



MEETING

2026-04-27

EXHIBITS 1-7

Agenda 2026-04-27

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 27, 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. DE: Third Party Publisher Resolution – (Exhibit 1.1, 1.2 & 1.3), Sanchez
 - Proposed recommendation regarding the use of third-party publisher platforms in courses.
- b. TERB – Non-Instructional Questions (Exhibit 2), Cook-Whearty
 - Approving changes to the new non-instructional evaluation forms
- c. Brown Act Committee Training -(Exhibit 3), Zavodny
 - Approving Brown Act training for subcommittee chairs
- d. Committee Volunteer Form – Question Update - (Exhibit 4), Zavodny
 - Approving changes to the committee volunteer form questions

3. Information – (Max 5 min each)

- a. ASG Report – Miller
- b. District Requirements vote from May 15, 2024, and next steps- (Exhibit 5), Pearson
 - Reviewing the vote from May 15, 2024 and updating senate on the next steps
- c. AI Syllabus Policy statement recommendations: drafts for Senate review - (Exhibit 6)

4. Discussion - (Max 7 min each)

- a. Faculty Senate Discussion regarding updates to Faculty Senate Constitution- (Exhibit 7.1, 7.2, & 7.3), Shmorhun, Dalrymple, Martinez
 - Including change in eligibility for Senate Council Vice-President Position Consideration for changing eligibility to all faculty (PT and FT).
- b. Eligible subsidiary bodies of Senate- (Exhibit 8), Zavodny
 - Discussion of the possibility of identifying subcommittees that would qualify as eligible subsidiary bodies for purposes of teleconferencing Brown Act requirements

5. Adjournment

Academic & Professional Matters: The 10+1+1

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



MINUTES OF THE MEETING OF THE FACULTY SENATE

April 20, 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, Karl Seiler, Nina Shmorhun, Nicole Siminski, Alyssa Vafaei, Ashley Wolters, Anastasia Zavodny

ABSENT:

GUESTS: Matt Grills, Taneisha Hellon, Sherehe Hollins,

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER

The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:32 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Mufson announced the opening of 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 Doyle Bauer announced that it was National Library Week, mentioning that the library had established themed tables near the elevators featuring daily student giveaways.

Minutes 2026-04-20 - Approved

Senator Adams invited the Senate to the baseball team's final spring home game on Friday at 2:00 PM, which is being held as a Military Appreciation Day. He noted that the team would wear Army green uniforms and that Palomar veterans would receive special recognition on the field during the event.

Additional campus events include a "Women in the Trades" panel at the Career Center, located across from the NS building, scheduled for the following Wednesday between 11:00 AM and 1:00 PM.

The "One Faculty" series is also set to kick off next Monday with a screening of the film *Adjunct*, an award-winning piece by a local San Diego filmmaker. The screening will be followed by a Q&A session with the director, and the series will continue throughout the week with information sessions and a gathering on Thursday.

President Pearson made an announcement regarding Earth Week, where she urged senators to help spread the word about the various sustainability talks and tables being held across campus, noting that an informational email had been sent out the previous Friday.

President Pearson mentioned that faculty interested in the institutional self-study for the accreditation process could attend ISER training on April 6th. She noted that this is a way for faculty to get involved without necessarily joining a formal committee.

President Pearson announced the one-year institutional extension for accessibility compliance; while she urged departments to continue aiming for the original April 24th deadline, she felt it was important to share that the official deadline had shifted.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Mufson/Doyle Bauer

Faculty Senate to approve the minutes for April 13, 2026.

The motion carried.

ACTION

Minutes 2026-04-20 - Approved

A. Curriculum Committee

MSC: Mellos/Sanchez

Faculty Senate to approve the curriculum changes made during the April 15th Curriculum Committee meeting.

The Motion Carried.

INFORMATION

A. ASG Report, Miller

No report.

B. Committee Reports – (Exhibit 2), Pearson

President Pearson directed the Senate to the compiled subcommittee reports attached to the agenda.

She encouraged senators to review these documents and suggested inviting specific committee chairs, such as those from Academic Standards, Distance Education, or Equitable Placement, to give in-person presentations if there was interest.

She explicitly noted that Krystal Rypien had taken over the chair position for the Equivalency Committee following the retirement of Michael Dudley.

C. Brown Act Committee Training -(Exhibit 3), Zavodny

The Senate discussed proposed changes to the Faculty Senate Constitution and the eligibility for the Vice President position.

Senators Shmorhun, Dalrymple and Martinez presented updates intended to open the VP role to all senators, including part-time faculty. The proposed revisions also included updating outdated terminology, such as changing "probationary faculty" to "tenure-track faculty," renaming the "Committee on Committees" to "Committee Coordinator," and establishing the "Historian" role in place of the "Past President".

Discussion touched on whether these changes should be presented to the full faculty as a single package or split into separate voting items. It was noted that constitutional changes require a two-thirds vote from responding full-time faculty and planned to bring the item back for further discussion.

DISCUSSION

A. DE: Third Party Publisher Resolution – (Exhibit 4.1 & 4.2), Sanchez

The Distance Education (DE) Committee introduced a draft resolution regarding the use of third-party course packs and publisher tools.

Minutes 2026-04-20 - Approved

There were raised concerns about student equity, high costs, and data privacy, noting that the college's ATRC cannot provide technical support for these external platforms. The conversation explored why some faculty, particularly part-time instructors teaching across multiple campuses, rely on these "plug-and-play" materials to alleviate prep burdens.

It was emphasized that accreditation standards now strictly require Regular and Substantive Interaction (RSI) to be visible within the Canvas LMS. Members discussed the importance of faculty-designed content to ensure students are not just interacting with a publisher's platform.

Examples from the music and automotive departments were shared to show where third-party tools are necessary, but the Senate agreed that the majority of learning should still occur in Canvas.

There was a suggestion around adding a "resolved" clause supporting pay for part-time prep and grading to address the systemic reasons some faculty use these tools.

The Senate reached a consensus to bring the resolution back for action next week with these additions.

B. TERB – Non-Instructional Questions (Exhibit 5), Cook-Whearty

Marquesa Cook-Whearty presented new evaluation forms for non-instructional faculty, such as counselors and librarians, to align them with the instructional forms recently adopted. The forms maintain consistency in values and criteria while adapting language for different workspaces, such as counseling sessions or library workshops.

While all departments will transition to the "Blue" evaluation system in the fall, Marquesa noted that unique departments like the library or behavioral health could provide rationales for supplemental forms if the standard ones are insufficient.

C. Brown Act Committee Training- (Exhibit 6), Zavodny

Senator Zavodny conducted a detailed training session on the Brown Act, focusing on teleconferencing and remote attendance.

She clarified the distinction between traditional teleconferencing, which requires posting the remote location and keeping it open to the public, and the "just cause" remote attendance provision, which allows for private remote participation under specific limits and requires both audio and visual engagement.

The training also covers "eligible subsidiary bodies," which may hold meetings where a majority of members are remote, provided at least one person is at a physical location accessible to the public.

Minutes 2026-04-20 - Approved

The session concluded with guidelines for committee chairs on posting agendas in accessible locations and establishing policies for handling technical disruptions during meetings.

D. Committee Volunteer Form – Questions Update – (Exhibit 7), Zavodny

The final item of the session involved a review of the committee volunteer forms. Members discussed revising the two standard questions to reduce repetitive answers and better capture specific faculty experiences.

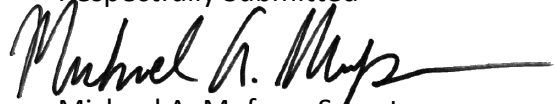
The Senate suggested flipping the order of the questions so that volunteers first address their general knowledge and interest in a position before discussing their experiences with diversity, equity, and inclusion.

It was also recommended to change the wording from "recent experiences" to "specific experiences" to encourage more concrete examples of advocacy work. Pearson agreed to update the forms for a final vote the following week.

ADJONRNMENT:

The meeting was adjourned at 3:50 pm.

Respectfully Submitted



Michael A. Mufson, Secretary



AP 4105

Administrative Procedure
Chapter 4 – Instructional Services

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

Approved: 5/15/12

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

(Replaces all previous versions of AP 4105)

Exhibit 1.2 Draft 3 The Use of Third-Party Publisher Platforms

Draft Resolution III: Use of Third-Party Publisher Platforms

DE Committee | Spring 2026 | Updated April 20, 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

Exhibit 1.2 Draft 3 The Use of Third-Party Publisher Platforms

Resolved, that the Palomar College Faculty Senate urges the District to provide equitable compensation to Part-Time Faculty for course preparation and grading, of which Full Time faculty receive, supporting faculty-driven course design, meaningful interaction, and compliance with accessibility and quality standards; 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, **CALM**, 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.

Exhibit 1.2 Draft 3 The Use of Third-Party Publisher Platforms

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

Exhibit 1.2 Draft 3 The Use of Third-Party Publisher Platforms

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.

Exhibit 1.2 Draft 3 The Use of Third-Party Publisher Platforms

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

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

Exhibit 1.2 Draft 3 The Use of Third-Party Publisher Platforms

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.

Exhibit 2 - March 18, 2026 Curriculum Committee Actions

March 18, 2026 Curriculum Committee Actions

Proposal Type	Subj	Numb	Course Title	Transfer	DE Req	Proposal Justification	Originator	Eff. Date
Course Review	ASL	197	Topics in American Sign Language	CSU	Yes	Added minimum qualifications, two !Mendoza	FA26	
Course Review	BMGT	153	Small Business Entrepreneurship	CSU	Yes	Added SLO's, updated distance lear	Roppe	FA26
Course Review	GEOG	120	Digital Earth: Introduction to Geographic Information S	UC/CSL	Yes	Objectives and Content sections we	Cheung	FA26
Course Review	GEOG	134	GIS Applications and Programming	CSU	Yes	Updated textbook, included supplen	Cheung	FA26
Course Review	GEOG	142	Environmental Applications of GIS	CSU	Yes	Reviewed textbook and completed [	Cheung	FA26
Course Review	GEOG	143	Introduction to Cartography and Computer Mapping	UC/CSL	Yes	Updated textbook information and c	Cheung	FA26
Course Review	GEOG	144	Internet Mapping and Application Development	CSU	Yes	Updated outside assignments and r	Cheung	FA26
Course Review	GEOG	145	LiDAR Data Processing and GIS Integration	CSU	Yes	Completed DEIAA section by explai	Cheung	FA26
Course Review	GEOG	197	Geography Topics	CSU	Yes	Completed DEIAA section by includ	Cheung	FA26
Course Review	HIST	105	History of Europe Through the Reformation	UC/CSL	Yes	DE section has been updated to ma	Ritt	FA26
Course Review	HIST	106	History of Europe Since the Reformation	UC/CSL	Yes	DE section has been updated to ma	Ritt	FA26
Distance Education	ASL	197	Topics in American Sign Language		Yes			
Distance Education	BMGT	153	Small Business Entrepreneurship		Yes			
Distance Education	GEOG	120	Digital Earth: Introduction to Geographic Information Systems		Yes			
Distance Education	GEOG	134	GIS Applications and Programming		Yes			
Distance Education	GEOG	142	Environmental Applications of GIS		Yes			
Distance Education	GEOG	143	Introduction to Cartography and Computer Mapping		Yes			
Distance Education	GEOG	144	Internet Mapping and Application Development		Yes			
Distance Education	GEOG	145	LiDAR Data Processing and GIS Integration		Yes			
Distance Education	GEOG	197	Geography Topics		Yes			
Distance Education	HIST	105	History of Europe Through the Reformation		Yes			
Distance Education	HIST	106	History of Europe Since the Reformation		Yes			
Requisites	GEOG	134	GIS Applications and Programming	CSU	Yes			
Requisites	GEOG	142	Environmental Applications of GIS	CSU	Yes			
Requisites	GEOG	143	Introduction to Cartography and Computer Mapping	UC/CSU	Yes			
Requisites	GEOG	144	Internet Mapping and Application Development	CSU	Yes			

Exhibit 3.1 Brown Act – Committee Chair Training

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 3.1 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 3.1 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 3.1 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 3.1 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 3.1 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.

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

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 4 - Recommended update_ Committee Volunteer Form (1)

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 4 - Recommended update_ Committee Volunteer Form (1)

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.

Exhibit 5 - District Requirements Vote 05.15.24

Name: _____

1. What is your recommendation regarding our District Requirements for 2025?

☐ Remove our District Requirements

☒ Keep District Requirements

2. If we decide to keep our District Requirements, what would you like to do?

☐ Keep our current District Requirements as they are.

☒ Continue the conversation of what should be included as District Requirements in the next academic year.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Syllabus Statement Templates

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

Four Use Cases Included:

- **Use Case 1:** Limited AI Use (Exploratory) — *Students explore AI tools in specific, instructor-guided contexts.*
- **Use Case 2:** No AI Use Permitted — *All AI tools are prohibited; ambiguous tools are clarified.*
- **Use Case 3:** AI Use Permitted — *AI is freely permitted with citation and responsibility requirements.*
- **Use Case 4:** AI Use for Specific Tasks Only — *AI is permitted only for instructor-designated tasks.*

Suggestion is to include the following as a preface to all AI Syllabus Statements

Student Best Practices:

- **Cite All AI Use:** Like citing an article, book, or website, you must cite **all** AI use—including ideas, images, or data generated by AI. Refer to Canvas for AI citation formats.
- **Retain Your Thought/Work Process:** Draft all work outside of Canvas. Use Word Docs (OneDrive) or Google Docs to keep all notes and drafts. Keep AI chat logs that show your thinking and how you used or modified AI output. Your instructor may request this evidence and you may be asked to explain your completed work to your instructor.
- **Default for Assignments:** Unless specifically stated otherwise, submitted work should reflect your own thoughts, words, and creation.

Syllabus Statement #1: Limited AI Use (Exploratory)

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

In this course, you will be asked to explore AI tools in specific, guided contexts. When we use AI, we will also explore what its limits are and how to use it responsibly. A key part of that exploration is learning to recognize when AI produces “hallucinations”—plausible-sounding but incorrect.

Permitted/Authorized Uses of AI

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

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

Prohibited/Unauthorized Uses of AI

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

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

Privacy and Data Security

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

AI and Academic Dishonesty

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

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

Instructor Customization Note:

Exhibit 6 Palomar_AI_Use_Policy_Statements_V3

Consider specifying the following in your course:

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

Syllabus Statement #2: No AI Use Permitted

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

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

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

What This Means for Your Work

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

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

Privacy and Data Security

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

AI and Academic Dishonesty

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

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

Instructor Customization Note:

Consider specifying the following in your course:

- *Whether any narrow exceptions apply (e.g., built-in spell check vs. a full AI writing assistant).*

Exhibit 6 Palomar_AI_Use_Policy_Statements_V3

- *How you will communicate this policy clearly on each assignment prompt in addition to the syllabus.*
- *How you will support students who rely on accessibility tools that may include AI features.*
- *Whether you plan to require process documentation (drafts, outlines) as evidence of original work.*

Syllabus Statement #3: AI Use Permitted

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

In this course, you are encouraged to use AI tools as part of your learning—with the goal of becoming a skilled, critical, and ethical AI user. Using AI to enhance your learning is a valuable skill that requires critical thinking and ethical judgement. Always verify AI-generated claims against credible, primary sources—AI tools can produce errors and misinformation.

How You Are Encouraged to Use AI

- **Research and Exploration:** Use AI to gather background information or explore a topic.
- **Writing Assistance:** Use AI to brainstorm, draft, or edit your writing. Your final submission should still reflect your own analysis and voice.
- **Coding and Technical Tasks:** Use AI code assistants to write, debug, or explain code. You must understand what the code does and be able to explain it.
- **Learning and Practice:** Use AI as a tutor—ask it to explain concepts, create practice problems, or give feedback on your drafts.
- **Critical Evaluation:** Actively identify errors, biases, and misinformation in AI outputs.

Your Responsibility Remains

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

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

Privacy and Data Security

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

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

Exhibit 6 Palomar_AI_Use_Policy_Statements_V3

Submitting AI-generated content as your own work — without disclosing the AI's role and without meaningfully engaging with the material yourself — is academic dishonesty, even if you wrote the prompt.

Instructor Customization Note:

Consider specifying the following in your course:

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

Option:

AI Disclosure and Reflection Statement

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

- **Tools used:** Which AI tool(s) did you use? (e.g., ChatGPT, Claude, Copilot, Grammarly)
- **How you used it:** Describe the specific tasks, questions, or prompts you gave the AI.
- **Impact on your work:** Explain how AI output influenced your thinking, writing, or final submission.
- **What you learned:** Reflect on what this experience revealed about AI's strengths, limitations, or ethical dimensions.

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

Syllabus Statement #4: AI Use for Specific Tasks Only

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

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

In this course, you will develop your foundational knowledge, skills, and abilities first—and then apply AI where it genuinely adds value to your learning.

When AI Use Is Permitted

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

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

When AI Use Is Not Permitted

Unless explicitly authorized, AI may not be used for:

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

Default Rule: If an assignment does not explicitly state that AI use is permitted, then AI use is not authorized.

Privacy and Data Security

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

AI and Academic Dishonesty

Exhibit 6 Palomar_AI_Use_Policy_Statements_V3

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

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

Instructor Customization Note:

Consider specifying the following in your course:

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

Option:

AI Disclosure and Reflection Statement

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

- **Tools used:** Which AI tool(s) did you use? (e.g., ChatGPT, Claude, Copilot, Grammarly)
- **How you used it:** Describe the specific tasks, questions, or prompts you gave the AI.
- **Impact on your work:** Explain how AI output influenced your thinking, writing, or final submission.
- **What you learned:** Reflect on what this experience revealed about AI's strengths, limitations, or ethical dimensions.

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

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

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;

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.

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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.)~~

Commented [PB2]: this should be removed

- 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.

- 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~~, Co-Chair of the Institutional Program Review and Planning Committee, 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.

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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.

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 a one-year term. May not be elected to serve more than four consecutive terms.
- III. Shall serve to help the President transition into their position.
- IV. May serve as a designee for the President when mutually agreeable.
- V. 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.

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VI. Shall serve as a member on the Budget Committee.

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).

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

Vice-President Eligibility

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