



MEETING

2026-03-16

EXHIBITS 1-8

Agenda-2026-03-16

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 16, 2026

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
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
Miller, Naomi (ASG)
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 – 03-09-2026

2. Action

- a. Committee on Committees – (Exhibit 1), Zavodny
- b. Equitable Placement and Completion Committee - (Exhibit 2), Feld
 - Governance Form Change Request

3. Information – (Max 5 min each)

- a. ASG Report – Miller
- b. Presidential Search Update- (Exhibit 3), Pearson
 - Call for and placement of faculty by Faculty Senate and PFF
- c. Reassigned Time positions for Fall 2026 Draft- (Exhibit 4), Pearson
 - Review upcoming openings and descriptions

4. Discussion - (Max 7 min each)

- a. Proctoring POPS & Makeup Testing Services Update/Guidance - (Exhibit 5), Shmorhun
- b. Subcommittee Chair Training Document- (Exhibit 6), Zavodny
- c. Faculty Senate Discussion regarding change in eligibility for Senate Council Vice-President Position, consideration for changing eligibility to all faculty eligibility - (Exhibit 7), Pearson, Shmorhun
- d. AI Taskforce - (Exhibit 8), Pearson
 - Seeking senator feedback for the taskforce to consider

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 9, 2026

ATTENDANCE

PRESENT: Ben Adams, Russell Backman, Elijah Barnes (ASG), Mary Ellen Brooks, Alexandra Doyle Bauer, William Dalrymple, Heather Elliott Pham, Kelly Falcone, Gene Gushansky, Scott Klinger, Lawrence Lawson, Melissa Martinez, Vicki Mellos, Michael Mufson, Beth Pearson, Russell Sheaffer, Tanessa Sanchez, Karl Seiler, Nina Shmorhun, Nicole Siminski, Alyssa Vafaei, Anastasia Zavodny

ABSENT: Jason Jarvinen, Ashley Wolters

GUESTS: Gheni Abla, Elena Villa Fernández de Castro

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER

The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:35 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Falcone reminded the Senate that all courses must be accessible by the April 24th, 2026 deadline.

Senator Sanchez announced upcoming trainings for the Peer Online Course Review (POCR).

Senator Mufson announced the last few showings of Stephen Sondheim's musical *Into the Woods* this weekend.

President Pearson announced that The Senate is seeking volunteers to be name readers and marshals, as well as alternates for graduation. Scott Klinger and Melissa Martinez volunteered to be name readers.

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Faculty volunteers are being sought to review Instructional Program Review and Planning (PRP) documents. This requires a commitment of one hour after Senate meetings every other Monday for three weeks. Discussion occurred regarding the membership of the PRP committee, which currently includes four faculty. Senators Doyle Bauer, Lawson, and Sanchez volunteered to assist asynchronously if possible.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Lawson/Shmorhun

Faculty Senate to approve the minutes for March 2, 2026.

The motion carried.

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

No Business.

B. Increase in Senate Part Time Membership Collective Bargaining Agreement (CBA) Update – (Exhibit 2), Shmorhun, Dalrymple, Martinez, Siminski

MSC: Klinger/Doyle Bauer

Faculty Senate to accept the vote of which of the options will be sent to the faculty at large.

The Motion Tabled.

MSC: Mufson/Sheaffer

Faculty Senate to make the decision regarding membership composition internally, rather than sending it to the wider faculty for input.

The Motion Carried.

Abstentions: Senators Backman and Pham

Discussion Points Included:

The Faculty Senate deliberated extensively on whether the five proposed composition options

Minutes 2026-03-09 - Approved

should be sent to the full faculty for a vote or decided internally, ultimately concluding that the Senate held the authority to make the decision because composition now resides within the bylaws following the successful split of the Constitution and Bylaws.

A significant part of the discussion centered on the risk of setting a precedent; senators argued that if they sent this specific bylaw change to the wider faculty, it might create an expectation that all future bylaw amendments require a full campus vote, which would undermine the purpose of the "in-house" authority granted by the governance split. A Senator further emphasized that seeking a wider ballot would be disingenuous and confusing for the faculty at large, as it could lead them to believe they would need to vote on operational bylaw issues rather than constitutional ones. They noted that faculty are already represented by their elected senators to vote.

MSC: Lawson/Gushansky

Faculty Senate to vote on the five proposed options and to accept the results of that vote to update the bylaws.

The Motion Carried.

The Decision: After a ranked-choice ballot was conducted among the senators, it was announced that Option 1 (adding two part-time seats) was officially selected on the first round.

INFORMATION

A. ASG Report, Barnes

Elijah Barnes reported on the Associated Student Government (ASG) advocacy trip to Washington, D.C. Students met with representatives Mike Levin, Scott Peters, Adam Schiff, and Daryl Issa to advocate for Pell Grant funding, the Workforce Pell Program for technical fields, HSI grants, and the TRIO program.

B. Faculty Senate Award Selection Committee/Work Group – (Exhibit 3), Pearson

President Pearson introduced the item regarding the Faculty Senate Award Selection Committee, explaining that the Senate distributes three annual awards, two of which require the formation of senator-led task forces to select winners from forthcoming nominations. These awards include the Faculty Service Award and the Faculty Senate Award for Scholarly and Professional Achievement.

Volunteers were requested to serve on the task forces, with the expectation that members would review nomination materials asynchronously before meeting briefly via Zoom or in person to finalize their selections.

Senators Doyle Bauer and Sanchez volunteered to serve on the selection committee for the Faculty Service Award.

Minutes 2026-03-09 - Approved

Senators Sheaffer and Lawson volunteered for the Scholarly and Professional Achievement award committee.

C. Proctoring POPS & Makeup Testing Services Update/Guidance - (Exhibit 4), Shmorhun

Senator Shmorhun provided an update on the Palomar Online Proctoring Services (POPS) and makeup testing guidance with a reminder that guidance was previously brought to Senate in Fall 2025. Dean Studinka and the Vice President of Instruction updated previous POPS guidance to clarify that use of POPS is for fully online, asynchronous courses only. Additionally, faculty utilizing these services are required to proctor at least one online proctoring session for each exam and must ensure that exact exam dates and times are listed in both the syllabus and class notes to remain eligible for the service.

The presentation prompted significant discussion regarding the logistics of makeup testing at satellite centers. Some senators noted that students have historically encountered barriers when attempting to use testing services at the Rancho Bernardo or Escondido centers if their course was officially associated with the San Marcos campus.

Further concerns were raised by a senator regarding the definition of asynchronous instruction. It was argued that requiring faculty to proctor a specific synchronous session is problematic. It was emphasized that proctoring should be student-centered, allowing students to take exams at times that work for them rather than forcing them into a synchronous window.

Additional feedback highlighted inconsistencies in the application of proctoring rules, specifically regarding high school students who may be unable to attend Palomar's scheduled sessions due to their own school constraints.

Senators also questioned the sustainability of the program's funding.

Due to the outstanding questions regarding faculty workload, student accessibility, and POPS eligibility, the item was tabled to allow Senator Shmorhun to clarify and gather more specific information.

DISCUSSION

A. ASG Student Voice on Faculty Senate Priorities and Student Success Survey- (Exhibit 5), Pearson

President Pearson presented the draft ASG Student Voice survey, designed to gather feedback on Senate priorities and potential collaboration with student leadership.

Senators recommended simplifying terminology, specifically replacing professional jargon like "onboarding" and "first-year experience" with clearer phrases like "when you started at Palomar".

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The ASG Representative requested that the "College Hour" question remain, noting it is a high student priority currently under discussion in College Council.

B. 2025-2026 Senate Goals Update - (Exhibit 6), Pearson

President Pearson provided a progress update on the 2025-2026 Faculty Senate Goals.

Regarding enrollment and staffing, a Senate workgroup is actively participating in the "student journey from enrollment to completion" project to improve student retention from enrollment to completion. In addition, an invitation will be re-extended to Anel to provide an update on the staffing plan resolution passed last year.

On institutional technology, the Senate recently passed a resolution and is awaiting a response from the new Director of IS to speak with the body about future plans.

The discussion also addressed faculty equity and academic processes. While acknowledging that part-time parity is a negotiated union item, the Senate remains committed to advocating for equity in instructional assignments, with a Senator suggesting that a variety of faculty voices provide public comment at Governing Board meetings to support these efforts.

The Equivalency Committee has been tasked with exploring new process options, and efforts to identify AI resources are ongoing via newsletters and a dedicated task force.

Internal operations have also seen progress through the implementation of a request form and efforts to tighten the flow of information during meetings, while advocacy for the "College Hour" continues.

C. Faculty Senate AI Policy Brainstorming - (Exhibit 7), Pearson

Tabled.

ADJONRNMENT:

The meeting was adjourned at 3:50 pm.

Exhibit 1.1 - 2026_03_16_Committee-appointments

Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	Action
Faculty Position Priority Committee							
Lakshmi Paranthaman	AMBA	Business, Legal Studies, Real Estate	Faculty Position Priority Committee	Faculty at large (25-27)	I regularly seek out opportunities to expand my understanding of our students and advance DEI initiatives to ensure equality and student success. For example, I recently completed the Faculty Cultural Curriculum Institute and the Strong Workforce Faculty Institute. I also understand that our faculty will ideally reflect the diversity of our students to enhance student belonging, serve as role models, and contribute diverse viewpoints to our school as a whole.	I have the ability to analyze, rank, and recommend faculty positions based on data-driven, strategic, and equitable criteria. I also have the requisite knowledge of faculty program planning and institutional goals, and strategic initiatives, including DEIAA objectives.	

Exhibit 1.2 - 2026_03_16_Hiring-Committee

March 16, 2026						
Hiring Committee: Dean Enrollment Services						
How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?						
Name	Division	Department	Position:	What are the knowledge, skills, and abilities you will bring to this committee?		Action
						VOTE for 1 (one)
Krista Carraway	L&L	ESL	Dean Enrollment Services	I understand the expectations a hiring committee has for its candidates and have attended various workshops to better understand the hiring process. I hope to utilize this knowledge to serve this committee. Further, I have advocated for DEI/AA both in my work on the EEDCC committee here at Palomar College and in other professional settings. Recently, I helped organize One College- Many Stories, a FLEX week event where we invited students to share their experiences with faculty, staff, and admins. We identified areas that were important to our students and made personal commitments to improve them. For example, a student expressed a frustration with the lack of accessibility and transparency they experienced in course syllabi. In response, I volunteered to the group what I had learned in attending FCCTI on building accessible syllabi and material. Another, more personal example, is a collaboration that my department started with CTE to identify areas to assist students in entering fields they would otherwise struggle with. When presented with a colleague's lack of optimism on the value of DEI/AA, I spent time speaking with them on how it doesn't only benefit a small group, but rather everyone. No individual is judged unfairly or given unfair advantages, which was the misconception. We both shared our ideas and walked away amicably, which my coordinator praised.		
LeAnne Farmer	SBS	Health & Kinesiology	Dean Enrollment Services	For 20+ years at Palomar College, I have regularly engaged with our diverse student population, including first-generation students, students with disabilities, multilingual learners, and students from a variety of cultural and socioeconomic backgrounds. These experiences have reinforced the importance of ensuring our institutional practices promote access, equity, and student success. Because Enrollment Services is often the first point of contact for students, the Dean of Enrollment Services plays a critical role in shaping processes that can either create or remove barriers. Particularly in my work with students with disabilities, I have become more aware of the systemic barriers facing many of our students. As a member of the hiring committee, I will apply an Equity and Antiracism lens by remaining mindful of my own implicit biases, supporting equitable evaluation practices, and prioritizing candidates who demonstrate a commitment to serving diverse students. I am also committed to continuing to deepen my understanding of Diversity, Equity, Inclusion, and Antiracism through ongoing learning and professional development.		
Erin Hiro	AMBA	Media Studies	Dean of Enrollment Services	I feel that small programs at Palomar College, including many in my area of AMBA, are not being given the chance to grow. For example, ceramics is one of only three programs in the county with extensive waiting lists. Why aren't more classes being added to address the need? I want to join this committee to help find an aggressive, energetic and innovative leader who will help Palomar grow its enrollment.		
Stephanie Blundell	AMBA	Business Administration	Dean Enrollment Services	I have lived and worked in many different regions and with cultures. I maintain an open-minded, nonjudgmental attitude. I consistently complete professional development in these areas to be better informed on both personal and professional levels.		

Exhibit 2 EPCC Governance Structure Change March 2026



GOVERNANCE STRUCTURE GROUP REQUEST

Date: March 12, 2026

Proposed Name of Requested Group:	Equitable Placement and Completion Committee	
Request submitted by:	Erin C. Feld	
Group Type: Committee	Action Requested: Change If Change, identify type of change: <u>Meeting frequency change</u>	
Reporting Relationship: Faculty Senate and the Equity, Education, and Student Success Council		
Purpose: • Promote discussion, understanding, and analysis of AB 705, AB 1705, and AB 1805 compliance and their impact. • Evaluate ongoing research connected to Equitable Placement and Completion, including disaggregated student success data in English, math, and ESL courses. • Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to Equitable Placement and Completion. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years. • Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students. • Review, plan, and suggest updates to all communication to students regarding Equitable Placement and Completion. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc. • Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan.		
Products: • Increase awareness of and involvement in students' instructional and non-curricular needs in relation to Equitable Placement and Completion. • Provide recommendations to EESSC regarding the Student Equity Plan's ability to fund and support Equitable Placement and Completion related activities for faculty, staff, and students. • Implement solutions related to Equitable Placement and Completion implementation and operational issues. • Advise Student Services regarding a campus-wide communication plan to disseminate Equitable Placement and Completion information to students that is clear, consistent, thorough, and accurate.		
Meeting Schedule: Second Thursday of the month <u>September and February</u> from 2:30 – 4 pm <u>or as needed</u>		
Chair(s): Faculty member elected by the committee		

Exhibit 2 EPCC Governance Structure Change March 2026

Members:

- Four faculty members from Literature & Languages with at least: 1 representative from English, 1 representative from Reading, and 1 representative from ESL, appointed by Faculty Senate
- 3 Faculty members from Math, appointed by Faculty Senate
- 1 Faculty at-large, appointed by Faculty Senate
- 1 Faculty, DRC, appointed by Faculty Senate
- 1 Faculty, Counseling, appointed by Faculty Senate
- 1 Classified from either Tutoring or Assessment, appointed by CCE
- 1 Dean from EITHER Literature & Languages OR Math, Sciences, & Engineering, appointed by Vice President, Instruction
- Senior Director of Enrollment Services, or designee
- Senior Director of Research & Planning, or designee
- Manager, Palomar Promise and College Access Programs
- Director of Continuing Education, or designee

Exhibit 3 - Palomar Search Committee

Attachment 2
3/10/2026

Palomar Community College District Superintendent/President Search and Selection Process

Superintendent/President Search Committee Size and Composition

It is recommended the Board approve PPL consultants use of an 18-person search committee to assist in identifying 3-5 finalists to present to the Board for the position of Superintendent/President, with the following size and composition that models the Palomar College Council:

Voting Members

~~Four~~ **Five** faculty members to be appointed by the Faculty Senate and the Palomar Faculty Federation

Four classified staff members to be appointed by the Council of Classified Employees

Three administrators to be appointed by the Administrators Association

~~Three~~ **Two** students to be appointed by the Associated Student Government

Two staff members to be appointed by the Confidential and Supervisory Team

One permanent position assistant superintendent/vice president to be appointed by the Executive Team

One community member to be appointed by the Palomar College Foundation

Nonvoting members

Chair – PPL Consultant

EEO Compliance Officer

Exhibit 4.1 - reassigned time position call S26

Good morning colleagues,

I am writing to you this morning to let you know that there are **several reassigned time positions** available starting this fall for which we are seeking interested faculty. The positions are listed below. To apply for a position please reply to the email with your letter of interest. Please note that applicants may be requested to attend a Senate meeting for a Q&A regarding their application.

Interested faculty must submit a **letter of interest** by reply to the Faculty Senate President (bpearson@palomar.edu) and the Faculty Senate(senateoffice@palomar.edu) **by April 3rd, 2026** that includes:

- Explain your interest in the role
- Explain your qualifications for the role (refer to the role description)
- Also consider the following statement, which comes from the Faculty Senate Antiracism Statement that was adopted on 10/26/20: “Be it resolved that, in matters related to district and college governance structures, the Faculty Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion.”

Position descriptions and duties are listed below. Please reach out if you have any questions.

Beth Pearson

Faculty Senate President



Position	Reassigned Time or Stipend	Term Length	Current Meeting dates and times
Credit for Prior Learning	40%	2 years	Not applicable
Curriculum Co-Chair	60%	2 years	1 st & 3 rd Wednesday 3-5
Equivalency Committee Chair	20%	2 years	Wednesdays 8:15-9:15
Phi Theta Kappa Advisor	20%	2 years	Not applicable
Pride Center Coordinator	20%	3 years	Not applicable
SLO Co-Coordinator (Curriculum)	40%	2 years	TBD
UMOJA Coordinator	50%	2 years	TBD

Exhibit 4.1 - reassigned time position call S26

Credit for Prior Learning

The Credit for Prior Learning (CPL) Faculty Coordinator provides leadership and coordination for Palomar College's CPL program, ensuring students can receive appropriate academic credit for prior learning gained through work experience, military service, industry training, and other learning environments. The Coordinator supports students, faculty, and the institution by overseeing CPL processes, expanding CPL opportunities within academic programs, and ensuring compliance with state regulations and accreditation standards. The role focuses on three primary areas: student access and support, faculty engagement and CPL assessment development, and oversight of CPL processes across the college. Since its launch in 2019, Palomar College's CPL program has grown significantly and is now recognized as a leader within the California Community Colleges system, with colleges across the state looking to Palomar for guidance and best practices.

Primary Responsibilities

- Student Access & Support

Support students in understanding CPL opportunities and navigating the CPL process, including responding to student inquiries and emails. Connect students with counseling faculty for education planning and academic advising, and collaborate with counselors and student services to ensure students are informed of CPL opportunities as part of the educational planning process in alignment with Title 5 requirements. Maintain and update CPL website content and informational resources.

- Faculty Engagement & Curriculum Development

Work with discipline faculty to identify CPL-eligible courses and develop assessment methods such as exams, portfolios, industry certifications, and military training alignment. Ensure assessments align with course outcomes and approved department rubrics, and provide professional development related to CPL practices. Support faculty in reviewing military transcripts using ACE recommendations to align military training with course outcomes.

- Oversight of CPL Processes

Oversee CPL implementation and workflows across the college. Serve as a liaison between instruction, counseling, student services, articulation, and records offices to ensure coordinated CPL processes. Monitor CPL petitions and support timely processing across multiple programs to ensure efficient transcript posting. Maintain and improve CPL processes, forms, and communications to support student access and operational efficiency.

- Policy, Compliance & Governance

Monitor Title 5 and other policy changes related to CPL. Lead updates to local CPL policies and practices through shared governance processes. Ensure instructional practices align with state regulations and accreditation standards, and report program data and updates to the Faculty Senate and college leadership.

- Pathways, Articulation & Partnerships

Collaborate with the Articulation Officer and discipline faculty to align CPL with transfer and articulation requirements. Support development of CPL-aligned program pathways and identify opportunities to expand CPL within workforce programs, apprenticeships, and military partnerships. Support CPL implementation within Palomar's Military Leadership program and trade apprenticeship programs, helping align industry and

Exhibit 4.1 - reassigned time position call S26

military training with academic credit opportunities.

- Collaboration & Program Leadership

Serve as the academic resource on CPL for faculty, counselors, and administrators.

Coordinate messaging and outreach to increase awareness of CPL opportunities and collaborate with statewide CPL networks and initiatives to share practices and support continued program development.

Curriculum Co-Chair

Curriculum falls under the Faculty Senate's purview: pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board has elected "to rely primarily upon the advice and judgment of Faculty Senate" on curriculum matters, as listed in several items on our list of 10 + 1 + 1 academic and professional matters.

The Curriculum Co-Chair is a tenured faculty member who is provided with 60% assigned time (10 months) and shares the duties with the Superintendent/Vice President for Instruction. These duties are as follows:

- Regularly review with the Curriculum Committee the college's long- and mid-range goals and objectives.
- Identify and review the Curriculum Committee's goals, focuses the Committee on their achievement, and produces a year-end report.
- Establish/chair standing committees and/or workgroups/ad hoc committees/task forces/subcommittees/joint operational committees as needed (GE, etc.)
- Certify curriculum each year.
- Lead the Curriculum Technical Review subcommittee which meets on the 2nd & 4th Wednesday of each month.
- Set the agenda and run the Curriculum Committee meetings on the 1st & 3rd Wednesday of each month
- Provide training and offer Curriculum/Curriculum management system workshops for faculty.
- Serve as a member of the Accreditation Committee the Faculty Senate, and any other committees that include the Curriculum faculty co-chair as a member (e.g. Resource Allocation Committee, Instructional Program Review and Planning, Student Equity Plan & Pathways Oversight Committee).
- Stay informed of all Chancellor's Office updates and provide timely reports to the college.
- Work on additional curriculum-related projects with Superintendent/Vice President for Instruction.
- Bring curriculum matters to the Faculty Senate for discussion and approval.
- Provide weekly reports to Senate and submit year-end report to the Senate.

Equivalency Committee Chair

The Equivalency Committee Chair is provided with 20% reassigned time. The term will run for two years.

The responsibilities of the chair are to lead meetings of the committee to review equivalencies to minimum qualifications for both contract and adjunct faculty and to make recommendations to the Governing Board.

Exhibit 4.1 - reassigned time position call S26

Phi Theta Kappa Advisor

Responsibilities include:

- Coordinating and attending student weekly meetings.
- Meetings may include hours that work for student schedules such as evenings and/or weekends.
- Oversee student eligibility and recruitment including attending recruitment activities on campus and online awareness of PTK as an organization on campus.
- Manage PTK's eligibility roster with PTK International.
- Oversee communication with PTK students and interested students.
- Manage PTK's Canvas Site, website, and email.
- Attend conferences and workshops with the students, travel may include outside of the region or national conference attendance.
- Make all travel arrangements for convention/region events.
- Oversee PTK budget and work with the foundation on managing the account.
- Coordinate the yearly induction ceremony.
- Assist students with yearly PTK International Chapter projects including the Honors in Action Research Project and the College Project.
- Provide scholarship letters of recommendation for Chapter members.
- Maintain deadlines and information regarding PTK scholarships.
- Help recruit and manage PTK leadership roles and help mentor students in these positions.
- Encourage non-eligible students to partake in meetings and some activities in order to gain eligibility requirements.
- Communicate with various departments on campus every semester regarding student eligibility rosters and notation of membership status to notate on a student's transcript.
- Manage PTK's Canvas Site, PTK website, Zoom, PTK Email
- As an advisor the goal is to ensure students have the ability to partake in PTK at Palomar College, including eligible and non-eligible students. Provide opportunities for students to gain leadership skills, engage in campus involvement, and have access to PTK scholarships and activities to enrich their college experience.

Pride Center Coordinator

The Faculty Pride Center Coordinator serves as the faculty lead for the Palomar College Pride Center, supporting LGBTQ+ students through educational programming, advocacy, and community engagement. This role collaborates closely with the Pride Center Student Support Program Coordinator, the Pride Center Academic Counselor, the Pride Center Clinical Therapist, the Dean of Student Success, Equity, and Counseling, the Vice President of Student Services, and other key constituents to ensure holistic support for LGBTQ+ students and allies.

This role is guided by the Pride Center's mission to empower LGBTQ+ students and allies to reach their personal, academic, and career goals. The coordinator reflects the Center's values of inclusiveness, attentiveness, vibrancy, supportiveness, resourcefulness, and boldness, and contributes to the Pride Center vision of Palomar College as a beacon of queer excellence.

Exhibit 4.1 - reassigned time position call S26

To honor each individual's intersecting identities through educational and culturally responsive services, advocacy, and community connections, the Pride Center faculty coordinator shall,

- Chair of the Pride Center Committee to Combat Hate (PC3H)
- Member of the Equity, Education, and Student Success Council (EESSC)
- Lead the assessment of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) to ensure continuous improvement and alignment with institutional goals.
- Co-lead the development and submission of the Pride Center's annual and comprehensive program review.
- Develop, maintain, and deliver Safe Zone Allyship training.
- Participate in planning and budgeting processes to ensure the needs LGBTQ+ student are represented.
- Serve as project lead or co-lead for the LGBTQ+ statewide grant.
- Prepare planning documents required by the Chancellor's office for categorical apportionment.
- Prepare reports on categorical expenditure.
- Engage in student centered program development, ensuring Pride Center initiatives are responsive, relevant, and reflective of LGBTQ+ student experiences and needs.
- Develop, implement, and evaluate standards and policies that promote Pride Center student engagement and success.
- Collaborate with Pride Center staff, faculty, students, and community organizations to design, implement, and assess culturally responsive programming (e.g., Pride Festival, Queer Film Festival, LGBTQ history month, Gaypril, various workshops, and community events,).
- Partner with various academic departments, affinity groups, and student organizations (e.g., Women and Gender Studies, Chicano Studies, Africana Studies, Palomar Black Faculty and Staff Association (PBFSA), Palomar Asian Pacific Alliance in Higher Education, and Students for Justice and Gender Equity) — to advance collaborative initiatives that align with the Pride Center's mission, vision, and values.
- Serve as a confidential point of contact liaison for the needs of LGBTQ+ faculty, staff and students.
- Coordinate the development and facilitation of future Pride Center educational programming.
- Develop and/or deliver curriculum associated with Pride Center initiatives.

Commented [RL1]: I think it would be helpful to be more clear here on the responsibilities involved in this aspect

Commented [RL2R1]: e.g. is the role of the Faculty Coordinator to provide direction on the Educational Outcomes of the programming and provide input on logistical features...?

Commented [MB3R1]: Provide faculty insight into Pride Center and PC3H policies and planning regarding student preparation and success.

SLO Co-Coordinator (job duties shared with a second SLO Co-Coordinator)

Committee Involvement

- Coordinate Learning Outcomes Subcommittee meetings
- Member of the Curriculum Committee
 - Report to the Curriculum Committee and bring SLOAC matters for action
- Curriculum Tech Review
- GE Subcommittee
- Accreditation Steering Committee.
- Attend other committees as necessary to communicate SLOAC matters.

Coordination with other department/programs

- Accreditation

Exhibit 4.1 - reassigned time position call S26

- Office of Instruction
- Curriculum Specialist
- Institutional Research and Planning

Responsibilities

- Lead the College in meeting the College's annual SLO and SAO goals.
- Coordinate SLO Facilitator activities.
- Assist faculty/staff in completing assessment cycles, entering data into Learning management system, and developing regular assessment cycles for courses and programs.
- Address accreditation requirements and prepare accreditation reports.
- Communicate with the College about SLOAC goals, activities, and progress.
- Develop and coordinate SLOAC PD opportunities.
- Integrate assessment into program review and planning process.
- Coordinate GE/ILO assessment planning and implementation.
- Review and provide feedback on SLOs in new, changed, and reviewed courses and programs in Curriculum management system
- Manage the Learning management system database
- Manage the SLOAC website
- Assist in the integration of SLOs into Canvas, Curriculum management system, and other software.
- Assist in setting up assignment rubrics in Canvas for use in outcomes assessment.
- Accreditation reports
- PD Workshops
- Program Review and Planning
- GE/ILO assessment report
- Reconciliation lists to load SLOs from Curriculum management system to Learning management system and Canvas
- Training materials to support faculty use of assessment-related technology

UMOJA Coordinator

- Develop—with the VPSS and Dean of Student Success, Equity, and Counseling—a transparent timeline for the program with clear roles and responsibilities.
- Attend relevant professional development opportunities such as weekly meetings with the Regional UMOJA Coordinator
- Collaborate with other Region 6 UMOJA programs, attend weekly Regional Coordinator meetings, and other relevant UMOJA sponsored events
- Communicate/collaborate with the statewide office and the UMOJA Community network
- Oversee the program budget
- Advertise the program to the college community and area high schools, recruit students, create program fliers, posters, etc.
- Work with the VPSS to establish an UMOJA Advisory Committee with representation from the Palomar Black Faculty and Staff Association (PBFSa) and the Black/African American Community Advisory Council. The UMOJA Advisory Committee would meet monthly.
- Work with the VPSS to enhance the benefits of participation in UMOJA (e.g., providing students with book vouchers, priority registration, etc.)

Exhibit 4.1 - reassigned time position call S26

- Provide—in collaboration with the UMOJA Advisory Committee—recommendations to the VPSS and the Dean of Student Success, Equity, and Counseling around counseling, courses, and support.
- Provide program participants with activities or events that expose them and the program to the larger campus environment
- Work with the instructional faculty to create culturally relevant curriculum for UMOJA courses and provide, at a minimum, one “UMOJA supported” class each regular semester
- Work with a designated Counselor for UMOJA, provide academic, career, and personal counseling services to program participants, and track/record utilization of program counseling services each semester
- Work with a designated Counselor for UMOJA, track the course progress of new program participants, and track progress toward goal completion for continuing students
- Maintain regular communication with program participants
- Work with the VPSS to establish and maintain a dedicated space for UMOJA students
- Review the program, collect necessary data, and report to relevant administrators (e.g., VPSS, state agencies, etc.)
- Complete all UMOJA and state reporting to include MIS data, semester and end of the year reports.
- Develop in collaboration with the UMOJA team the plan of action to accomplish the established RFA outcomes.
- Other duties related to maintaining a strong and successful UMOJA Program

Exhibit 4.2 - reassigned time position call S26

Good morning colleagues,

I am writing to you this morning to let you know that there

are **several reassigned time positions** available starting this fall for which we are seeking interested faculty. The positions are listed below. To apply for a position please reply to the email with your letter of interest. Please note that applicants may be requested to attend a Senate meeting for a Q&A regarding their application.

Interested faculty must submit a **letter of interest** by reply to the Faculty Senate President (bpearson@palomar.edu) and the Faculty Senate(senateoffice@palomar.edu) **by April 3rd, 2026** that includes:

- Explain your interest in the role
- Explain your qualifications for the role (refer to the role description)
- Also consider the following statement, which comes from the Faculty Senate Antiracism Statement that was adopted on 10/26/20: “Be it resolved that, in matters related to district and college governance structures, the Faculty Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion.”

Position descriptions and duties are listed below. Please reach out if you have any questions.

Beth Pearson

Faculty Senate President

Position	Reassigned Time or Stipend	Term Length	Current Meeting dates and times
Credit for Prior Learning	40%	2 years	Not applicable
Curriculum Co-Chair	60%	2 years	1 st & 3 rd Wednesday 3-5
Equivalency Committee Chair	20%	2 years	Wednesdays 8:15-9:15
Phi Theta Kappa Advisor	20%	2 years	Not applicable
Pride Center Coordinator	20%	3 years	Not applicable
SLO Co-Coordinator (Curriculum)	40%	2 years	TBD
UMOJA Coordinator	50%	2 years	TBD

Exhibit 4.2 - reassigned time position call S26

Credit for Prior Learning

The Credit for Prior Learning (CPL) Faculty Coordinator provides leadership and coordination for Palomar College's CPL program, ensuring students can receive appropriate academic credit for prior learning gained through work experience, military service, industry training, and other learning environments. The Coordinator supports students, faculty, and the institution by overseeing CPL processes, expanding CPL opportunities within academic programs, and ensuring compliance with state regulations and accreditation standards. The role focuses on three primary areas: student access and support, faculty engagement and CPL assessment development, and oversight of CPL processes across the college. Since its launch in 2019, Palomar College's CPL program has grown significantly and is now recognized as a leader within the California Community Colleges system, with colleges across the state looking to Palomar for guidance and best practices.

Primary Responsibilities

- Student Access & Support

Support students in understanding CPL opportunities and navigating the CPL process, including responding to student inquiries and emails. Connect students with counseling faculty for education planning and academic advising, and collaborate with counselors and student services to ensure students are informed of CPL opportunities as part of the educational planning process in alignment with Title 5 requirements. Maintain and update CPL website content and informational resources.

- Faculty Engagement & Curriculum Development

Work with discipline faculty to identify CPL-eligible courses and develop assessment methods such as exams, portfolios, industry certifications, and military training alignment. Ensure assessments align with course outcomes and approved department rubrics, and provide professional development related to CPL practices. Support faculty in reviewing military transcripts using ACE recommendations to align military training with course outcomes.

- Oversight of CPL Processes

Oversee CPL implementation and workflows across the college. Serve as a liaison between instruction, counseling, student services, articulation, and records offices to ensure coordinated CPL processes. Monitor CPL petitions and support timely processing across multiple programs to ensure efficient transcript posting. Maintain and improve CPL processes, forms, and communications to support student access and operational efficiency.

- Policy, Compliance & Governance

Monitor Title 5 and other policy changes related to CPL. Lead updates to local CPL policies and practices through shared governance processes. Ensure instructional practices align with state regulations and accreditation standards, and report program data and updates to the Faculty Senate and college leadership.

- Pathways, Articulation & Partnerships

Collaborate with the Articulation Officer and discipline faculty to align CPL with transfer and articulation requirements. Support development of CPL-aligned program pathways and identify opportunities to expand CPL within workforce programs, apprenticeships, and military partnerships. Support CPL implementation within Palomar's Military Leadership program and trade apprenticeship programs, helping align industry and military training with academic credit opportunities.

- Collaboration & Program Leadership

Serve as the academic resource on CPL for faculty, counselors, and administrators.

Exhibit 4.2 - reassigned time position call S26

Coordinate messaging and outreach to increase awareness of CPL opportunities and collaborate with statewide CPL networks and initiatives to share practices and support continued program development.

Curriculum Co-Chair

Curriculum falls under the Faculty Senate's purview: pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board has elected "to rely primarily upon the advice and judgment of Faculty Senate" on curriculum matters, as listed in several items on our list of 10 + 1 + 1 academic and professional matters.

The Curriculum Co-Chair is a tenured faculty member who is provided with 60% assigned time (10 months) and shares the duties with the Superintendent/Vice President for Instruction. These duties are as follows:

- Regularly review with the Curriculum Committee the college's long- and mid-range goals and objectives.
- Identify and review the Curriculum Committee's goals, focuses the Committee on their achievement, and produces a year-end report.
- Establish/chair standing committees and/or workgroups/ad hoc committees/task forces/subcommittees/joint operational committees as needed (GE, etc.)
- Certify curriculum each year.
- Lead the Curriculum Technical Review subcommittee which meets on the 2nd & 4th Wednesday of each month.
- Set the agenda and run the Curriculum Committee meetings on the 1st & 3rd Wednesday of each month
- Provide training and offer Curriculum/Curriculum management system workshops for faculty.
- Serve as a member of the Accreditation Committee the Faculty Senate, and any other committees that include the Curriculum faculty co-chair as a member (e.g. Resource Allocation Committee, Instructional Program Review and Planning, Student Equity Plan & Pathways Oversight Committee).
- Stay informed of all Chancellor's Office updates and provide timely reports to the college.
- Work on additional curriculum-related projects with Superintendent/Vice President for Instruction.
- Bring curriculum matters to the Faculty Senate for discussion and approval.
- Provide weekly reports to Senate and submit year-end report to the Senate.

Equivalency Committee Chair

The Equivalency Committee Chair is provided with 20% reassigned time. The term will run for two years.

The responsibilities of the chair are to lead meetings of the committee to review equivalencies to minimum qualifications for both contract and adjunct faculty and to make recommendations to the Governing Board.

Phi Theta Kappa Advisor

Responsibilities include:

- Coordinating and attending student weekly meetings.
- Meetings may include hours that work for student schedules such as evenings and/or weekends.
- Oversee student eligibility and recruitment including attending recruitment activities on campus and online awareness of PTK as an organization on campus.

Exhibit 4.2 - reassigned time position call S26

- Manage PTK's eligibility roster with PTK International.
- Oversee communication with PTK students and interested students.
- Manage PTK's Canvas Site, website, and email.
- Attend conferences and workshops with the students, travel may include outside of the region or national conference attendance.
- Make all travel arrangements for convention/region events.
- Oversee PTK budget and work with the foundation on managing the account.
- Coordinate the yearly induction ceremony.
- Assist students with yearly PTK International Chapter projects including the Honors in Action Research Project and the College Project.
- Provide scholarship letters of recommendation for Chapter members.
- Maintain deadlines and information regarding PTK scholarships.
- Help recruit and manage PTK leadership roles and help mentor students in these positions.
- Encourage non-eligible students to partake in meetings and some activities in order to gain eligibility requirements.
- Communicate with various departments on campus every semester regarding student eligibility rosters and notation of membership status to notate on a student's transcript.
- Manage PTK's Canvas Site, PTK website, Zoom, PTK Email
- As an advisor the goal is to ensure students have the ability to partake in PTK at Palomar College, including eligible and non-eligible students. Provide opportunities for students to gain leadership skills, engage in campus involvement, and have access to PTK scholarships and activities to enrich their college experience.

Pride Center Coordinator

The Faculty Pride Center Coordinator serves as the faculty lead for the Palomar College Pride Center, supporting LGBTQ+ students through educational programming, advocacy, and community engagement. This role collaborates closely with the Pride Center Student Support Program Coordinator, the Pride Center Academic Counselor, the Pride Center Clinical Therapist, the Dean of Student Success, Equity, and Counseling, the Vice President of Student Services, and other key constituents to ensure holistic support for LGBTQ+ students and allies.

This role is guided by the Pride Center's mission to empower LGBTQ+ students and allies to reach their personal, academic, and career goals. The coordinator reflects the Center's values of inclusiveness, attentiveness, vibrancy, supportiveness, resourcefulness, and boldness, and contributes to the Pride Center vision of Palomar College as a beacon of queer excellence.

To honor each individual's intersecting identities through educational and culturally responsive services, advocacy, and community connections, the Pride Center faculty coordinator shall,

- Chair of the Pride Center Committee to Combat Hate (PC3H)
- Member of the Equity, Education, and Student Success Council (EESSC)
- Lead the assessment of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) to ensure continuous improvement and alignment with institutional goals.
- Co-lead the development and submission of the Pride Center's annual and comprehensive program review.
- Develop, maintain, and deliver Safe Zone Allyship training.

Exhibit 4.2 - reassigned time position call S26

- Participate in planning and budgeting processes to ensure the needs LGBTQ+ student are represented.
- Serve as project lead or co-lead for the LGBTQ+ statewide grant.
- Prepare planning documents required by the Chancellor's office for categorical apportionment.
- Prepare reports on categorical expenditure.
- Engage in student centered program development, ensuring Pride Center initiatives are responsive, relevant, and reflective of LGBTQ+ student experiences and needs.
- Develop, implement, and evaluate standards and policies that promote Pride Center student engagement and success.
- Collaborate with Pride Center staff, faculty, students, and community organizations to design, implement, and assess culturally responsive programming (e.g., Pride Festival, Queer Film Festival, LGBTQ history month, Gaypril, various workshops, and community events,).
- Partner with various academic departments, affinity groups, and student organizations (e.g., Women and Gender Studies, Chicano Studies, Africana Studies, Palomar Black Faculty and Staff Association (PBFSA), Palomar Asian Pacific Alliance in Higher Education, and Students for Justice and Gender Equity) — to advance collaborative initiatives that align with the Pride Center's mission, vision, and values.
- Serve as a confidential point of contact liaison for the needs of LGBTQ+ faculty, staff and students.
- Coordinate the development and facilitation of future Pride Center educational programming.
- Develop and/or deliver curriculum associated with Pride Center initiatives.

SLO Co-Coordinator (job duties shared with a second SLO Co-Coordinator)

Committee Involvement

- Coordinate Learning Outcomes Subcommittee meetings
- Member of the Curriculum Committee
 - Report to the Curriculum Committee and bring SLOAC matters for action
- Curriculum Tech Review
- GE Subcommittee
- Accreditation Steering Committee.
- Attend other committees as necessary to communicate SLOAC matters.

Coordination with other department/programs

- Accreditation
- Office of Instruction
- Curriculum Specialist
- Institutional Research and Planning

Responsibilities

- Lead the College in meeting the College's annual SLO and SAO goals.
- Coordinate SLO Facilitator activities.
- Assist faculty/staff in completing assessment cycles, entering data into Learning management system, and developing regular assessment cycles for courses and programs.
- Address accreditation requirements and prepare accreditation reports.
- Communicate with the College about SLOAC goals, activities, and progress.
- Develop and coordinate SLOAC PD opportunities.

Exhibit 4.2 - reassigned time position call S26

- Integrate assessment into program review and planning process.
- Coordinate GE/ILO assessment planning and implementation.
- Review and provide feedback on SLOs in new, changed, and reviewed courses and programs in Curriculum management system
- Manage the Learning management system database
- Manage the SLOAC website
- Assist in the integration of SLOs into Canvas, Curriculum management system, and other software.
- Assist in setting up assignment rubrics in Canvas for use in outcomes assessment.
- Accreditation reports
- PD Workshops
- Program Review and Planning
- GE/ILO assessment report
- Reconciliation lists to load SLOs from Curriculum management system to Learning management system and Canvas
- Training materials to support faculty use of assessment-related technology

UMOJA Coordinator

- Develop—with the VPSS and Dean of Student Success, Equity, and Counseling—a transparent timeline for the program with clear roles and responsibilities.
- Attend relevant professional development opportunities such as weekly meetings with the Regional UMOJA Coordinator
- Collaborate with other Region 6 UMOJA programs, attend weekly Regional Coordinator meetings, and other relevant UMOJA sponsored events
- Communicate/collaborate with the statewide office and the UMOJA Community network
- Oversee the program budget
- Advertise the program to the college community and area high schools, recruit students, create program fliers, posters, etc.
- Work with the VPSS to establish an UMOJA Advisory Committee with representation from the Palomar Black Faculty and Staff Association (PBFSA) and the Black/African American Community Advisory Council. The UMOJA Advisory Committee would meet monthly.
- Work with the VPSS to enhance the benefits of participation in UMOJA (e.g., providing students with book vouchers, priority registration, etc.)
- Provide—in collaboration with the UMOJA Advisory Committee—recommendations to the VPSS and the Dean of Student Success, Equity, and Counseling around counseling, courses, and support.
- Provide program participants with activities or events that expose them and the program to the larger campus environment
- Work with the instructional faculty to create culturally relevant curriculum for UMOJA courses and provide, at a minimum, one “UMOJA supported” class each regular semester
- Work with a designated Counselor for UMOJA, provide academic, career, and personal counseling services to program participants, and track/record utilization of program counseling services each semester
- Work with a designated Counselor for UMOJA, track the course progress of new program participants, and track progress toward goal completion for continuing students
- Maintain regular communication with program participants
- Work with the VPSS to establish and maintain a dedicated space for UMOJA students
- Review the program, collect necessary data, and report to relevant administrators (e.g., VPSS, state agencies, etc.)

Exhibit 4.2 - reassigned time position call S26

- Complete all UMOJA and state reporting to include MIS data, semester and end of the year reports.
- Develop in collaboration with the UMOJA team the plan of action to accomplish the established RFA outcomes.
- Other duties related to maintaining a strong and successful UMOJA Program

Palomar College Online Proctoring and Make-up Testing Services

Faculty Senate Information Item, Spring 2026

Palomar Online Proctoring Services (fully online 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 5.1 - 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

Exhibit 5.2 Proctoring_Guidance_Accessible_Updated

GUIDANCE FOR PROCTORING HIGH-STAKES ASSESSMENTS IN THE AGE OF AI

PURPOSE

Generative and agentic AI tools make it increasingly difficult to determine whether student work reflects personal understanding, assisted work, or AI-generated content. Faculty must determine when direct verification of learning is essential. Faculty might ask, ***at what points in this course is it essential that I directly verify that the student can personally demonstrate learning?***

KEY PRINCIPLES

- Not every assessment needs proctoring.
- Formal proctoring should focus on high-stakes or essential demonstrations of learning.
- Students must know before enrolling if a course includes required proctoring or synchronous sessions.
- Proctoring expectations must match the course modality.
- A fully online course that requires ANY synchronous session must be scheduled as synchronous (a blend of synchronous/asynchronous counts as synchronous).

TITLE 5 EXPECTATION [PER § 55005. PUBLICATION OF COURSE STANDARDS.](#)

The class schedule and class notes must ensure:

“(e) Whether the course is offered in a distance education format, and if so, include the following information:

- (1) All online and in-person synchronous meeting days/dates and times;
- (2) Any required asynchronous in-person activities;
- (3) Any required technology platforms, devices and applications;
- (4) Any test or assessment proctoring requirements.”

GUIDANCE FOR ALL MODALITIES: AI POLICY REQUIREMENTS

- Faculty must include clear AI usage policies at the start of the semester.
- AI policy must be included in the syllabus and reinforced in Canvas.

MODALITY-BASED GUIDANCE FOR HIGH-STAKES ASSESSMENTS

Modality	Definition	High-Stakes Assessment Guidance	Available college support
Face-to-Face	Meets in person at set times.	Assessments are proctored by the instructor in the face-to-face class.	Make-up assessments may use institutional proctoring.
Partially Online	Includes required in-person and online components.	Assessments are proctored by the instructor in the face-to-face class sessions.	Make-up assessments may use institutional proctoring.
Fully Online – Synchronous	Meets online at scheduled times.	Assessments are proctored by the instructor during the live online synchronous sessions.	POPS may be used for make-ups. ATRC training: Using Zoom All Screens Mode to support monitoring.
Fully Online – Synchronous & Asynchronous	Includes both scheduled live sessions and	Assessments are proctored by the instructor during the live online synchronous sessions.	POPS may be used for make-ups. ATRC training: Using Zoom All Screens

Exhibit 5.2 Proctoring_Guidance_Accessible_Updated

asynchronous work.		Mode to support monitoring.	
Fully Online – Asynchronous	No required meeting times.	This is the most challenging modality for high-stakes proctored exams. If high-stakes exams require direct proctoring, POPS may be needed. Instructors could utilize Flexible Assessment Appointments, such as appointment based oral interviews.	Institutional online proctoring for all asynchronous courses would require an institutional investment to scale up POPS.

CHALLENGE: ASYNCHRONOUS COURSES AND PROCTORED EXAMS

The current proctoring recommendations expect faculty teaching Fully Online – Asynchronous courses to offer a synchronous proctored exam session. Students are encouraged to attend that session, and students who cannot attend are directed to complete the exam through Palomar Online Proctoring Services (POPS).

This approach raises several concerns that require institutional clarification.

- Different assessment conditions for different students
 - When students in the same course take the same high-stakes exam through different proctoring environments, the experience and conditions of the assessment may differ.
 - For example:
 - Some students take the exam during a faculty-hosted synchronous session
 - Other students take the exam through POPS
 - These different environments may involve different monitoring approaches, timing, instructions, or technical conditions. When the same assessment is administered under different conditions, it raises questions about consistency and fairness.
- Expectations for asynchronous courses
 - Students who enroll in Fully Online – Asynchronous courses reasonably expect that the course will not require participation at a specific day and time.
- Faculty workload expectations
 - Faculty assigned to teach asynchronous courses are typically scheduled to teach without required live meeting times. When faculty are expected to host synchronous proctoring sessions, this introduces a teaching activity that may not align with the assigned modality or workload expectations.
- Need for institutional guidance
 - These issues suggest the need for clearer institutional guidance on how proctoring should function in Fully Online – Asynchronous courses.
 - Possible approaches that could be explored include:
 - determining when asynchronous courses should rely on institutional proctoring services such as POPS
 - clarifying whether faculty-hosted synchronous proctoring sessions are appropriate in asynchronous courses
 - ensuring that students in the same course experience consistent assessment conditions
 - identifying scalable solutions if POPS is expected to support asynchronous courses

CHALLENGE: FULLY ASYNCHRONOUS CLASS WITH REQUIRED SYNCHRONOUS SESSIONS VS. FLEXIBLE ASSESSMENT APPOINTMENTS

Exhibit 5.2 Proctoring_Guidance_Accessible_Updated

What is the correct way to inform students of expectations for individual or group meetings when the course is listed as fully online asynchronous?

REQUIRED SYNCHRONOUS SESSIONS

If a course requires students to attend a live online session at a specific day and time for an exam or other demonstration of learning, that requirement aligns more clearly with Fully Online - Synchronous or Fully Online – Blend of Synchronous and Asynchronous, not Fully Online - Asynchronous.

A course that is mostly asynchronous but requires one or two live online sessions should likely be scheduled as a synchronous course, so students know this before enrolling.

A course that is mostly asynchronous but requires one or two face-to-face sessions should be scheduled as partially online, so students know this before enrolling.

FLEXIBLE ASSESSMENT APPOINTMENTS

A faculty member teaching a Fully Online - Asynchronous course may still want students to complete one or two oral exams, interviews, or demonstrations of learning.

To do this while maintaining an asynchronous course modality, the following guidance should be utilized:

- students are given many appointment options
- appointments occur within a flexible time window
- the requirement is communicated clearly in advance
- the instructor works with students who cannot attend posted options

This approach is not the same as requiring attendance at a fixed class session or a fixed exam time.

CHALLENGE: EXPLAINING TECHNOLOGY EXPECTATIONS

Per [§ 55005. Publication of Course Standards](#), students must be informed about technology requirements prior to enrolling in a course.

What technology must be listed in the class notes? Does institutional technology, such as Office 365 need to be listed?

POSSIBLE EXAMPLE SYLLABUS OR CLASS NOTES LANGUAGE

These are examples for syllabus communication. Instructional Services should determine how these expectations should appear in class notes, which need to remain short and concise.

Synchronous or synchronous/asynchronous courses with required live sessions:

“This course includes required live online sessions for instruction and/or demonstrations of learning. Students must have access to Zoom and a working camera and microphone.”

Asynchronous courses with required assessment appointments:

“This course includes required assessment appointments, such as oral exams or demonstrations of learning. Multiple scheduling options will be provided. Students must have access to Zoom and a working camera and microphone.”

Exhibit 5.2 Proctoring_Guidance_Accessible_Updated

Online proctored assessments

“This course includes online proctored assessments. Students must have access to the required technology, including a camera and microphone.”

AI course policy

“This course includes expectations regarding the use of artificial intelligence tools. Students should review the syllabus carefully for course-specific guidance on acceptable and unacceptable use.”

INSTITUTIONAL NEEDS

Faculty cannot solve the challenges of proctoring and verification alone. Institutional guidance and infrastructure are necessary.

CLEAR SCHEDULING AND CLASS NOTES GUIDANCE

Faculty need clear guidance from Instructional Services on:

- when courses with one or more required live sessions should be scheduled as synchronous
- how required assessment appointments should be described
- what technology expectations must appear in class notes
- what information is required under DE Course Facts

This document does not attempt to define final class note language. That work should be done by the Instructional Division, since class notes must remain very short and consistent across the college.

This document instead recommends that Instructional Services create:

- standard scheduling guidance per course modality
- standard class notes language per modality
- guidance on what technology must be disclosed to students before enrollment

STANDARD AI GUIDANCE FOR FACULTY

Faculty would benefit from institutionally supported guidance on how to communicate AI expectations clearly and consistently.

Palomar should consider providing:

- sample AI syllabus statements
- model language for acceptable and unacceptable AI use
- faculty guidance on when AI use should be permitted, limited, or prohibited

REVIEW AND STRENGTHEN ONLINE PROCTORING SUPPORT

If Palomar intends to maintain meaningful Fully Online - Asynchronous options, the college must identify viable ways to support proctoring for high-stakes assessments when direct verification of learning is necessary.

Palomar should conduct a business process analysis of Palomar Online Proctoring Services (POPS) to determine:

- whether current processes limit scalability
- whether workflows can be redesigned for efficiency

Exhibit 5.2 Proctoring_Guidance_Accessible_Updated

- whether Zoom or other tools can support proctoring more effectively
- whether funding can be identified to expand capacity
- whether lower-surveillance options exist

This need is especially urgent because POPS may not be funded at a level that can support widespread demand. As a result, faculty may need to rethink when POPS is truly necessary and reserve it for the high-stakes assessments that most require direct verification.

Committee Chairs

Duties and Responsibilities

Before the Semester

- Verify current membership with Chair of Committee on Committees (ConC)
- Inform Chair ConC of meeting times and locations (Zoom and physical campus room)
- Update any email listserv with current membership
- Send Outlook calendar invite for semester meetings to membership

Before each meeting

- Ensure agendas are posted online and in physical location 72 hours in advance
 - If Special Meeting, 24 hours in advance
- Ensure quorum will be reached
 - Quorum must be **in-person** in the **same location***
- Ensure relevant guests/experts are invited per agendized topics
- Send relevant material to committee members (agenda, previous minutes, related exhibits)

During each meeting:

- Welcome guests, provide overview of decorum
 - Guests may comment in meetings but cannot vote
- Note attendance of membership
 - *If a member has **missed more than one-third** of regularly scheduled meetings, they will be removed from the position*
- Establish a note-taker for the creation of the meeting minutes
- Collect copies of any materials presented during the meeting
 - All information presented becomes public record and must be included in minutes
- For any action items, ensure a record of all votes cast by member

After each meeting

- Post approved minutes to website
- Post any exhibits presented during the meeting to the website
- Follow-up on any actions taken during the meeting (invites for future guests, find any requested information, etc)
- Prepare any necessary reports

Committee Chair Training

2026

Draft (March 16, 2026)

Exhibit 6.2 - 2026 - Committee Chair Training

Brown Act and Committees

All committees reporting to Faculty Senate are subject to the Brown Act. As committee chair, it is your responsibility to ensure ongoing compliance.

Key provisions of the Brown Act:

- Agenda posted 72 hours in advance (§54954, §54954.2)
 - Special meetings posted 24 hours in advance (§54956)
- Specify time and location of meeting (§54954.2)
 - Posted in a location that is freely accessible to members of the public and on committee website (if there is one) (§54954.2)
- Provide opportunity for members of the public to attend and address the legislative body (§54953, §54954.3)
- Only deliberate on items on the agenda (§54954.2)
- Publicly report any action taken and vote of each member present (§54953)
 - No secret ballots for actions

Exhibit 6.2 - 2026 - Committee Chair Training

Links

- [Brown Act \(full text\)](#)
- [SB 707 \(2025\)](#) Open meetings: meeting and teleconference requirements
- [AB 2449 \(2022\)](#) Open meetings: local agencies: teleconferences
- [AB 361\(2021\)](#) Open meetings: state and local agencies: teleconferences

Historical Timeline:

- Sept 16, 2021 - Dec 31, 2022 → Brown Act and AB 361
- Jan 1, 2023 - Dec 31, 2023 → Brown Act, AB 361, and AB 2449
- Jan 1, 2024 - Dec 31, 2025 → Brown Act and AB 2449
- Jan 1, 2026 - Jan 1, 2030 → Brown Act and SB 707 (modified AB 2449)

Exhibit 6.2 - 2026 - Committee Chair Training

What this means

Accounting for the Brown Act and SB 707, the following applies to all Faculty Senate committees:

- Agendas must be posted online and in a physical location
 - 72 hours in advance of Regular Meetings
 - 24 hours in advance of Special Meetings
- Location of meetings
 - All teleconferencing locations must be listed in the **agenda** and **notice of the meeting**
 - Agendas must be **posted** at all teleconference locations
 - Each teleconference location must be accessible to the public
 - At least a quorum of members must “participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction” (SB 707: 54953(b3)(c3))

Duties and Responsibilities of the Chair

Start of Semester

- Correspond with Committee on Committees chair for current membership
- Update any email listserv or website with current membership
- Schedule recurring Hyflex meeting space
 - For Zoom, use the same link for the academic year
 - Schedule the same in-person room for the academic year
 - Notify ConC Chair of meeting locations for recordkeeping
- Send Outlook Calendar invite for meeting schedule to committee members

Duties and Responsibilities of the Chair

Before each meeting

- Create agenda and make publicly available
 - 72 hours prior to regular meeting
 - 24 hours prior to a special meeting
- Ensure quorum will be reached based on meeting RSVPs from members
- Ensure appropriate contacts/ guests are invited based on agenda items
- Send relevant material to committee members to review
 - Unapproved minutes from previous meeting
 - Accompanying exhibits for agenda items for the upcoming meeting

Duties and Responsibilities of the Chair

During each meeting

- Welcome any guests and provide overview of decorum
 - Guests may comment during the meeting, but may not vote
- Note Attendance for all present members
 - Part-Time faculty members are compensated for certain committees*
 - Any committee member missing one-third of the regularly scheduled meetings may be removed from the committee. Notify ConC Chair if this occurs.
- Take notes for meeting minutes
 - Or establish a committee member to take the minutes

Duties and Responsibilities of the Chair

After each meeting

- Post approved minutes to website
 - Procedure forthcoming for new Diligent Communities
- Post any exhibits presented during the meeting to website
- Follow-up on any actions taken during the meeting
 - For example: find any requested information, invite guests to future meetings
- Prepare any necessary reports
 - Reach out to relevant committees with any timely reports

Exhibit 6.2 - 2026 - Committee Chair Training

Did you know...

- Part-Time Faculty members are compensated for certain committees
 - [Contract 15.6.2](#): Equitable Placement and Completion Committee (AB705); CALM Committee; College Council; Curriculum Committee; Distance Education Committee; Distinguished Faculty Award Committee; Educators for Equity, Diversity, and Cultural Consciousness; Employees, Community, and Communication Council; Equity, Education, and Student Success Council; Infrastructure and Sustainability Council; Institutional Effectiveness, Planning, and Fiscal Stewardship Council; Professional Development Committee; Tenure and Evaluation Review Board; all Hiring Committees
 - Complete [Part-Time Faculty Committee Participation Form](#)
 - Compensation is at the Part-Time faculty member's non-instructional hourly rate
- Changes to committee membership mid-semester must be communicated with Chair ConC
 - New committee member placements will be sent via email by Chair ConC to committee chairs
 - Committee chairs must notify Chair ConC if members are removed (schedule conflicts/excessive absences)

Faculty Senate Discussion: Vice-President, Faculty Council Eligibility

Current language

Faculty Senate Constitution

Article 4: The Faculty Council, Section 2: Officers

“President and Vice-President positions must be held by permanent, tenured faculty.”

Discussion

Consideration to remove the restriction of Faculty Senate Council Vice-President position eligibility of permanent, tenured faculty senators only and open position eligibility to all senators (full-time and part-time).

Faculty Senate Survey Results (*all results exhibited Fall 2024*)

Vice-President Eligibility

Full-time (<i>tenured faculty</i>) only:	<u>34%</u> (n=47)
Full-time (<i>tenured or probationary faculty</i>) only:	<u>9%</u> (n=12)
Part-time faculty only:	<u>1%</u> (n=2)
All Faculty (FT or PT):	<u>56%</u> (n=77)

Exhibit 8 - AI taskforce workgroups

AI Taskforce Workgroups:

Workgroup #1- Acceptable and appropriate uses of AI (or not) in instruction at the class level

Workgroup #2 (a and b) Guidance to students and employees on ethical and responsible AI use, safety, and security

2a. Protection of sensitive information (student and employee);

2b. Use of AI in administrative services (such as HR, procurement, etc.)

Workgroup # 3 Guidance on consistent application of policies on academic integrity and appropriate use of AI

Workgroup #4 The use of AI in staff and faculty professional learning (development) and student learning/training

Workgroup #5 Integration of AI into curricular and student support services (such as tutoring, proctoring, etc.)