



## **MEETING**

2026-04-20

EXHIBITS 1-7

# Agenda 2026-04-20

## 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, April 20, 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 – 04-13-2026
2. **Action**
  - a. Curriculum Committee – (Exhibit 1), Mellos
3. **Information – (Max 5 min each)**
  - a. ASG Report – Miller
  - b. Committee Reports - (Exhibit 2), Pearson
    - Faculty Senate Committees – Spring 2026 Reports
  - c. Faculty Senate Discussion regarding updates to Faculty Senate Constitution- (Exhibit 3.1, 3.2), Shmorhun, Dalrymple, Martinez
    - Including change in eligibility for Senate Council Vice-President Position Consideration for changing eligibility to all faculty (PT and FT).
4. **Discussion - (Max 7 min each)**
  - a. DE: Third Party Publisher Resolution – (Exhibit 4.1 & 4.2), Sanchez
    - Proposed recommendation regarding the use of third-party publisher platforms in courses.
  - b. TERB – Non-Instructional Questions (Exhibit 5), Cook-Whearty
  - c. Brown Act Committee Training -(Exhibit 6), Zavodny
  - d. Committee Volunteer Form – Question Update - (Exhibit 7), Zavodny
5. **Adjournment**

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### Academic & Professional Matters: The 10+1+1

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



## **MINUTES OF THE MEETING OF THE FACULTY SENATE**

April 13, 2026

**APPROVED**

### **ATTENDANCE**

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

**ABSENT:** Gene Gushansky

**GUESTS:** Matt Estes, Matt Grills, Sherehe Hollins, Bill Jahnel, Ben Mudgett, Krystal Rypien, Diane Studinka

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 2:30 p.m. The meeting was also streamed live on ZOOM.

### **PUBLIC COMMENTS**

President Pearson began the meeting by reading the community agreements.

Bill Jahnel, co-chair of Economics, Global Studies, History and Political Science, expressed concerns regarding the ongoing debate over GE degree curriculum requirements, specifically the potential removal of American History and Institutions and Health and Fitness from the core curriculum. He noted that while curriculum co-chairs had presented to the ASG, he had later provided a more historical context to the students regarding the three-year process. Jahnel voiced concern over the framing of "vigorous dissent" as "bullying". He urged the Senate to view the current disagreement as healthy academic discourse.

Senator Lawrence Lawson shared information regarding the appointment of Justin Smiley as acting VPI, stating that Smiley told him in person he was never officially appointed to that role. Lawson expressed that

# Minutes 2026-04-13 - Approved

it is problematic for someone to lead meetings and sign documents in an official capacity without a formal appointment.

Dr. Ben Mudgett, Articulation Officer, spoke on behalf of the GE Subcommittee, strongly refuting claims that the subcommittee was "weaponizing shared governance". He asserted that the subcommittee's actions were designed to engage faculty and students and ensure transparency in development and recommendations.

## **ANNOUNCEMENTS**

Senator Mufson announced that there would be a preview of Herbert Sequenza's solo performance about Diego Rivera on April 21 at 4:00pm and is free for all Palomar students and employees.

Senator Mufson announced the opening of the theater department's production of *Dracula*, a "feminist revenge fantasy" featuring immersive sets and punk aesthetics, which opens on May 1st and runs for two weekends.

Senator Falcone announced that the current week is Regional AccessAbility Week, featuring workshops on math, email, and social media accessibility led by regional experts and Mark Pope, the creator of the Pope Tech accessibility tool.

Ben Mudgett announced details for the inaugural Lavender Recognition Ceremony to honor LGBTQ students and allies, scheduled for May 14th from 4:00 p.m. to 6:00 p.m. in LRC-438.

President Pearson e noted that Earth Week begins with Earth Day on April 22nd, and she will personally be giving a talk on birds on Monday morning, April 20th, as part of the Sustainability Committee's events.

President Pearson announced that that documents regarding Title V language changes for academic renewal were attached to the meeting agenda for faculty review.

Dean Studinka announced an extensive update on the Palomar College Help Center, a new unified ticketing platform ([help.palomar.edu](http://help.palomar.edu)) launching on April 15th to replace the Remedy system for facilities, information services, and academic technology. She noted that an instructional email would be sent to all employees and students on the morning of the 15th and that office hours would be available during the first week of the launch to assist with the transition.

Senator Siminski announced that a North County coalition is hosting a community patrol training on the Palomar campus on Friday, April 24th at 6:00 p.m.

Senator Siminski announced a reminder that the Solidarity Festival is scheduled for May 2<sup>nd</sup>.

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## **AGENDA CHANGES**

None.

## **APPROVAL OF MINUTES**

**MSC: Mufson/Sheaffer**

Faculty Senate to approve the minutes for April 6, 2026.

The motion carried.

**Abstentions: 1 – Senator Falcone**

## **ACTION**

### **A. Committees on Committees (Exhibit 1) – Zavodny**

**MSC: Zavodny/Mufson**

Faculty Senate to approve the result of the ballot for the Manager of Athletics Head Football Coach Hiring Committee.

The Motion Carried.

**Manager of Athletics Head Football Coach Hiring Committee  
Dan Early (Athletics), Faculty**

### **B. Nuventive Pilot and the Future of SLO Assessment – (Exhibit 2.1 & 2.2), Hathaway**

**MSC: Shmorhun/Doyle Bauer**

Faculty Senate to approve the formation of the Learning Outcomes Task Force as amended.

The Motion Carried.

Amendments included:

Changing one role from Instructional Designer to Instructional Designer or Designee  
The six divisional representatives to six faculty divisional representatives

### **C. Reassigned Time Positions (Exhibit 3) – Pearson**

**MSC: Adams/Lawson**

Faculty Senate to confirm the uncontested volunteers for reassigned time positions.

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The Motion Carried.

**Equivalency Chair – Krystal Rypien**

**Phi Theta Kappa – Co-Advisor: Jennifer Backman**

**Phi Theta Kappa – Co-Advisor: Dana O'Callaghan**

**Student Learning Outcome (SLO) Co-Coordinator – Daniel Cameron Balaszek**

## **INFORMATION**

### **A. ASG Report, Miller**

ASG Representative Naomi Miller reported that the student government is currently focused on elections for the next academic year. Candidate forums were held on the day of the meeting and scheduled for the following day, with campaigning to continue until the final week of the semester when voting occurs.

### **B. The GE Revamp: A History (Part 1) – (Exhibits 4, 4.1, 4.2 & 4.3) Jahnel**

Bill Jahnel provided a historical overview of the attempts to revamp local general education requirements, focusing on the period from January to May 2024.

He argued that in 2023, changes were mandated for CalGETC, but a local push began to also remove American History and Institutions and Health and Fitness from local AA/AS degrees.

Jahnel noted that a Spring 2024 presentation by Senate and Curriculum leadership seemed biased, listing seven benefits to removing requirements but zero benefits for keeping them. He presented data from a spring 2024 student survey where no students mentioned History or Health as a barrier to completion, and noted that a faculty survey showed a two-thirds supermajority in favor of keeping the requirements.

Jahnel emphasized that the Senate had voted on May 20, 2024, to keep district requirements, and he expressed concern that the current proposal to remove them contradicts that vote and the collected data. In response to clarifying questions, Jahnel stated he stopped attending GE Subcommittee meetings after concerns were raised that his presence might "intimidate" members.

### **C. ASCCC Report – (Exhibit 5), Shmorhun**

Senator Shmorhun provided an overview update on her recent role as Palomar's delegate at the ASCCC plenary held in Santa Rosa .

She noted that while the final resolution packet is still undergoing edits and will be released in a few weeks, nearly all resolutions passed, with the exception of three specific items.

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A major highlight of the report was a session on Shaping AI in the California Community Colleges. During this session, the Chancellor's Office emphasized that solutions for authentic learning in the age of AI must be discipline-specific, with their first official response being a request for "grace" while faculty do the work of coming together to solve these issues.

The report also covered a session on the legislative and budget landscape, which provided insights into the direction of the upcoming state budget.

Shmorhun noted a controversial session regarding reclaiming assessment and trust in the AI era, though she noted there was very little time for comments despite the fact that concerns were shared by almost every school in attendance.

Regarding the voting process, she invited senators to review a spreadsheet of her votes, which she based on the recommendations of her Palomar colleagues, discourse with other delegates, and her own best judgment.

During the subsequent clarifying questions, Senator Lawson requested clarification on the Pearson Learning Studio pilot involving "Agentic AI" for instructor-led teaching. Shmorhun explained that certain schools have already opted into this pilot, where AI is used to teach in specific disciplines.

Shmorhun expressed shock at the Chancellor's Office's hands-off approach, noting that they told faculty "you all must figure it out" and admitted they partnered with Google simply because Google was the company that said yes.

Shmorhun noted a resolution regarding part-time faculty, which passed with approximately 68% of the vote. Senator Dalrymple added that, according to the resolution's author, the primary debate was not necessarily about the proposal's value, but rather whether it fell within the official purview of the Senate to be involved in the matter.

## **DISCUSSION**

### **A. GE Subcommittee Progress Report, (Exhibit 6), Mellos, Mudgett**

Ben Mudgett and Vickie Mellos, co-chairs of the General Education (GE) Subcommittee, presented a progress report on the ongoing effort to look at Palomar GE requirements.

Mudgett began by clarifying that their work is centered on the breadth and depth of a liberal arts education, specifically for students pursuing local terminal degrees (such as welding or automotive technology) rather than those on a transfer path. He emphasized that the subcommittee is not "weaponizing shared governance" but is instead striving for transparency by gathering feedback from the Curriculum Committee, the Senate, and the Associated Student Government (ASG).

Mudgett further stressed that they are not yet ready for a full town hall but intend to host one once more specific details and rubrics are finalized.

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A significant portion of the report addressed what Mudgett described as "misunderstandings" regarding the potential removal of American History and Institutions and Health and Fitness. He clarified that these courses would not be "erased", as they would still be offered for majors and other accreditation requirements; however, the proposal would change their status as mandatory district GE requirements.

Mudgett highlighted the issue of double counting. Currently, according to student services, approximately 99% of students use History or Political Science courses to satisfy both the district requirement and the Social and Behavioral Sciences area. Mudgett argued that this prevents students from exploring a true breadth of perspectives because they are incentivized to take courses limited to a narrow set of outcomes (American History and Institution courses). He noted that if the college simply stopped allowing double counting without changing requirements, it would add 10 units to the GE package, making the local degree nearly as long as the transfer-oriented CalGETC pattern and potentially driving students away from local degrees.

The proposed solution presented was the creation of GE Area 7: Lifelong Learning and Self-Development, which would replace the specific district requirements with a broader area focusing on the internal self, external self, and navigating society.

Senator Mellos shared that feedback from the ASG was mixed; while some students favored the flexibility of Area 7 to include topics like financial literacy, nutrition, and meal prepping, others argued that college should remain "academically oriented" and felt that subjects like History should be prioritized over information that is readily available online.

## **Discussion Points Included:**

One senator asked if Area 7 would move away from discipline-specific mandates, and it was clarified that courses need to meet the outcomes to be included in Area 7.

A senator requested that future presentations show a side-by-side "student perspective" (Path A vs. Path B) to clearly illustrate how these changes affect a student's educational plan and graduation timeline.

A strong personal concern was shared, arguing that in the current political climate, a solid understanding of American institutions is important.

One senator noted the perspective that the proposal appeared to do the "opposite" of the Senate's May 2024 vote to maintain district requirements, expressing concern that a "winner" (Area 7) had been selected by the subcommittee before collecting broader feedback. Mudgett countered that Area 7 was just one of the options considered and that the subcommittee was acting on a specific charge from the Curriculum Committee to flush out what that would look like.

The evident confusion regarding the May 2024 vote was noted and it was suggested that the conversation should continue, ultimately agreeing that a town hall is necessary for broader discussion and feedback.

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**B. DE : Third Party Publisher Resolution – (Exhibit 7.1 & 7.2), Sanchez**

Tabled.

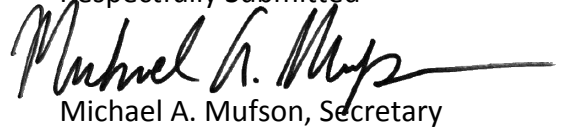
**C. Faculty Senate Discussion Regarding Change in Eligibility for Senate Council – (Exhibit 7), Shmorhun**

Tabled.

**ADJONRNMENT:**

The meeting was adjourned at 3:50 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

# Draft Resolution II: Use of Third-Party Publisher Platforms

DE Committee | Spring 2026 | Updated April 6, 2026

**Whereas**, Title 5 §55002 affirms that faculty are responsible for designing courses in alignment with the Course Outline of Record (COR), ensuring academic freedom, accessibility ([ADA Title II](#)), and equity; and

**Whereas**, Palomar Administrative Procedure (AP) 4105 ~~designates Canvas as the district-supported learning management system (LMS)~~ states “to comply with federal requirements, all Palomar College online courses use the District-supported Learning Management System which uses secure login credentials” for student authentication and distance education, and

**Whereas**, federal and state regulations ([California Cal. Code Regs. Tit. 5, § 55204](#)) require Regular and Substantive Interaction (RSI) to be observable in the official [Learning Management System \(i.e., Canvas\)](#) course for accreditation purposes; and

**Whereas**, over-reliance on third party publisher platforms such as Pearson MyLab, McGraw-Hill Connect, Cengage MindTap, or Macmillan Achieve outsources core instructional functions to corporate vendors, creates barriers to accessibility and equity, raises concerns about student data security and privacy, and imposes significant additional costs on students; and

**Whereas**, the use of third-party publisher platforms introduces institutional support limitations as Palomar’s Academic Technology Resource Center (ATRC) is unable to fully support or troubleshoot student issues occurring within external systems, thereby creating gaps in timely and equitable student support; and

**Whereas**, students are often required to purchase access codes or course materials outside of Palomar College systems and Canvas, resulting in financial barriers, delays in course participation, and challenges related to payment assistance and refund processes; and

**Whereas**, publisher-provided materials (e.g., question banks, slides, practice activities) may be pedagogically valuable when thoughtfully adapted and integrated into faculty-designed courses, but should serve only as supplemental resources rather than substitutes for instruction; and

**Whereas**, Open Educational Resources (OER) provide accessible, customizable, and cost-free alternatives that preserve academic freedom, reduce financial burdens, and support equitable access for all students; and

**Resolved**, that the Palomar College Faculty Senate affirm that the COR defines the course, not a textbook or publisher platform, and that faculty retain primary responsibility for course design, content development, student interaction, and instructional materials; and

**Resolved**, that the Palomar College Faculty Senate affirm that Canvas must remain the central hub of course activity for all distance education courses, with Regular and Substantive (RSI) clearly observable within Canvas to ensure compliance with Title 5, federal regulations, and accreditation requirements; and

**Resolved**, that the Palomar College Faculty Senate recommend that faculty limit the use of publisher platforms to supplemental and adaptable content within their own course design, avoiding

reliance on platforms that restrict modification, increase student costs, reduce instructional control, or shift core teaching responsibilities away from faculty; and

**Resolved**, that the Palomar College Faculty Senate encourages the adoption of Open Educational Resources (OER) whenever possible to ensure burden-free access, equity, and the preservation of academic freedom; and

**Resolved**, that the Palomar College Faculty Senate will work with the Academic Technology Resource Center (ATRC), the Distance Education Committee, and the Office of Instruction to provide faculty with guidance, training, and resources on evaluating publisher tools, adopting OER, and ensuring compliance with accessibility, privacy, security, and accreditation standards; and

**Resolved**, that the Palomar College Faculty Senate advocate for institutional practices that reduce student financial and technological barriers, including minimizing the reliance on external access codes and improving transparency and support related to course material costs and refund processes.

# Draft Resolution: Use of Third-Party Publisher Platforms

DE Committee | Spring 2026

**Whereas**, Title 5 §55002 affirms that faculty are responsible for designing courses in alignment with the Course Outline of Record (COR), ensuring academic freedom, accessibility, and equity; and

**Whereas**, Palomar Administrative Procedure (AP) 4105 designates Canvas as the district-supported learning management system (LMS) for student authentication and distance education, and federal and state regulations require Regular and Substantive Interaction (RSI) to be observable in the official Canvas course for accreditation purposes; and

**Whereas**, over-reliance on third party publisher platforms such as Pearson MyLab, McGraw-Hill Connect, Cengage MindTap, or Macmillan Achieve outsources core instructional functions to corporate vendors, creates barriers to accessibility and equity, raises concerns about student data security and privacy, and imposes significant additional costs on students; and

**Whereas**, the use of third-party publisher platforms introduces institutional support limitations as Palomar's Academic Technology Resource Center (ATRC) is unable to fully support or troubleshoot student issues occurring within external systems, thereby creating gaps in timely and equitable student support; and

**Whereas**, students are often required to purchase access codes or course materials outside of Palomar College systems and Canvas, resulting in financial barriers, delays in course participation, and challenges related to payment assistance and refund processes; and

**Whereas**, publisher-provided materials (e.g., question banks, slides, practice activities) may be pedagogically valuable when thoughtfully adapted and integrated into faculty-designed courses, but should serve only as supplemental resources rather than substitutes for instruction; and

**Whereas**, Open Educational Resources (OER) provide accessible, customizable, and cost-free alternatives that preserve academic freedom, reduce financial burdens, and support equitable access for all students; and

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**Resolved**, that the Palomar College Faculty Senate advocate for institutional practices that reduce student financial and technological barriers, including minimizing the reliance on external access codes and improving transparency and support related to course material costs and refund processes.

# Exhibit 1 - 2025\_04\_13\_Hiring-Committee-ballot

|                |                  |                         |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |
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| April 13, 2026 |                  |                         |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |
|                |                  |                         |                                            | <b>Hiring Committee: Manager of Athletics / Head Football Coach</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |
| <b>Name</b>    | <b>Division</b>  | <b>Department</b>       | <b>Position:</b>                           | <b>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?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>What are the knowledge, skills, and abilities you will bring to this committee?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Action</b>           |
|                |                  |                         |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Vote for One (1)</b> |
| Josh Gray      | L&L              | ASL                     | Manager of Athletics / Head Football Coach | <p>I will apply an equity and antiracism lens by actively advocating for inclusive and accessible hiring practices that recognize diverse lived experiences, particularly for historically marginalized communities, including Deaf and Hard of Hearing individuals. I will support equitable evaluation by encouraging the committee to value varied pathways of experience, reduce implicit bias, and ensure interview processes are accessible and culturally responsive.</p> <p>I am committed to ongoing learning in Diversity, Equity, Inclusion, and Antiracism by engaging in professional development, listening to underrepresented voices, and applying best practices that promote fairness, transparency, and accountability throughout the hiring process. My goal is to help foster a hiring environment that reflects and serves the diversity of the community.</p> | <p>I bring a combination of knowledge, skills, and abilities grounded in public administration, Deaf Studies, and community advocacy. My experience includes curriculum development, policy planning, and cross-institutional collaboration, particularly in advancing equitable access for Deaf and Hard of Hearing communities. I have worked closely with educational institutions, community organizations, and government partners to promote inclusive practices and improve accessibility.</p> <p>I offer skills in critical evaluation, collaborative decision-making, and effective communication, including a strong awareness of cultural and linguistic diversity. I am attentive to reducing bias in hiring processes and ensuring candidates are evaluated holistically, recognizing diverse pathways, experiences, and contributions.</p> <p>My advocacy for Diversity, Equity, Inclusion, and Antiracism is demonstrated through my work in promoting American Sign Language as a recognized language, developing Deaf-centered educational initiatives, and supporting policies aligned with human rights frameworks. I remain committed to continuous learning and applying equitable, transparent, and culturally responsive practices to support fair and inclusive hiring outcomes.</p> |                         |
| Dan Early      | Student Services | Athletics               | Manager of Athletics / Head Football Coach | <p>I will apply an equity and antiracism lens by actively working to ensure that our hiring processes are fair, inclusive, and free from bias. This includes consistently evaluating criteria for unintended barriers, advocating for diverse candidate pools, and engaging in equitable interview and evaluation practices. I am committed to ongoing learning by participating in professional development, listening to diverse perspectives, and reflecting on my own practices to better support inclusive and antiracist decision-making within the committee.</p>                                                                                                                                                                                                                                                                                                             | <p>I bring strong collaboration, communication, and evaluative skills to this hiring committee, along with experience in faculty review and hiring processes that prioritize fairness and transparency. I am attentive to aligning candidate qualifications with institutional needs while maintaining consistency and integrity in decision-making. In my recent work, I have supported Diversity, Equity, Inclusion, and Antiracism efforts by promoting inclusive hiring practices, advocating for diverse candidate pools, and engaging in ongoing professional development to better recognize and mitigate bias. I am committed to contributing thoughtfully and equitably to the committee's work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |
| Ramsey Fiapai  | SBS              | Kinesiology / Athletics | Manager of Athletics / Head Football Coach | <p>My experience and knowledge as a current assistant football coach for six years, community college student athlete graduate and first generation college student is the lens I see through. I will draw from these past and current experiences to evaluate the candidate as a part of this hiring committee.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>As mentioned I have been coaching at the community college for six years and have also been a student athlete graduate of the California Community College system. I've worked directly with student athletes, administration and the coaching staff to accomplish the goals of mentoring and developing student athletes academically and athletically. I've assisted student athletes with the enrollment process, guiding them through completing the financial aid process and directing them to the appropriate academic services needed to achieve academic success. As a coach, I've been directly involved in the day-to-day operations with the football program in the post, off and in season.</p> <p>As an integral part of the football program, I've been committed to treating every colleague and student athlete with honor and respect regardless of their background.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |                         |

## Faculty Senate Subcommittee Reports – Spring 2026

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### ACADEMIC STANDARDS AND PRACTICES COMMITTEE

Chair: Nina Shmorhun

Report Submitted by: Nina Shmorhun

Contact: [nshmorhun@palomar.edu](mailto:nshmorhun@palomar.edu)

Meeting dates at time of report: 12/05, 2/06, 4/03

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Artificial Intelligence: ASP has gone through several reviews and drafting of edits of the syllabus policy statements provided by the AI Special Projects Coordinator. ASP has conducted a recent review and presented final edits to the AI Special Projects Coordinator for faculty senate review/approval.

Grade Change Policy: Final grade dispute procedures changes and AP 4231 were sent to Instruction Office. AP 4231 changes were sent to VPI for approval and sharing with Policies and Procedures. Once approved, ASP will create a student-facing document for guidance on updated grade dispute policy procedure. ASP will also need to update the formal grade dispute request form (waiting on formal approval of grade dispute policy and procedures).

Faculty Manual: Continued progression on faculty manual creation.

Academic Integrity: Canvas courses have received minimal use. To increase use, and provide faculty/students with necessary information, a Canvas module is being created (almost finalized) for faculty to 'input' into Canvas courses. Focus for the 'module' is academic integrity (plagiarism, falsification, fabrication, proper citations), student-centered information, and incorporates language from AP 5505 and previous academic integrity courses. The module and information will be included in the Faculty Manual and as a downloadable file.

### **Update on Faculty Senate assigned goals:**

# **Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026**

ASP was specifically tasked in Fall 2024/Spring 2025 (?) with creating a Faculty Manual. Since Fall 2025, ASP has worked towards creating a Faculty Manual that will be accessible via a Sharepoint site. ASP has gained feedback on included topics from Faculty Senate, Curriculum Committee, Student Services, and other constituents. ASP plans to share the Faculty Manual at last Faculty Senate meeting (05/18).

## **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

ASP's immediate focus are all of the above goals. More specifically, ASP is focusing on the Faculty Manual and transformation of the 'Academic Integrity Canvas Courses' into a streamlined Canvas 'module' for Faculty to incorporate into their own Canvas courses. Additionally, ASP is supporting with the Artificial Intelligence taskforce, particularly as it relates to Academic Integrity. The goal is to provide recommendations for updates to AP 5505 and best practices for Faculty/Students.

## **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

ASP will request to present an information item on the last senate meeting to share the Faculty Manual.

## **Additional Information to Report out:**

ASP would like guidance from Faculty Senate on best methods to 'share' the Faculty Manual, particularly for new and incoming Faculty members. Should it be included as an information item during all future Faculty Orientations?

## **Accolades and Accomplishments:**

The ASP Chair would like to recognize and celebrate ASP committee members, Professor Wendy Gideon, Professor Charles Alexander, Professor Lindsay Sperling, and Professor Heather Hosaka on all their tremendous work this academic year!

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## COMETS AFFORDABLE LEARNING MATERIALS (CALM)

Chair: Anastasia Zavodny & Kelly Falcone

Report Submitted by: Anastasia Zavodny

Contact: [azovodny@palomar.edu](mailto:azovodny@palomar.edu)

Meeting dates at time of report: February 2, February 9, March 2, April 6, April 20, May 4, and May 18.

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Our ZTC grant faculty have completed the following projects this academic year:

AIS 165 (textbook creation); HIST 107: World History, Volume I: to 1650 (sourcebook, adaptation/creation); HIST 101: (ancillaries, creation); HIST 102: (ancillaries, creation); HIST 160: (textbook, adaptation/creation).

Additionally, our ZTC faculty have presented progress on the following projects this academic year:

ART 102 (textbook, creation); ART 164 (textbook, remix); ART 165 (textbook, remix); ART 166 (textbook, remix); CHDV 102 (textbook, adaptation); CHDV 104: Guidance for Young Children (textbook, creation); CHDV 180: School Age Development (textbook, creation); CHDV 190: Curriculum for the School-Aged Child (textbook, creation); HIST 130: U.S. Women's History (statewide collaboration: online course reader, creation); SOC 135: Gender and Society (Canvas course, creation); SOC 115: Introduction to Women's Studies (Canvas course, creation); SOC 180: Introduction to Statistics (Pressbooks textbook, adaptation/creation) and Social Justice Statistics (Canvas course, creation); GBST 102: Global Issues (textbook, creation); HIST 108: World History, Volume II: from 1650 (sourcebook, adaptation/creation); HIST 105: (sourcebook, adaptation/creation); HIST 105: (textbook, adaptation/creation); HIST 140: textbook, remix; digital primary source repository, creation); HIST 141: textbook, adaptation; digital primary source repository, creation); HIST 150: textbook, remix; digital primary source repository, creation); HIST 151: textbook, adaptation; digital primary source repository, creation); COMM 100: (textbook, remix; ancillaries, creation); JOUR 101: (textbook, creation; ancillaries, creation); JOUR 200: (textbook, creation); CINE 100: (textbook, remix); MATH 100E: (textbook, expansion/creation)

# **Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026**

## **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Immediate focus and priority includes: recruitment for GE course conversions, uploading completed projects to Cool4Ed, ensuring the pathways complete all course conversions by the December 2026 deadline.

## **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

CALM has once again had a change in administrative support, as our Special Projects Administrator, Fari Towfiq, was reassigned to the Interim Dean MSE position April 1, 2026. The CALM Co-Chairs were not given prior notice of this change; the Special Projects Administrator position for Fari Towfiq was approved May 14, 2025 through June 30, 2026. Since our work on the CCCCO grant began in January 2023, we have worked with four Divisional Administrative Assistants, plus this Special Projects Administrator, in addition to our assigned Dean overseeing multiple other District projects and responsibilities. CALM is requesting additional support to help in ensuring the faculty grantees are able to complete their projects by December 2026.

## **Additional Information to Report out:**

CALM's work on the CCCCO grant began January 2023. This semester (Spring 2026) we have finally received actuals from the District regarding our grant spend-down amounts and have begun reconciling these figures with our estimated expenses.

## **Accolades and Accomplishments:**

Kelly Falcone has been serving as CALM Co-Chair during Bill Carrasco's sabbatical (Spring 2026). Since January, Kelly has helped to move CALM's database from Google Drive to Microsoft Teams (a giant endeavor), has created a Teams form for grantee progress and payment requests, generated financial overview reports for committee members of each of the grant pathways, and created an accessible version of the committee's minutes and agendas. We are extremely grateful for her expertise and knowledge!

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## DISTANCE EDUCATION (DE) COMMITTEE

Chair: Tanessa Sanchez

Report Submitted by: Tanessa Sanchez

Contact: [tsanchez@palomar.edu](mailto:tsanchez@palomar.edu)

Meeting dates at time of report: 2/4/26, 2/18/26, 3/4/26, 3/18/26, 4/1/26

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

The Online Education website is currently being redesigned to serve as a central, student-facing onboarding hub.

In addition, an Introduction to Online Learning Canvas course, intended to support student orientation and address common onboarding barriers, is in the final stages of editing and revision.

A proposal to establish a distance education recertification process has been developed and approved by the Distance Education Committee and is pending presentation to the Academic Senate.

### **Update on Faculty Senate assigned goals:**

The Resolution on Transparency and Faculty Involvement in Institutional Technology Decisions was approved by the Academic Senate on February 23, 2026.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

- Continue development and implementation of the Online Education Website redesign.
- Complete and pilot the Student Orientation/Onboarding Course.
- Support faculty in meeting accessibility compliance requirements beyond the Title II deadline.
- Contribute to institutional guidance through the AI Task Force deliverables.
- Seek recommendations from the Senate regarding the use of third-party publishers.

## **Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026**

- Finalize and present the DE Recertification Framework to Senate for approval.
- Continue to update the DE Handbook.

### **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

Review and endorse upcoming resolutions, assist with the technology decision-making processes, and advocate for the Institution to hire a full-time Faculty Coordinator of Online Education.

### **Additional Information to Report out:**

Significant campus-wide efforts have been underway to prepare for the April 24, 2026 ADA Title II accessibility deadline. These efforts have expanded to include increased faculty participation in POET and growing interest in the POCR process to support course quality and compliance. In addition, emerging work related to AI and academic integrity is being explored through the initiatives and discussions led by the AI Task Force.

### **Accolades and Accomplishments:**

The inclusion of an ATRC committee member has bridged the communication and action gap between the committee and the institution. David Gray and Jonathan Sleeper have both stepped up repeatedly and taken on leadership roles in their respective workgroups and have made significant progress in a short amount of time.

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## DISTINGUISHED FACULTY AWARD (DFA) COMMITTEE

Chair: Jeffery Epstein

Contact: [jeptstein@palomar.edu](mailto:jeptstein@palomar.edu)

No report for Spring 2026

## EEDCC (EDUCATORS FOR EQUITY, DIVERSITY, AND CULTURAL CONSCIOUSNESS)

Chair: Michael Mufson & Briana Stanley

Report Submitted by: Briana Stanley

Contact: [bstanley@palomar.edu](mailto:bstanley@palomar.edu)

Meeting dates at time of report: 2nd & 4th Fridays from 1:30-3pm

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Currently, EEDCC is completing a report for the Faculty Senate on the "One College, Many Voices" EduFest event we hosted in January 2026. In addition, the committee is starting to plan for the 2027 EduFest. Feedback from the 2026 EduGest attendees is being implemented in the revised plans for the next EduFest in 2027.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

The immediate focus is to complete a report on the "One College, Many Voices" EduFest by the next Faculty Senate meeting.

### **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

The current action needed from the Faculty Senate is for members to receive, review, and provide feedback on the report we submit for the "One College, Many Voices" 2026 EduFest.

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## Additional Information to Report out:

In the future, EEDCC will seek the Faculty Senate's help in promoting the 2027 EduFest. Our vision includes improving attendance and participation across all constituency groups at Palomar College.

## Equitable Placement and Completion Committee

Chair: Erin Feld

Report Submitted by: Erin Feld

Contact: [efeld@palomar.edu](mailto:efeld@palomar.edu)

Meeting dates at time of report: February 12, 2026 and March 12, 2026

## Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:

Our committee's reason for existing has changed.

From the original implementation of AB 705/1705, the committee was needed as a place to help each other out with how to implement, how to let students know about the changes, how to let counselors and faculty know about the changes, etc.

Additionally, when the committee first started there were reports that needed to go to the Chancellor's Office that the committee gave help with, and the previous committee chair submitted them. Since that time, the disciplines that are affected by AB 7/1705 have (mostly, Math still has some things going on) have their implementation in place and are mostly just working on communities of practice to help those teaching classes impacted by AB 7/1705, so this went from an action committee to a reporting committee where people are sharing what they have going on, but there is nothing for the committee as a whole to do. So, we are now just going to meet once a semester at least for the next year so we can report out to everyone so people know what is going on still, but once Math is done with their trial period of things with AB 1705, we may choose not to meet at all.

Therefore, we remain a committee, but we don't have specific tasks or goals since AB 7/1705 is not being handled in specific discipline areas now.

## **Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026**

**Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Seeing if we still need to meet once a semester or if we could communicate things in other ways.

### **Accolades and Accomplishments:**

English, ESL, and Math had a lot they needed to do, and the help of Joseph Allen and Michael Large and their teams was instrumental in helping these disciplines get to where they need to be with AB 7/1705.

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## Equivalency Committee

Chair: Krystal Rypien

Report Submitted by: Krystal Rypien

Contact: [krypien@palomar.edu](mailto:krypien@palomar.edu)

Meeting dates at time of report: The committee continues to meet on as as-needed basis to discuss and determine whether applicants without a job posting's specified degrees and or work experience meet the minimum qualifications for the position, which is then communicated to HR.

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Since taking over as chair on March 20, 2026, the committee has reviewed 4 applications for equivalency, with 2 additional applications currently being evaluated. The chair (Rypien) has attended two ASCCC webinars on equivalency (Feb 23, 2026, Mar 23, 2026).

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

To continue to evaluate equivalency applications in a timely fashion and to build more campus awareness of the equivalency process through meetings with departments, and/or office hours.

### **Accolades and Accomplishments:**

Michael Dudley, who recently resigned, was the Chair of Equivalency for several years (and a member for years before that). He was a stalwart leader, and we commend him for his service on the Equivalency committee.

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## FACULTY SERVICE AREA COMMITTEE

Chair: Jason Jarvinen

Report Submitted by: Jason Jarvinen

Contact: [jjarvinen@palomar.edu](mailto:jjarvinen@palomar.edu)

Meeting dates at time of report: 2/17/2026

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

The Faculty Service Area Committee has two primary goals: (1) ensure discipline Faculty Service Areas are reviewed every three years and (2) review individual FSA applications from faculty members.

In the spring of 2026, the committee welcomed a new committee member, Benhui Zou. We have continued the committees work to improve information accessibility. We are also working on a nested form that make it easier to request changes to discipline FSAs.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

We will continue to work on recruiting new committee members.

### **Accolades and Accomplishments:**

Cathy Jain, Benhui Zou, and Scott Richison (on sabbatical this semester) are an excellent team.

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## INSTRUCTIONAL PRP COMMITTEE

Chairs: Beth Pearson & Justin Smiley

Report Submitted by: Beth Pearson

Contact: [bpearson@palomar.edu](mailto:bpearson@palomar.edu)

Meeting dates at time of report: 3/2, 3/16, 4/6

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

iPRP has been reviewing our annual form in light of the launch of the new comprehensive form. We also discussed the need to provide meaningful feedback sooner to the programs who submit comprehensive forms this Spring. Toward this goal, we have been reading and organizing feedback for the programs who recently submitted comprehensive forms.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Provide feedback to programs earlier and allow the report to help inform budgeting priorities in a timely manner.

### **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

The committee needs faculty voice in the feedback process when reviewing comprehensive PRP reports.

### **Accolades and Accomplishments:**

Marti Snyder modifies the forms and makes adjustments quickly when the committee asks for them.

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## LEARNING OUTCOMES SUBCOMMITTEE

Chairs: Shelbi Hathaway & April Cunningham

Report Submitted by: April Cunningham

Contact: [acunningham@palomar.edu](mailto:acunningham@palomar.edu)

Meeting dates at time of report: November 10 & February 23

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

We have completed all of the required Facilitator meetings for the Spring.

-The training materials for using Canvas and Nuventive for assessment/reflection are available in the Curriculum Canvas shell.

-We are in the process of completing reconciliation of program learning outcomes between Maverick and Nuventive. Once the PLO reconciliation is complete, work will begin on the Fall 2026 CLO reconciliation. Updating outcomes in Canvas will start after that, likely this summer.

-As part of curriculum tech review, feedback to faculty on learning outcomes and objectives is ongoing.

-Maintenance of Nuventive, including the recent addition of instructions on the home screen and necessary corrections to the files Palomar provides for reporting disaggregated outcomes data, are also ongoing.

-We have received approval from the Faculty Senate to form a Taskforce for proposing an update to the outcomes assessment process and timeline.

-There was an update to the CBA regarding the roles and duties of SLO Facilitators. That has necessitated some changes to our processes which include: 1) a total of 20-hours pay for Fall 2025 and Spring 2026, 2) Dean access to course analytics and reports in Nuventive, and 3) Discipline Leads earn a portion of the SLO Facilitator hours, and 4) Facilitators will now fill out a simple form which states if they met the roles and responsibilities of the Facilitator role and a timeline of assessment completion of active outcomes with outdated or missing assessment results.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

## **Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026**

Seat the members of the Taskforce and start the meetings. Continue to engage in discussions with Nuventive and Maverick about a proposed API that would streamline the transmission of outcomes from Maverick to Nuventive.

### **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

Getting the Senate-appointed members of the Taskforce recruited and approved as quickly as possible

### **Additional Information to Report out:**

Thank you to the Senate for your support to create the SLO Assessment Taskforce.

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## PROFESSIONAL DEVELOPMENT COMMITTEE

Chairs: Luis Guerrero & Matt Grills

Report Submitted by: Luis Guerrero

Contact: lguerrero@palomar.edu

Meeting dates at time of report: 01/27/2026, 02/24/2026, 03/21/2026

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Managed to complete the 2026 PRP with collaboration from a workgroup of the committee, where we identify both technology and physical need for the employee EDGE center as well as SU to make sure that we can sustain holding large group events like book clubs, AI literacy workshops, etc. without cannibalizing resources from other classrooms or departments.

Advanced approaches to make sure more employees see themselves in the training and learning opportunities making sure they are not faculty focused and that all employees are offered the opportunity to attend, since we still heard feedback that Staff choose not attend due to coverage or workload issues, that prevents them participating fully in Professional Learning opportunities.

Worked extensively with Instructional Designers, CDO, etc. on programming and offering extensive accessibility offerings to meet every employees need and making sure there is support via the PL/PD portal and beyond, and communicate these opportunities in the new Comet Connect and other avenues.

Supporting all employees in AI by offering and connecting with regional events like the NCHEA Instruction with Imagination and Intelligence conference on 3/14/26, the Reclaiming Joy Human-First Teaching in the AI Era watch party on 4/17/26, as well as local like the Teaching with AI book club all spring 26 semester long.

Likewise having more meaningful dialogue on the new Professional Learning terminology in Title 5 updates and ACCJC standard 3.2, and work towards making the necessary changes to governance form, where final vote on it should happen before the end of this semester.

### **Update on Faculty Senate assigned goals:**

## **Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026**

Visited <https://www.palomar.edu/facultysenate/2026/01/28/faculty-senate-goals-2025-26/>, and did not see any specific to Professional Learning (PD)

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Making sure that we as a committee work in unison to the many charges that other collegewide taskforces have given us, from the HSI taskforce recommendations and their implications to offering training, resources and support on this front.

Likewise the AI taskforce recommendations that will be presented to college council by end of this semester, and how to support them in an ongoing manner, given the timeliness of the topic and the growing need to make sure all of our employees have the resources they need to succeed in this ever changing AI landscape we are all facing.

### **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

Push and assert to leadership, be them Deans, VPs and even President and all other adjacent college council/exec that they need to partner with us, trust us, delegate work adequately to us and not have decisions be done in secret or obscure places that are not transparent. Also leaders have yet to convincingly provide vision, consistency, follow-through all of which overburden both employees and shared governance on actions and activities that do not move us forward.

# Exhibit 2 Faculty Senate Subcommittee Reports - Spring 2026

## TUTORING COMMITTEE

Chair: Scott Nelson

Report Submitted by: Scott Nelson

Contact: [snelson@palomar.edu](mailto:snelson@palomar.edu)

Meeting dates at time of report: February 5th

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

We have been working on getting CRLA 2 approval and funding. We also have several work groups working on issues related to tutoring. These workgroups only provide recommendations as we don't have the authority to implement any of our suggestions.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

CRLA 2 certification approval and funding

# Constitution of the Faculty of Palomar College

In order to promote the effective exercise of the rights, duties, privileges, and responsibilities that are placed in their trust by their profession, their society, their state, and their local district, and conscious of the high nature of that trust as it is shared by all other institutions of higher learning in the State of California and in the United States, and in order that they or the instruments of their creation may perform such academic duties as are appropriate to teaching faculties of community colleges, the academic faculty members of Palomar College, as defined below, have adopted this Constitution.

## ARTICLE I: DEFINITION OF ACADEMIC FACULTY

A member of the faculty of Palomar College is an academic employee who is employed in a position that is not designated as administrative, managerial, or classified, and falls under one of the following categories:

- I. FULL-TIME FACULTY are those faculty members who are employed in regular tenured positions.
- II. ~~PROBATIONARY~~ **TENURE-TRACK** FACULTY are those faculty members who are employed in tenure-track faculty positions and who have not yet been granted tenure by the college.
- III. TEMPORARY FACULTY are non-tenure track faculty with an assignment greater than 67% and who are employed for a designated period of time. For voting purposes, temporary faculty are included with full-time, tenured and probationary faculty.
- IV. EMERITUS FACULTY are those faculty members who, upon retirement, were granted Emeritus status by virtue of their years of service. Emeritus faculty may vote with part-time faculty during any semester in which they teach part-time after retiring.
- V. PART-TIME FACULTY are those non-tenure track faculty members whose assignments are no more than 67% of a full-time load.

## ARTICLE 2: THE FACULTY SENATE OF PALOMAR COLLEGE

### SECTION I: NATURE AND POWER

The faculty members of Palomar College hereby establish the Faculty Senate as the primary legislative and executive body representing the faculty on all Academic and Professional Matters, which include the governance and committee structure at Palomar College. By legislation, the Faculty Senate is represented on the Statewide Academic Senate and, through it, on the California Community College Board of Governors. Regular meetings of the Faculty Senate shall be held every teaching Monday at

# Exhibit 3.1 - FacultySenate\_Constitution\_v1 (002)

2:30 p.m. during the academic year. All other meetings shall be considered special meetings.

Senators shall retain all the rights, duties, privileges, and responsibilities normal to faculty membership.

Actions taken at an official meeting of the Senate shall be deemed to be “approved action” and shall be effective for immediate implementation. All such approved action shall be published and distributed to the faculty within three school days. The official minutes of the meeting in which they are approved shall follow within ten school days.

Approved actions are actions which have been approved by a majority of members present at an official regular or special meeting of the Senate; or,

A majority of votes cast by full-time and ~~probationary~~tenure-track faculty in an official electronic or mail ballot.

Members of the faculty reserve the right to protest any approved action of the Senate. Protest shall be submitted in writing to the Senate President and shall bear the signature(s) of the protester(s).

If within ten teaching days after publication and distribution of any approved action protests are received from at least twenty percent of the full-time and ~~probationary~~tenure-track faculty, a special meeting of the Faculty Senate shall be called for the purpose of reviewing said approved action. The meeting shall be scheduled no later than ten teaching days after receipt of the minimum required number of four protests and shall be set for a time and a place convenient to the membership. Two separate notices of the meeting shall be distributed to the membership.

Following reasonable and adequate discussion of the issue(s), the full-time and ~~probationary~~tenure-track faculty shall have an opportunity to vote either to reaffirm the approved action or to rescind it. Voting shall be conducted by electronic or mail ballot beginning within five teaching days after the special meeting. Notice of the results shall be published and distributed to the Governing Board and all academic employees within fifteen teaching days after the special meeting.

## SECTION 2: SENATE DUTIES

The Faculty Senate:

- I. Shall formulate policies on Academic and Professional Matters as specified in state legislation and supported by Governing Board policy.
- II. The term “Academic and Professional Matters” refers to the following twelve matters:
  1. Curriculum, including establishing prerequisites and placing courses within disciplines;
  2. Degree and certificate requirements;
  3. Grading policies;
  4. Educational program development;

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5. Standards or policies regarding student preparation and success;
  6. 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 procedures; and
  12. Other academic matters as mutually agreed upon between the Governing Board and the Faculty Senate.
- III. May also function in an advisory capacity to the College Council in such matters.
- IV. Shall promote the understanding and practice of professional standards and conduct and of democratic policies and procedures.
- V. Shall concern itself especially with the consideration of any policy or procedure that affects the status and morale of the faculty of the college.
- VI. Shall advise the Superintendent/President of the College and/or the Governing Board in the selection of administrative personnel. The Senate shall be responsible for the appointment of all faculty members to selection committees other than those faculty appointed by the bargaining unit.
- VII. Shall maintain a continuing study of proposed legislation affecting schools and the faculty, and shall keep the faculty informed regarding such proposed legislation and its progress.
- VIII. Shall obtain information and inform the faculty regarding the records and opinions of candidates for public office where such records and opinions clearly affect the welfare of schools and faculty.
- IX. ~~Shall, through the committee on Committees,~~ nominate the faculty personnel who serve on college committees other than those appointed by the bargaining unit. Unless the committee position requires a ballot of the full-time or ~~probationary~~ tenure-track faculty, or some portion thereof, the Senate may confirm the nominees at any regular Senate meeting.
- X. May serve the President of the College as an Advisory Council and may meet with them upon request.

## ARTICLE 3: RIGHT OF PETITION OF THE FACULTY BODY

Ten percent of the Full-Time, ~~Probationary~~ Tenure-Track, and Temporary Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Full-Time, ~~Probationary~~ Tenure-Track, and Temporary Faculty.

Ten percent of the Part-Time and Emeritus Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Part-Time and Emeritus Faculty.

If the determination is made that such proceedings are necessary, a request for such proceedings must be included on the agenda of the next regular meeting or special meeting of the Senate and shall precede other new business. The Senate shall appoint a task force of three faculty members (two Senators and one non-Senator) to conduct proceedings in an open meeting to address the matter stated in the petition. Any action taken as a result of the proceedings shall require a simple majority of the appropriate faculty group on matters of review, referendum, or initiative, and a two-thirds (2/3) majority in matters of censure or recall.

## ARTICLE 4: THE FACULTY COUNCIL

### SECTION I: COMPOSITION & DUTIES

- I. The Faculty Council consists of five members: the Faculty Senate President, ~~the Faculty Senate Vice President, the Faculty Senate Secretary, the Past President of the Senate~~ Historian, and one At-Large Senator who is appointed by the Senate body ~~for a term of one year on Council~~.
- II. The Faculty Council shall have weekly meetings during the academic year at a time determined by the Council and shall meet with Senate and Governance Committees as it sees fit or as directed by the Senate or the governance structure.
- III. The Faculty Council duties include:
  - a) Advising the Faculty Senate President on matters coming before the Senate and reviewing the agenda prior to each meeting.
  - b) Planning for the presentation and selection of Faculty Senate Awards (Faculty Service Award, Margie Ruzich Gift of Time Award, Scholarly and Professional Achievement Award, etc.)
  - c) Planning a Faculty Senate retreat each year.
  - d) Planning for faculty social events (examples include the Faculty Achievement Celebration of Excellence, joint events with PFF, new faculty orientations, etc.)

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- e) Reviewing ~~release~~reassigned time available to the Senate under the CBA and bringing suggestions for distribution to the Senate. Decisions about ~~release~~reassigned time will be discussed in the spring of each year to be effective for the following school year. No one Senator can make unilateral decisions about distribution or allocation of ~~release~~reassigned time.
- f) Reviewing petitions for review, referendum, initiative, censure, or recall (see Constitution Article 3).
- g) Calling for additional meetings of the Senate (see Bylaws Article 2, Section 4).
- h) Polling the faculty and gathering information on issues relevant to the Senate (see Bylaws Article 2, Section 7).

### SECTION 2: OFFICERS

- I. Shall be elected from among the Senators.
- II. The Senate shall elect its own Vice-President, ~~and Secretary, Historian, and At-Large Senator~~ as the first item of business on the day that newly-elected Senators are seated in the Senate or at the next regular meeting after a permanent vacancy shall occur in any office.
- III. The Senate shall elect its own President-Elect at the second regular meeting of the spring semester during the last year of the active President's term. The individual elected shall be expected to serve through the remainder of the spring semester as the President-Elect, then shall take office as President for the subsequent two academic years.
- IV. Nominations for each position (President, Vice-President, ~~and Secretary, Historian, and At-Large Senator~~) shall be solicited from the floor. Current officers may be nominated for subsequent terms as defined below for each position.
- V. Newly-elected officers (Vice President and Secretary) shall take office immediately following their election.
- VI. The Faculty Senate President ~~and Vice-President~~ positions must be held by a permanent, tenured faculty member.

#### President

- I. Shall serve a two-year term and may not be elected to serve more than two consecutive terms.
- II. Shall not publicly vote on any issue before the Senate unless a tie vote exists, or to create a tie.
- III. Shall function as Faculty Senate liaison with the Administration and the Governing Board in relation to college policy.

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- IV. Shall serve as the representative of the Senate to the College Council and shall attend all regular meetings of the Governing Board. In emergency situations, a designee can serve in the President's place for no more than one consecutive council or committee meeting and no more than three per school year. The preference of the Senate is for the President to attend all Governing Board meetings, but in the event of special meetings of the Governing Board, the President may elect to send a designee. When there is no scheduled open session, the President may use their discretion about whether to attend. The Senate President shall also serve as Tri-Chair of the Equity, Education, and Student Success Council (EESSC), ~~a member of the Guided Pathways Task Force~~, and a member of the Budget Committee.
- V. Shall, with the approval of the Senate, together with the Superintendent/President and in accordance with Academic Standards and Practices, identify issues as they relate to Academic and Professional Matters, designate the appropriate committee or task force, and establish the membership of that committee or task force.
- VI. Shall further preside at all regular and special meetings of the Senate and meetings of the Faculty Council.
- VII. Shall ensure that all meetings are conducted in accordance with rules formulated by the Senate, except that no Senate rules shall violate any provision of the Constitution, the Bylaws, or The Brown Act, nor shall any revision in the Senate rules take effect until the meeting following its approval. For the regular conduct of meetings, Robert's Rules of Order, Newly Revised shall be employed.

### Vice President

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall serve as Assistant to the President and fulfill the duties of the President in the President's absence or when that office shall fall vacant.
- III. Shall require that the President-Elect be elevated to President by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate.
- IV. Shall require that a new President-Elect be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President-Elect of the Faculty Senate.
- V. Shall serve as liaison to the Administrative Association, the Council of Classified Employees (CCE), the Confidential and Supervisory Team (CAST), the Palomar Faculty Federation (PFF), and the Associated Student Government (ASG).
- VI. Shall serve as a member on the Budget Committee.
- VII. Shall require that a new President be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate and if the President-Elect office is not held.

# Exhibit 3.1 - FacultySenate\_Constitution\_v1 (002)

## Secretary

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall see that a permanent record of the proceedings of minutes is maintained.
- III. Shall provide for distribution of the minutes to members of the faculty.
- IV. Shall verify that a quorum is present at all meetings.
- V. Shall verify attendance of Senators and notify Senators if they are approaching the limitations in Article 2, Section 3, subsection III of the Bylaws.
- VI. Shall conduct correspondence as directed by the President.
- VII. Shall bring to each meeting a complete record of the proceedings of the current academic year, a copy of the Constitution, a copy of Robert's Rules of Order, Newly Revised, a copy of The Brown Act, and a copy of the Senate's formal actions.
- VIII. Shall keep a record of the term of office of each Senator and when it expires.
- IX. Shall keep a separate up-to-date list of all formal actions approved by the Senate.
- X. Shall keep a voting roster.
- XI. Shall keep a record of those faculty granted Emeritus ~~S~~status.
- XII. Shall serve as a member on the Budget Committee.

## ~~Past President~~ Historian

- I. Shall serve on the Faculty Council, and as a member of the Faculty Senate, for the term of the succeeding ~~p~~President.
- II. Shall serve to help the President transition into their position.
- III. May serve as a designee for the President when mutually agreeable.
- IV. If the Past-President is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve as the Past- President Designee to the Faculty Council. In the event that one-third or less of the term is remaining, the Senate may choose to not fill the vacated position.
- V. Shall serve as a member on the Budget Committee.

# Exhibit 3.1 - FacultySenate\_Constitution\_v1 (002)

## **President-Elect**

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

## **At-Large Senator**

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall be elected from the Senate body.
- III. Shall serve on Faculty Council.
- IV. Shall maintain all regular rights and privileges as a regular member of the Senate.

## 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).

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

#### Vice-President Eligibility

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



AP 4105

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**Administrative Procedure**  
Chapter 4 – Instructional Services

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## **AP 4105 Distance and Correspondence Education**

### **References:**

Education Code Sections 66700 and 70901 et seq.;  
 Title 5 Sections 55002.5, 55200 et seq., and 55260 et seq.;  
 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);  
 2024 ACCJC Accreditation Standard 2

### **Authentication:**

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

The Chief Instructional Officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

To comply with federal requirements, all Palomar College online courses use the District-supported Learning Management System which uses secure login credentials.

### **Definitions:**

**Distance Education:** Title 5 § Section 55200 defines distance education as “education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include: (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio conference; or (4) Other media used in a course in conjunction with any of the technologies listed in this definition (paragraphs (1) through (3) of this subdivision). The definition of ‘Distance Education’ does not include correspondence courses.”

Correspondence Education means education provided through one or more courses where the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence education is not distance education and requires separate approval.

#### **Publication of Distance Education Course Section Facts:**

- The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:
  - Details of the class format, including any in-person synchronous meeting days/dates and times.
  - Any required asynchronous, in-person activities.
  - Any required technology platforms, devices, and applications for all class formats.
  - Any test or assessment proctoring requirements.

#### **Class Formats:**

- **Face-to-Face:** Learning that requires the instructor and students to meet in person at a set time and location.
- **Fully Online:** Learning that occurs completely online. All approved instructional contact hours, including online proctored assessments or course orientations, are delivered online. No in-person (face-to-face) assessments or meetings are required. Instructional contact hours for fully online classes can be synchronous, asynchronous, or a combination of both.
  - **Synchronous Online:** Learning where the instructor and the student meet at the same time and interact through the use of technology.

- **Asynchronous Online:** Learning in which the instructor and student are separated by time and distance and interact through the use of technology.
- **Partially Online:** Learning that occurs through a combination of Face-to-Face and Online (Synchronous and/or Asynchronous). An online class that requires any amount of Face-to-Face contact is considered a Partially Online class, this includes a single in-person course orientation, proctored in-person assessments, or any other in-person requirement.
- **Note:** Students are provided with the specific in-person or online course meeting requirements in the class schedule per the required Publication of Distance Education Course Section Facts.
- **HyFlex:** Learning that occurs in both Face-to-Face and Synchronous Online class formats simultaneously. Students have the flexibility to choose to attend either in-person or online at a set time and location.

### **Course Approval and Certification:**

Each new or existing course to be provided through distance or correspondence education shall be reviewed and approved separately. If any portion of the instruction in a course or a course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required.

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

**Certification:** When approving distance education courses, the Curriculum Committee will certify the following:

**Course Quality Standards:** The same standards of course quality are applied to the distance and correspondence education courses as are applied to in-person classes.

- **Course Quality Determinations:** Determinations and judgments about the quality of the distance and correspondence education course were made with the full involvement of the Curriculum Committee's approval procedures.
- **Course Outline of Record or Addendum to Course Outline:** The course outline of record or an addendum to the official course outline of record for any new or existing course provided through distance or correspondence education must address the following:
  - How course outcomes will be achieved in a distance or correspondence education mode;
  - How the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction; and

- How the course design and all course materials must be accessible to every student, including students with disabilities.
- **Duration of Approval:** All distance and correspondence education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

### **Distance Education - Instructor Contact and Regular Substantive Interaction (RSI):**

#### **Regular and Substantive Interaction:**

Title 5 § Section 55204 states districts must ensure that “any portion of the course that is delivered through distance education will include regular and substantive interaction between the instructor(s) and students, (and among students if described in the course outline of record or DE Addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.”

- **Substantive interaction:** For purposes of this definition, substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
  - Providing direct instruction;
  - Assessing or providing feedback on a student's coursework;
  - Providing information or responding to questions about the content of a course or competency;
  - Facilitating a group discussion regarding the content of a course or competency; or
  - Other instructional activities approved by the District's or program's accrediting agency.
- **Regular interaction:** Interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
  - Providing the opportunity for substantive interactions with the student on a predictable and regular scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
  - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- **Student to Student Interaction:** Faculty will ensure opportunities for ongoing regular and effective student-to-student contact (unless there is an approved exception through the DE Addendum).

- Best practices include, but are not limited to, implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

### **Correspondence Education- Instructor Contact and Students:**

**Correspondence Education:** Each section of a course conducted through correspondence education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in correspondence education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the District.

**Correspondence Education Students:** A student is considered to be “enrolled in correspondence courses” if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

In order for a correspondence education student to be considered a full-time student at the District, at least one-half of the student’s coursework must be made up of non-correspondence coursework that meets one-half of the District’s requirement for full-time students.

- For a program that measures progress in credit hours and uses standard terms (semesters, trimesters, or quarters), 12 semester hours or 12 quarter hours per academic term.
- For a program that measures progress in credit hours and does not use terms, 24 semester hours or 36 quarter hours over the weeks of instructional time in the academic year, or the prorated equivalent if the program is less than one academic year.
- For a program that measures progress in credit hours and uses nonstandard-terms (terms other than semesters, trimesters, or quarters) the number of credits determined by,
  - (1) Dividing the number of weeks of instructional time in the term by the number of weeks of instructional time in the program's academic year; and
  - (2) Multiplying the fraction determined under paragraph (3)(A) of this definition by the number of credit hours in the program's academic year.

- For a program that measures progress in clock hours, 24 clock hours per week. A “clock hour” for correspondence education purposes is defined as 60 minutes of preparation in a correspondence course.
- A series of courses or seminars that equals 12 semester hours or 12 quarter hours in a maximum of 18 weeks.
- The work portion of a work experience education course in which the amount of work performed is equivalent to the academic workload of a full-time student.

**Accessibility Standards:**

- All course materials must be accessible, as explained in Title 5: “a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.”

**Faculty Selection and Workload:** Instructors of course sections delivered through distance or correspondence education are individuals responsible for delivering course content who meet the qualifications for instruction established by the District’s accrediting agency. For online instruction, this is known as Faculty Online Certification.

- **Faculty Online Certification:** Validation of preparedness or certification of faculty to teach online shall be determined in at least one of the following ways:
  - Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops.
  - Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.
  - Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate.
- **List of Certified Online Faculty:** Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator ensures all faculty who have satisfied the certification requirements are added to the college’s comprehensive list of certified online instructors.
  - Prior to assigning an online course, department chairs or deans will consult the list of certified online instructors each term to ensure that faculty have met at least one of the three requirements.

- An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.
- For assigning of distance education courses, refer to PFF-District CBA/Article 20.
- **Maintaining DE Currency:** To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

Also see BP/AP 4100 Graduation Requirements for Degrees and Certificates.

**Office of Primary Responsibility:** Faculty Senate and Instruction Office

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**Approved:** 5/15/12

**Revised:** 9/17/19,11/5/25

*(Replaces all previous versions of AP 4105)*

# Exhibit 5 Instructional and non instructional forms com\_Marquesa Cook-Wheart

## Final Evaluation Report

|                                         |                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Category</b>                         | <b>Instructional Faculty</b>                                                                                                                                                                                                                                                                                                                              |
| <b>Communication</b>                    | 1.1 Instructor communicates course content in an appropriate, organized, informative, accessible, engaging manner.                                                                                                                                                                                                                                        |
| <b>Class/Service Management</b>         | 1.2 Instructor demonstrates effective classroom management. (synchronously or asynchronously)                                                                                                                                                                                                                                                             |
| <b>Teaching/Professional Techniques</b> | 1.3 Instructor adapts teaching and learning techniques to student needs, cultures, interests, abilities, and experiences.<br>1.4 The instructor follows Faculty Senate and Department guidelines for syllabi (e.g., course requirements, expectations, schedule, and academic honesty and integrity policy).                                              |
| <b>Syllabus / Guidelines</b>            | 1.5 Course content and assignments are aligned with the Course Outline of Record, SLOs, and objectives.                                                                                                                                                                                                                                                   |
| <b>Alignment</b>                        | 1.6 Course content reflects the current state of the field, demonstrates depth in academic discipline and rigor, and provides multiple ways for diverse students to learn content, meaningfully engage, and demonstrate learning.                                                                                                                         |
| <b>Currency / Range</b>                 | 1.7 Instructor provides fair and timely evaluation of course work with useful feedback.                                                                                                                                                                                                                                                                   |
| <b>Feedback</b>                         |                                                                                                                                                                                                                                                                                                                                                           |
| <b>Student Support</b>                  | 2.1 Instructor is approachable, available, and responds to students' needs.                                                                                                                                                                                                                                                                               |
| <b>Student Resources</b>                | 2.2 Instructor connects students to college resources and encourages students to reach out for support.                                                                                                                                                                                                                                                   |
| <b>Inclusiveness</b>                    | 2.3 Instructor treats students with respect, and is inclusive of the student body's diverse academic, cultural, ethnic backgrounds, disabilities, and socioeconomic circumstances.                                                                                                                                                                        |
| <b>Collegial Communication</b>          | 3.1a Colleague communicates clearly and effectively, respecting diverse opinions, communication styles, and backgrounds.                                                                                                                                                                                                                                  |
| <b>Collaboration</b>                    | 3.1b Colleague fosters collaboration, values diverse perspectives, and works well with colleagues.                                                                                                                                                                                                                                                        |
| <b>Professional Development</b>         | 3.2 Instructor demonstrates a commitment to professional development.                                                                                                                                                                                                                                                                                     |
| <b>Department Responsibilities</b>      | 3.3a Instructor completes all administrative tasks in a timely manner (e.g., census roster, grade submission, PD hours, faculty evaluations).<br>3.3b Instructor actively participates in their department and contributes to departmental success (e.g., attends department meetings, revises programs, curricula, and SLOs, etc.). <i>PT. Optional.</i> |
| <b>College Responsibilities</b>         | 3.4 Instructor actively participates in college governance and campus life to support the college's mission and vision (e.g., committees, discipline work groups, task forces, student activities, student organizations, student clubs, student leadership seminars, and faculty organizations). <i>PT. Optional.</i>                                    |

## Chair/Dean Form

|                                       |                                                                                                                            |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Category</b>                       | <b>Instructional Faculty (Original)</b>                                                                                    |
| <b>Learning / Service Environment</b> | 1.1 The instructor communicates course content in an appropriate, organized, informative, accessible, and engaging manner. |

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- 1.2 The instructor demonstrates effective classroom management (may include Canvas).
- 1.3 The instructor adapts teaching and learning techniques to student needs, cultures, interests, abilities, and experiences.
- 1.4 The instructor follows Faculty Senate and Department guidelines for syllabi (e.g., course requirements, expectations, schedule, and academic honesty and integrity policy).
- 1.5 The course content and assignments are aligned with the Course Outline of Record, SLOs, and objectives.
- 1.6 The course content reflects the current state of the field, demonstrates depth in academic discipline and rigor, and provides multiple ways for diverse students to learn content, meaningfully engage, and demonstrate learning.
- 1.7 The instructor meets the department's expectations regarding fair and timely evaluation of coursework with useful feedback.

|                                    |                                                                                                                                                                                                                                 |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Support and Success</b> | 2.1 The instructor is approachable, available, and responds to student's needs.                                                                                                                                                 |
|                                    | 2.2 The instructor meets the department's expectations regarding student success and support.                                                                                                                                   |
|                                    | 2.3 The instructor treats students with respect and is inclusive of the student body's diverse academic, cultural, and ethnic backgrounds, disabilities, and socioeconomic circumstances.                                       |
| <b>Institutional Engagement</b>    | 3.1a Colleague meets the department's expectations regarding clear, effective, and respectful communication.                                                                                                                    |
|                                    | 3.1b Colleague meets the department's expectations regarding collaboration with diverse colleagues.                                                                                                                             |
|                                    | 3.2 The instructor completed the required professional development hours.                                                                                                                                                       |
|                                    | 3.3a Instructor meets the department's expectations for timely completion of administrative tasks (e.g., census roster, grade submission, PD hours, faculty evaluations).                                                       |
|                                    | 3.3b Instructor meets the department's expectations for participation and contribution to its success (e.g., attending meetings, revising programs, curricula, and SLOs). <i>Pt. Optional</i>                                   |
|                                    | 3.4 The instructor meets the department's expectations for participation in college governance and campus life (e.g., committees, work groups, task forces, student activities, and faculty organizations). <i>Pt. Optional</i> |

## Workspace Observation Form

Category **Instructional Faculty (Original)**

Standard #1: Learning / Service Environment

Criteria 1.1

Does the instructor clearly communicate class objectives? The instructor communicates content in an: • Appropriate manner • Organized manner • Informative manner • Accessible manner • Engaging manner

Criteria 1.2

Does the instructor demonstrate effective classroom management (may include Canvas)?

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|                     |                                                                                                                                                                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria 1.3</b> | Does the instructor encourage students to be active participants? Does the instructor encourage diverse perspectives in the learning environment and in course content? (examples: lecture, discussion, group work, demonstration, audio-visual, computers).                                   |
| <b>Criteria 1.4</b> | Due dates, criteria, and grading policies for the course and course assignments are clearly stated in the syllabus. The instructor follows Faculty Senate and Department guidelines for syllabi (e.g. course requirements, expectations, schedule, and academic honesty and integrity policy). |
| <b>Criteria 1.5</b> | Are course content and assignments aligned with the Course Outline of Record, SLOs, and objectives? Are course SLOs listed on the syllabus?                                                                                                                                                    |
| <b>Criteria 1.6</b> | Does course content reflect the current state of the field, demonstrate depth in academic discipline and rigor, and provide multiple ways for diverse students to learn content, meaningfully engage, and demonstrate learning?                                                                |
| <b>Criteria 1.7</b> | Does the instructor answer questions effectively and provide feedback during class?                                                                                                                                                                                                            |

## **Standard #2: Student Support and Success**

|                     |                                                                                                                                                                                                                      |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria 2.1</b> | Does the instructor motivate students and maintain interest?                                                                                                                                                         |
| <b>Criteria 2.2</b> | Does the instructor connect students to college resources?                                                                                                                                                           |
| <b>Criteria 2.3</b> | Does the instructor treat the diverse student body with respect? Does the instructor demonstrate a commitment to integrating diverse materials into their course content as appropriate for the academic discipline? |

## **Student Evaluation Questions**

| <b>Category</b>                                     | <b>Instructional Faculty (Original)</b>                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standard #1: Learning / Service Environment</b>  |                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Criteria 1.1 – Communication</b>                 | Instructor communicates course content in an appropriate, organized, informative, accessible, and engaging manner.<br>Instructor maintains a structured and orderly environment and effectively uses classroom equipment and technology (may include Canvas). Instructor effectively uses class time. Instructor is present for the entire class period (face to face class). |
| <b>Criteria 1.2 – Class/Service Management</b>      |                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Criteria 1.3 – Techniques</b>                    | Instructor welcomes student questions and encourages student engagement. Instructor ensures that all students, regardless of their background or ability, are active participants in classroom activities, discussions, group work, films, videos, and/or other means.                                                                                                        |
| <b>Criteria 1.4 – Syllabus/Guidelines</b>           | The syllabus clearly states course requirements, expectations, and academic honesty and integrity policy. Due dates, criteria, and grading policies for the course are clearly stated in the syllabus.                                                                                                                                                                        |
| <b>Criteria 1.6 – Range of Instruction/Services</b> | Instructor provides multiple ways for students to learn course content, engage with the material, and demonstrate learning.                                                                                                                                                                                                                                                   |
| <b>Criteria 1.7 – Feedback</b>                      | Instructor provides fair and timely evaluation of course work with useful feedback.                                                                                                                                                                                                                                                                                           |

# Exhibit 5 Instructional and non instructional forms com\_Marquesa Cook-Wheart

## Standard #2: Student Support and Success

|                                  |                                                                                                                                              |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria 2.1 – Student Support   | Instructor is approachable. Instructor responds to students' questions and needs in a timely, respectful, and effective manner.              |
| Criteria 2.2 – Student Resources | Instructor shares student support resources and encourages students to use those resources.                                                  |
| Criteria 2.3 – Inclusiveness     | Instructor's classroom is safe and welcoming for all students. Instructor acknowledges and embraces the diversity of the student population. |

## Self Evaluation Questions

### Category Instructional Faculty (Original)

#### Standard #1: Learning / Service Environment

|              |                                                                                                                                                                                          |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria 1.1 | How have I intentionally adapted my teaching to create an organized, informative, and accessible course for a diverse student body?                                                      |
| Criteria 1.3 | How do I intentionally create learning opportunities for students with diverse backgrounds to meaningfully engage with course material?                                                  |
| Criteria 1.4 | How do I promote academic honesty and integrity in my teaching and assignments? (refer to AP5505 of our academic integrity policy)                                                       |
| Criteria 1.6 | How do I create assignments and include content in my courses that reflect the current state of the field, depth in academic discipline/rigor, and relevance to real-world applications? |

#### Standard #2: Student Support and Success

|              |                                                                                                                                                                                   |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria 2.1 | What strategies do I use to be approachable, available, and responsive to diverse student needs in and outside of the classroom?                                                  |
| Criteria 2.2 | How do I inform and connect students to campus resources to enhance their personal well-being, academic skills, and success?                                                      |
| Criteria 2.3 | Give examples of ways in which you facilitate an inclusive classroom environment and integrate diverse materials into your coursework as appropriate for the academic discipline. |

#### Standard #3: Institutional Engagement

|              |                                                                                                                                                                                                                                                                                                    |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria 3.1 | How do I support colleagues, welcome diverse perspectives, and contribute to a collaborative work environment?                                                                                                                                                                                     |
| Criteria 3.2 | How will I use professional development in the future to meet students' needs and support my department?                                                                                                                                                                                           |
| Criteria 3.3 | How do I actively contribute to my department's success (e.g., attending meetings, revising programs, curricula, and SLOs)? What do you need from the college to support your success?                                                                                                             |
| Criteria 3.4 | How do I actively participate in college governance and campus life to support the college's mission and vision? (e.g., college committees, discipline work groups, task forces, student activities, student organizations, student clubs, student leadership seminars, and faculty organizations) |

## Non-Instructional Faculty

1.1 Faculty member communicates information in an appropriate, organized, informative, accessible, and engaging manner.

1.2 Faculty member demonstrates effective management of services, and/or resources, including appropriate use of technology.

1.3 Faculty member adapts strategies, interventions, and professional practices to effectively meet the diverse needs, cultures, interests, abilities, and experiences of students, staff, or peers.

1.4 Faculty member follows Faculty Senate, Department, Division, and/or College guidelines for program materials, service delivery, policies, and expectations.

1.5 Services, programs, or resources are aligned with department goals, Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and institutional objectives.

1.6 Faculty member demonstrates up-to-date knowledge of the field, applies current professional practices, and provides multiple ways for students, staff, or peers to meaningfully engage with services and resources.

1.7 Faculty member provides timely, fair, and useful feedback to students, staff, or peers regarding services, resources, or guidance.

2.1 Faculty member is approachable, available, and responsive to students, staff, or peers needs.

2.2 Faculty member connects students, staff, or peers with appropriate college resources and encourages the use of support services.

2.3 Faculty member treats students, staff, or peers with respect and demonstrates inclusiveness across diverse academic, cultural, and socioeconomic backgrounds, as well as varying abilities.

3.1a Faculty member communicates clearly and effectively, respecting diverse opinions, communication styles, and backgrounds.

3.1b Faculty member fosters collaboration, values diverse perspectives, and works well with colleagues.

3.2 Faculty member demonstrates a commitment to ongoing professional development.

3.3a Faculty member completes administrative tasks in a timely and accurate manner (e.g., service records, reports, scheduling, evaluations, PD hours).

3.3b Faculty member actively participates in their program, department, or division and contributes to departmental or division success (e.g., attends meetings, supports program development, revises processes, contributes to SLOs/SAOs). *PT: Optional.*

3.4 Faculty member participates in college governance and campus life to support the college's mission and vision (e.g., committees, work groups, task forces, student programs, faculty organizations). *PT: Optional.*

## Non-Instructional Faculty (Adapted)

1.1 The faculty member communicates information, guidance, or resources in an appropriate, organized, informative, accessible, and engaging manner.

# Exhibit 5 Instructional and non instructional forms com\_Marquesa Cook-Wheart

1.2 The faculty member demonstrates effective management of services, technology programs, or resources (may include use of Canvas, scheduling systems, or other platforms).

1.3 The faculty member adapts professional techniques and approaches to meet the diverse needs, cultures, interests, abilities, and experiences of students, staff, or peers.

1.4 The faculty member follows Faculty Senate, Department, and/or College guidelines for materials, policies, procedures, and expectations.

Services provided align with department goals, Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Guided Pathways initiatives, and/or institutional objectives.

1.6 The faculty member demonstrates current knowledge in the field of discipline, equity-centered approaches, and relevant regulations, applying best practices in service to students.

1.7 The faculty member provides timely, accurate, and constructive feedback, guidance, and appropriate referrals to support students.

2.1 The faculty member is approachable, available, and responsive to students, staff, or peers needs.

2.2 The faculty member meets the department's expectations regarding contributions to students, staff, or peers success and support.

2.3 The faculty member treats students with respect and demonstrates inclusiveness across the students, staff, or peers diverse academic, cultural, and ethnic backgrounds, abilities, and socioeconomic circumstances.

3.1a The faculty member communicates clearly and professionally with colleagues, respecting diverse perspectives and communication styles.

3.1b The faculty member meets the program, department, or division's expectations regarding collaboration with diverse colleagues.

3.2 The faculty member completes the required professional development hours.

3.3a The faculty member meets the program, department, or division's expectations for timely completion of administrative tasks (e.g., reports, schedules, program records, PD hours, evaluations).

3.3b The-faculty member participates in department and division activities that support program improvement and student success initiatives (e.g., dept meetings, program development as appropriate).

3.4 The-faculty member contributes to shared governance and/or campus life (e.g., committees, work groups, task forces, student programs, and faculty organizations).

## Non-Instructional Faculty (Adapted)

Does the faculty member clearly communicate the purpose, goals, or objectives of the service, program, division or interaction? The faculty member communicates information/resources in an:  
• Appropriate manner • Organized manner • Informative manner • Accessible manner • Engaging manner

Does the-faculty member demonstrate effective management workspace, service area, or program/department/division?

# Exhibit 5 Instructional and non instructional forms com\_Marquesa Cook-Wheart

Does the faculty member encourage students, staff, or peers engagement with services, resources, or activities? Does the faculty member encourage and respect diverse perspectives in service delivery and program development? (examples: workshops, orientations, sessions, reference interviews, instructional design consultations, group discussions, demonstrations, use of technology, or other modalities).

Expectations, guidelines, or procedures for services/programs/divisions are clearly communicated. The faculty member follows Faculty Senate, Department, Division and/or College guidelines for service/program delivery (e.g., policies, procedures, and standards). Are services, programs, or resources aligned with departmental goals, institutional objectives, and Student Learning Outcomes (SLOs)/Service Area Outcomes (SAOs)? Does the faculty member demonstrate up-to-date knowledge of the field, apply current professional practices, and provide multiple ways for diverse students, staff, or peers to meaningfully engage with services and resources? Does the faculty member actively listen and respond appropriately to students' questions and concerns, providing clear, supportive, and actionable feedback during counseling interaction?

Does the faculty member engage students, staff, or peers in ways that foster motivation, persistence, and ongoing use of services/resources? Does the faculty member connect students, staff, or peers to appropriate college resources and support services?

Does the faculty member treat the diverse student, staff, or peers with respect? Does the faculty member demonstrate a commitment to inclusiveness and the integration of diverse perspectives and materials into services, programs, or resources, as appropriate to their discipline?

## Non-Instructional Faculty (Adapted)

The faculty member communicates information, services, or resources in an appropriate, organized, informative, accessible, and engaging manner.

The faculty member maintains a structured and orderly environment and effectively uses available equipment and technology (may include Canvas, scheduling systems, or online platforms). The faculty member uses service/appointment time effectively. The faculty member is present and available during scheduled service hours, sessions, or appointments.

The faculty member maintains a structured and orderly environment and effectively uses available equipment and technology (may include Canvas, scheduling systems, or online platforms). The faculty member uses service/appointment time effectively. The faculty member is present and available during scheduled service hours, sessions, or appointments.

Does the faculty member clearly communicate expectations, guidelines, and procedures for counseling services, policies, requirements, and processes related to-services are transparent, understandable, and easily accessible?

The faculty member offers diverse methods for students to access and engage with services, programs, and resources.

The faculty member provides timely, fair, and useful feedback, guidance, or referrals to students.

# Exhibit 5 Instructional and non instructional forms com\_Marquesa Cook-Wheart

The faculty member is approachable. The faculty member responds to students-needs in a timely, respectful, and effective manner.

The faculty member informs and encourages students to seek support services-

The faculty member creates a safe and welcoming environment for all students, staff, or peers.  
The faculty member acknowledges and embraces the diversity of the student population.

## Non-Instructional Faculty (Adapted)

How have I intentionally adapted my professional practices to create an organized, informative, and accessible service/program/resource for a diverse body of students, staff, or peers?  
How do I intentionally create opportunities for students, staff, or peers with diverse backgrounds to meaningfully engage with services, programs, or resources?  
How do I promote integrity, professionalism, and ethical standards in the services, programs, or resources I provide? (refer to AP5505 of our academic integrity policy, as applicable)

How do I ensure that the services, programs, or resources I provide reflect the current state of the field, depth in professional practice, and relevance to real-world applications?

What strategies do I use to be approachable, available, and responsive to diverse student, staff, and peers needs in the course of my work?  
How do I inform and connect student, staff, and peers to campus resources to enhance their personal well-being, academic success, and overall college experience?  
Give examples of ways in which you facilitate an inclusive and welcoming environment for students, staff, and peers and integrate diverse perspectives, materials, or approaches into the services and resources you provide.

How do I support colleagues, welcome diverse perspectives, and contribute to a collaborative work environment?  
How will I use professional development in the future to better meet student, staff, and peers needs and support my department/program/division?  
How do I actively contribute to my department, program, or division's success (e.g., attending meetings, supporting program development, contributing to Service Area Outcomes [SAOs])?  
What do I need from the college to support my success?

How do I actively participate in college governance and campus life to support the college's mission and vision? (e.g., committees, work groups, task forces, student programs, and faculty organizations)



# Committee Chair Training

2026

Draft #2 (April 20, 2026)

## Exhibit 6.1 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.

This training has been created to provide you with an overview of key requirements of the Brown Act and our local Faculty Senate policies.

### Outcomes

By the end of this training, you will have an understanding of:

- Agenda and Minutes requirements
- Teleconferencing and meeting location(s)
- Remote attendance allowances for members
- Guidelines for running meetings
  - Public attendance
  - Voting documentation

## Exhibit 6.1 2026 - Committee Chair Training

### History of Legislation and Links

#### Historical Timeline:

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

The Brown Act legislation, updated to include all current provisions (SB 707) is provided for your reference: [Brown Act \(full text\)](#)

## Exhibit 6.1 2026 - Committee Chair Training

### What this means: Agendas and Minutes

Accounting for the Brown Act, SB 707, and Faculty Senate policies, 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 (§54954.2 (a) (1))
  - 24 hours in advance of Special Meetings
- Each item on the agenda must contain a brief description
- Must include all meeting locations (teleconference, Zoom, in-person room(s))

- **Minutes**

- All materials presented during the meeting become public record and must be recorded
- Member attendance must be recorded
  - Remote attendance must list the “just cause”
- Are not transcriptions, but should provide enough detail so that someone who did not attend can understand the major points of discussion and all actions taken

## Exhibit 6.1 2026 - Committee Chair Training

What this means: Meeting Location(s)

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

- 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 a **single physical location** which is open to the public (§54953.8.3 (a)) **OR** at least **one member** participates from a **physical location** which is **open to the public** (*“eligible subsidiary bodies” only*) (§54953.8.6 (a) (1))

## Exhibit 6.1 2026 - Committee Chair Training

# Attending Meetings Remotely

Members may attend committee meetings remotely in two scenarios

- **Scenario 1** (§54953.8.3) (*remote attendance via “Just Cause”*)
  - Quorum meets in one physical location, open to the public
  - Member notifies the Body of remote attendance prior to- and up until meeting commences due to “Just Cause.”
    - Childcare or caregiving need of child, parent, grandparent, grandchild, sibling, spouse, domestic partner
    - Contagious illness
    - Need relating to a physical or mental condition
    - Travel while on official business of the Body or another state or local agency
    - Immunocompromised child, parent, grandparent, grandchild, sibling, spouse, or domestic partner
    - Physical or family medical emergency that prevents Member from attending in person
    - Military service obligation serving under official written orders for active duty, drill, annual training, or other duty as required that requires Member to be at least 50 miles outside the boundaries of the local agency
  - Member is within allowable remote attendance guidelines:
    - Two meetings per year, if Body regularly meets once per month or less
    - Five meetings per year, if Body regularly meets twice per month
    - Seven meetings per year, if Body regularly meets three or more times per month
  - Member uses audio and visual technology to remotely attend
  - Minutes reflect the “Just Cause” utilized

## Exhibit 6.1 2026 - Committee Chair Training

### Attending Meetings Remotely

Committee must meet the requirements of being an “eligible subsidiary body” and Senate must have taken formal action indicating such and renew this formal action every 6 months.

If your committee meets the above requirements, then you may conduct your meetings according to Scenario 2 below.

- **Scenario 2** (§54953.8.6) (*“eligible subsidiary body”*)
  - Meetings may be held via teleconference
  - At least one member must be present in a physical meeting location, open to the public
  - Agenda must be posted at the physical meeting location
  - Members must utilize audio and visual technology
    - If internet connectivity issues, member may disengage video technology with notice to the committee prior to stopping video

## **Exhibit 6.1 2026 - Committee Chair Training**

### Eligible Subsidiary Bodies

The following are the approved list of eligible subsidiary bodies:

- *List pending Faculty Senate approval*

*NOTE: Faculty Senate may remove a committee from this designation at any time. Committees must be re-affirmed as being eligible subsidiary bodies by a formal action of Faculty Senate every six months.*

## Exhibit 6.1 2026 - Committee Chair Training

### Flow Chart for Remote Attendance

The following slide contains a flow chart to help you, and your members, determine whether they may attend a committee meeting via remote attendance.

When attending a committee meeting via remote attendance, the remote member does **not** need to be in a location which is accessible to the public and does **not** need to list the address of their location.

**NOTE:** Remote attendance is **not** the same as attending via one of the teleconference locations. Teleconference locations must be specified in the agenda, open to the public, and a quorum must attend via one in-person location.

# Can I attend my committee meeting remotely?

1. **Is your committee subject to the Brown Act?** If NO, Stop (you MAY attend remotely, unless otherwise indicated by your committee chair). If YES, proceed to Step 2.
2. **Is your committee regarded as an “eligible subsidiary body?”** If NO, proceed to Step 3. If YES, proceed to [Step 8](#).
3. **Will a quorum of members be present in the same physical location?** If NO, Stop (you may NOT attend remotely). If YES, proceed to Step 4.
4. **Have you notified the committee chair of your need for remote attendance (including up to the start of the committee meeting)?** If NO, Stop (you may NOT attend remotely). If YES, proceed to Step 5.
5. **Is this your first request for remote attendance for this committee?** If NO, proceed to Step 6. If YES, proceed to Step 7.
6. **Have you already remotely attended meetings for this committee up to the maximum allowable times (based on committee meeting frequency)?** If NO, proceed to Step 7. If YES, Stop (you may NOT attend the meeting remotely).
7. Tell your committee chair the specific “Just Cause” provision you are exercising. You may attend the meeting remotely. Your reason for “Just Cause” will be included in the meeting minutes.
8. For “eligible subsidiary body” committees, **will at least one member be present in a physical location that is open to the public?** If NO, Stop (remote attendance is NOT allowed). If YES, proceed to Step 9.
9. **Will you be able to remotely participate using both audio and visual technology?** If NO, proceed to Step 10. If YES, Stop (you MAY attend remotely).
10. **Are you unable to use video technology due to internet connectivity issues?** If NO, Stop (you are NOT eligible to attend remotely). If YES, proceed to Step 11.
11. You must notify the committee of your internet connectivity issues prior to disengaging from the video during the committee meeting. You may attend remotely.

## **Exhibit 6.1 2026 - Committee Chair Training**

### Specific Guidelines for Committee Chairs

The following slides contain information to help committee chairs in their duties and responsibilities in the following scenarios:

- Start of semester
- Before each meeting
- During each meeting
- After each meeting
- End of semester

# Duties and Responsibilities of the Chair

## *Start of Semester*

- Correspond with Committee on Committees Chair for current membership
  - Notify ConC Chair if vacancies occur during the semester
  - ConC Chair will notify you of any new members during the semester
- 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
- If needed, submit governance structure update for change in Meeting Frequency or Meeting Schedule

# Duties and Responsibilities of the Chair

## *Before each meeting*

- Create agenda
  - Each item must contain a brief description
  - Must indicate all locations (physical, teleconference, Zoom)
- Make agenda publicly available (online and in-person)
  - 72 hours prior to regular meeting
  - 24 hours prior to a special meeting
- Ensure quorum will be reached based on meeting RSVPs from members
  - Quorum must meet in person in one location, unless committee is an “eligible subsidiary body”
- Ensure appropriate contacts/ guests are invited based on agenda items
  - Provide appropriate contacts/guests with the agenda
- 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.
  - If a member is attending via remote attendance, they must notify you by the start of the meeting
- Take notes for meeting minutes
  - Or establish a committee member to take the minutes
  - If a member is attending via remote attendance, their corresponding “just cause” reason must be notated in the minutes
  - Minutes should be detailed enough to be informative to those not present, but not be transcriptions
  - Any material presented during the meeting becomes public record and must be reflected in the minutes/ exhibits

# 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
  - All materials presented during the meeting become public record and must be recorded in the minutes/ exhibits
- Follow-up on any actions taken during the meeting
  - For example: find any requested information, invite guests to future meetings, update a clean “perfected” version of any documents approved during the meeting
- Prepare any necessary reports
  - Reach out to relevant committees/ constituent groups with any timely reports

# Duties and Responsibilities of the Chair

## *End of Semester*

- Ensure eligible Part-Time Faculty members are compensated
  - [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
- Correspond with Committee on Committees Chair for current membership
  - If any members are unable to continue next semester, notify ConC Chair
- Remove any members unable to continue service from Outlook Calendar invites, website listings, and email listservs
- Submit any necessary reports
  - Submit Faculty Senate report forms

Thank you!

Thank you for your willingness to chair a committee! Your work is instrumental in ensuring all voices are heard throughout our shared governance process.

If you ever have any questions during your time as committee chair, please feel free to reach out to Faculty Senate's Chair of Committee on Committees (ConC) for support and guidance.

## Committee Chairs

### Duties and Responsibilities

#### Before the Semester

- Verify current membership with Chair of Committee on Committees (ConC)
  - Notify ConC Chair if vacancies occur during the semester
  - ConC Chair will notify you of any new members during the semester
- Schedule recurring Hyflex meeting space
  - For Zoom, use the same link for the academic year
  - Schedule the same in-person room(s) for the academic year
- Inform ConC Chair of meeting times and locations (Zoom and physical campus room(s))
  - If needed, submit governance structure update for change in Meeting Frequency or Meeting Schedule
- Update any email listserv with current membership
- Send Outlook calendar invite for semester meetings to membership

#### End of Semester

- Ensure eligible Part-Time Faculty are compensated
  - [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
- Update membership
  - If any members unable to continue next semester, inform ConC Chair and update any websites, email listservs
- Submit any necessary reports

## Committee Chairs

### Duties and Responsibilities

#### Before each meeting

- Create Agenda
  - Each item must contain a brief description
  - Must indicate all locations (*physical, teleconference, Zoom*)
- Make agendas publicly available (online and in-person)
  - 72 hours in advance for regular meetings
  - If Special Meeting, 24 hours in advance
- Ensure quorum will be reached
  - Quorum must be **in-person** in the **same location\***
  - *\* Exception: if the committee has been deemed an “eligible subsidiary body” by Faculty Senate, then physical location quorum does not need to be established*
- 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. If this occurs, notify Chair ConC.*
- Establish a note-taker for the creation of the meeting minutes
  - *Ensure corresponding “just cause” is included in the minutes for any remote attendance*
- 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
  - *If the committee is meeting via telecommunication, ensure all votes meet roll call guidelines*

#### After each meeting

- Post approved minutes to website
- Post any exhibits presented during the meeting to the website
  - Any materials presented during a meeting become public record and must be included
- Follow-up on any actions taken during the meeting
  - For example: invites for future guests, find any requested information, update a clean “perfected” version of any documents approved in the meeting
- Prepare any necessary reports

## Brown Act – Committee Chair Training

### Specific Provisions

This document provides the specific provisions within the Brown Act which relate to remote attendance and agenda requirements. This document is intended to provide quick reference to relevant section(s) of the legislation, and is not intended as legal advice.

This document contains reference information for the following:

- Remote attendance requirements
  - Two relevant situations where teleconferencing requirements may be relaxed to provide remote attendance
- Agenda requirements

This document also contains the following flow charts to aid in understanding these provisions:

- Attending meetings remotely
- Determining whether a committee is an “eligible subsidiary body”

Remote attendance is permissible under the Brown Act, subject to the following conditions being met:

- **(§54953.8)**
  - The public shall be provided a means to remotely hear and visually observe the meeting (e.g. Zoom) (§54953.8 (b) (1))
  - Agendas and notices about the meeting must indicate the means by which the public may access the meeting (e.g. contain the Zoom information) (§54953.8 (b) (2))
  - If a disruption occurs during the meeting, no further action shall be taken until the public’s digital access is restored (§54953.8 (b) (3))
  - Member may participate from a remote location so long as the minutes reflect the specific provision of law being used by the member ((§54953.8 (b) (7))
    - Prior to any Action, any individuals age 18 or older in the room as the Member must be disclosed, including the general nature of the relationship to the Member (§54953.8 (e))
    - “Remote locations” need not be accessible to the public (§54953.8 (g) (1))

## Exhibit 6.3 Brown Act – Committee Chair Training

There are two relevant situations in which Teleconferencing may be utilized without having to comply with §54953 (3) (b):

- **Scenario #1 (§54953.8.3)**
  - At least a **quorum** of Members **must participate** from a **singular physical location** which is **open to the public** (§54953.8.3 (a))
  - A **Member attending remotely** must **notify the Body** at the earliest opportunity, including the start of a regular meeting, of their need to participate remotely for Just Cause. (§54953.8.3 (a) (1))
  - Member shall **participate** through **both audio and visual** technology (§54953.8.3 (a) (2))
  - Member may only participate via this remote attendance (§54953.8.3 (a) (3)):
    - Two meetings per year, if Body regularly meets once per month or less
    - Five meetings per year, if Body regularly meets twice per month
    - Seven meetings per year, if Body regularly meets three or more times per month
  - Meeting **minutes** must **include the specific provision** used by the Member for Just Cause (§54953.8.3 (b))
  - “Just Cause” means any of the following (§54953.8.3 (c) (1)-(7)):
    - Childcare or caregiving need of child, parent, grandparent, grandchild, sibling, spouse, domestic partner
    - Contagious illness
    - Need relating to a physical or mental condition
    - Travel while on official business of the Body or another state or local agency
    - Immunocompromised child, parent, grandparent, grandchild, sibling, spouse, or domestic partner
    - Physical or family medical emergency that prevents Member from attending in person
    - Military service obligation serving under official written orders for active duty, drill, annual training, or other duty as required that requires Member to be at least 50 miles outside the boundaries of the local agency
- This section remains in effect until **January 1, 2030** (§54953.8.3 (d))

# Exhibit 6.3 Brown Act – Committee Chair Training

- **Scenario #2 (§54953.8.6)**
  - **Eligible subsidiary body** may conduct **teleconference meetings** provided it complies with (§54953.8) and the following:
    - One **physical meeting location** shall be designated and **open to the public** (§54953.8.6 (a) (1))
    - **At least one staff member** of the eligible subsidiary body must be **physically present** (§54953.8.6 (a) (1))
    - The **Agenda** shall be **posted at the physical location** (§54953.8.6 (a) (1))
    - **Members** shall **visibly appear on camera** (§54953.8.6 (a) (2) (A))
      - If Member not on camera due to Internet connectivity issues, Member shall announce this reason prior to turning off camera (§54953.8.6 (a) (2) (C))
  - **Body** which established the eligible subsidiary body **must take formal action** by majority vote **to allow** for these **teleconferencing** provisions. **Body must vote every six (6) months** thereafter to maintain these telecommunication provisions (§54953.8.6 (a) (4))
    - Body may approve telecommunications provisions if it would **enhance public access, attract/ retain diversity of Members** (§54953.8.6 (a) (4) (A) (i)-(iii))
    - **Body may revoke** teleconferencing for the eligible subsidiary body **at any time** (§54953.8.6 (a) (4) (D))
  - “Eligible subsidiary body” must meet **all of the following criteria** (§54953.8.6 (b) (1) (A)-(D)):
    - Is described in (§54952)
    - Serves exclusively in an **advisory** capacity
    - Is **not** authorized to take final action on legislation, regulations, contracts, licenses, permits, or any other entitlements, grants, or allocations of funds
    - Does **not** have primary subject matter jurisdiction, as defined by the charter, an ordinance, a resolution, or any formal action of the legislative body that created the subsidiary body, that focuses on **elections, budgets, police oversight, privacy**, removing from, or restricting access to, **materials available in public libraries**, or **taxes** or **related spending proposals**.
- This section remains in effect in effect until **January 1, 2030** (§54953.8.6 (c))

Note: **§54953 (3) (b)**: If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as expressly provided in this chapter.

Note: **§54952**: As used in this chapter, “legislative body” means: [...] **§54952 (b)**: A commission, committee, board, or other body of a local agency, whether permanent or temporary, decisionmaking or advisory, created by charter, ordinance, resolution, or formal action of a legislative body. However, advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies, except that standing committees of a legislative body, irrespective of their composition, which have a continuing subject matter jurisdiction, or a meeting schedule fixed by charter, ordinance, resolution, or formal action of a legislative body are legislative bodies for the purposes of this chapter.

# Exhibit 6.3 Brown Act – Committee Chair Training

## Agenda requirements for meetings:

- Each legislative Body shall provide the **time and place** for holding regular meetings (§54954 (a))
- Agenda posted **at least 72 hours** in advance of regular meeting (§54954.2 (a) (1))
  - **Each item** of business on the Agenda has a **brief description** (generally not to exceed 20 words) (§54954.2 (a) (1) (A))
  - Specifies **time and location** of regular meeting and **posted in location freely accessible to the Public and on website** (§54954.2 (a) (1) (B))
    - Online agenda shall be on the **primary website home page** and **not** solely in a **contextual menu** (§54954.2 (a) (2) (A))
    - Online agenda shall meet the following requirements (§54954.2 (a) (2) (B) (i)-(iii)):
      - Retrievable, downloadable, indexable, and electronically searchable by commonly used internet search applications
      - Platform independent and machine readable
      - Available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda
  - Contain information for **how, to whom, and when** Public may request **disability-related modification or accommodation** (§54954.2 (a) (1) (C) (i)-(ii))
- No action or discussion can occur for items **not** on the agenda, **however** Members may briefly respond to public comment statements or questions posed. Members may ask clarifying questions, make a brief announcement, or make a brief report of their own activities. Members may provide resources for factual information, make requests of staff to report to the Body at a subsequent meeting concerning any matter. (§54954.2 (a) (2) (3))

# Exhibit 6.3 Brown Act – Committee Chair Training

## FLOW CHART

### Can I attend my committee meeting remotely?

1. Is your committee subject to the Brown Act? If NO, Stop (you MAY attend remotely, unless otherwise indicated by your committee chair). If YES, proceed to Step 2.
2. Is your committee regarded as an “eligible subsidiary body?” If NO, proceed to Step 3. If YES, proceed to Step 8.
3. Will a quorum of members be present in the same physical location? If NO, Stop (you may NOT attend remotely). If YES, proceed to Step 4.
4. Have you notified the committee chair of your need for remote attendance (including up to the start of the committee meeting)? If NO, Stop (you may NOT attend remotely). If YES, proceed to Step 5.
5. Is this your first request for remote attendance for this committee? If NO, proceed to Step 6. If YES, proceed to Step 7.
6. Have you already remotely attended meetings for this committee up to the maximum allowable times (based on committee meeting frequency)? If NO, proceed to Step 7. If YES, Stop (you may NOT attend the meeting remotely).
7. Tell your committee chair the specific “Just Cause” provision you are exercising. You may attend the meeting remotely. Your reason for “Just Cause” will be included in the meeting minutes.
8. For “eligible subsidiary body” committees, will at least one member be present in a physical location that is open to the public? If NO, Stop (remote attendance is NOT allowed). If YES, proceed to Step 9.
9. Will you be able to remotely participate using both audio and visual technology? If NO, proceed to Step 10. If YES, Stop (you MAY attend remotely).
10. Are you unable to use video technology due to internet connectivity issues? If NO, Stop (you are NOT eligible to attend remotely). If YES, proceed to Step 11.
11. You must notify the committee of your internet connectivity issues prior to disengaging from the video during the committee meeting. You may attend remotely.

# Exhibit 6.3 Brown Act – Committee Chair Training

## FLOW CHART

### For Faculty Senate to determine whether a committee is an “eligible subsidiary body”

1. Does the committee comply with (§54953.8)? If NO, Stop (committee is NOT an “eligible subsidiary body”). If YES, proceed to Step 2.
2. Will one physical meeting location, accessible to the public, be designated for meetings of this committee? If NO, Stop (committee is NOT an “eligible subsidiary body”). If YES, proceed to Step 3.
3. Will at least one member of the committee be present in the physical meeting location? If NO, Stop (committee is NOT an “eligible subsidiary body”). If YES, proceed to Step 4.
4. Will the Agenda be posted according to posting timelines in the physical meeting location? If NO, Stop (committee is NOT an “eligible subsidiary body”). If YES, proceed to Step 5.
5. Will members attending via teleconferencing be using both audio and visual technology? If NO, proceed to Step 6. If YES, proceed to Step 7.
6. Is the committee member unable to use video technology due to internet connectivity issues? If NO, Stop (committee is NOT an “eligible subsidiary body” and must comply with Teleconference guidelines as outlined in (§54953.8.3)). If YES, proceed to Step 7.
7. Does the committee meet the criteria outlined in (§54952)? If NO, Stop (committee is NOT an “eligible subsidiary body”). If YES, proceed to Step 8.
8. Does the committee serve exclusively in an advisory capacity? If NO, Stop (committee is NOT an “eligible subsidiary body”). If YES, proceed to Step 9.
9. Is the committee authorized to take final action on legislation, regulations, contracts, licenses, permits, or any other entitlements, grants, or allocations of funds? If NO, proceed to Step 10. If YES, Stop (committee is NOT an “eligible subsidiary body”).
10. Does the committee have primary subject matter jurisdiction, as defined by the charter, an ordinance, a resolution, or any formal action of the legislative body that created the subsidiary body, that focuses on elections, budgets, police oversight, privacy, removing from, or restricting access to, materials available in public libraries, or taxes or related spending proposals. If NO, proceed to Step 11. If YES, Stop (committee is NOT an “eligible subsidiary body”).
11. Senate may take a formal action by majority vote to allow this “eligible subsidiary body” to allow for these teleconferencing provisions. Note that Senate must continue to take a formal action affirming this status every six months. Senate may also revoke a committee’s eligibility for these teleconferencing provisions at any time.

## Recommended update: Committee Volunteer Form

Faculty Senate April 20, 2026

### Issue:

Faculty volunteer statements are repetitive across our current two questions and often lack information as to **why** faculty volunteers are interested in serving on that specific committee. Both our current questions place an emphasis on DEIAA, either as the question itself or as the subtext to the question, leading to the volunteer responses for each question to contain largely the same information.

### Recommendation:

Update the two short answer questions to create one question focusing on DEIAA and one question focusing on the specific committee interest (as outlined below).

### Recommended Change to Short Response Question #1

#### Current Question:

**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?**

*Responses will be included on the ballot for voting within Senate. Please try to keep your responses informative, tailored to this specific committee request, and concise.*

#### Recommended Update:

**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?**

*In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate.*

### Recommended Change to Short Response Question #2

#### Current Question:

**What are the knowledge, skills, and abilities you will bring to this committee?**

*In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate.*

#### Recommended Update:

**Why are you interested in serving on this committee?**

*In your response, please also highlight any knowledge, skills, and abilities you will bring to this committee. Responses will be included on the ballot for voting within Senate.*

# Exhibit 7 - Recommended update\_ Committee Volunteer Form

## Current [Faculty: Volunteer Interest Form](#) questions

**Email** [text entry]

**Please state your FIRST and LAST name.** [text entry]

**Please indicate your Division.** [select one]

**Please indicate your Department.** [text entry]

**Please indicate your Faculty status.** [select one]

**Please select the committee/council for which you are volunteering (and which has an opening).** [select one]

**Which position are you requesting?** [text entry]

In the section below...

In the next question you will be asked to complete short answer questions. The responses you provide will be distributed to Faculty Senate to aid in their selection of the volunteers.

Please use this space to convey any relevant information you wish to share with Senate for this selection.

Additionally, please consider the following statement in your response:

**Faculty Senate Antiracism Statement, adopted 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."

**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?**

*Responses will be included on the ballot for voting within Senate. Please try to keep your responses informative, tailored to this specific committee request, and concise.*

**What are the knowledge, skills, and abilities you will bring to this committee?**

*In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate.*

# Exhibit 7 - Recommended update\_ Committee Volunteer Form

## Recommended Faculty: Volunteer Interest Form questions

Email [text entry]

Please state your **FIRST and LAST name.** [text entry]

Please indicate your **Division.** [select one]

Please indicate your **Department.** [text entry]

Please indicate your **Faculty status.** [select one]

Please select the **committee/council for which you are volunteering (and which has an opening).** [select one]

Which position are you requesting? [text entry]

In the section below...

In the next question you will be asked to complete short answer questions. The responses you provide will be distributed to Faculty Senate to aid in their selection of the volunteers.

Please use this space to convey any relevant information you wish to share with Senate for this selection.

Additionally, please consider the following statement in your response:

**Faculty Senate Antiracism Statement, adopted 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."

**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?**

*In your response, please also address and include your recent experiences in and advocacy for Diversity, Equity, Inclusion, and Antiracism. Responses will be included on the ballot for voting within Senate.*

**Why are you interested in serving on this committee?**

*In your response, please also highlight any knowledge, skills, and abilities you will bring to this committee. Responses will be included on the ballot for voting within Senate.*