-2pm Saturday 9am-1pm	San Marcos Campus, Make-up Test Form, Math Department (Only) San Marcos Campus, Make-up Test Form, All Other Departments

Student Voice on Faculty Senate Priorities and Student Success

* This form will record your name, please fill your name.

1. Before this survey, how familiar were you with the Faculty Senate and its role at the college?

- ☐ Very Familiar
- ☐ Somewhat Familiar
- ☐ Aware of it, but not sure what its role is
- ☐ Not familiar at all

2. Where do you usually learn about Faculty Senate actions or decisions (if anywhere)?

- ☐ ASG communications
- ☐ Faculty/instructors
- ☐ Meetings or presentations
- ☐ I don't receive information about Faculty Senate decisions
- ☐ Other

3. In what ways would you like to see Faculty Senate and ASG collaborate more?

- ☐ Joint advocacy on student issues
- ☐ Shared presentations or forums
- ☐ Policy development
- ☐ Communication to students
- ☐ Regular consultation or check-ins
- ☐ Other

4. Which student issues should be *top priorities* for the Faculty Senate moving forward? (Choose your top 3)

Please select at most 3 options.

- ☐ Academic policies
- ☐ Faculty awareness of student needs and challenges
- ☐ Equity and access for disproportionately impacted students
- ☐ Online and hybrid learning quality
- ☐ Communication and transparency around academic decisions
- ☐ Transfer pathways
- ☐ Classroom climate
- ☐ Use of technology and AI in learning
- ☐ Other

5. How effective was your first-year experience in helping you feel academically prepared and connected to faculty?

- ☐ Very effective
- ☐ Somewhat effective
- ☐ Neither effective nor ineffective
- ☐ Somewhat ineffective
- ☐ Very ineffective

6. Which faculty actions were most helpful during your onboarding/first year? *(Select all that apply)*

- ☐ Clear syllabi and expectations
- ☐ Timely communication and feedback
- ☐ Approachability and willingness to answer questions
- ☐ Encouragement to attend office hours
- ☐ Guidance on academic resources (tutoring, counseling, support services)
- ☐ Inclusive and welcoming classroom environments
- ☐ Flexibility when navigating challenges
- ☐ Encouraging students to ask questions and participate
- ☐ Providing guidance on academic resources (tutoring, counseling, support services)
- ☐ Offering clear organization and structure in the course
- ☐ Using technology effectively (Canvas, announcements, recordings, etc.)
- ☐ Explaining college processes (add/drop, withdrawals, academic standing, etc.)
- ☐ Demonstrating care for student learning beyond just grading
- ☐ Other

7. If you experienced challenges during your first year, in which areas did you feel *least supported* by faculty?

- ☐ Unclear or inconsistent syllabi and course expectations
- ☐ Limited guidance on how to succeed in the course
- ☐ Delayed or minimal feedback on assignments
- ☐ Difficulty contacting faculty or receiving responses
- ☐ Faculty felt unapproachable or intimidating
- ☐ Little to no encouragement or information to attend office hours
- ☐ Limited flexibility or understanding when challenges arose
- ☐ Minimal guidance on academic resources (tutoring, counseling, support services)
- ☐ Course felt disorganized or lacked clear structure
- ☐ Limited use of technology
- ☐ Unclear grading criteria or expectations
- ☐ Classroom environment felt unwelcoming or exclusionary
- ☐ Assignments lacked clear instructions, examples, or rubrics
- ☐ I did not experience challenges with faculty support
- ☐ Other

8. How do you feel about the idea of a designated "College Hour" built into the schedule where no classes are held? (This time would be used for student events, club meetings, office hours, and time to catch up on academic or college-related work.)

- ☐ Very supportive
- ☐ Supportive
- ☐ Neutral / unsure
- ☐ Not supportive
- ☐ Strongly opposed
- ☐ I need more information

9. If a College Hour were implemented, how would you most likely use it? (Select all that apply)

- ☐ Attend student events or campus programming
- ☐ Participate in club meetings or leadership activities
- ☐ Meet with faculty during office hours
- ☐ Meet with counselors or support services
- ☐ Catch up on coursework or studying
- ☐ Catch up on emails or administrative tasks
- ☐ Take a break / decompress
- ☐ I would not personally use it
- ☐ Other

10. What concerns, if any, would you have about implementing a College Hour? *(Select all that apply)*

- ☐ Impact on work schedules
- ☐ Scheduling conflicts (labs, clinicals, evening students, etc.)
- ☐ Reduced instructional time
- ☐ Commuting or childcare challenges
- ☐ Would not impact me personally
- ☐ Other

11. Is there anything else you would like to share about the relationship between students and the Faculty Senate, or how the Faculty Senate can better support students?

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

Exhibit 6 senate goals update rev01

Find ways the faculty senate can have a voice in increase enrollment planning and improving enrollment at Palomar College.	There is a senate workgroup that has had several productive meetings to identify places faculty could have a role as well as a larger group (Student journey from enrollment to completion) that is working to identify strategies.
Advocate for a staffing plan to support the existing college and growth in enrollment.	Senate leadership has continued to advocate for a staffing plan and intends to invite CTE back to senate to get an update on the situation.
Decisions involving institutional technology impact the teaching environment, yet it is unknown how faculty voice is included when decisions are made. For example, the decision to limit Adobe licenses or reduce PT Faculty from full Micrososfto licenses to limited microsoft licenses. Determine how we can ensure faculty voice is included in institutional technology decision making and also ensure all technology decisions are clearly communicated to faculty.	Senate has passed a resolution on the issue and has invited the new Director of IS to meet with senate in the coming weeks.
Class notes need to be accurate for students. This means that part-time faculty must be assigned courses to ensure class notes can be included that align with their teaching practices. This is necessary to ensure students have the correct information when registering. Current practices negatively impact both PT faculty and students.	Senate leadership has addressed this issue with administrators.
Advocate for parity in all instructional assignments to address inequity in pay for Part-time Faculty and FT overload assignments.	In Progress
Explore various options for equivalency processes across the CCC's and compare the processes with Palomar's subcommitte process in order to make a recommendation for a process that would be more effective and efficient.	In Progress

Exhibit 6 senate goals update rev01

Identify how to use the AI resources, specifically the AI courses, developed by the AI Taskforce to address the challenge and opportunity of AI in teaching at Palomar College.	In Progress
Develop a set of guidance and resources for proctoring in in-person, online and hybrid courses at Palomar College.	Senate leadership continues to advocate for guidance on this issue and a special projects faculty position is currently conducting research on different solutions.
Identify and offer professional development to faculty who teach Dual Enrollment courses	In Progress
Dual Enrollment: Policies..Wouldn't this align to 10+1 item 5 (standards or policies related to student preparation and success?)	In Progress
Understand what faculty senate is doing well to represent faculty interests and how can we improve on that goal.	Survey emailed
Advocate for policies that increase and validate faculty participation in shared governance. [note: I am not actually sure what we are wanting with this one. Is the aligning to the issue of FT Faculty not participating in shared governance? If so, suggestion to rewrite as: "Advocate for the PFF to re-add the following language to the contract: 'Each full-time faculty member is required to participate in the governance, operation and representation of the College'"	Not Started
Advocate for a College Hour to increase faculty voice in shared governance.	College Hour is being established
Develop and implement an agenda request form for the faculty senate.	Completed
Increase student voice in faculty senate goals, decisions and direction.	Not Started
Tighten the flow of information during senate meetings toward the goal of meeting efficiency.	In Progress
Update the Faculty Senate Constitution and Bylaws to reflect the current practices and needs.	In Progress

Exhibit 6 senate goals update rev01

Develop a way to track the progress of senate goals.	In Progress
Make a decision in consultation with the PFF in regards to the DE Committee resolutions recommending the required use of Canvas for all courses including syllabi and grades at a minimum	In Progress
Explore the use of governance versus operational committees at other community colleges and analyze our own subcommittee structures.	Not Started
Explore how other community colleges assert their 10+1 purview in shared governance. How do they respond to actions and choices that infringe on their purview?	Not Started
Analyze Faculty representation on senate subcommittees.	Not Started

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Syllabus Statement Templates

(Draft Version 2, Updated March 3rd, 2026)

Instructions for Faculty: Please select and customize one of the following AI policy statements for your syllabus based on your course goals and pedagogical approach. As AI is a very fast-changing field, this guidance will be updated at the beginning of every semester (Fall, Spring, and Summer). Please retrieve the updated version of this document one week before the start of each semester.

Six Use Cases Included:

- **Use Case 1:** Limited AI Use (Exploratory) — *Students explore AI tools in specific, instructor-guided contexts.*
- **Use Case 2:** No AI Use Permitted — *All AI tools are prohibited; ambiguous tools are clarified.*
- **Use Case 3:** Full AI Use Permitted — *AI is freely permitted with citation and responsibility requirements.*
- **Use Case 4:** AI Use for Specific Tasks Only — *AI is permitted only for instructor-designated tasks.*
- **Use Case 5:** AI Use with Mandatory Reflection — *AI use requires a formal Disclosure and Reflection Statement.*
- **Use Case 6:** AI Use Encouraged — Skill-Building — *AI literacy is treated as a core course competency.*

Exhibit 7 Palomar_AI_Use_Policy_Statements_V2

Syllabus Statement #1: Limited AI Use (Exploratory)

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Artificial Intelligence (AI) can be a powerful tool—much like a search engine or a calculator. While it can enhance our capacity to learn, it can also interfere with it. In this course, you will be asked to explore AI tools in specific, guided contexts so that you can develop the judgment to use them effectively and ethically.

We will examine how AI works, what its limits are, and how to use it responsibly. A key part of that exploration is learning to recognize when AI produces “hallucinations”—plausible-sounding but incorrect or fabricated information.

Permitted Uses of AI

AI tools may be used only for the following purposes in this course:

- **Brainstorming:** Generate ideas for a paper, research questions, or a project.
- **Thought Partner:** Ask AI to explain difficult concepts or generate practice questions.
- **Refine:** Summarize your own notes or check grammar after you have completed your writing.

Prohibited Uses of AI

The following uses of AI are not permitted in this course:

- Writing, drafting, or substantially editing any papers or assignments.
- Solving mathematical problems or completing graded calculations.
- Generating graphs, plots, or data visualizations for submission.
- Using any AI tool on an assignment unless the instructor has explicitly stated it is permitted for that assignment.

Privacy and Data Security

Never enter **personally identifiable information**, student records, health data, passwords, or any other sensitive information into AI tools. Doing so may violate **FERPA** and Palomar College’s data privacy policies. Similarly, do not upload copyrighted course materials (slides, assignment prompts, readings) to AI platforms without instructor permission.

Citation Requirements

When AI (text, code, images, video, audio, or translation) was used in your submission, follow these guidelines:

- **Cite All AI Use:** Like citing an article, book, or website, you must cite **all** AI use—including ideas, images, or data generated by AI. Refer to Canvas for Palomar College’s AI citation formats.

Exhibit 7 Palomar_AI_Use_Policy_Statements_V2

- **Retain Your Process:** Keep notes, drafts, or AI chat logs that show your thinking and how you used or modified AI output. Your instructor may request this evidence.
- **Default for Assignments:** Unless specifically stated otherwise, submitted work should reflect your own thoughts, words, and creation.

AI and Academic Dishonesty

Unauthorized use of AI constitutes academic dishonesty under **Palomar College's Student Code of Conduct (AP 5500)**. Violations will result in an 'F' on the assignment and a referral to the **Office of Student Life and Leadership** for further action.

When in doubt about whether AI is permitted for a specific task, ask your instructor before submitting. For questions, refer to Canvas or message your instructor.

Instructor Customization Note:

Consider specifying the following in your course:

- *Which specific AI tools are permitted or recommended for designated activities.*
- *Whether both AI-generated content and AI-assisted work are acceptable, and in what contexts.*
- *How you will communicate which specific assignments permit AI exploration.*
- *Whether students are expected to share their AI interaction logs or write a brief reflection.*

Exhibit 7 Palomar_AI_Use_Policy_Statements_V2

Syllabus Statement #2: No AI Use Permitted

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

In this course, AI tools—including chatbots, writing assistants, image generators, code-completion tools, and AI-powered translation services—are not permitted. This policy is designed to protect the integrity of your learning: the skills you build in this course can only be developed through your own sustained practice and thinking.

Note that many everyday tools—including grammar checkers, some search engines, and accessibility features—now include AI components. If you are unsure whether a tool qualifies as AI under this policy, ask your instructor before using it.

What This Means for Your Work

All submitted work must be entirely your own. This applies across all modalities:

- **Written work:** All text must be written by you. AI writing and editing tools are not permitted.
- **Code:** All code must be written by you. AI code generation or completion tools (e.g., GitHub Copilot, ChatGPT) are not permitted.
- **Visual content:** Images, diagrams, and charts must be created by you or properly sourced—not AI-generated.
- **Translation:** AI translation tools are not permitted. If English is not your primary language and you need support, please speak with your instructor about available campus resources.

A Note on Detection

Instructors may use a variety of methods to evaluate the authenticity of submitted work. Be aware that AI detection tools exist, though no tool is perfectly reliable. The best way to demonstrate your work is your own is to maintain notes, outlines, and drafts throughout your process—and to be prepared to discuss your work in person if asked.

Privacy and Data Security

Never enter **personally identifiable information**, student records, health data, passwords, or any other sensitive information into AI tools. Doing so may violate **FERPA** and Palomar College's data privacy policies. Similarly, do not upload copyrighted course materials (slides, assignment prompts, readings) to AI platforms without instructor permission.

Citation Requirements

If you have received instructor permission to use any AI tool in an exceptional circumstance, you must follow these citation guidelines:

- **Cite All AI Use:** Any authorized use of AI must be cited, just as you would cite an article, book, or website. Refer to Canvas for Palomar College's AI citation formats.

Exhibit 7 Palomar_AI_Use_Policy_Statements_V2

- **Retain Your Process:** Keep notes, drafts, or AI chat logs as evidence of how any authorized AI use contributed to your work.
- **Default for Assignments:** All submitted work should reflect your own thoughts, words, and creation unless the instructor has explicitly stated otherwise in writing.

AI and Academic Dishonesty

Unauthorized use of AI constitutes academic dishonesty under **Palomar College's Student Code of Conduct (AP 5500)**. Violations will result in an 'F' on the assignment and a referral to the **Office of Student Life and Leadership** for further action.

If you have any doubt about whether a tool is permitted, ask your instructor before submitting.

Instructor Customization Note:

Consider specifying the following in your course:

- *Whether any narrow exceptions apply (e.g., built-in spell check vs. a full AI writing assistant).*
- *How you will communicate this policy clearly on each assignment prompt in addition to the syllabus.*
- *How you will support students who rely on accessibility tools that may include AI features.*
- *Whether you plan to require process documentation (drafts, outlines) as evidence of original work.*

Syllabus Statement #3: Full AI Use Permitted

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Artificial Intelligence (AI) is reshaping the professional landscape across virtually every field. In this course, you are encouraged to use AI tools as part of your learning—with the goal of becoming a skilled, critical, and ethical AI user. That capability is increasingly expected in the workforce and in higher education.

Just as professionals use calculators, spreadsheets, search engines, and reference tools, AI is a resource that requires judgment to use well. Using it effectively—and knowing when not to—is itself a learnable skill.

How You Are Encouraged to Use AI

- **Research and Exploration:** Use AI to gather background information or explore a topic. Always verify AI-generated claims against credible, primary sources—AI tools can produce errors and hallucinations.
- **Writing Assistance:** Use AI to brainstorm, draft, or edit your writing. Your final submission should still reflect your own analysis and voice.
- **Coding and Technical Tasks:** Use AI code assistants to write, debug, or explain code. You must understand what the code does and be able to explain it.
- **Learning and Practice:** Use AI as a tutor—ask it to explain concepts, create practice problems, or give feedback on your drafts.
- **Critical Evaluation:** Actively identify errors, biases, and hallucinations in AI output. Learning to spot AI's limitations is as valuable as learning to use its strengths.

Your Responsibility Remains

Full AI use does not reduce your responsibility for the quality, accuracy, and originality of your work. You are still expected to:

- Understand and be able to explain everything you submit.
- Verify AI-generated facts, citations, and data against credible sources before relying on them.
- Ensure your final work reflects your own thinking, synthesis, and insight—not just AI output.

Privacy and Data Security

Never enter **personally identifiable information**, student records, health data, passwords, or any other sensitive information into AI tools. Doing so may violate **FERPA** and Palomar College's data privacy policies. Similarly, do not upload copyrighted course materials (slides, assignment prompts, readings) to AI platforms without instructor permission.

Citation Requirements

Exhibit 7 Palomar_AI_Use_Policy_Statements_V2

When AI (text, code, images, video, audio, or translation) was used in your submission, follow these guidelines:

- **Cite All AI Use:** Like citing an article, book, or website, you must cite **all** AI use—including ideas, images, or data generated by AI. Refer to Canvas for Palomar College's AI citation formats.
- **Retain Your Process:** Keep notes, drafts, or AI chat logs that show your thinking and how you used or modified AI output. Your instructor may request this evidence.
- **Default for Assignments:** Unless specifically stated otherwise, submitted work should reflect your own thoughts, words, and creation.

AI and Academic Dishonesty

Unauthorized use of AI constitutes academic dishonesty under **Palomar College's Student Code of Conduct (AP 5500)**. Violations will result in an 'F' on the assignment and a referral to the **Office of Student Life and Leadership** for further action.

Submitting AI-generated content as entirely your own, without citation or genuine engagement, is still considered academic dishonesty.

Instructor Customization Note:

Consider specifying the following in your course:

- *Which specific AI tools are recommended or preferred for this course.*
- *Whether there are individual assignments where AI use is restricted (e.g., in-class exams, personal reflections).*
- *How you expect students to document AI use on each submission (e.g., a brief AI use log or appendix).*
- *How you will assess the quality of student engagement with AI, not just AI-generated output.*

Syllabus Statement #4: AI Use for Specific Tasks Only

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

AI tools may be used in this course, but only for specific tasks that your instructor designates. Outside of those designated tasks, AI use is not permitted. This approach allows you to build core skills through independent practice while also developing your ability to work with AI purposefully and ethically.

Think of it this way: a student learning mathematics practices by hand before reaching for a calculator. In this course, you will develop your foundational abilities first—and then apply AI where it genuinely adds value to your learning.

When AI Use Is Permitted

AI tools may be used only when your instructor explicitly authorizes them for a specific task. Examples of designated uses may include:

- **Research support:** Gathering background information or identifying potential sources for specific research assignments.
- **Feedback and revision:** Using AI to review a draft you have already written for grammar, structure, or clarity.
- **In-class activities:** Specific lab or workshop sessions where the instructor has explicitly stated AI use is permitted.
- **Designated projects:** Multi-stage assignments where certain phases (e.g., ideation or peer review simulation) may involve AI tools as announced.

When AI Use Is Not Permitted

Unless explicitly authorized, AI may not be used for:

- Writing, drafting, or editing essays, papers, or reflections that require your own ideas.
- Quizzes, exams, or any timed assessment.
- Any assignment that requires demonstrating your individual understanding and skill.

► **Default Rule:** If an assignment does not explicitly state that AI use is permitted, assume it is not.

Privacy and Data Security

Never enter **personally identifiable information**, student records, health data, passwords, or any other sensitive information into AI tools. Doing so may violate **FERPA** and Palomar College's data privacy policies. Similarly, do not upload copyrighted course materials (slides, assignment prompts, readings) to AI platforms without instructor permission.

Citation Requirements

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When AI (text, code, images, video, audio, or translation) was used in your submission, follow these guidelines:

- **Cite All AI Use:** Like citing an article, book, or website, you must cite **all** AI use—including ideas, images, or data generated by AI. Refer to Canvas for Palomar College's AI citation formats.
- **Retain Your Process:** Keep notes, drafts, or AI chat logs that show your thinking and how you used or modified AI output. Your instructor may request this evidence.
- **Default for Assignments:** Unless specifically stated otherwise, submitted work should reflect your own thoughts, words, and creation.

AI and Academic Dishonesty

Unauthorized use of AI constitutes academic dishonesty under **Palomar College's Student Code of Conduct (AP 5500)**. Violations will result in an 'F' on the assignment and a referral to the **Office of Student Life and Leadership** for further action.

If you are unsure whether AI is permitted for a specific task, ask your instructor before you begin.

Instructor Customization Note:

Consider specifying the following in your course:

- *A specific, updated list of assignments or activities where AI is permitted, posted clearly on Canvas.*
- *Whether students must submit an AI use log or process reflection alongside designated AI-assisted work.*
- *How permitted and restricted assignments will be visually distinguished in Canvas and on handouts.*
- *How AI use will be factored into grading rubrics for designated tasks.*

Exhibit 7 Palomar_AI_Use_Policy_Statements_V2

Syllabus Statement #5: AI Use with Mandatory Reflection and Disclosure

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

AI tools may be used in this course. However, every use of AI must be openly disclosed and accompanied by a written reflection. This policy treats AI not as a shortcut, but as a learning opportunity that requires you to think critically about how it shaped your process and your final product.

Learning to use AI thoughtfully—and to articulate how and why you used it—is itself a skill that employers and graduate programs are beginning to expect. This policy gives you a structured way to practice that skill.

Permitted Uses of AI

- **Brainstorming and ideation:** Generate initial ideas, outlines, or research directions.
- **Drafting and editing:** Use AI to assist with writing, grammar, or restructuring your work.
- **Research support:** Explore concepts, generate examples, or understand background information.
- **Technical assistance:** Use AI to help write, debug, or explain code or solve technical problems.

Limits on AI Use

Even with permitted AI use, the following remain your sole responsibility:

- **Final judgment and conclusions:** Your analysis, argument, and interpretation must be your own. AI may assist your process, but not replace your thinking.
- **Assessments and exams:** Unless explicitly stated otherwise, timed assessments and in-class exams must be completed without AI tools.
- **Accuracy and integrity:** You are responsible for verifying all AI-generated content before submitting. Factual errors or hallucinations in your submission are your responsibility.

Required: AI Disclosure and Reflection Statement

For every assignment where AI was used, you must include a brief Disclosure and Reflection Statement as an appendix to your submission. Your statement must address:

- **Tools used:** Which AI tool(s) did you use? (e.g., ChatGPT, Claude, Copilot, Grammarly)
- **How you used it:** Describe the specific tasks, questions, or prompts you gave the AI.
- **Impact on your work:** Explain how AI output influenced your thinking, writing, or final submission.

Exhibit 7 Palomar_AI_Use_Policy_Statements_V2

- **What you learned:** Reflect on what this experience revealed about AI's strengths, limitations, or ethical dimensions.

Submissions that used AI but lack a Disclosure and Reflection Statement will be considered incomplete and may not be graded.

Privacy and Data Security

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Citation Requirements

When AI (text, code, images, video, audio, or translation) was used in your submission, follow these guidelines:

- **Cite All AI Use:** Like citing an article, book, or website, you must cite **all** AI use—including ideas, images, or data generated by AI. Refer to Canvas for Palomar College's AI citation formats.
- **Retain Your Process:** Keep notes, drafts, or AI chat logs that show your thinking and how you used or modified AI output. Your instructor may request this evidence.
- **Default for Assignments:** Unless specifically stated otherwise, submitted work should reflect your own thoughts, words, and creation.

AI and Academic Dishonesty

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Using AI without disclosure, or submitting a false or misleading reflection, will be treated as academic dishonesty.

Instructor Customization Note:

Consider specifying the following in your course:

- *Whether the reflection has a minimum length (e.g., 150–300 words) or follows a specific template available on Canvas.*
- *Whether the reflection is graded separately or treated as a required completion element.*
- *How students should submit the reflection (e.g., as an appendix, a Canvas text entry, or a separate upload).*
- *Whether you will share anonymized reflections with the class as a learning resource.*

Syllabus Statement #6: AI Use Encouraged — Skill-Building Focus

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Artificial Intelligence (AI) is actively transforming the fields covered in this course. You are strongly encouraged to use AI tools as part of your learning—not to replace your thinking, but to sharpen it. This course treats AI literacy as a core competency alongside the subject-matter skills you are developing.

Learning to work alongside AI—knowing when to use it, when to question its output, and how to improve the results you get—is one of the most valuable skills you can bring to your career and your continued education.

How AI Should Be Used in This Course

- **Learning Acceleration:** Ask AI to explain difficult concepts, generate worked examples, or create practice problems to deepen your understanding—then verify the answers.
- **Iterative Improvement:** Use AI to get feedback on your drafts, code, or problem-solving approach, then revise based on what you learn. The revision is yours.
- **Exploring Multiple Perspectives:** Use AI to generate counterarguments, surface alternative approaches, or explore a topic from angles you hadn't considered.
- **Professional Practice:** Develop the habits of mind that professionals in this field bring to AI collaboration: curiosity, skepticism, and judgment.
- **Critical Evaluation:** Actively identify errors, biases, and hallucinations in AI output. Recognizing AI's limitations is as important as leveraging its strengths.

Your Responsibility Still Applies

Encouraged AI use does not reduce your personal responsibility. You are still expected to:

- Understand and be able to explain everything you submit, especially code, data, or factual claims.
- Verify AI-generated information against credible sources.
- Contribute your own analysis, synthesis, and original voice to all submitted work.

Privacy and Data Security

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Citation Requirements

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- **Retain Your Process:** Keep notes, drafts, or AI chat logs that show your thinking and how you used or modified AI output. Your instructor may request this evidence.
- **Default for Assignments:** Unless specifically stated otherwise, submitted work should reflect your own thoughts, words, and creation.

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Submitting AI-generated work as entirely your own, without citation or genuine intellectual engagement, remains academic dishonesty.

Instructor Customization Note:

Consider specifying the following in your course:

- *Which AI tools are specifically recommended or available through Palomar College for this course.*
- *Whether specific assignments are designed to build AI skill explicitly (e.g., prompt engineering exercises, AI critique assignments, AI use retrospectives).*
- *How students will demonstrate critical engagement with AI output, not just that they used it.*
- *Whether course assessments include an oral or in-person component to verify student understanding.*