



MEETING

2026-05-11

EXHIBITS 1-8

Agenda 2026-05-11

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, May 11, 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 – 05-04-2026

2. Action

- a. Committee on Committees - (Exhibit 1), Zavodny
- b. Curriculum Committee – (Exhibit 2), Mellos
- c. 2026 Senate Seat Elections - (Exhibit 3), Pearson
- d. Umoja Faculty Coordinator Election - (Exhibit 4), Pearson

3. Information – (Max 5 min each)

- a. ASG Report – Miller
- b. Reassigned Time Position Reports – (Exhibit 5), Pearson
 - End of year report
- c. DEIAA in Curriculum - Mellos
 - Possible reassigned time position for reviewing and advising faculty on the DEIAA Addendum
- d. Review 2025-2026 Faculty Senate Goals - (Exhibit 6), Pearson
 - Update on goals progress
- e. Placement of Senator Committee and Chair Positions for 2026-2027 - (Exhibit 7), Zavodny

4. Discussion - (Max 7 min each)

- a. Reassigned Time Senate Pot and Positions- Pearson
 - Discussion of how to best distribute and allocate the Senate pot of reassigned time.
- 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

May 4, 2026

APPROVED

ATTENDANCE

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

ABSENT: Alexandra Doyle Bauer, Kelly Falcone, Vickie Mellos

GUESTS: Erin Feld, Matt Grills, Sherehe Hollins, Elena Villa Fernandez de Castro

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER

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

PUBLIC COMMENTS

Senator Adams addressed the body regarding remarks made concerning General Education (GE) requirements, specifically those related to health. He expressed that the rationale that health information is easily accessible via the internet was not collegial and was offensive to the profession. Adams argued that such a perspective undermines all disciplines because, while information exists online, the role of professors is to guide students in filtering and using that information to make wise life decisions. He concluded that these comments demonstrated exactly why such requirements are essential for teaching students a necessary skill set for their quality of life.

ANNOUNCEMENTS

Senator Mufson highlighted an event report from "One College Many Stories," drawing particular attention to the recommendations section.

Minutes 2026-05-04 - Approved

Senator Mufson announced the closing weekend of "Dracula," describing it as a relevant feminist revenge fantasy.

Senator Adams announced a report on athletic successes, noting that the baseball, softball, and women's sand volleyball teams all won their respective competitions over the weekend. While the volleyball team was scheduled to compete at Mt. SAC, both the baseball and softball teams will have upcoming home games. The baseball schedule was set for Thursday through Saturday while softball was scheduled for Friday through Sunday.

President Beth Pearson provided several administrative updates, starting with the approval of a sixth faculty hiring position. While five positions had been previously approved, a sixth was added for nursing faculty because the program cannot remain compliant with accreditation requirements without that faculty.

President Pearson also addressed a concern regarding the position announcement for the Dean of Math, Science, and Engineering (MSE), which had been released without faculty consultation. She reported that there was no "past practice" of reaching out to faculty for dean announcements, though it was noted that faculty feedback from a previous search had been incorporated. She noted that faculty would still be involved in developing screening materials and interview questions.

President Pearson announced that two actionable items had been completed regarding the Enrollment Task Force,: a student-staffed call center went live to ensure a "real person" answers the phone, and outreach letters were mailed to the families of graduating high school seniors to encourage Palomar enrollment.

Senator Dalrymple announced a successful One Faculty Week, which included a screening of a film followed by discussion, messaging to the Governing Board, and listening sessions for both full-time and part-time faculty that provided valuable community feedback.

Senator Seiler announced a reports of extreme understaffing in IS, describing an instructor who was left on hold for 45 minutes only to reach a recording stating the office was closed.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Adams/Sanchez

Faculty Senate to approve the minutes for April 27, 2026 as amended.

Minutes 2026-05-04 - Approved

The motion carried.

ACTION

A. Committee on Committees - (Exhibit 1), Zavodny

MSC: Zavodny/Shmorhun

Faculty Senate to approve the results of the hiring committee ballot.

The Motion Carried.

Hiring Committee: Manager Tutoring Services - Yuan-Lin (Annie) Lee (Math), Faculty

Hiring Committee: Director Information Services - Jason Jarvinen (Workforce Development)

Hiring Committee: Dean MSE (Nursing)- Camille Chae (Nursing), Faculty

Hiring Committee: Dean MSE (Math) - Annette Squires (Math), Faculty

Hiring Committee: Dean MSE (ESES) - Catherine Jain (Cathy) (Earth, Space & Environmental Sciences), Faculty

Hiring Committee: Dean MSE (Biology) - Lesley Blankenship-Williams (Biology), Faculty

Hiring Committee: Dean MSE (Chemistry) - Shannon Andrews (Chemistry), Faculty

Hiring Committee: Dean MSE (CSIT) - Gheni Abia (CSIT), Faculty

Hiring Committee: Dean MSE (Physics/Engineering) - Quan Nguyen (Physics/Engineering), Faculty

B. Faculty Senate Discussion regarding updates to Faculty Senate Constitution- (Exhibit 2.1, 2.2, & 2.3), Shmorhun, Dalrymple, Martinez

MSC: Gushansky/Lawson

Faculty Senate to approve a single ballot with two separate and anonymous constitution voting items for a one-week period.

The Motion Carried.

Discussion points included:

The body debated whether to send these changes to the full faculty as a single item or to split them; the consensus was that the technical "cleanup" edits should be separated from the more significant eligibility change.

Minutes 2026-05-04 - Approved

Members discussed the timeline for the vote, settling on a one-week window to ensure results before the end of the semester.

Clarification was sought regarding the rights of individual senators to express their personal opinions via campus-wide emails during the voting period, and the Senate leadership agreed to research governance documents on this matter.

C. President/Superintendent Hiring Committee - (Exhibit 6), Zavodny – (Moved to action from Discussion Item A)

MSC: Sheaffer/Adams

Faculty Senate to approve the three questions (The two standard interest and equity questions and the newly proposed question regarding presidential qualities) to be sent out with the call for volunteers with a timeline of May 15th.

The Motion Carried.

INFORMATION

A. ASG Report, Barnes

Elijah Barnes presented the Associated Student Government (ASG) report, highlighting several upcoming student-involved events, including a Cinco de Mayo celebration featuring various campus clubs and a mental health-focused event scheduled for the 13th of May. Miller also informed the Senate that the ASG is currently conducting elections for next semester's board members. Because many experienced student representatives are transferring out of the institution after the current term, the Senate was advised to expect several new student faces participating in campus committees moving forward.

B. Great Committee Call – (Exhibit 3), Zavodny

Senator Zavodny presented the list of open committee seats for Fall 2026 that has been updated. Committees that have confirmed their meeting times with chairs were specially marked. The current round for volunteers closes at noon on Friday, after which a detailed packet of volunteer information will be sent to senators for review over the weekend in preparation for Monday's confirmations.

C. Call for New Senators – (Exhibit 4), Pearson

President Pearson presented a detailed chart that organize available senate seats by terms ending in 2027, 2028, and 2029. Pearson emphasized that departments are limited to two full-time faculty representatives and noted the addition of two part-time seats in each of the three senator classes. There is a full class of seats available for 2029 terms.

Minutes 2026-05-04 - Approved

President Pearson encouraged members to self-nominate or recruit colleagues to ensure a full Senate, noting that interest has been high thus far.

D. Notice of Council Position up-coming Elections - (Exhibit 5), Pearson

President Pearson presented a notice of upcoming elections for Senate Council positions, which are held annually at the end of the semester for the roles of Vice President, Secretary, and a newly proposed "Historian" position. The Historian title is a suggested replacement for the "Past President" position.

President Pearson clarified the associated release time for these roles, noting that while the Vice President and Secretary receive 20% release time, the At-large and Historian positions do not. Nominations are limited to sitting senators, and the duties of the Council include weekly Wednesday meetings to set the Senate agenda.

DISCUSSION

A. President/Superintendent Hiring Committee - (Exhibit 6), Zavodny

Senator Zavodny presented regarding the hiring committee for the President/Superintendent.

It was explained that the district had requested names for the committee, specifically two full-time and one part-time faculty member, extremely quickly. While the Senate leadership pushed back on the timeline to ensure proper consultation, the body focused the discussion on what specific questions should be asked of faculty volunteers.

A senator proposed that in addition to the standard interest and equity questions, volunteers should be asked what they believe are the most important qualities in an incoming president. The Senate agreed this was a vital addition, and the item was elevated to action and approved.

(See Action Item B)

B. AI Syllabus Policy statement recommendations - (Exhibit 7), Shmorhun

Senator Shmorhun presented the recommended AI syllabus policy statements, which were developed in conjunction with the college's AI coordinator and the Academic Standards and Practices Committee (ASP). Senator Shmorhun emphasized that these drafts are intended as optional resources for faculty to support transparency, rather than mandatory templates.

Minutes 2026-05-04 - Approved

A senator sought clarification on the default policy if an instructor does not include an AI statement; it was noted that under administrative procedures (AP 5505), unauthorized AI use is currently treated similarly to receiving unapproved assistance from another person.

It was shared that students have specifically requested more transparent policies because they are confused by the differing standards across various classrooms.

A senator pointed out that some language in the draft regarding FERPA and health data appeared to be directed at instructors rather than students; Senator Shmorhun acknowledged this was a placeholder and stated that the language would be refined by the AI task force and privacy experts before finalization.

C. Eligible subsidiary bodies of Senate- (Exhibit 8), Zavodny

Senator Zavodny presented a document concerning the possible identification of eligible subsidiary bodies of the Senate under the Brown Act.

It was explained that if a committee is designated as an eligible subsidiary body, it significantly eases teleconferencing requirements: only one member needs to be at a physical location open to the public, and other members can participate remotely without opening their private residences to the public.

Senator Zavodny noted that for a committee to qualify, it must generally serve an advisory role rather than having final decision-making authority.

A senator questioned where the line is drawn between a "decision" and a "recommendation," noting that while groups like the Curriculum Committee or FSA Review Committee make impactful choices, their actions are technically subject to final approval by the Senate or the Governing Board.

A senator strongly advocated for designating as many committees as possible as subsidiary bodies, arguing that the current strict teleconferencing rules are a major barrier for part-time faculty and those working at satellite centers.

Senators, especially those serving on the listed committees, were asked to review the provided chart and document and send feedback to Senator Zavodny so the discussion can be finalized at the next meeting.

D. College Hour, Pearson

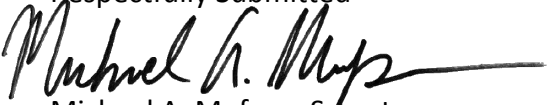
Tabled.

ADJOURNMENT:

Minutes 2026-05-04 - Approved

The meeting was adjourned at 3:52pm.

Respectfully Submitted



Michael A. Mufson, Secretary

Exhibit 6 - Faculty Senate Goals Fall 2025

Faculty Senate Goals 2025-2026

1. Find ways the faculty senate can have a voice in increase enrollment planning and improving enrollment at Palomar College.
 - I. Faculty Senate workgroup developed ideas on how to address this constructively and met with Student Outreach, Public Affairs and other campus representatives to better understand places where faculty could get involved. Representatives from this workgroup also participated in the campus enrollment taskforce and made recommendations based on the senate workgroups ideas.
 - II. Recommend we continue to look for ways to participate at the department level and develop a toolkit for departments to connect them to resources for outreach.
2. Advocate for a staffing plan to support the existing college and growth in enrollment.
 - I. Faculty Senate leadership has communicated this in 1:1s with the college president and VP of HR.
 - II. Recommend we continue to advocate for this in Fall 2026
3. Improve faculty voice on institutional technology decision making
 - I. A group of senators met to discuss this issue but with IS being severely understaffed and losing our newly hired Director of IS, this goal will be tabled until next year.
 - II. Recommend we revisit this goal in Fall of 2026
4. Address impacts to student success and experience when course assignments and class notes are either added or changed after students enroll.
 - I. Faculty Senate leadership has communicated this in 1:1s with the college president and VP of Instruction.
 - II. Recommend we revisit this in the Fall of 2026
5. Class notes need to be accurate for students.
 - I. This has been communicated with the VP of Instruction and directions have been shared with department ADAs
 - II. Recommend we continue to evaluate this advice.
6. Explore various options for equivalency processes across the CCC's and compare the processes with Palomar's subcommittee process in order to make a recommendation for a process that would be more effective and efficient.
 - I. Tasked Equivalency with this but the Equivalency chair retired mid term
 - II. Recommend we revisit this goal in Fall 2026
7. Develop a set of centralized resources and guidance to address the challenge and opportunity of AI in teaching at Palomar College.
 - I. Established a Special Projects Faculty to investigate this guidance. AI policy statements have been developed with ASP.
 - II. Complete, but recommend we continue to discuss this evolving challenge

Exhibit 6 - Faculty Senate Goals Fall 2025

8. Identify how to use the AI resources, specifically the AI courses, developed by the AI Taskforce to address the challenge and opportunity of AI in teaching at Palomar College.
 - I. AI Newsletter addressed some of this but it is an evolving challenge
 - II. Recommend we continue to discuss this evolving challenge
9. Develop a set of guidance and resources for proctoring in in-person, online and hybrid courses at Palomar College. Should this be added to the above goal and person?
 - I. ASP worked with Dean Studinka to develop guidance
 - II. This work will continue as we adapt to the evolving challenge of AI
10. Identify and offer professional development to faculty who teach Dual Enrollment courses
 - I. Professional Development offered PD on this topic
 - II. Recommend we continue this work
11. Understand what faculty senate is doing well to represent faculty interests and how can we improve on that goal.
 - I. Faculty survey was sent out
12. Advocate for policies that increase and validate faculty participation in shared governance.
13. Advocate for a College Hour to increase faculty voice in shared governance.
 - I. College Hour has been established
 - II. Recommend Senate continue to seek ways to make College Hour successful
14. Explore the use of governance versus operational committees at other community colleges and analyze our own subcommittee structures. Explore how other community colleges assert their 10+1 purview in shared governance. How do they respond to actions and choices that infringe on their purview?
 - I. Not addressed
 - II. Table or pitch?
15. Develop and implement an agenda request form for the faculty senate.
 - I. Completed
16. Tighten the flow of information during senate meetings toward the goal of meeting efficiency.
 - I. Faculty Senate has been fairly effective at managing our time and efficiency during meetings this year. The timer has been useful.
 - II. Recommend we continue to improve on this goal
17. Update the Faculty Senate Constitution and Bylaws to reflect the current practices and needs.
 - I. Much work has been done on the document, and it is out for a vote.
 - II. Stay tuned
18. Develop a way to track the progress of senate goals.
 - I. Developed a spreadsheet
 - II. Recommend more work toward this goal

Exhibit 6 - Faculty Senate Goals Fall 2025

19. Increase student voice in faculty senate goals, decisions and direction.

- I. Distributed a student survey to ASB towards this goal.
- II. Recommend feedback be used in Fall of 2026

20. Make a decision in consultation with the PFF in regards to the DE Committee resolutions recommending the required use of Canvas for all courses including syllabi and grades at a minimum.

- I. Approved on April 28, 2025

For consideration in future Senate Retreats to narrow goals to ten or less. -Beth Pearson, Spring 2026

Exhibit 1.1 - 2026_05_11_Committee-appointments

Name	Division	Department	Committee	Position	Why are you interested in serving on this committee?	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?	Action
Academic Review Committee							
Patrick O'Brien	Student Services	Counseling	Academic Review Committee	Faculty, Counseling (26-28)	I currently serve on this committee. With 25 years of full-time counseling (EOP&S and General Counseling) I believe I have a student-focused perspective that would benefit this committee.	I have a history of learning about Diversity, Equity, Inclusion, and Antiracism. I've worked as a CalWORKS counselor and an EOP&S counselor. As department chair of counseling I was instrumental in starting the Puente and the Umoja program at a time when they were viewed as "boutique" programs. I recently attended the APAHE conference and my Master's degree is in Education with an emphasis in multicultural counseling.	
Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. One recommendation includes eliminating the Academic Review Committee.							
At this time, the timeline for this disbandment is unknown.							
Behavioral Health and Campus Wellness Committee							
Heather Pham (Heather Elliott Pham)	SBS	Child Development	Behavioral Health and Campus Wellness Committee	Faculty, Instructional (26-28)	I have enjoyed serving on this committee for the last two years. My current role as an instructor combined with my past role as a licensed mental health professional gives me a unique perspective into the ways our college community can support the behavioral health and wellness of students (and faculty and staff!). I hope to continue the good work we have done. We are continuing an initiative on communicating important information to faculty about a variety of student-related concerns that could arise, and I hope to see that project through with the collaboration of committee members.	As noted in a previous submission, incorporating practices that are central to DEIAA is part of my daily work as an instructor and committee member. I have demonstrated some of this through various training opportunities or projects I have completed such as Open for Antiracism (Cohort 2023-2024) and FCCT1. Other aspects of this ongoing work are evident in my student interactions, mindful choices I make as an instructor, and lenses I apply to conversations across the College. With this committee specifically, we have the opportunity to apply DEIAA to practice and policy choices that affect our entire campus community. We know that some of our students who may need the most support sometimes face other systemic barriers, and our committee can actively work to address those and promote health equity for students.	
Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. One recommendation includes the merger of Behavioral Health and Campus Wellness Committee with the Team Life Committee. At this time, the timeline for the merger is unknown.							
Campus Police Committee							
Lisa Casas	SBS	ECE Lab School	Campus Police Committee	Faculty, request for a counselor (26-28)	I am currently the Site Supervisor at the San Marcos ECELS, and was recently moved from our Escondido site. This provides me with a wealth of knowledge regarding not only the ECELS, but both campuses, and the community. I feel that I can bring value to the committee by bringing awareness to the unique needs of the ECELS regarding Campus Police needs/concerns. I appreciate the opportunity to work on the committee.	I will utilize my knowledge and outreach with the diverse community we serve at the ECELS to navigate the conversations and topics within the committee. It is important that all communities are represented in a fair and just manner.	
Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. One recommendation includes moving Campus Police Committee to now report to Infrastructure and Sustainability Council. At this time, the timeline for this change is unknown.							
Career Education Committee							
James Colston	CTE	Fire Technology	Career Education Committee (formerly Perkins Planning and Advisory Committee)	Faculty CTE (26-28)	I am currently serving on this committee and have spent the past year learning the internal operational intricacies. I would like to continue to serve as a contributing member.	The focus of this committee is to provide funding to support CTE courses and curriculum. My role as a committee member is to ensure these proposals and the money spent meet the needs of all students. Specifically, to improve classroom safety, maintain a relevant curriculum that supports advancing technology, and develop job skills to meet current job markets.	
Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. One recommendation includes eliminating the Career Education Committee.							
At this time, the timeline for this disbandment is unknown.							
CALM Committee							
Alyssa Vafael	Instruction (Instructional Designer)	Instructional Design	Comets Affordable Learning Materials Committee (CALM)	Faculty, at-large (26-28)	I've had the opportunity to serve on CALM off and on over the past few years. I feel that I bring in the digital accessibility lens as an instructional designer and accessibility specialist. Even before I got into this temporary role, I brought a similar lens to CALM as a long-time disability services professional. With the upcoming rush to the deadline to spend down CALM funds, I know we need all hands on deck, especially in ensuring all newly created OER materials meet WCAG 2.1 AA standards by April 26, 2027. I feel I'd be a very good person for this aspect of CALM.	I have long been a disability justice advocate at Palomar College. From hosting weekly access & equity hours to participating in a dozen or so shared governance bodies to ensure disability representation to showing up as an active ally across campus for all identity groups; I am a fierce advocate for DEIAA in action, not just in words/policy. The creation of ZTC, LTC, OER course materials requires a disability justice lens which considers the intersection of all identities and needs, so that everyone has equitable access to learning.	
William Carrasco	L&L	World Languages	Comets Affordable Learning Materials Committee (CALM)	Faculty, L&L (26-28)	I have served in the CALM committee since 2021 so I have a solid understanding of how things get done and what our goals are. I withdrew from CALM in January for my sabbatical leave this spring and was hoping to return in the fall.	Well, I believe in the purpose of the CALM Committee on which I have served for 5 years: to make education and its teaching materials more accessible and affordable. I am also actively anti-racist and pro-diversity in my teaching and in the course materials I have developed. Basically, DEIA is a permanent lens through which I live.	
Maryam Rizk	MSE	Biology	Comets Affordable Learning Materials Committee (CALM)	Faculty, MSE (26-28)	I have also served as one of the ZTC grant coordinators. I hope my experience will be useful for the committee. I also want to follow through with implementing the ZTC grants.	By promoting the creation of affordable or free content for students, education at Palomar College will become more accessible for a wider audience. To support the college's DEIA efforts, students will have an opportunity to find low-cost course options when registering for courses to aid them in their choices. My prior experience in creating free course content started in my course, where I create lesson summaries from one or more sources and focus on the content that is most relevant for students and which aligns with the course's course outline of record. At times, purchased textbooks contain more information that the students might need for the course, so creating my own content allowed the students both to save money and to focus on what is most important for success in the classroom. I have also used free lab material that the students could print or access online directly during class, which might be possible for some labs in other courses, while some courses may require the purchase of a low-cost lab manual.	

Exhibit 1.1 - 2026_05_11_Committee-appointments

Name	Division	Department	Committee	Position	Why are you interested in serving on this committee?	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?	Action
Curriculum Committee							
Candace Rose	AMBA	Cinema	Curriculum Committee	Faculty, AMBA (26-29)	I bring nearly a decade of Curriculum Committee experience (Spring 2015–Fall 2023), including years as the Requisite Technical Reviewer, and am proficient in Maverick having supported our college's transitions through different versions of this curriculum management system — and now serving as the reviewer for CPL courses moving through the review process. I have extensive experience developing curriculum for courses and programs in both my Cinema program and the Military Leadership Program. My time on the Program Review Committee gave me a broader view of how curriculum connects to institutional planning and student outcomes. Attending the ASCCC Annual Curriculum Institute multiple years has kept me informed on statewide policy and best practices, and my service as Chair of the ASCCC Faculty Discipline Review Group (FDRG) for Film, Television and Electronic Media in 2021 — a role I will take on again in the upcoming review cycle — has deepened my engagement with discipline-level curriculum standards at the statewide level. I look forward to bringing both technical expertise and a genuine commitment to student success by serving on this committee.	On the Curriculum Committee, I will apply an equity and antiracism lens by examining course objectives, learning outcomes, content, required materials, and prerequisite structures that may create unnecessary barriers for underrepresented students, and will proactively work with colleagues to ensure courses meaningfully incorporate DEI/AA principles. My work developing CPL pathways has deepened my understanding of how curriculum decisions can recognize and support the diverse knowledge and experiences students bring — particularly veterans, working adults, and first-generation college students. My ongoing engagement with ASCCC resources and statewide conversations keeps this learning active, and I am committed to carrying it into every aspect of my work on this committee.	
Marisa DeLuca	AMBA	Art	Curriculum Committee	Faculty, AMBA (25-28)	Curriculum development is where institutional values become structural reality. Studio art faculty are underrepresented in that process. The curricular challenges of lab or studio-based courses such as no-prerequisite cohorts, material-intensive instruction, hybrid skill ranges, and process-based assessment require advocates who work intensively in these formats. Nonverbal artist cognition differs from other disciplines and requires innovative responses to student needs. Curricular practices that force artists to compete with each other, memorize principles by rote, and reach for the ideal of a culturally outdated canon push visionary creators into fields outside of the Humanities. I bring governance experience across civic, nonprofit, and advocacy contexts: Budget, Murals, and Public Policy subcommittees as an Oceanside Arts Commissioner; Finance Committee as a California for the Arts board member; secretary and administrative roles in several nonprofits including six years maintaining meeting minutes and agendas for a nonprofit youth sports league. I was a member of the final FCCTI cohort in culturally responsive teaching for California community colleges at Palomar and was a SDCCCCA Fellow 2024-2025. My experience with Roberts' rules, Brown Act requirements, and working with a group that normally would not mix has made me ready for this service. My experience navigating a system not set up for artist-students makes me a knowledgeable advocate.	My equity lens is experiential before it is theoretical. As a low-income, first-generation college student and single mother who navigated higher education under significant structural constraints, I understand from the inside what it means when institutional design assumes a student the room doesn't actually contain. That understanding shapes how I approach every professional context I work in, including committee work. Antiracism in curriculum, as I understand and practice it, must go beyond representation. Adding artists of color to a slide deck without addressing the conditions that determine whether a student can stay enrolled long enough to see them is not equity work. The barriers that disproportionately affect students of color, including transportation instability, technology gaps, caregiving responsibilities, and economic precarity, are structural and intersectional. They don't announce themselves by race, and they aren't solved by visibility alone. In my classroom I address them through course architecture: week-one surveys that surface barriers before they become crises, flexible access options, and critique structures that flatten demographic hierarchy without calling out any student by identity. On the Curriculum Committee I would ask the same questions at the curricular level: does this course's prerequisites, delivery format, and assessment model remove barriers or quietly replicate them? Genuine antiracism lives in that design layer, and that is where I intend to focus.	
Tina-Marie Parker	L&L	ESL	Curriculum Committee	Faculty, L&L (25-28)	I have been interested in the Curriculum Committee for a long time. I have experience creating and doing course reviews for both credit and non-credit curriculum, giving me insight into both types of courses and programs. Further, as an ESL Professor, I work with students with a myriad of educational and career interests. I like knowing which new curriculum is going through the process so that I can share this with students who may want to take these classes in the future, and it gives me a unique perspective when reviewing the proposals.	I try to keep a DEI and antiracism lens in all of the work that I do. My role in ESL allows me to think about curriculum in terms of diverse voices and cultures but also in terms of age, class modality, and the diversity of student educational and career goals.	
Gary Sosa	L&L	ESL	Curriculum Committee	Faculty, L&L (26-29)	I have been interested in the curriculum process at Palomar for quite a few years. As a faculty member who has written curriculum and served on the committee for years. I have seen the importance of creating useful and effective curriculum through an effective and transparent process. I am currently sitting on the GE sub-committee working on developing a new GE area and through this work, I get to see up close how intense discussions on deep educational issues among colleagues from various disciplines coalesce to become curriculum. This curriculum we are working on and approving is the basis of what we provide students, which they use to attain their personal and educational goals. This work makes me more connected to the heart of the college.	Many noncredit students come from non-traditional, non-majority backgrounds, including 1st generation, multi-lingual, and low-income. In my twenty years at Palomar College, I have taught many noncredit ESL students, developing curriculum, syllabi, lesson plans, and extra-curricular activities to improve their success and integration into the college. I have been an active member of ALASS, Dreamer Success Student Support group and APAHE for many years as well, attending meeting, discussing how to help students and planning and carrying out activities. All of these experiences will inform my work on this committee.	
Stacey Trujillo	L&L	ENG	Curriculum Committee	Faculty, L&L (25-28)	I am interested in serving on the curriculum committee because clear curriculum standards are one of the most important ways we serve our students. I want to contribute to the committee's work regarding DE, Common Course Numbering, Title V compliance etc. While my experience with curriculum development has primarily involved my own classes and student-centered pedagogy, after 10 years of service here at Palomar, I believe I can make a positive contribution to this committee.	I approach all my classes with an Equity and Antiracism lens; I aim to highlight underrepresented voices and maintain a student-centered classroom environment. I hope to bring this approach to the curriculum committee as we work to ensure Title V compliance across the curriculum at Palomar College. I also look forward to learning from the committee about the best practices to support Diversity, Equity, Inclusion and Antiracism beyond the individual classroom through larger systemic changes that support the students at Palomar College. Thank you for your consideration.	
Rafaela Cervantes	L&L	World languages	Curriculum Committee	Faculty L&L (24-27)	I am interested in serving on this committee because I care deeply about education, equity, and inclusion. As a member of a minority group, I have seen firsthand the importance of ensuring that all students and faculty are treated with respect and given equal opportunities to succeed. I value the Faculty Senate's commitment to advancing equity, diversity, and inclusion, and I would bring a collaborative perspective, strong communication skills, and experience working with diverse student populations. In addition, my service on the PDRDC committee has given me experience in teamwork and shared governance. I would be honored to contribute to the committee and support an inclusive college community.	I will approach my work on this committee with an equity and antiracism lens by advocating for inclusive practices, respectful dialogue, and equal opportunities for all students and faculty. As a member of a minority group and an educator who works with diverse student populations, I understand the importance of representation and support in higher education. I am committed to continuing to learn about Diversity, Equity, Inclusion, and Antiracism and to applying those principles thoughtfully in committee discussions and decision-making.	
Maryan Rizk	MSE	Biology	Curriculum Committee	Faculty, MSE (26-29)	I am interested in serving on this committee because I previously served during the 2025-2026 academic year but had to stop shortly after the start of the spring semester due to a heavy adjunct workload for the semester. Starting Fall 2026, I would like to continue to serve on the committee and contribute to its continued progress. I enjoyed serving on the committee and relaying the information presented in the meeting to my department. I want to have a voice in how curriculum is designed to ensure that it complies with state regulations as well as conforms to inclusive practices at the college to best serve faculty and students. As a part-time faculty, I want to bring the voice of other part-time faculty to the committee. I have previously served on various committees at Palomar College and feel passionate about giving of my time to help the college continue to thrive and comply with state and other regulations for accreditation and excellence in serving students.	During the process of reviewing proposals to add, change, or cancel courses, I will ensure that I understand state and college policies related to maintaining and enriching diversity of Palomar College. I will participate by asking questions and making suggestions as needed to ensure that everyone on the committee has a chance to express their opinions and make contributions. Voices of minority faculty are essential in ensuring that faculty are representing diverse students in the design of curriculum. This is why I aim to proactively build relationships with faculty from all departments and to have a wholistic understanding of why changes might be required for their curriculum. I also aim to inform departments, including my own department of biology, regarding any new regulations and guidelines needed for equitable and anti-racist curriculum design. I would also encourage the design of culturally responsive curriculum, the inclusion of universal design practices, and the creation of instructional material that incorporate diverse cultures, beliefs, and perspectives. I plan to watch the IDEAA training through the PD portal to become more qualified to address issues related to Diversity, Equity, Inclusion, and Antiracism.	

Exhibit 1.1 - 2026_05_11_Committee-appointments

Name	Division	Department	Committee	Position	Why are you interested in serving on this committee?	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?	Action
Distance Education (DE) Committee							
Elena Chirkova-Sikora	CTE	Fashion, and Cooperative Education	Distance Education Committee (DE)	Faculty, at large (26-28)	I am interested in serving on DE committee because I am committed to contributing to thoughtful, collaborative decision-making that strengthens institutional effectiveness and supports student success. I value the role of shared governance and see this committee as an important space to bring forward practical insights, engage in meaningful dialogue, and help shape policies and practices that reflect both faculty expertise and student needs. I have served as a member on the DE committee for 25-26 school year as well as Proctoring Project Coordinator for 25-26 school year, and I would highly appreciate the opportunity to continue working with/ serving on DE committee team. Throughout my career across K-12, community college, and university settings, I have supported diverse student populations, including first-generation college students, English language learners, and students pursuing STEM and CTE pathways. I bring a combination of my own students experience from the times when I used Distance Education as a student, as well as leadership experience, operational knowledge, and a strong understanding of cross-functional collaboration from a faculty perspective with my over 25 years of teaching experience serving in variety of educational institutions. Through my work, I have developed skills in program development, data-informed decision-making, and navigating complex institutional challenges. I also have direct experience working with faculty, staff, and students across diverse areas, which allows me to approach issues with a balanced and solutions-oriented perspective. Additionally, I am an active listener who values diverse viewpoints and strives to build consensus while maintaining a focus on equity, access, and continuous improvement. I am prepared to contribute thoughtfully, communicate clearly, and support the committee's work with both strategic insight and a commitment to follow-through.	My professional philosophy is grounded in the belief that education and workforce opportunities should be accessible, inclusive, and transformative for every student. As a bilingual educator (Russian/English) and an immigrant, I understand the barriers many students face when navigating higher education and career pathways. This perspective has shaped my commitment to building bridges through culturally responsive support, simplifying complex processes, and expanding access for historically underrepresented and disproportionately impacted students. Throughout my career across K-12, community college, and university settings, I have supported diverse student populations, including first-generation college students, English language learners, and students pursuing STEM and CTE pathways. At Palomar College during my position of CTE Transitions Specialist, I supported more than 2,000 students annually across 50+ school sites by strengthening equitable access to dual enrollment, articulation, and outreach opportunities. While serving on the committee, I would actively support Palomar College's culture of antiracism by focusing on the following priorities: 1) Promoting inclusive and culturally responsive program development that reflects diverse perspectives and prepares students for success in multicultural workplaces. 2) Using equity-minded data to identify achievement gaps and guide continuous improvement in student outcomes. 3) Supporting student support, belonging, and empowerment through welcoming environments and culturally responsive services. 4) Supporting transparency, accountability, and continuous evaluation to ensure meaningful progress toward equity goals.	
Jonathan Sleeper	MSE	Earth, Space, and Environmental Sciences	Distance Education Committee (DE)	Faculty, MSE (26-28)	I've served on the DE Committee for the last 2 years, so I'm quite familiar with everyone on the committee and how it operates. I'm volunteering again because I think it's an important committee that makes a valuable contribution to the College. I have plenty of experience teaching online and thus have an informed perspective on the issues that the committee deals with, and I appreciate that the DE Committee focuses on real, tangible projects that have a clear benefit to students and faculty. It also fits my schedule well since I don't teach on Wednesday afternoons.	One of the primary focuses of the DE Committee is to make sure that online education is accessible to all Palomar students, so DEIAA principles are already at the core of what we do. On a personal level, it is something that I have been continually educating myself on through various workshops (e.g., NCHEA HSI Symposium, FCCTI), and I've also spent quite a bit of time observing other professors to learn from them. I have spent many hours improving my course content so that it is accessible for all students. DEIAA principles are also reflected in the way that I teach and interact with my students. I try to cultivate an environment where all students feel comfortable being themselves and feel like they are valued. I will utilize all that I've learned from others and from my own experiences to help improve the Distance Education experience for students and faculty at Palomar.	
Jacob Shiba	CTE	Trade and Industry	Distance Education Committee (DE)	Faculty, CTE (26-28)	I have served on the DE committee for 6 years and would like to continue to work we have been doing to improve Palomar's online education. Knowing the history of the committee, both it's successes and challenges, will help me to continue to advocate for online education improvements. I also continue to teach online classes in the education space and know that we will continue to face challenges, such as accessibility and artificial intelligence.	Growing up as a Japanese American has shaped the way I view the world and the lens with which I see our students. I have personally dealt with racism and have had previous generations of Japanese family live through the post World War II era in the United States. This experience has shaped everything that I do, not only in education, but also in life. We all face barriers and if I can help students succeed in their education, then I am helping change the trajectory of not only their path, but potentially for generations. I have also completed a Strong Workforce Faculty Institute that focused on underserved populations and utilized a data driven approach to increase student success. I also served as a mentor for a subsequent cohort.	
Distinguished Faculty Award (DFA) Committee							
Mario Willows	SBS	Behavioral Sciences	Distinguished Faculty Award Committee (DFA)	Faculty, Full-Time (26-28)	I've had the opportunity to serve on this committee before, and it has been a rewarding experience. I am continually inspired by the outstanding work our faculty accomplish each year. Participating on this committee pushes me to continue developing as a stronger, more effective teacher.	I am dedicated to acknowledging faculty who center equity, antiracism, and inclusion across all aspects of their work. Including faculty from all areas at Palomar ensures all represented and showcased.	
Anastasia Zavodny	AMBA, SBS	EHPS, Business	Distinguished Faculty Award Committee (DFA)	Faculty, Part-Time (26-28)	As a former recipient of this award (2022) and previous committee member, I have experience on both sides of our DFA Committee process. Ensuring we as a committee continue to create procedures which are equitable to all faculty, counselors, and librarians - both Full- and Part-Time is a priority of mine. For example, during my recent term of service I worked with the committee to incorporate teaching demonstrations for all finalists as part of the interview process. This change has greatly strengthened the selection process and has allowed faculty finalists to showcase their excellence in teaching. I would be honored to continue to serve and celebrate our remarkable colleagues; thank you for your consideration.	DEIA is a lens I bring with me to all the work that I do on campus and beyond. I have been serving as both tri-chair and co-chair of the PFF Parity Project for the past five years, working on bringing parity and equity to ALL faculty (Full-Time, Part-Time, vocational, and more). In support of our students, I have been Chair/Co-Chair of our affordable learning materials committee (CALM) for many years, expanding the number of courses which offer low-cost and zero-cost textbooks. Since 2023 I have served as the CALM Coordinator, overseeing the conversion of 13+ degree and certificate programs to being entirely zero-textbook cost. I remain committed to DEIA and continue to expand my understanding and training through various professional development offerings. I look forward to bringing my experiences to the DFA Committee and working to expand DEIA efforts.	
Equitable Placement and Completion Committee							
Erin C. Feld	L&L	English, Humanities, and Reading	Equitable Placement and Completion Committee (formerly AB705 Support Subcommittee)	Faculty, Reading (26-28)	As the only full-time faculty member of the discipline Reading, it is important that I serve on this committee for this role because I need to know what is impacting the discipline. I have been chair of the committee for three years, so I have in depth knowledge of what is going on in it and what is happening at the state level because of my need to stay informed as the chair.	Some recent DEIAA trainings I did in the past school year: Decolonizing AI In Education: Equity Issues with AI and Exploring How to Address Them in Our Classrooms, Ensuring Literacy Success Across the Disciplines for Students With Disabilities, Palomar CCD • AP 3415 Immigration Guidance, and Palomar CCD • Study Equity Plan Town Hall. These along with previous training I have done have made me realize the need to think about how what we work on in the committee affects all employees. A recent example of my making sure I was doing what others might want vs just my own desires as a committee member comes from another committee I serve on. That committee had two things to vote on this past school year that I had personal feelings on, but I knew others would have ideas different than mine. I reached out the department chairs in L&L (who I represent on that committee) and asked if they could give me feedback from their departments about the topics at hand. I wanted to be sure my votes reflected who I represent and not just what I thought.	

Exhibit 1.1 - 2026_05_11_Committee-appointments

Name	Division	Department	Committee	Position	Why are you interested in serving on this committee?	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?	Action
Equity, Education, and Student Success Council (EESSC)							
Chase Way	SBS	Philosophy & Religious Studies	Equity, Education, and Student Success Council (EESSC)	Faculty, Senate appointed (26-28)	I am interested in serving on the Equity, Education, and Student Success Council because I believe equitable institutions are built through intentional policy, governance, accessibility practices, faculty collaboration, and student support systems that help disproportionately impacted students not only access higher education, but successfully navigate and thrive within it. I am especially interested in the ways institutional structures shape long-term student success, belonging, educational opportunity, and professional mobility. My background combines curriculum work, accessibility initiatives, institutional collaboration, and student-success-focused programming. During the 2025–2026 academic year, I served on the Curriculum Committee and GE Subcommittee and co-chaired Palomar College's AI Taskforce during Spring 2026. These experiences strengthened my interest in how governance, curriculum development, accessibility, and emerging technologies intersect with institutional equity and student success. I also bring experience in workforce and career-connected educational initiatives. From August 2019 through December 2020, I served as MiraCosta College's Work-Based Learning Liaison for Online Education, where I worked between the Strong Workforce Program, college leadership, and faculty to help integrate work-based learning opportunities into general education courses. One of the most important aspects of that work was helping faculty and administrators recognize that many community college students do not have the financial resources, time, professional networks, or familiarity with the "hidden career ladder" that often shapes access to internships and professional advancement opportunities. I became deeply committed to helping institutions create more equitable pathways into academic and professional opportunity. In addition, I have worked on Guided Pathways initiatives at Fullerton College and supervised honors contracts at MiraCosta College. These experiences strengthened my interest in institutional structures that help students develop confidence, academic identity, mentorship connections, and a stronger sense of belonging within higher education. I am especially interested in honors education and the ways colleges can encourage students from historically marginalized and first-generation backgrounds to see themselves as capable of pursuing ambitious academic and professional goals. I completed Umoja training in 2025 and am currently pursuing a second doctorate in Curriculum and Inclusion at New Mexico State University under Dr. H. Prentice Baptiste, co-founder and past president of the National Association for Multicultural Education (NAME). I would hope to contribute to EESSC as a collaborative and solutions-oriented faculty member who values interdisciplinary dialogue, equity-centered institutional development, and practical strategies that support student success across the college community.	I approach equity and antiracism as institutional responsibilities that must shape policy, access, technology practices, student support systems, and educational opportunity across the college. In my work with this committee, I would seek to apply an equity lens to the broader structures that influence student success, particularly for disproportionately impacted students navigating barriers related to finances, digital literacy, mentorship, accessibility, professional networks, and familiarity with higher education systems. A major area of interest for me is the relationship between antiracism, digital literacy, accessibility, and emerging technologies such as generative AI. As colleges rapidly integrate AI into teaching, advising, and institutional systems, I believe it is critical that we remain attentive to the unequal ways these technologies can impact minoritized students. Research increasingly suggests that AI tools may both reproduce existing inequities and widen gaps in access, digital confidence, and educational opportunity if institutions are not intentional in their implementation practices. At the same time, thoughtfully designed tools can help expand access to academic support, mentorship, and professional development for students who have historically been excluded from these resources. For example, I am particularly interested in emerging tools such as LatimerAI, which was designed to foreground historically marginalized voices, culturally responsive source material, and more equitable knowledge representation within generative AI systems. I believe colleges need faculty and governance leaders who are prepared to think critically about how digital literacy, AI ethics, accessibility, and antiracist educational practices intersect as these technologies become increasingly embedded within higher education. My commitment to antiracist educational practices has also been shaped through Umoja training, curriculum work, accessibility initiatives, and my current doctoral studies in Curriculum and Inclusion at New Mexico State University. Studying under Dr. H. Prentice Baptiste has deepened my understanding of culturally responsive pedagogy, institutional equity practices, and the importance of building systems that actively support belonging and opportunity for historically marginalized students. As a member of this committee, I would bring a strong commitment to collaborative institutional improvement, equity-centered policy development, and thoughtful engagement with the evolving challenges surrounding accessibility, technology, and educational equity in higher education.	
Evaluations Appeals Committee (EAC)							
Krystal Rypien	MSE	Biology	Evaluations Appeals Committee (EAC)	Faculty (tenured), at large (26-27)	I served on this committee for the first time this year, and there was definitely a steep learning curve. I look forward to being able to apply that knowledge again, should we be called into service. This is a vital committee, and requires dedication, thoughtful consideration, and organization. I hope to bring these skills, as well as my previous experience with this committee, to be able to serve in this role again.	I will be mindful of issues on this committee that are impacted by Diversity, Equity and Inclusion. I will also strive to act in a way that meets the goals of the Faculty Senate Antiracism Statement by considering issues relating to diversity and equity when reviewing Evaluations Appeals. This includes recognizing and addressing bias and inequity, and treating all appeals in a way that upholds Palomar's commitment to justice and equality.	
Juliane Van Houten	MSE	Nursing	Evaluations Appeals Committee (EAC)	Faculty tenured alternate (26-27)	I would like to be considered for serving on the Evaluations Appeals Committee. Having served on this committee for several years, I have a strong understanding of the tenure process and the important role the committee plays in ensuring the integrity of the tenure process. I approach each appeal with a balanced perspective, using my experience both as a department chair and as a faculty member. I am committed to supporting a fair, thoughtful, and equitable evaluations process for tenure.	I am committed to fair and equitable practice in all aspects of my work, including service on the Evaluations Appeals Committee. I recognize that evaluation and tenure processes may reflect inequities, and I approach this role with an awareness of how bias can influence outcomes. If selected, I will promote anti racist practices by carefully looking at each appeal for fairness, consistency, and equity. I will work to ensure transparency and accountability in decision-making. I am committed to continuous learning in this area and to engaging respectfully with colleagues to uphold a process that is equitable, just, and aligned with Palomar College values.	
Maryellen Ross	MSE	Nursing Education	Evaluations Appeals Committee (EAC)	Faculty (tenured), at large (26-27)	I have served on this committee and interested in continuing	If I am chosen to continue in the work of this important committee I will work to ensure that the committee's environment prioritizes the voices of those most impacted by our decisions, actively resisting "gatekeeping" in our deliberative processes.	
Faculty Position Prioritization Committee							
Heather Pham (Heather Elliott Pham)	SBS	Child Development	Faculty Position Priority Committee	Faculty, SBS (26-28)	I served on this committee for the past academic year (2025-2026), and I think there's value in historical knowledge/experience for this specific committee. Some faculty and admin highlighted how the process could be improved for next year, and I would support the continuation of those process improvements to promote additional clarity, fairness, and efficiency to the prioritization process. I have a lens of both the micro- and macro- perspectives that are helpful for these decisions, and I truly enjoyed the multi-level and interdisciplinary collaboration that goes into the important work of this committee.	Incorporating practices that are central to DEIAA is part of my daily work as an instructor and committee member. I have demonstrated some of this through various training opportunities or projects I have completed such as Open for Antiracism (Cohort 2023-2024) and FCCTI. Other aspects of this ongoing work are evident in my student interactions, mindful choices I make as an instructor, and lenses I apply to conversations across the College.	
Anastasia Zavodny	AMBA, SBS	EHPS and Business	Faculty Position Priority Committee	Faculty at-large (25-27)	Ensuring that Palomar remains competitive with the timing of recruiting our Full-Time Faculty calls is crucial to being able to recruit the best individuals to our faculty body. I have previously served on this committee and will continue to bring my knowledge of faculty hiring timelines and processes to this committee (a continuity and expertise which has proven vital with our ever-changing administrative leadership).	DEIA is a lens I bring with me to all the work that I do on campus and beyond. My roles as the current CALM Coordinator and CALM Committee co-chair and co-leader of the PFF Parity Project have all supported DEIA for faculty and students. I remain committed to DEIA and continue to expand my understanding and training through various professional development offerings. I look forward to bringing my experiences to the Faculty Position Priority Committee and working to expand DEIA efforts.	

Name	Division	Department	Committee	Position	Why are you interested in serving on this committee?	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?	Action
GE Subcommittee							
Gary Sosa	L&L	ESL	GE Subcommittee	Faculty, Area 3 Arts, Humanities (26-28)	I was on the Curriculum Committee when the college first started to discuss amending the GE requirements, and I volunteered to belong to the first iteration of the GE Subcommittee. I would like to continue in my role to represent Arts & Humanities which are an essential part of a student's education at Palomar College.	Many noncredit students come from non-traditional, non-majority backgrounds, including 1st generation, multi-lingual, and low-income. In my twenty-two years at Palomar College, I have taught many noncredit ESL students, developing curriculum, syllabi, lesson plans, and extra-curricular activities to improve their success and integration into the college. I have been an active member of ALASS, Dreamer Success Student Support group and APAHE for many years as well, attending meetings, discussing how to help students and planning and carrying out activities. All of these experiences will inform my work on the GE Subcommittee to help direct and redirect discussions to include the needs of marginalized groups.	
Sara Krause	MSE	Biology	GE Subcommittee	Faculty, Area 5 Physical Science, Biological Science, Laboratory (for Phys/Bio Science course) (26-28)	I have been serving on this committee during the 25-26 academic year. I have become familiar with the current GE Area 7 materials and I would like to continue representing the faculty and students in my area.	I will apply an Equity and Antiracism lens by using the data-informed curriculum redesign techniques I practiced in the Strong Workforce program. My DEI advocacy is centered on removing student barriers in my classes through Mastering Grading and WCAG accessibility standards. Having served on this subcommittee for a year, I will ensure GE Area 7 recommendations remain culturally responsive and focused on closing equity gaps for Palomar's diverse student body.	
Daniel Balaszek	CTE	Military Leadership	GE Subcommittee	Faculty, CTE (26-28)	I have served on the General Education Subcommittee since Fall 2024, and I am seeking to renew my term of service because I am committed to the work this body does and want to continue contributing to its progress. Over the past two years, I have developed a strong appreciation for the GE Subcommittee's mandate to explore transformative courses of action, the importance of staying open to the needs and concerns of all stakeholders, and the adaptive measures needed to bridge gaps that inevitably exist. My closely related qualifications include: service on the Curriculum Committee and Curriculum Technical Review Team; experience developing and reviewing curriculum; serving as a departmental SLO Facilitator; and recent appointment as SLO Co-Coordinator (starting Fall 2026).	My commitment to equity and antiracism is grounded in direct experience. As a graduate of the CCCOER Open for Antiracism (OFAR) program, I have engaged substantively with frameworks for identifying and addressing systemic barriers in educational design. As a member of the Curriculum Committee, I have supported the College's DEIAA in the COR initiative, working closely with the Curriculum Committee Co-Chair to advance faculty training and ensure that equity and antiracism considerations are meaningfully integrated into the curriculum review process. I have applied this lens to my participation with the GE Subcommittee thus far, remaining mindful that our work reflects choices about whose knowledge, experiences, and ways of knowing are centered, as well as how it communicates our institutional mission and values to the communities we serve.	
<i>Note: The GE Subcommittee governance structure requires faculty to be members of the Curriculum Committee. Should there be no interest from Curriculum Committee members, then selection will expand to the faculty body as a whole. At present, Daniel Balaszek is a member of Curriculum Committee and Gary Sosa is volunteering unopposed to maintain his position on the Curriculum Committee. Sara Krause is not currently a member of the Curriculum Committee.</i>							
Infrastructure and Sustainability Council							
Krista Carraway	L&L	ESL	Infrastructure and Sustainability Council (ISC)	Faculty (Senate-appointed) (26-28)	I am interested in serving on the Infrastructure and Sustainability Council because decisions about technology, facilities, and sustainability directly affect students' ability to learn and succeed at Palomar College. As an ESL instructor, I regularly see how access to reliable technology and supportive learning spaces can impact students, especially multilingual learners who may already face barriers navigating institutional processes. I bring a strong student-centered perspective, experience working with diverse student populations, and a collaborative approach to committee work. My background in language education also helps me think critically about communication and accessibility. I value listening to different perspectives and working together to develop practical recommendations that support equitable access and student success.	I will approach my work on the Infrastructure and Sustainability Council with an equity and antiracism lens by ensuring that decisions about technology, facilities, and sustainability consider how they affect all members of our campus community, especially students who have historically had less access to resources. As an ESL instructor working closely with multilingual and international students, and through my work with the EEDCC Committee organizing student-centered events, I have seen how access to technology, clear systems, and inclusive spaces directly impacts student success. This perspective will guide me to consider who benefits from initiatives, who may be excluded, and how we can design systems that promote equitable access. I am also committed to continuing to learn about DEIAA through professional development, dialogue, and equity-focused work across campus.	
Institutional Effectiveness, Planning, and Fiscal Stewardship Council							
Krista Carraway	L&L	ESL	Institutional Effectiveness, Planning, and Fiscal Stewardship Council (IEPFSC)	Faculty, Part-Time (non-voting advisory vote; appointed by Faculty Senate) (26-28)	I joined this committee in Spring 2025, serving for 1 year, and would welcome the opportunity to continue on this committee to further develop my understanding of Palomar College's budget and planning processes. Participating on the committee has provided valuable insight into how institutional priorities and resource allocation affect different areas of the college and the broader campus community. If selected to serve, I will remain engaged in reviewing budget materials, monitoring discussions, and contributing thoughtful perspectives during committee deliberations. I value collaborative decision-making and transparent processes, and I look forward to continuing to support informed planning and responsible stewardship of college resources. Hello! As a member of the part-time faculty, I am incredibly interested in serving on the Institutional Effectiveness, Planning, and Fiscal Stewardship Council. My interest in part comes from my previous time as a student at the college, where as a member of ASG, I worked with faculty in the Senate to create an environment for continued student participation and growth across avenues of shared governance. As a member of the faculty, I would like to continue this mission, focusing in on furthering continuous sustainable growth for the entire campus community. Having worked budget committees before, as well as committees such as CALM or an internal shared governance committee, I feel prepared to help evaluate program efficacy across the college and to help develop guidelines and plans for continued college success. I believe this has to begin with a solid understanding of the College's financial position to ensure we are serving students for decades to come. I believe this also requires maintaining our accreditation standards to ensure that our students are not only prepared in their areas of study, but to take on the responsibility of being global citizens with educations that mean something to the broader community. Not only do these foci benefit the students, but they continue to allow faculty the freedom to educate the masses and contribute to our vibrant community, and benefit us all with academic and professional securities. I believe my experience in shared governance at the college previously makes me an ideal candidate to serve the interests of the faculty in the position. I hope you will consider me. Thank you!	I approach all committee work with the understanding that institutional planning and budget decisions can impact students, faculty, and staff differently across our campus community. As an ESL instructor, I work closely with multilingual students from diverse cultural, linguistic, and socioeconomic backgrounds, which continually informs my commitment to equity and inclusive practices in education. I am also involved with Palomar College's Educators for Equity, Diversity, and Cultural Consciousness Committee, where I engage in ongoing conversations and initiatives related to equity and antiracism in education. In this role, I would apply an equity and antiracism lens when considering planning and resource decisions, while also encouraging respectful and inclusive dialogue among committee members so that our discussions and decisions align with the college's DEIAA values. As a first-generation American and college student in my family, I have a strong understanding of the importance and impact that equity and inclusion play in opening up the academic space for all to succeed in our classrooms and spaces. Having seen the doors it opened for my broader family, it has inspired and empowered me to ensure that other students receive the benefits of an equitable and inviting education. As such, I have every fibre of my being intent on ensuring that I continue to advocate for standards to ensure that our students are not only prepared in their shared governance. Throughout the many duties of the committee, from accreditation compliance to fiscal stewardship, students and faculty alike are best served when all have the ability to participate firmly codified and advocated for at all times. Anti-racism, which entails actively working against racism and discrimination, to tear down those systemic barriers and injustices across the committee's areas of purview, and will be at the forefront of my efforts as a member of the committee for students and faculty alike.	
<i>Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. One recommendation includes changing the name of this council to the Budget and Planning Council.</i>							
<i>At this time, the timeline for the name change is unknown.</i>							

Exhibit 1.1 - 2026_05_11_Committee-appointments

Name	Division	Department	Committee	Position	Why are you interested in serving on this committee?	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?	Action
International Education Advisory Committee							
							Vote for One (1)
Beatrice Manneh	L&L	World Languages	International Education Advisory Committee	Faculty at-large (26-28)	I bring experience supporting diverse student populations in my teaching and working with our tutors of 7 languages in the World Languages Department. I have lived in Germany and Britain and travelled extensively and speak several languages which with comes an understanding of and empathy with different people and cultures. I also advise my students on studying in Germany. I would love to support our international students with the key challenges they face, including adjustment, access to resources, and navigating institutional processes. I would like to contribute meaningfully to the committee's work in supporting international education and student success.	I will use an equity and antiracism lens by asking how our decisions affect different groups, especially those who have been underserved, and by supporting fair and inclusive practices. I have worked on inclusive curriculum design, and supported efforts to improve outcomes for diverse students. I am committed to continuing to learn through training, research, and listening to different perspectives. On this committee, I will use data to guide decisions, encourage open and transparent processes, and make sure all voices are heard. My goal is to help the committee make choices that lead to more equitable and inclusive results.	
Heather Hosaka	L&L	ESL	International Education Advisory Committee	Faculty, at-large (26-28)	I have been teaching ESL for Palomar College since 2006 and work closely with our international students every semester. Before I started at Palomar, I also worked as an international student advisor and instructor at English Language Services. I understand obstacles our international students face, such as racism, living with a new family (home-stay), feeling alone and isolated, needing to meet certain educational requirements, the pressure they often face to transfer quickly, and more.	In any committee, I do my best to advocate for ESL students, and to shed light on some issues that others may not have considered. For example, when the college was requiring vaccines for students, I mentioned in one committee that we needed to think about our international students and the fact that they may not have access to the same vaccines we have in the United States. More recently, when reviewing nominations for scholarships in another committee, I asked my colleagues to please consider, when looking at one student's brief response, that the student was a beginning ESL student and was not able to write as much as other candidates. This semester, on DFA committee, I asked if we could have our materials translated so that beginning English learners could participate and nominate their favorite instructors. I am deeply committed to advocating for Diversity, Equity, Inclusion, and Antiracism. My recent sabbatical project included researching supporting students with disabilities and writing an inclusive English grammar workbook for speakers of other languages. I take advantage of professional development opportunities, including trainings on accessibility and advocacy for undocumented students. In the past, I was a regular participant of the college's Access and Equity Hour, attended attorney Paul Grossman's presentation, "Disability Rights Are Civil Rights," helped to write our department's antiracism statement, and worked closely with the DRC as former department chair to see how the ESL department could better support students with disabilities. Our department has also hosted several workshops that I have attended on equitable grading, antiracism, ADA requirements, supporting students with disabilities, and culturally responsive teaching. If selected, I am excited to continue learning from my colleagues in other departments and to see the work they are doing to advocate for Diversity, Equity, Inclusion, and Antiracism.	
Ladylyn Dominguez	Student Services	Counseling Department	International Education Advisory Committee	Faculty, Counseling (25-27)	I am a general counselor and have experience with academic, personal, career, and transfer counseling. I believe my experience will benefit this committee.	As a general counselor, I work with a diverse group of students and am mindful of their different backgrounds and experiences. I look forward to contributing my perspective to this committee.	
<i>Note: Reporting relationship of this committee is unknown.</i>							
Learning Outcomes Council Subcommittee							
Jason Jarvinen	CTE	Workforce Development	Learning Outcomes Council Subcommittee	Faculty at-large (26-28)	I am pleased to apply to continue to serve on the Learning Outcomes Council Subcommittee. I have served on the committee for the past six years. In that time, the committee has done a lot of work to re-write and simplify our college outcomes. We have also worked to make the student learning outcome assessment process more streamlined for faculty, though we would all acknowledge that there is more work to do in this area.	I will utilize an equity and antiracism lens on the Learning Outcomes Council Subcommittee. When working on SLOs, it is critical that we use inclusive language by communicating an openness to diverse perspectives and abilities, consider language bias, and create space for students to demonstrate their knowledge through a variety of methods. The subcommittee has been attentive to these questions as we have worked on updating our college outcomes.	
Learning Outcomes Taskforce							
Annette Squires	MSE	Math	Learning Outcomes Taskforce	Faculty MSE (facilitator for Math)	I am interested in serving on the Learning Outcomes Taskforce because of my role as the SLO facilitator for mathematics and my commitment to improving how we use assessment data to support student success. I have experience working with faculty to develop, assess, and interpret SLOs, and I understand both the challenges and opportunities in making this work meaningful. I would like to help the committee move beyond data collection toward more consistent and effective use of SLO results to inform instruction, curriculum, and program improvement. I bring strong analytical skills, experience with assessment processes, and a collaborative approach to working with faculty across disciplines. I am particularly interested in helping create practical strategies that make SLO data more accessible, relevant, and actionable for instructors. Through this work, I hope to contribute to a culture where learning outcomes assessment is not just a requirement, but a valuable tool for improving student learning.	I am committed to advancing equity and diversity in our division, and I will bring that commitment to my work on the Learning Outcomes Taskforce by intentionally applying an equity and antiracism lens to SLO assessment and use. In particular, I will examine SLO data not only for overall outcomes, but for equity gaps across student populations, and advocate for practices that address disparities in achievement. I have participated in numerous DEI-focused professional development opportunities over the past several years, including most recently a workshop focused on equity in mathematics education. Through this work, I have developed a stronger understanding of how systemic barriers can impact student success and how inclusive, equity-minded practices can improve outcomes. I have also learned strategies for leveraging diverse perspectives and experiences to strengthen student learning. On the committee, I will work to ensure that SLO processes and discussions center equity, support faculty in interpreting data through an equity lens, and promote actionable changes that lead to more inclusive and effective teaching practices. I am committed to ongoing learning in this area and to contributing to a culture where equity and antiracism are embedded in how we assess and support student learning.	

Exhibit 1.1 - 2026_05_11_Committee-appointments

Name	Division	Department	Committee	Position	Why are you interested in serving on this committee?	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?	Action
Noncredit Advisory Committee							
Wing Cheung	MSE	Earth, Space and Environmental Sciences	Noncredit Advisory Committee	Faculty, MSE (26-28)	I have created and taught noncredit classes and programs. I believe that noncredit instruction is an essential service that Palomar College should provide to the local community and workforce.	In my role on the advisory subcommittee, I aim to identify noncredit initiatives that foster student diversity within academic and career pathways where it is currently underrepresented.	
James Eighmey	SBS	Anthropology	Noncredit Advisory Committee	Faculty SBS (26-28)	I would like to develop noncredit sections for a number of our classes, and would like to see similar efforts across the college. It is my opinion that expanding non-credit course offerings helps restore the "community" in Community College by making courses accessible as life-long learning opportunities. It also allows students to explore majors and subjects without committing to a degree program, and without endangering their GPA if they have already chosen a major.	Anthropology as a discipline has as a central focus on cultural equality, participant studies, and cross-cultural comparisons through time and space. From that standpoint multiculturalism, inclusion, and diversity are at the very core of our field. From my standpoint any efforts we can make to increase the diversity of the student body of my discipline not only enhances it at every level, but is vital to it's continued relevance. This applies to the college as a whole. Historically speaking, Anthropology as a discipline was responsible for the promulgation of a great deal of racist misinformation in this country. Thus it is our absolute responsibility to continually work towards rectifying that legacy. It is my view that the rigorous focus of the CCCC system towards sequestering courses through the elimination of class repeatability and the restriction of continuing education access was disastrous, and severely damaged many programs. These policies have had a very detrimental effect on our field programs, and not simply by lowering overall enrollment. By preventing students from taking these classes in an exploratory manner we essentially eliminated the participation of students who were simply curious because they had never been exposed to Anthropology as a career option. It has been a barrier to members of the Native American communities who simply wanted to acquire field experience but were not interested in enrolling in a degree program. Of course it also excluded many seniors who have no interest in or need of college credit. So, in my view, non-credit and senior class sections are a vital part of increasing diversity in our student body.	
<i>Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. One recommendation includes the elimination of the Noncredit Advisory Committee.</i>							
<i>At this time, the timeline for this disbandment is unknown.</i>							
Pride Center Committee to Combat Hate (PC3H)							
							Vote for One (1)
Devon Smith	SBS	Sociology	Pride Center Committee to Combat Hate (PC3H)	Faculty, at-large (26-28)	I have served on PC3H for the past 2 years and have valued my time with this very important committee. I have worked on several committee projects (Gender Neutral Restroom Signage, Transgender Day of Remembrance, Palomar Pride, etc.) alongside some of the most compassionate and dedicated faculty and staff I've had the pleasure of working with. In terms of skills and knowledge, I have a PhD in Sociology with an emphasis in Gender and Sexuality and I teach a number of classes in our Gender, Sexuality, and Women's Studies degree. This knowledge-base, as well as the fact that many of the students in my classes are also part of the Palomar Pride Center, means that I have an informed perspective that I hope can be useful to the committee.	I make DEIAA a center of my teaching an student support at Palomar and I bring that perspective to my work with the committee. Sociology classes, by necessity, touch on issues that are central to equity and anti-racism work, but the classes I teach in particular (Intro to Women's Studies, Gender and Society, Intro to LGBTQ Studies) require that I take extra care to center DEIAA in my teaching. For this reason, I recently completed the PCCTI (Cultural Competency) training. The training is geared more towards instructors, but I believe it can also be expanded to include my work with PC3H. I have seen how the committee as a whole is dedicated to DEIAA (for example, in the aforementioned sub-committee on gender neutral restroom signage) and I look forward to continuing this work with them.	
Susan Miller	SBS	Sociology	Pride Center Committee to Combat Hate (PC3H)	Faculty, at-large (26-28)	As a current member of this committee I wish to continue projects currently in progress. In particular I am leading an oral history project to document LGBTQ+ voices past and present on our campus.	I have and will continue to advocate for DEI on our campus. My career centers on promoting equity and inclusion for all students. I have created curriculum to advance these goals: (intro to lgbtq+ studies 175, intro to gender, 130, intro to social justice 170 and intro to social justice statistics 180). Serving on this committee allows me to continue efforts to educate and advocate for students.	
Professional Development (PD) Committee							
							Vote for One (1)
Michael Lundell	L&L	English	Professional Development Committee (PD)	Faculty L&L (26-28)	Prioritize the streamlining of the professional development portal and ways in which PD is reported. Ensure new PD opportunities align with our anti-racism, inclusion, and other DEI initiatives.	I will ensure that all new PD opportunities align with our goals of educating and spreading the word about DEI. I will also work hard on ensuring that all PD activities and reporting are done with notions of inclusivity in mind.	
Erin C. Feld	L&L	English, Humanities, and Reading	Professional Development Committee (PD)	Faculty, L&L (26-28)	I have been serving on this committee for close to ten years because I think it is an important one to be on, and especially right now with so many changes taking place in higher ed that are changing how we do our jobs. I feel my background knowledge from being on the committee for so many years has added helpful insight into what we have done and how we should progress. Additionally, as a member of the National Association of Parliamentarians which requires specific Robert's Rules of Order training to join and Brown Act training I have done, I have been able to help as the committee transitions to following the Brown Act and having our meetings follow proper procedures. I have been the minute taker for many years which means I have a close knowledge of all that was said and done in meetings to help us as we move forward. Additionally, I have been willing to challenge things I have had concerns about in the committee to help make sure the group moves forward.	Some recent DEIAA trainings I did in the past school year: Decolonizing AI In Education: Equity Issues with AI and Exploring How to Address Them in Our Classrooms, Ensuring Literacy Success Across the Disciplines for Students With Disabilities, Palomar CCD • AP 3415 Immigration Guidance, and Palomar CCD • Study Equity Plan Town Hall. These along with previous training I have done have made me realize the need to think about how what we work on in the committee affects all employees. A recent example of this is the PDC had two things to vote on this past school year that I had personal feelings on, but I knew others would have ideas different than mine. I reached out the department chairs in L&L (who I represent on the committee) and asked if they could give me feedback from their departments about the topics at hand. I wanted to be sure my votes reflected who I represent and not just what I thought.	
Steve Perry	MSE	CSIT	Professional Development Committee (PD)	Faculty, MSE (26-28)	I am interested in promoting professional development, especially in the area of using AI.	I am particularly interested in DEI as it pertains to making all instructional materials meet accessibility guidelines.	
Sabbatical Leave Committee							
Elena Villa Fernández de Castro	L&L	World Languages	Sabbatical Leave Committee	Faculty, Tenured L&L (26-29)	I am interested in serving on this committee because I value supporting faculty development. I have served on this committee before and learned a lot from the projects across the college. I have also benefited from a sabbatical, which made a considerable impact on my professional growth and with this, I believe I can provide an informed perspective when reviewing proposals with the committee. I am committed to advancing equity, diversity, and inclusion, in alignment with the Faculty Senate Antiracism Statement, and I approach committee work with fairness, attention to detail, and respect for diverse perspectives.	I approach this work through an equity and antiracism perspective marked both by my professional and personal experiences. As a professor who teaches Spanish as a second language and Spanish for heritage speakers, I work daily with diverse student populations and navigate issues of language, identity, and access in the classroom. Personally, I am a foreign-born faculty member from a multinational, multilingual, and multicultural family, and I speak English with an accent. These experiences have given me firsthand understanding of both the benefits and the challenges of diversity, equity, and inclusion policies (or lack of policies) in our society and in our college life. I am committed to applying the principles of DEIA in my role on the committee and serve it ensuring fairness, access, and respect for all voices.	

Exhibit 1.1 - 2026_05_11_Committee-appointments

Name	Division	Department	Committee	Position	Why are you interested in serving on this committee?	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?	Action
Student Equity Plan and Pathways Oversight Committee							
Cynthia Cordova	Student Services	Counseling	Student Equity Plan & Pathways Oversight Committee	Student Services Faculty Representative, appointed by Faculty Senate (26-28)	In addition to General Counseling, I also specialize in Career Counseling to support students develop their identities, identify interests and values and facilitate decision-making. I am the current Career Center Faculty Coordinator at Palomar College and have participated in development of the Black Student Success Teams. I have a commitment to social justice and promoting the growth of my colleagues throughout the campus to practice equity, diversity, inclusion, and antiracism. I co-constructed the Gender Pronoun Guide and Latino/a/x Terminology Guide for Palomar College. Additionally, I led the Becoming HSIs Book Club and created a document for seven recommendations for Palomar College to become a true Hispanic Serving Institution and the Transforming HSIs Book Club in re-assessing our progress towards original goals and developed additional recommendations to call to action to address the Latinx population needs as an HSI. I have experience in serving on the Educators for Equity Diversity and Cultural Consciousness subcommittee, providing feedback on AP7120 for equitable recruitment and hiring practices, and planning the first Social Justice Convening at Palomar. I have also served on the Professional Development Committee. I recently earned my Doctorate degree in Educational Leadership: Community College and am an empathetic visionary continuously growing into a compassionate collaborator who is committed to creating a sense of belonging for students and campus colleagues at Palomar College.	I operate through a social justice and equity-minded lens with an awareness that the higher education system was not built with people like me in mind. My professional and personal mission is to expand successful programmatic practices beyond pockets of the institution towards racial equity. I am cognizant that the Student Equity and Pathways Oversight Committee will be responsible for creating a structure that will shape each student's experience in navigating college and developing their careers. I am committed to co-creating a new approach that centers students, supports equitable education and the career development process in a culturally responsive way. My personal journey as a Chicana, first generation, and community college student, along with my career experiences as a general, career, transfer, Puente, and Foster Youth counselor in multiple community colleges demonstrates my value for diversity, equity, inclusion, and antiracism.	
<i>Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. One recommendation includes the elimination of the Student Equity Plan and Pathways Oversight Committee.</i>							
<i>At this time, the timeline for the disbandment is unknown.</i>							
Student Journey: Enrollment to Completion Committee							
Kristen Marjanovic	SBS	EHPS	Student Journey: Enrollment to Completion Committee	Faculty, Instruction (appointed by Faculty Senate) (26-28)	I have attended several faculty trainings through Palomar to include the faculty course on Black American history and read anti racism literature to include the works of Dr. Kendi. I teach US History and, thus, the inclusion of diverse voices in an essential element of my everyday work. I also currently schedule classes for all our historians a serve as discipline lead. In my years at Palomar I have worked closely with the DRC, adopted CALM texts, and led our disciple in establishing "pathways." I would like to bring my experiences into the committee and I am eager to learn from others in identifying and addressing student barriers.	In regard to this committee, equity and antiracism means identifying and dismantling barriers to academic success. In this capacity, I hope to assist in identifying and addressing these barriers along a student's academic journey, especially those in which traditionally underrepresented groups may struggle. As a committee member I hope to contribute to discussion, employing my trainings in antiracism gained over the years here at Palomar. I will also respect the diverse perspectives of all committee members in our shared goal of student success.	
<i>Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. This committee appears to have been excluded from the recommendations (possible oversight).</i>							
<i>At this time, the the reporting relationship is assumed to remain the new Budget and Planning Council.</i>							
Team Life Committee							
Mariana Guzman	Student Services	Student Health Ser/Behavioral Health	Team Life Committee	Faculty, at-large (26-28)	I am interested in serving on the TEAM LIFE committee because its mission to support holistic wellness directly aligns with my work as a faculty member and licensed mental health provider. In my current role, I provide individual counseling and crisis management, and I regularly collaborate with faculty and staff who refer students to our counseling center. These experiences have given me a strong understanding of the emotional demands placed not only on students, but also on the employees who support them. I have also served as a liaison for affinity groups, where I've seen firsthand the importance of creating supportive spaces for connection, reflection, and mutual care. Faculty and staff who engage in direct student support roles often carry significant emotional labor, and I am motivated to help expand resources that sustain their well-being, resilience, and sense of community. I bring experience developing and facilitating workshops focused on trauma-informed care, mindfulness, and student-centered practices. My approach emphasizes practical, accessible strategies that individuals can integrate into their daily work, along with a focus on prevention, stress reduction, and burnout awareness. I would contribute to TEAM LIFE by helping design inclusive wellness programming, supporting mental health initiatives, and strengthening collaboration across departments to promote a healthier, more connected campus environment.	I approach wellness and workplace support with an understanding that individuals experience stress, access to resources, and workplace challenges differently. Applying an equity and antiracism lens means being intentional about ensuring that programs are inclusive, accessible, and responsive to the diverse needs of faculty and staff. Through my work in counseling, crisis response, and collaboration with affinity groups, I have supported individuals from a wide range of backgrounds and experiences. These roles have reinforced the importance of listening, cultural responsiveness, and reducing stigma, particularly around mental health. I have facilitated workshops and conversations that encourage reflection, promote respectful dialogue, and create space for individuals to feel seen and supported. In my work with TEAM LIFE, I would advocate for programming that considers barriers to participation, such as scheduling, accessibility, and varying comfort levels with wellness initiatives. I would also support ongoing evaluation of programs to ensure they are reaching and benefiting a broad range of employees. I am committed to ongoing growth in diversity, equity, inclusion, and antiracism through lifelong learning, collaboration, and self-reflection. I strive to put these values into action in my daily work and interactions, contributing to a campus environment where all individuals feel supported, valued, and empowered to create meaningful and positive change.	
Weston Titus	SBS	HEALTH / KINE	Team Life Committee	Faculty, Representative from Kine/Athletic Department (26-28)	As a Kinesiology professor it seems to fit my education well.	Fitness and health are essential to all, I would like to help the college become a healthier place.	
<i>Note: College Council approved recommendations from the Governance Evaluation Taskforce on April 24, 2026. One recommendation includes the merger of Behavioral Health and Campus Wellness Committee with the Team Life Committee. At this time, the timeline for the merger is unknown.</i>							
Tenure and Evaluation Review Board (TERB)							
Katy Farrell	L&L	Library	Tenure & Evaluations Review Board (TERB)	Faculty, at large (appointed by Faculty Senate) (26-28)	I'm interested in serving on TERB because I value our peer-review system and I'd like to work with colleagues to preserve it and improve it as needed. In addition to representing my division, I can speak to the needs of faculty who provide instructional services outside of a traditional classroom setting. I served on TERB for the 2025-2026 academic year. From 2020-2024, I served as a PFF grievance officer. During this time, I represented several tenured, untenured, part-time and full-time faculty through the peer evaluation process. I will bring to this committee my experiences representing faculty as well as my knowledge of the PFF contract and TERB documents, policies, and procedures.	I will take time to consider how TERB practices and policies impact all groups of faculty. If I learn or suspect that a policy or practice does not support DEIAA, I will bring it to the attention of the committee. I have seen in the past how our policies, while unintentional, negatively impacted faculty of a protected class. Fortunately, we used our shared governance system to alter our policies and remedy the issue.	

[illegible]

Exhibit 1.2 2026_05_11 EEDCC Committee appointments

Name					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?	Why are you interested in serving on this committee?	Given the core values of the EEDCC subcommittee, what would make you an effective member of EEDCC?	What would you do within your role on the EEDCC Subcommittee to stay current on matters of diversity, equity, inclusion, accessibility, and antiracism while engaging and inspiring others in this work?	What do you see as the biggest challenge(s) to advancing diversity, equity, inclusion, and antiracism at Palomar College? How could this subcommittee help the college address these challenges?	Action
Educators for Equity, Diversity, and Cultural Consciousness Subcommittee										
Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Krista Carraway	L&L	ESL	Faculty, at large (26-28)	I will ensure members feel respected, heard, and held accountable to our shared goals. By encouraging thoughtful dialogue and reflection, I hope to contribute to the committee's efforts to challenge inequitable structures and promote equitable practices across the college. As a faculty member in Philosophy and Religious Studies, I approach equity and antiracism not as abstract institutional values, but as daily pedagogical practices that shape who feels seen, challenged, and empowered in the classroom. My teaching emphasizes culturally responsive instruction, global intellectual traditions, and the active inclusion of historically marginalized voices within philosophy, ethics, religion, and critical thinking curricula. I am particularly committed to decolonizing traditional disciplinary narratives by expanding whose knowledge is treated as foundational and authoritative. As part of this work, I try to design assignments and course materials that help students see themselves and their cultural histories reflected in the curriculum. For example, when I teach the history of philosophy, I introduce students to the work of Black philosophers (African philosophers and manuscripts), many of which contain sophisticated cosmological and metaphysical ideas that are often excluded from traditional Western-centered philosophy curricula. This work resonates strongly with many of our students and helps broaden conversations about what counts as philosophy and whose knowledge is historically valued. I incorporate similar material on Confucius, Buddhist, and Indian philosophical traditions throughout my courses in order to expose students to a wider range of ethical, metaphysical, and epistemological frameworks. In my PHIL 200: Critical Thinking course taught at the Camp Pendleton extension site, I also co-taught a redesigned the course around the philosophical study of Stoicism and its historical influence on military life, using culturally and professionally relevant material to deepen student engagement and critical analysis. This year, I served on the Curriculum Committee and GE Subcommittee while also co-chairing Palomar College's AI Taskforce during Spring 2026. In that role, I became especially interested in the intersection of accessibility, emerging technology, and educational equity. I was recently accepted into a summer faculty training program on AI and Accessibility at Nevada State University, where I also teach online. One of the benefits of my adjunct status is that I have visibility into how other community colleges and public universities are dealing with issues of digital equity and accessibility. Beyond my committee work, I am currently pursuing a second doctorate in Curriculum and Instruction at New Mexico State University (Global Campus), a historic land-grant institution known for its emphasis on Indigenous scholarship and multicultural education. My advisor is Dr. H. Prentice Baptiste, co-founder and past president of the National Association for Multicultural Education (NAME). This work continues to deepen my commitment to antiracist pedagogy, inclusive curriculum design, and institutional transformation. As a member of EEDCC, I would bring both a strong understanding in equity-centered teaching and a commitment to continuing learning, and engaging in the ongoing work of building a more inclusive college community. I believe utilizing an Equity and Antiracism lens begins with listening, reflection, and a commitment to ensuring that all students and colleagues feel respected, represented, and supported. In my work on this committee, I would strive to approach discussions and decision-making with awareness of how policies, practices, and institutional structures may impact historically underserved and underrepresented students and faculty. As an ESL educator working with multilingual and culturally diverse students at both the college and K-12 levels, I have extensive experience supporting students from a wide range of linguistic, cultural, educational, and socioeconomic backgrounds. Many of my students are immigrants, refugees, first-generation college students, or adult learners balancing significant personal and financial responsibilities while pursuing their education. These experiences have strengthened my understanding of the barriers some students face and the importance of equitable access, inclusive teaching practices, and culturally responsive support systems. In my classrooms, I strive to create welcoming and student-centered learning environments where diverse perspectives are valued and students feel comfortable participating and growing academically. I also continue to engage in ongoing learning related to diversity, equity, inclusion, and antiracism through professional development, collaboration with colleagues, and reflective teaching practices. I understand that this work requires continuous learning, humility, and openness to different perspectives. As a committee member, I would bring a collaborative and thoughtful approach, while advocating for practices and decisions that support inclusion, access, and student success for all members of our college community.	I am interested in continuing to serve on the Educators for Equity, Diversity, and Cultural Consciousness Committee because I believe in the importance of actively challenging inequities within our community. As a current member, I have participated in planning events and collaborated with colleagues to update our committee's values, so they better reflect our commitment to equity and antiracism. Continuing with this committee will help ground my perspectives and promote an active and open mind. I am a part-time faculty member in the Philosophy and Religious Studies programs within the Behavioral Sciences Division. During the 2025-2026 academic year, I served on the Curriculum Committee and the GE Subcommittee, and I co-chaired Palomar College's AI Taskforce during the Spring 2026 semester. I also completed Unga summer training in 2025 and was honored as Palomar College's 2025 Part-Time Distinguished Faculty Award recipient. My teaching and committee work are deeply informed by a commitment to equity, cultural consciousness, and inclusive pedagogy. In my philosophy, ethics, religion, and critical thinking courses, I actively work to decolonize traditional curricula by incorporating global philosophical traditions, diverse religious perspectives, and historically marginalized voices. I emphasize culturally responsive teaching practices and strive to create classroom environments where students from all backgrounds feel intellectually valued and empowered. I am also especially interested in the intersection of equity, accessibility, and emerging technologies in higher education. This summer, I was accepted into a faculty training program on AI and Accessibility at Nevada State University, where I also teach online. I would be excited to contribute these perspectives and experiences to the Educators for Equity, Diversity, and Cultural Consciousness Subcommittee.	I believe I would be an effective member of EEDCC because I bring both institutional experience and a genuinely interdisciplinary approach to equity work. Having taught classes in philosophy, ethics, religion, and logic—and faculty training workshops in curriculum development, equity, and accessibility—I know how to approach questions of equity not only from a theoretical perspective, but also through practical strategies for teaching, curriculum design, and faculty collaboration. One of the strengths I would bring to the committee is the recognition that students demonstrate intelligence, creativity, and analytical ability in different ways. I am deeply interested in creative and multidisciplinary approaches to learning that allow students to exercise multiple forms of intelligence, including visual, spatial, interpersonal, and kinesthetic learning (Gardner, 2006). For example, in my World Religions courses, students often build physical dramas of historic religious sites using inexpensive crafting materials while studying the relationship between theology, ritual practice, and the built environment. These kinds of assignments create accessible entry points into complex material without assuming prior cultural or academic knowledge, while also taking an asset-based view of students' creative capacities and lived experiences. I also value collaboration and institutional service. This year, I served on both the Curriculum Committee, GE Subcommittee, and AI Taskforce, experiences that strengthened my understanding of shared governance, curriculum processes, and the challenges faculty face across divisions. I try to approach committee work with curiosity, humility, and a willingness to engage difficult conversations thoughtfully and constructively. Most importantly, I believe meaningful equity work requires both critical reflection and sustained action. I would contribute energy, research, creativity, and a strong commitment to helping Palomar continue developing practices that better serve all students. Reference: Gardner, H. (2006). Multiple intelligences: New horizons. Basic Books.	I would collaborate with others on the committee and work to ensure that all voices are heard and represented to the best of my ability. I would also stay engaged with my department and continue listening to my students' experiences and concerns, especially those that may relate to issues of equity, access, and inclusion. Bringing those perspectives to the committee ensures that their discussions and initiatives reflect the needs of the students we serve. By staying connected with my colleagues and students, I hope to help keep these conversations active and meaningful while encouraging others to stay engaged in this work as well. I believe equity work requires ongoing study, dialogue, and reflection. I recently pursued a second doctorate in Curriculum and Instruction at New Mexico State University (Global Campus), a historic land-grant institution known for its emphasis on Indigenous scholarship and multicultural education. Through this work, I regularly engage with current scholarship on culturally responsive pedagogy, accessibility, curriculum design, antiracist teaching practices, and inclusive institutional leadership. Studying under Dr. H. Prentice Baptiste, a world expert in equity and STEM education, has further reinforced the importance of connecting theory to meaningful institutional and classroom-level change. Within my role on EEDCC, I would continue seeking opportunities for professional development, collaboration, and interdisciplinary learning. My interests increasingly focus on the intersection of accessibility, AI, curriculum, and equity in higher education, particularly as colleges navigate rapidly changing technologies that have the potential either to reduce or increase educational inequities. I also believe that engaging others in equity work requires making these conversations accessible, practical, and relevant across disciplines. Faculty are often more open to this work when they can clearly see how equitable teaching practices strengthen student engagement and learning outcomes within their own fields. I would hope to contribute to conversations, workshops, and initiatives that help faculty see equity not as an additional obligation, but as an essential part of effective teaching and student success. Finally, I think it is important to approach this work with both conviction and openness. Equity and antiracism efforts are strongest when they create space for honest dialogue, self-reflection, and collective growth throughout the college community.	One of the biggest challenges in advancing DEI/AA at Palomar College is a lack of awareness of what understanding is the perception that this work only belongs within certain disciplines or programs. Equity-centered teaching is sometimes viewed as a niche or primarily associated with the social sciences or humanities, rather than as a college-wide responsibility that can meaningfully shape every classroom and discipline. One of the biggest challenges in advancing diversity, equity, inclusion, accessibility, and antiracism in higher education is the perception that this work only belongs within certain disciplines or programs. Equity-centered teaching is sometimes viewed as a niche or primarily associated with the social sciences or humanities, rather than as a college-wide responsibility that can meaningfully shape every classroom and discipline. As someone who teaches formal logic and critical thinking, I am especially interested in the ways equitable teaching practices can strengthen rigor, engagement, and student success in courses that are often perceived as highly abstract or traditionally challenging. For instance, my work on equitable approaches to formal logic instruction has led me to explore connections with diverse mathematics educators. Last year, I participated in an Unga workshop with educator Codi Seale focused on equitable mathematics and STEM instruction for historically marginalized students. That experience strongly influenced my thinking about the connections between equity-centered pedagogy, logic instruction, and student confidence in analytical reasoning. I believe another major challenge is helping faculty engage equity work in ways that feel practical, collaborative, and intellectually meaningful rather than performative or disconnected from their disciplines. Faculty are frequently more willing to engage deeply in this work when they can see concrete examples of how inclusive curriculum design and culturally responsive teaching improve student learning outcomes and classroom belonging for all learners. The EEDCC subcommittee can help address these challenges by continuing to create opportunities for interdisciplinary dialogue, faculty development, and resource sharing across the college. I believe the committee can play an especially important role in helping faculty see that equity and antiracism are not separate from academic excellence, but are deeply connected to effective teaching, accessibility, critical inquiry, and student success. I also believe the subcommittee can help foster a campus culture where faculty feel supported in exploring teaching and learning practices that challenge existing curricula, and engaging in honest conversations about barriers facing students from historically marginalized communities. Authentic institutional evolution requires both accountability and community—equity, and student success—to be able to do that work.	
Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Chase Way	SBS	Philosophy & Religious Studies (EEDCC)	Faculty, at large (26-28)	As a member of EEDCC, I would bring both a strong understanding in equity-centered teaching and a commitment to continuing learning, and engaging in the ongoing work of building a more inclusive college community. I believe utilizing an Equity and Antiracism lens begins with listening, reflection, and a commitment to ensuring that all students and colleagues feel respected, represented, and supported. In my work on this committee, I would strive to approach discussions and decision-making with awareness of how policies, practices, and institutional structures may impact historically underserved and underrepresented students and faculty. As an ESL educator working with multilingual and culturally diverse students at both the college and K-12 levels, I have extensive experience supporting students from a wide range of linguistic, cultural, educational, and socioeconomic backgrounds. Many of my students are immigrants, refugees, first-generation college students, or adult learners balancing significant personal and financial responsibilities while pursuing their education. These experiences have strengthened my understanding of the barriers some students face and the importance of equitable access, inclusive teaching practices, and culturally responsive support systems. In my classrooms, I strive to create welcoming and student-centered learning environments where diverse perspectives are valued and students feel comfortable participating and growing academically. I also continue to engage in ongoing learning related to diversity, equity, inclusion, and antiracism through professional development, collaboration with colleagues, and reflective teaching practices. I understand that this work requires continuous learning, humility, and openness to different perspectives. As a committee member, I would bring a collaborative and thoughtful approach, while advocating for practices and decisions that support inclusion, access, and student success for all members of our college community.	I am interested in continuing to serve on this committee because I value the work the committee does and have appreciated the opportunity to contribute through my previous service. Being part of the committee has strengthened my understanding of shared governance and the importance of faculty collaboration in supporting students, faculty, and the broader college community. I bring experience as an ESL educator at both the college and K-12 levels, working with multilingual and culturally diverse student populations. My background includes curriculum design, student-centered instruction, assessment, and supporting students from a wide range of educational and cultural backgrounds. I also bring strong communication, collaboration, and organizational skills, as well as the ability to listen thoughtfully and contribute respectfully in group discussions and decision-making processes. In my teaching and committee work, I strive to support equity, inclusion, and student access. I value creating welcoming and supportive learning environments where students feel respected and encouraged to succeed. I believe these experiences and perspectives would allow me to continue contributing positively to the committee's work and goals. I am interested in serving on EEDCC because of its mission to create a sense of belonging for all constituency groups at Palomar College. I started serving on EEDCC in Fall 2024 and have found EEDCC's work to be meaningful and important to the health and vitality of Palomar College. I became the EEDCC co-chair in April 2025 and I wish to continue to build on the momentum and improvements the EEDCC committee is excited about implementing in the years to come. I identify as a mostly woman, a multidisciplinary artist, and educator who is deeply invested in the well-being of the environment, indigenous culture, and Palomar College's diverse student body. I am an advocate for the marginalized and seek ways to bring resources and community to my students. I challenge my students to experiment, take risks, and learn about artists they can identify with, so that they can grow and succeed inside and outside of the classroom.	I think I would be an effective member of EEDCC because I can deeply about students and believe it is important for colleges to continue to examine how they can better support people from different backgrounds and experiences. Working in ESL has given me the opportunity to work closely with students whose voices are not always fully represented in higher education spaces, and that has shaped the way I think about access, inclusion, and support. I also understand that equity work can involve difficult conversations and different viewpoints. I try to approach those conversations respectfully and with a willingness to listen, reflect, and grow. I would bring a collaborative mindset, a student-centered perspective, and a genuine interest in contributing to the committee's efforts to make the college community more equitable and inclusive. I would be an effective member on EEDCC not only because I would be continuing the work I started on the committee as a previous member and co-chair, but also because I fully believe in its core values. I do not think I have all the answers, but I appreciate the way that the EEDCC creates a safe space to learn from one another and grow into better understanding and advocacy.	As a member of the EEDCC Subcommittee, I would continue learning through professional development, discussions with colleagues, campus events, and by staying informed about issues affecting diverse student communities in higher education. I believe this work requires ongoing learning and reflection, especially because the needs and experiences of students and faculty continue to evolve. I would also try to contribute by encouraging respectful dialogue, active listening, and collaboration within the committee and the broader college community. In my experience as an educator, I have seen that people are often more willing to engage in meaningful conversations when they feel heard, respected, and included. I would hope to help create that kind of environment while also remaining open to feedback and different perspectives. Working with multilingual students and students from many different cultural and educational backgrounds has taught me the importance of empathy, accessibility, and culturally responsive practices. I would bring those experiences into my work on the committee and continue looking for ways to support equity and inclusion in thoughtful and practical ways. To stay current, I would stay informed about current events, especially on a local level, continue to attend peaceful protests, such as "No Kings," and regularly engage in meaningful conversations about these topics. I also believe in voting with my money, so I plan to continue to research and purchase goods from as many ethical sources as possible. In addition, I will continue to look for more equitable means for my students to access supplies needed for the studio art courses I teach at Palomar College.	One of the biggest challenges in advancing diversity, equity, inclusion, accessibility, and antiracism is ensuring that this work is consistently embedded into daily practices, decision-making, and campus culture rather than remaining only at the level of discussion or isolated initiatives. While there is often strong support for equity in principle, there can still be gaps in shared understanding, resources, and implementation across different areas of the college. Another challenge is fully understanding and responding to the wide range of student experiences. Our students come from diverse cultural, linguistic, educational, and socioeconomic backgrounds, and their needs are not always visible unless there are intentional efforts to hear and center their voices. Building a stronger sense of belonging and access requires ongoing engagement and dialogue across the college community. The subcommittee can help address these challenges by continuing to create spaces for meaningful conversation, reflection, and collaboration. One example of this is the "One College, Many Stories" event, where we brought in student voices and created dialogue between different constituents across the college. Students shared their experiences, and faculty and staff came together to reflect on what we can do to better support our students. Events like these are powerful because they help connect different parts of the college community, deepen understanding, and move equity work from abstract ideas into shared responsibility and action. By continuing to support and expand opportunities like this, the subcommittee can help strengthen relationships across campus and ensure that student voices remain central in shaping equity, inclusion, and antiracism efforts at the college.	
Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Alta Barzki	L&L	ESL	Faculty, at large (26-28)	I will utilize an Equity and Antiracism lens in my work on EEDCC by not only thinking about the perspective of people I identify with, such as women of color, but also seek to be open minded to folks who are different from me. I will act on my belief that we should all be lifelong learners to listen well and learn, so I can grow in my capacity to advocate for people from all different socioeconomic, cultural, and racial backgrounds. In the summer of 2024, I completed the first iteration of the Faculty Cultural Curriculum Teaching Institute which opened my eyes to new ways to implement Diversity, Equity, Inclusion, and Antiracism in my classes.				I see awareness and opposition as the biggest challenges to advance diversity, equity, inclusion, accessibility, and antiracism at Palomar College. When I was the EEDCC cochair last year, most of my encounters with students, staff, faculty, and administrators were overwhelmingly positive, but I also encountered opposition from colleagues namely through email replies to opportunities hosted by EEDCC who were against the inclusive efforts we aimed to foster. These encounters reemphasize the essential need for this committee as it seeks to bring awareness and a sense of belonging to all constituency groups at Palomar College.	
Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Briana Stanley	AMBA	ART	Faculty, at large (26-28)						

Exhibit 2.1 committee-on-service-learning_2025_deactivate

May 6, 2026, Curriculum Actions

Proposal Type	Subj	Numb	Course Title	Transf.	DE	Req.	Proposal Justification	Orig.	Eff. Date
Change-Credit	AT	135	Automotive Suspension, Wheels, and Steering Systems	CSU	Yes	Yes	Lab hours were changed erroneously on a previous proposal	Ferro	FA27
Change-Credit	AT	215	Automotive Advanced Engine Performance and Service	CSU	Yes	Yes	Course title change	Ferro	FA27
Change-Credit	DT	111	Conceptual Design through Production	CSU	Yes	Yes	We are deactivating DT 114 so we need to renumber	Talone	FA27
Change-Credit	EME	105	EMT Prep	CSU	Yes	Yes	Updating the catalog description, SLOs, Objectives	DeSimone	FA27
Change-Credit	EME	105L	EMT Prep Lab	CSU		Yes	Update catalog description, course objectives	DeSimone	FA27
Deactivation-Credit	ASL	97	Topics in American Sign Language		Yes		This course is no longer required as we have ASL 100	Mendoza	FA27
Deactivation-Credit	DT	114	Creo Parametric I	CSU	Yes		We are deactivating this class due to very low enrollment	Talone	FA27
Deactivation-Credit	DT	115	Creo Parametric II	CSU	Yes	Yes	This proposal is to DEACTIVATE this course	Talone	FA27
Deactivation-Credit	FASH	70	Fashion Knits		Yes		The course is no longer offered	Campo Griggs	FA27
Deactivation-Credit	MCS	100	Introduction to Multicultural Studies	UC/CSU	Yes		The Department determined class will no longer be offered	Lesperance	FA27
Review-Credit	CDEV	C1000	Child Growth and Development	UC/CSU	Yes		Added rationale for this course to be offered	Wilson	FA26
Review-Credit	CFT	149	Hand Joinery I	CSU	Yes	Yes	Updated DEIAA requirements and reviewed	Anderson	FA26
Review-Credit	CHDV	150	Administration I: Programs in Early Childhood Education	CSU	Yes	Yes	Updated content/body of knowledge to include current research	Sanchez	FA26
Review-Credit	CHDV	182	ECE Curriculum Experiences: Art, Music and Movement	CSU	Yes		Updated textbooks, added DEIAA requirements	Wilson	FA26
Review-Credit	CHDV	184	ECE Curriculum Experiences: Language, Literacy, Numeracy	CSU	Yes		Updated textbooks, added DEIAA requirements	Wilson	FA26
Review-Credit	CSIT	150	Introduction to SQL	CSU	Yes		This course must be reviewed every two years	Perry	FA26
Review-Credit	DMT	110	Heavy-Duty Electricity	CSU	Yes		Review integrating DEIAA	Hernandez	FA26
Review-Credit	DMT	120	Air Brake Systems	CSU	Yes		Review and update Book(s)	Hernandez	FA26
Review-Credit	DMT	125	Truck Transmission And Drive Lines	CSU	Yes		Review integrating DEIAA	Hernandez	FA26
Review-Credit	DMT	135	Basic Hydraulics	CSU	Yes		Review integrating DEIAA	Hernandez	FA26
Review-Credit	ECON	100	Basic Economics	UC/CSU	Yes		Updated the course to include DEIAA Requirements	Smith	FA26
Review-Credit	ESL	45	Reading and Writing Essentials I		Yes		Updates to DEIAA requirements and slight update	Lawson	FA26
Review-Credit	ESL	93	Career Exploration and Job Skills				Course Review: added suggested reading and resources	Parker	FA26
Review-Credit	ESL	94	Working in the U.S.				Course Review: Update textbook and materials	Parker	FA26
Review-Credit	HIST	121	History of California	UC/CSU	Yes		I have removed the requirement to purchase a textbook	Gwin	FA26
Review-Credit	HIST	130	Women in United States History	UC/CSU	Yes		Change textbook editions and indicated	Gwin	FA26
Review-Credit	LT	140	Library Services for Children and Young Adults	CSU	Yes		I have updated the textbooks; all are ZTC and current	Doyle Bauer	FA26
Review-Credit	NURS	118-BH	Concepts for Behavioral Health	CSU		Yes	Course review to update content/body of knowledge	Phelps	FA26
Review-Credit	NURS	118-OB	Health Concepts for the Childbearing Family	CSU		Yes	Course review to update content/body of knowledge	Phelps	FA26
Review-Credit	NURS	118-P	Health Concepts for Pediatrics	CSU		Yes	Course review to update Student Learning Outcomes	Phelps	FA26
Review-Credit	NURS	217-G	Health Concepts for Geriatrics	CSU		Yes	Course review with updates to content/body of knowledge	Phelps	FA26
Review-Credit	NURS	217-M	Advanced Nursing Concepts II	CSU		Yes	Course review to update Content in Terms of Learning	Phelps	FA26
Review-Credit	NURS	217-S	Advanced Nursing Concepts I	CSU		Yes	Course review to update content/body of knowledge	Phelps	FA26
Review-Credit	NURS	218-MS	Transition to Professional Nursing Practice Concepts	CSU		Yes	Course review updating content/body of knowledge	Phelps	FA26
Review-Credit	NUTR	100	Introduction to Nutrition and Food Professions	CSU	Yes		Updated credit for prior learning, correspondence	Wasef	FA26
Review-Credit	POSC	110	Introduction to World Politics	UC/CSU	Yes		For this course review, the textbooks and DEIAA	Bowman	FA26
Review-Credit	TA	106	Fundamentals of Costume Design	UC/CSU			Revised CLOs; Added DEIAA Requirements; Updated	Mufson	FA26
Review-Credit	TA	116	Acting II	UC/CSU	Yes	Yes	Updating revised Course Learning Outcomes	Mufson	FA26
Review-Credit	TA	215	Acting III	UC/CSU	Yes	Yes	Updates Course Learning Outcomes, Requisites	Mufson	FA26
Review-Noncredit	N ESL	945	Reading and Writing Essentials I		Yes		DEIAA requirements, ESL 45 mirroring, and	Lawson	FA26

Exhibit 2.1 committee-on-service-learning_2025_deactivate

May 6, 2026, Curriculum Actions

Proposal Type	Subj	Numb	Course Title	Transf.	DE	Req.	Proposal Justification	Orig.	Eff. Date
Review-Noncredit	N ESL	993	Career Exploration and Job Skills				Course Review: added suggested reading and	Parker	FA26
Distance Education	AT	135	Automotive Suspension, Wheels, and Steering Systems		Yes		Lab hours were changed erroneously on a p	Ferro	FA27
Distance Education	AT	215	Automotive Advanced Engine Performance and Smog Check		Yes		Course title change	Ferro	FA27
Distance Education	DT	111	Conceptual Design through Production		Yes		We are deactivating DT 114 so we need to r	Talone	FA27
Distance Education	EME	105	EMT Prep		Yes		Updating the catalog description, SLOs, Obj	DeSimone	FA27
Distance Education	ASL	97	Topics in American Sign Language		Yes		This course is no longer required as we have	Mendoza	FA27
Distance Education	DT	114	Creo Parametric I		Yes		We are deactivating this class due to very l	Talone	FA27
Distance Education	DT	115	Creo Parametric II		Yes		This proposal is to DEACTIVATE this course	Talone	FA27
Distance Education	FASH	70	Fashion Knits		Yes		The course is no longer offered	Campo Griggs	FA27
Distance Education	MCS	100	Introduction to Multicultural Studies		Yes		The Department determined class will no l	Lesperance	FA27
Distance Education	CDEV	C1000	Child Growth and Development		Yes		Added rationale for this course to be offere	Wilson	FA26
Distance Education	CFT	149	Hand Joinery I		Yes		Updated DEIAA requirements and reviewed	Anderson	FA26
Distance Education	CHDV	150	Administration I: Programs in Early Childhood Education		Yes		Updated content/body of knowledge to inc	Sanchez	FA26
Distance Education	CHDV	182	ECE Curriculum Experiences: Art, Music and Movement		Yes		Updated textbooks, added DEIAA requirem	Wilson	FA26
Distance Education	CHDV	184	ECE Curriculum Experiences:Language, Literacy, Math and		Yes		Updated textbooks, added DEIAA requirem	Wilson	FA26
Distance Education	CSIT	150	Introduction to SQL		Yes		This course must be reviewed every two ye	Perry	FA26
Distance Education	DMT	110	Heavy-Duty Electricity		Yes		Review integrating DEIAA	Hernandez	FA26
Distance Education	DMT	120	Air Brake Systems		Yes		Review and update Book(s)	Hernandez	FA26
Distance Education	DMT	125	Truck Transmission And Drive Lines		Yes		Review integrating DEIAA	Hernandez	FA26
Distance Education	DMT	135	Basic Hydraulics		Yes		Review integrating DEIAA	Hernandez	FA26
Distance Education	ECON	100	Basic Economics		Yes		Updated the course to include DEIAA Requi	Smith	FA26
Distance Education	ESL	45	Reading and Writing Essentials I		Yes		Updates to DEIAA requirements and slight u	Lawson	FA26
Distance Education	HIST	121	History of California		Yes		I have removed the requirement to purchas	Gwin	FA26
Distance Education	HIST	130	Women in United States History	UC/CSU	Yes		Change textbook editions and indicated tha	Gwin	FA26
Distance Education	LT	140	Library Services for Children and Young Adults		Yes		I have updated the textbooks; all are ZTC ar	Doyle Bauer	FA26
Distance Education	NUTR	100	Introduction to Nutrition and Food Professions		Yes		Updated credit for prior learning, correspor	Wasef	FA26
Distance Education	POSC	110	Introduction to World Politics		Yes		For this course review, the textbooks and D	Bowman	FA26
Distance Education	TA	116	Acting II		Yes		Updating revised Course Learning Outcome	Mufson	FA26
Distance Education	TA	215	Acting III		Yes		Updates Course Learning Outcomes, Requis	Mufson	FA26
Distance Education	N ESL	945	Reading and Writing Essentials I		Yes		DEIAA requirements, ESL 45 mirroring, and	Lawson	FA26
Requisites	AT	135	Automotive Suspension, Wheels, and Steering Systems		Yes		Lab hours were changed erroneously on a p	Ferro	FA27
Requisites	AT	215	Automotive Advanced Engine Performance and Smog Check		Yes		Course title change	Ferro	FA27
Requisites	DT	111	Conceptual Design through Production		Yes		We are deactivating DT 114 so we need to r	Talone	FA27
Requisites	EME	105	EMT Prep		Yes		Updating the catalog description, SLOs, Obj	DeSimone	FA27
Requisites	EME	105L	EMT Prep Lab		Yes		Update catalog description, course objectiv	DeSimone	FA27
Requisites	DT	115	Creo Parametric II		Yes		This proposal is to DEACTIVATE this course	Talone	FA27
Requisites	CFT	149	Hand Joinery I		Yes		Updated DEIAA requirements and reviewed	Anderson	FA26
Requisites	CHDV	150	Administration I: Programs in Early Childhood Education		Yes		Updated content/body of knowledge to inc	Sanchez	FA26
Requisites	NURS	118-BH	Concepts for Behavioral Health		Yes		Course review to update content/body of k	Phelps	FA26

Exhibit 2.1 committee-on-service-learning_2025_deactivate

May 6, 2026, Curriculum Actions

Proposal Type	Subj	Numb	Course Title	Transf.	DE	Req.	Proposal Justification	Orig.	Eff. Date
Requisites	NURS	118-OB	Health Concepts for the Childbearing Family			Yes	Course review to update content/body of k	Phelps	FA26
Requisites	NURS	118-P	Health Concepts for Pediatrics			Yes	Course review to update Student Learning (	Phelps	FA26
Requisites	NURS	217-G	Health Concepts for Geriatrics			Yes	Course review with updates to content/bod	Phelps	FA26
Requisites	NURS	217-M	Advanced Nursing Concepts II			Yes	Course review to update Content in Terms (	Phelps	FA26
Requisites	NURS	217-S	Advanced Nursing Concepts I			Yes	Course review to update content/body of k	Phelps	FA26
Requisites	NURS	218-MS	Transition to Professional Nursing Practice Concepts			Yes	Course review updating content/body of kn	Phelps	FA26
Requisites	TA	116	Acting II			Yes	Updating revised Course Learning Outcome	Mufson	FA26
Requisites	TA	215	Acting III			Yes	Updates Course Learning Outcomes, Requis	Mufson	FA26

Exhibit 2.2May 6, 2026 Curriculum Committee Actions - Programs

Proposal Type	Program	Award	Disc.	Justification	Orig.	Eff. Date
Change	Mechanical Engineering Drafting and Design Technology	AS/CA	DT	This is not a new program proposal. This is an estab	Talone	FA27
Change	Electrical Engineering Drafting and Design Technology	AS/CA	DT	This is not a new program proposal. This is an estab	Talone	FA27

Exhibit 3.1 Faculty Senate Terms Tracker

Palomar College Faculty Senate Terms & Sea

Last Updated: 2026.05.01

2027 TERMS

FULL-TIME SEATS

Term Ends	Seat Type	Seat Slot	Senator / Seat	Department
2027 Full-Time	FT-1	Adams, Benjamin	Kinesiology	
2027 Full-Time	FT-2	Open Full-Time Seat		
2027 Full-Time	FT-3	Open Full-Time Seat		
2027 Full-Time	FT-4	Gushansky, Gene	Biology	
2027 Full-Time	FT-5	Martinez, Melissa	English	
2027 Full-Time	FT-6	Siminiski, Nicole	ESL	
2027 Full-Time	FT-7	Wolters, Ashley	Welding	

PART-TIME SEATS

Term Ends	Seat Type	Seat Slot	Senator / Seat	Department
2027 Part-Time	PT-1	Zavodny, Anastasia	Business Administration	
2027 Part-Time	PT-2	Open Seat		

2028 TERMS

FULL-TIME SEATS

Term Ends	Seat Type	Seat Slot	Senator / Seat	Department
2028 Full-Time	FT-1	Doyle Bauer, Alexandra	Library	
2028 Full-Time	FT-2	Scott Klinger	Media Studies	
2028 Full-Time	FT-3	Open Full-Time Seat		
2028 Full-Time	FT-4	Heather Elliott Pham	Child Development	
2028 Full-Time	FT-5	Mufson, Michael	Performing Arts	
2028 Full-Time	FT-6	Russell Backman	English	
2028 Full-Time	FT-7	Beth Pearson	Biology	
2028 Full-Time	FT-8	Open Full-Time Seat		

Exhibit 3.1 Faculty Senate Terms Tracker

PART-TIME SEATS				
Term Ends	Seat Type	Seat Slot	Senator / Seat	Department
2028	Part-Time	PT-1	Brooks, Mary Ellen	Behavioral Science
2028	Part-Time	PT-2	Open Seat	
2029 TERMS				
FULL-TIME SEATS				
Term Ends	Seat Type	Seat Slot	Senator / Seat	Department
2029	Full-Time	FT-1	Open Full-Time Seat	
2029	Full-Time	FT-2	Open Full-Time Seat	
2029	Full-Time	FT-3	Open Full-Time Seat	
2029	Full-Time	FT-4	Open Full-Time Seat	
2029	Full-Time	FT-5	Open Full-Time Seat	
2029	Full-Time	FT-6	Open Full-Time Seat	
2029	Full-Time	FT-7	Open Full-Time Seat	
2029	Full-Time	FT-8	Open Full-Time Seat	
PART-TIME SEATS				
Term Ends	Seat Type	Seat Slot	Senator / Seat	Department
2029	Part-Time	PT-1	Open Part-Time Seat	
2029	Part-Time	PT-2	Open Part-Time Seat	

Exhibit 3.1 Faculty Senate Terms Tracker

Faculty Planning Tracker

Vacant?	FT Dept Count	Rule Check / Notes
No	1	OK
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term
No	2	At FT department cap
No	2	At FT department cap
No	1	OK
No	1	OK

Vacant?	FT Dept Count	Rule Check / Notes
No	0	OK - PT can serve even if dept has 2 FT
Yes		Open seat - fill for this term

Vacant?	FT Dept Count	Rule Check / Notes
No	1	OK
No	1	OK
Yes		Open seat - fill for this term
No	1	OK
No	1	OK
No	2	At FT department cap
No	2	At FT department cap
Yes		Open seat - fill for this term

Exhibit 3.1 Faculty Senate Terms Tracker

Vacant?	FT Dept Count	Rule Check / Notes
No	0	OK - PT can serve even if dept has 2 FT
Yes		Open seat - fill for this term

Vacant?	FT Dept Count	Rule Check / Notes
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term

Vacant?	FT Dept Count	Rule Check / Notes
Yes		Open seat - fill for this term
Yes		Open seat - fill for this term

Exhibit 3.1 Faculty Senate Terms Tracker

Senator Seat Summary

Term Ends	Full-Time Seats	Part-Time Seats	Open Seats	Department	Full-Time Count
2027	7	2	3	Behavioral Science	0
2028	8	2	3	Biology	2
2029	8	2	10	Business Administration	0
				Child Development	1
				ESL	1
				English	2
				Kinesiology	1
				Library	1
				Media Studies	1
				Performing Arts	1
				Welding	1

Exhibit 3.1 Faculty Senate Terms Tracker

Capacity
Room
At FT cap
Room
Room
Room
At FT cap
Room
Room
Room
Room
Room

Exhibit 3.1 Faculty Senate Terms Tracker

SENATOR TERMS

Term: Ends May 2027 (7 full-time and 2 part-time)

Senator Name	Department
Adams, Benjamin	Kinesiology
Vacant (Full-time)	
Vacant (Full-time)	
Gushansky, Gene	Biology
Martinez, Melissa	English
Siminiski, Nicole	ESL
Wolters, Ashley	Welding
Zavodny, Anastasia (Part-time)	Business Administration
Vacant (Part-time)	

Officer positions not counted in the 27 senator count

Melissa Bagaglio	Curriculum Co-Chair (Term ends May 2027)
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Term: Ends May 2028 (8 full-time and 2 part-time)

Senator Name	Department
Brooks, Mary Ellen (Part-time)	Behavioral Science
Doyle Bauer, Alexandra	Library
Scott Klinger	Media Studies
Vacant (Full-time)	
Heather Elliott Pham	Child Development
Mufson, Michael	Performing Arts
Russell Backman	English
Beth Pearson	Biology
Vacant (Full-time)	
Vacant (Part-time)	

Term: Ends May 2029 (8 full-time and 2 part-time)

[illegible]

Exhibit 3.2 Uncontested Senator Nominations

Uncontested Seats for Faculty Senate May 2026

FT Seats with a term ending in May 2027:

- Lawrence Lawson (ESL)
- OPEN

PT Seats with a term ending in May 2027:

- OPEN

FT Seats with a term ending in May 2028:

- OPEN
- OPEN

PT Seats with a term ending in May 2028:

- OPEN

FT Seats with a term ending in May 2029:

- Jason Jarvinen (Coop Ed)
- Russell Sheaffer (Media Studies)
- Nina Shmorhun (ESES)
- Ben Adams (Kinesiology)
- Bill Jahnel (Poli Sci)
- Patrick Obrien (Counseling)
- Mercedes Tiggs (Behavioral Health/Counseling)
- Ben Mudgett (Business/AMBA)

PT Seats with a term ending in May 2029:

- OPEN
- OPEN

Part-Time Faculty interested in any of the PT OPEN seats:

Will Dalrymple (English)

Gheni Abla (CSIT)

Krista Carraway (ESL)

Marisa Deluca (Art)

Exhibit 4 UMOJA Coordinator Compiled Contested LOIs

Reassigned Time Positions – Letters of Interest

Contested Position - UMOJA Coordinator

Richard Carr

Dear Faculty Senate,

I am interested in retaining my role as the Umoja Program Coordinator. Since coming into this role, I have worked hard to rebuild a strong Umoja program through intense outreach efforts, strategic planning, student-centered event programming/engagement, community building, and across-campus collaboration. I also worked hard to build a strong Umoja support team to support the various needs of the program and the students we serve.

My efforts as a program coordinator have been reflected in the program's consistent growth, visibility, and expansion. We have been recognized as a model program in our region by the Umoja Community Foundation and have seen many students complete degrees and transfer or matriculate to 4-year institutions under my leadership.

Umoja is a space where ALL students can thrive. A place where they can be seen, heard, and valued. We have worked tirelessly to build an on-campus community that feels like family, and part of this stems from consistency in program leadership. Although we have accomplished great strides thus far, there is still much to be done to secure the longevity of the program's momentum, and I feel I am the best candidate to continue serving in this role.

Thank you for your time and consideration.

In Unity,

Prof. Richard Carr

Umoja Coordinator and Instructor

English Department

Palomar Community College

Exhibit 4 UMOJA Coordinator Compiled Contested LOIs

Natalia Volodina, Ph.D., MBA

Dear Dr. Pearson and esteemed colleagues,

I am writing to express my strong interest in the UMOJA Coordinator role at Palomar College. As a part-time faculty member at Palomar College for over 10 years, teaching across both the Biology and Business Departments, I am deeply committed to student success, equity, and the development of inclusive academic communities. The mission of UMOJA resonates with both my professional experience and my personal values.

My interest in this role is also deeply personal. As a mother of a daughter who is of African and Eastern European heritage and who will soon begin her studies at Palomar College, I am especially invested in creating supportive, empowering environments for African American and historically underrepresented students. Additionally, my lifelong engagement with multicultural education—across the United States, Europe, Russia, and China—has shaped my understanding of identity, belonging, and the transformative role of culturally responsive education.

Professionally, I bring extensive experience in program development, curriculum design, and student-centered teaching. In my current role as an Associate Professor at National University and as faculty at Palomar College, I have worked with highly diverse student populations, including adult learners, first-generation students, and underrepresented minorities. I hold a DEIJA teaching certification and have consistently integrated inclusive and culturally responsive practices into my courses.

My background aligns closely with the responsibilities of the UMOJA Coordinator role. I have significant experience developing and managing academic programs, collaborating with faculty and administrators, supporting student success through academic and career guidance, and using data-informed approaches to improve outcomes. I have also contributed to community-building initiatives, including engaging high school students with college programs and fostering inclusive classroom environments.

In alignment with the Faculty Senate Antiracism Statement, I am committed not only to being sensitive to issues of equity, diversity, and inclusion, but to actively advancing them through intentional program design, student engagement, and institutional collaboration. I view the UMOJA Coordinator role as an opportunity to contribute meaningfully to this work by helping build structures that support access, retention, and success for African American students at Palomar College.

Exhibit 4 UMOJA Coordinator Compiled Contested LOIs

I would be honored to bring my experience, perspective, and dedication to this role and to collaborate with colleagues across the college and community to strengthen and expand the UMOJA program.

Sincerely,

Natalia Volodina, Ph.D., MBA

Associate Professor, National University

Part-Time Faculty, Palomar College

Faculty Senate Reassigned Time Position Reports – Spring 2026

ACADEMIC STANDARDS AND PRACTICES CHAIR

Report Submitted by: Nina Shmorhun

Contact: nshmorhun@palomar.edu

Position Overview:

Support in advancing the goals of the Academic Standards and Practices Committee as outlined and tasked by Faculty Senate.

Identified Barriers:

Time was a huge challenge.

Recommendations For the Position Moving Forward:

I cannot think of any recommendations. However, there could be a need to update the duties of the Academic Standards and Practices Committee.

This was not an issue with ASP, but recommendation for faculty senate to provide best practices/duties for committee chairs, including governance processes (e.g. items brought to senate must be properly agendaized within committee meetings, allowed for input by all committee members, and then taken to a formal vote by the committee before being brought to Senate)

Identified Goals for This Term:

Yes, the Academic Standards and Practices Committee [collectively created goals](#) during our very first meeting of the academic year (September 5th, 2025). I have attached a more

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

detailed document that we created during that meeting. A brief overview of the goals created are as follows:

1. Artificial Intelligence (create syllabus statements, create faculty/student best practices)
2. Grade dispute policy (update grade dispute policies and procedures; update AP 4231)
3. Create a faculty manual
4. Update the academic integrity canvas courses

We have completed/met all of our goals (for the most part!)

Future Goals

Updates to AP 5505 (academic integrity) to include better guidance on Artificial Intelligence

Potential updates to AP 4240 (academic renewal) based on pending Title 5 changes

Continuing to update the Faculty Manual

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

ARTIFICIAL INTELLIGENCE SPECIAL PROJECTS COORDINATOR

Report Submitted by: Gheni Alba

Contact: galba@palomar.edu

Position Overview:

Serve as the point of contact for AI-related needs across the college, coordinating support for faculty as they navigate an evolving technology landscape. The role focuses on raising awareness of both the benefits and risks of AI, help with providing guidance on responsible use, and offering tools and technical support to those adopting AI in their teaching and work.

Identified Barriers:

None.

Recommendations For the Position Moving Forward:

Recommend extending the position for another year.

Identified Goals for This Term:

1) look at the work plan on AI from CCCCCO (attached) and what role and actions should Palomar implement. – Completed. This is done and results were integrated to AI Task force documents.

2) Reignite the AI lunch and Learn sessions that Chris Norcross and Kelly Falcone tried to do last year. Or maybe hold a hands-on demo on new AI tools that can benefit faculty for the classroom. MiraCosta has a great weekly practice on this front and hope we can replicate. They can also coordinate with Tanessa Sanchez, our DE coordinator. Continue to do more AI workshops. Share info or announcements on AI with PD and DE committees so there are more eyes on it.

- Completed. One AI workshop for faculty and another workshop for students have been held. Another one for has been planned as part of PD effort.

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

3) Provide guidance for asynchronous classes. Especially with the concern about AI agents completing canvas work.

– Completed. This is done and results were integrated to AI Task force documents. The significant findings & guidance provided as part of AI Task Force Recommendations and Student Best Practices Document

5) Develop alongside the college AI taskforce *that VPI is putting together * an AI do's and don'ts similar to the attached from SDSU.

Completed.

6) Develop an AI literacy for students module in canvas that faculty can share with students if they choose to use AI in their classrooms. Similar to the attached "Student Guide to Artificial Intelligence 2025"

Completed – Finalized soon.

7) Share resources at the Chairs and Directors meetings including best practices for implementing AI.

Completed – As part of Weekly Newsletter.

Future Goals:

If the extension is approved, here are the list of items to be accomplished:

1. Maintain responsible AI use guidance

Update the model syllabus statement two weeks before each semester begins

Update the student best practices document two weeks before each semester begins

Help to draft and participate making other AI-relevant policy recommendations and best practices as needed.

2. Coordinate AI tool access for faculty

Bring Google AI and other approved (e.g., by CCCO) tools that can meaningfully benefit faculty into the Palomar environment

3. Build and support a faculty community of practice

Meet across the semester (hybrid or in-person) to explore the human side of teaching

Focus on evergreen pedagogy and learning theories that remain durable regardless of how AI evolves, and on the human joy of teaching and learning

4. Partner with the PD team to organize AI workshops for faculty

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

Example topics:

New features in Gemini, Claude, and other major tools

How to use open-source skills and projects from GitHub and Hugging Face with local hardware and open-source LLMs

Agentic capabilities in Excel and Google Sheets for data processing, dashboard generation, and reporting

Vibe-coding interactive manipulatives for language acquisition, STEM concepts, and other disciplines

5. Continue the weekly AI newsletter

6. Coordinate identified AI priorities across campus and the system

Work with Faculty Senate, Distance Education, Academic Standards & Practices, the PD team, regional AI leads, the Community College Chancellor's Office, and IT/IS to identify high-priority AI needs and surface solutions. I expect there will be new AI technologies and solution will continue to appear throughout next year, we will need work to address the faculty needs accordingly.

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

CURRICULUM COMMITTEE CO-CHAIR

Report Submitted by: Vickie Mellos

Contact: vmellos@palomar.edu

Position Overview:

My role is to lead the Curriculum Committee and certify the curriculum every year. I also provide training and support to faculty in their curriculum development. I work on additional projects and report to Senate. In addition, I lead subcommittees/workgroups/taskforces/etc and serve on various committees as the Curriculum rep.

Identified Barriers:

- a. There are many demands on faculty from various fronts, so it has been a challenge asking for curriculum-related work/projects because this is more work.
- b. The constant changing landscape of legislation has been a challenge. For example, we were making plans for Phase III of Common Course Numbering, but now it is on pause. Now, the Chancellor’s Office is requiring the TOP to CIP transition, which is another big project.
- c. It was difficult to find a time for the GE Subcommittee to meet more frequently. Also, there are disagreements on what the GE requirements should be. I am hopeful we will find a compromise that will meet the needs of our students.

Recommendations For the Position Moving Forward:

- a. There have been many legislative changes that have increased the demands of the position. I think this position could be 80% load.
- b. At Senate, it would be helpful to have a standing information item to provide a weekly report to Senate (1-2 minutes). Currently, the only standing weekly item is action. If more discussion needs to take place, it could be agendized as a longer information item and discussion and action if necessary.

Identified Goals for This Term:

GOAL 2025-2026	PROGRESS
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Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

Identify unnecessary variability for courses where unit variability has not been offered within the last three years or offered infrequently.	A list of courses was created and it will be emailed to relevant departments ahead of the Oct. 1 st curriculum deadline. The goal is to provide departments with information about the issues related to unit variability so they can make informed decisions.
Finalize and publish an initial Curriculum Handbook.	Our Curriculum Specialist drafted a Curriculum Handbook. We are working on having it available on SharePoint by next Fall. A huge thank you to Cheryl Kearsle!
Reevaluate our curriculum approval process and create an action plan to be implemented in fall 2026 to improve efficiency and participation from the Curriculum Committee.	We had a guest presenter (Shireen Awad) from Chaffey College present on how their college accomplished this goal. A workgroup was formed and drafted ideas, which were brought to Curriculum for discussion. The conclusion was that we need to increase training, communication, and notifications.
Review rubrics for accreditation standards related to curriculum (2.2, 2.3, 2.6, 2.9). Using ACCJC rubrics, self-evaluate where our college is in relation to the rubric (Initial, Emerging, Developed, or Highly Developed) and how we can move up to the next level.	We have been reviewing the standards at our meeting and using the rubric to evaluate where we stand as a college. More conversations need to take place on actions that need to be taken to make improvements.
Develop an at-scale periodic cycle of curricular program review process.	A workgroup met several times to discuss what a curriculum program review (similar to course review) could look like. We are working to launch a pilot next spring with about 5 programs. Next fall the committee will work on logistics.
Develop clear guidance and institutionalize processes and practices for courses transitioning to Common Course Numbering (CCN). Work on student-facing documents to ensure students can locate CCN courses.	The CCN changes were presented at Senate, Curriculum, and ASG. Emails were sent. The CCN website was updated. There are Canvas and Palomar College banner announcements. Communications have been posted around our campuses (sandwich boards, etc.).
Review Title 5 changes to the Course Outline of Record and Chancellor's Office guidance memos and ensure regulations are implemented.	The DEIAA addendum was created to meet the Title 5 requirements.
Develop a communication plan on Title 5 updates and provide support and trainings on how to incorporate Diversity, Equity, Inclusion, Accessibility, & Anti-racism (DEIAA) in the Course Outline of Record (COR).	We created a Canvas resource and held a training for department chairs. The Title 5 updates were communicated at Senate, Chairs & Directions, Curriculum, and via email to faculty. More training and support need to be provided.
Implement local recommended general education changes.	The GE Subcommittee drafted an Area 7 proposal with a description, outcomes, and a

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

	rubric that is almost finished. There will be 2 Town Halls in spring and early next fall.
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Future Goals

I will no longer be serving as Curriculum Co-chair, but if I were continuing my goal would be to improve training and understanding of curriculum so that faculty can accomplish their goals and innovate more easily. There are many opportunities for growth and innovation in fostering student success through curriculum, so another goal would be to make faculty aware of those opportunities and provide them with support.

CURRICULUM TECH REVIEWER

Report Submitted by: Daniel Balaszek

Contact: dbalaszek@palomar.edu

Position Overview:

The role supports the curriculum process through a range of responsibilities:

- Receiving and acting on daily notifications in Maverick for proposals awaiting review
- Monitoring the requisites queue in Maverick and approving items or returning proposals with written guidance to originators
- Drafting follow-up correspondence to track proposals returned for requisite revisions
- Hosting meetings with proposal originators to address questions and concerns regarding requisites and requisite validations
- Supporting Maverick training hosted by the Faculty Curriculum Co-Chair
- Attending as a voting member of the Curriculum Committee every 1st and 3rd Wednesday
- Participating in the Curriculum Technical Review Workgroup every 2nd and 4th Wednesday
- Assisting the Curriculum Co-Chair in any other capacity that supports the curriculum approval process

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

Identified Barriers:

Inconsistent follow-up from proposal originators. Many faculty members did not actively track the progress of their proposals within Maverick after initial submission, and a number were unresponsive to follow-up email correspondence until very late in the review cycle. This pattern created bottlenecks in the approval timeline and made it difficult to resolve requisite issues in a timely manner.

Recommendations For the Position Moving Forward:

Explore potential for expansion beyond requisites review as its primary area of responsibility. As the curriculum approval process continues to evolve, there are emerging technical areas (DEIAA oversight within the Course Outline of Record (COR)) where technical review support could add significant value. Expanding the role to encompass these areas would strengthen the overall integrity of the curriculum process and provide more comprehensive support to the Curriculum Committee.

Identified Goals for This Term:

- Goal 1: Successfully move all Common Course Numbered courses through the approval process and prepare them for the Fall 2026 catalog. Achieved.
- Goal 2: Clear the historical requisites review queue of returned proposals: In Progress. Significant work has been done to address the backlog of returned proposals in the requisites review queue. This effort is ongoing and will continue into the next academic year under the incoming position holder.
- Goal 3: Gain competency in the larger technical review process across all areas: Achieved. I feel prepared to take on increased levels of responsibility relating to curriculum work. This is a perfect position for Probationary Faculty to learn about a core function of the College and a key responsibility of all Faculty.

Future Goals

I will be transitioning out of the Curriculum Technical Reviewer role and moving into the Student Learning Outcome (SLO) Co-Coordinator position at the start of the next academic year.

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

EEDDCC

Report Submitted by: Michael Mufson & Brianna Stanley

Contact: mmufson@palomar.edu

Position Overview:

Co-chairs of this committee serve the mission of the committee to:

- As culturally conscious and responsive educators, we promote and infuse diversity, equity, inclusion, accessibility, and anti-racism for all members of the Palomar College Community. We will listen, educate, and take action to create and engage equity and belonging throughout the college's systems and practices.
- We envision Palomar College as a vibrant community of educators and learners where all members are valued for the unique context and lived experiences they bring to the community. We recognize the harmful past practices in society at large and within our college that have created inequities for our students.
- We engage the college community with programs and tools for the college to build and sustain equitable educational systems that create a college-wide sense of belonging for all students and educators to thrive.

We facilitate collaboration with the committee members to devise practical and effective ways to implement our mission. Historically this has taken the form of an all campus event during the Winter Flex Week. As co-chairs we plan meetings, set agendas, facilitate meetings, inspire and challenge members and do most of the "leg work" to implement the committee's vision. This work includes, but is not limited to:

- Planning, implementing and analyzing surveys of Palomar constituent groups to better understand how to serve their needs.
- Facilitating the committee process to determine goals and format for our annual event.
- Facilitating planning for other opportunities to implement our mission
- Providing research and other inputs to inform the decisions about format and content for our annual event.
- Managing and implementing the logistics for planning, recruiting, promoting, and implementing the event – this includes the development of content, graphic design and layout of promotional and workshop materials.

We consult and advise other governance bodies on matters related to DEIAA such as evaluations, DEIAA in the COR and DEIAA in SLOs.

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

Identified Barriers:

- The hostility of our Governing Board majority towards DEIAA created a challenging environment to further our work this year. We were encouraged to rebrand our event to avoid language and concepts that might make us a target, and so we dropped the "Social Justice" moniker from our event branding. This may have created confusion for those who annually attend the event.
- The inability to compensate students for participation as an essential voice in understanding the student experience and generally informing the equity work on our campus. The body of literature on equity in education emphasizes the necessity of centering students' experiences and voices for authentic and impactful results.
- The general low morale and atmosphere of fear around DEIAA suppressed participation in the One College Many Stories event.

Recommendations For the Position Moving Forward:

In these times, when DEIAA work is under attack nationally and from our local Governing Board, continued support from the Faculty Senate and Professional Development team are essential for this important work to continue and grow. In the aftermath of the deletion of BP 3000, it is more important than ever to ensure institutional mechanisms to continue the cultivation of equity mindedness and antiracism in all our practices and systems. The most significant support is participation in our future events.

Future Goals

We are very excited about the format we devised for this year's event, **One College Many Stories: Creating A Culturally Responsive Community for Learning**. We spent the bulk of our planning time thoughtfully and deliberately creating the format and structure for the event, which left us little time to promote and recruit for the event. Having received very positive feedback from those who attended, we plan to keep this format next year, which will give us time to recruit and train student participants, as well as promote the event itself. We believe that the **One College Many Stories** format is a unique and innovative approach to engaging the campus in a DEIAA focused, learning experience that centers students, avoids the pitfalls and stigma of many "Diversity Trainings" and provides participants with concrete action items for their own work and to be change agents for the college systems. We believe this could be a model for other colleges to adopt.

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

EQUIVALENCY COMMITTEE CHAIR

Report Submitted by: Krystal Rypien

Contact: krypien@palomar.edu

Position Overview:

As Chair of the Palomar College Equivalency Committee, my role is to lead and coordinate the faculty-driven process by which applications for equivalency are reviewed and decided. I receive equivalency applications from Human Resources, ensure that committee members have the necessary documentation and relevant minimum qualifications for review, provide a summary document to guide and streamline our discussion, and convene the committee to evaluate whether applicants' education and experience are equivalent to the state-mandated minimum qualifications. I facilitate discussion, guide the committee toward a unanimous determination, document the basis for approval or disapproval, and transmit the committee's official decision to Human Resources. Throughout the process, I ensure that reviews are conducted consistently, confidentially, transparently, and in accordance with California Education Code, Title 5 regulations, and Faculty Senate procedures. Additionally, as chair of Equivalency, I also communicate with faculty on an ad hoc basis regarding the equivalency process and CCCO policies.

Identified Barriers:

The major barrier faced by the Equivalency committee relates to the time-sensitive nature of the process. Evaluating equivalency, especially for full-time faculty hires, often require expedited timelines to ensure hiring schedules are met. Reviewing equivalency applications is often time-consuming, as applications include diverse and non-standard documentation (e.g., interdisciplinary coursework, international degrees, professional experience in lieu of degrees), may require additional documentation (which must be requested from candidates through Human Resources), or may need to solicit discipline expertise. This work must also be done while maintaining confidentiality and ensuring adherence to Education Code procedures, which somewhat limits how work can be delegated or streamlined, which may slow progress despite best efforts. Additionally, because the busiest time for equivalency often overlaps with other academic obligations (e.g. end of semester, or peak hiring periods), coordinating meetings can be difficult due to competing obligations. Convening meetings can be especially difficult as the Equivalency committee is often called into service during off-calendar periods (i.e. during the winter and summer breaks).

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

Recommendations For the Position Moving Forward:

Based on the Equivalency Committee's current workflow, the following recommendations could strengthen the chair position and overall effectiveness of the committee:

- **Develop standardized internal review tools.** Creating shared templates or checklists for summarizing applications (e.g., coursework alignment, experience equivalency, minimum qualification comparisons) could streamline preparation work currently handled by the chair and promote consistency across reviews.
- **Provide periodic training or orientation for committee members.** Brief annual refreshers on equivalency standards, confidentiality requirements, and state minimum qualifications would support informed decision-making and reduce time spent revisiting procedural questions during reviews.
- **Improve campus-wide information about equivalency procedures.** Department chairs and candidates can feel frustrated when equivalency is denied, or the process results in delays during hiring. Improving general campus-wide knowledge about the equivalency process, including the state-established minimum qualifications, will help create more transparency.

Identified Goals for This Term:

No, although I took over as Chair of Equivalency in March 2026, so the previous chair may have had goals that I am unaware of.

Future Goals

Looking ahead, the following goals would support continued improvement of the Equivalency Committee and the chair role:

- **Improve efficiency while maintaining rigor.** Maintain fast turnaround time when evaluating equivalency applications by refining workflows, standardizing summaries, and improving coordination with Human Resources. This could include improving internal records or developing guidance for recurring equivalency scenarios (e.g., interdisciplinary degrees or international coursework) to support continuity as committee membership rotates. This will help the Equivalency committee continue to apply minimum qualification criteria uniformly across disciplines, ensuring that equivalency decisions remain fair, faculty-driven, and aligned with Education Code and Title 5 requirements.

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

- **Enhance transparency and clarity of the process.** Provide campus-wide information sessions (e.g. during fall or spring plenary) to clarify expectations for applicants and department chairs and delineate the equivalency process, which will lead to stronger, more complete applications and fewer delays.

PHI THETA KAPPA

Report Submitted by: Jennifer Backman

Contact: jbackman@palomar.edu

Position Overview:

As co-advisors our primary role is to provide opportunities for students to gain leadership experience, get involved in campus service work, and have access to research and scholarship opportunities. While official membership in PTK International has GPA and unit requirements, involvement in our chapter is open to all Palomar students; for this reason, one of our core responsibilities is to ensure that both eligible and non-eligible students have the ability to partake in PTK-related activities at Palomar College.

Identified Barriers:

Due to the transition of students each year, onboarding new student leaders often takes substantial time as they adjust to their new roles; thus, working on PTK projects can be delayed until a leadership team is in place for the chapter. PTK International sets deadlines for projects at the end of the calendar year. This gives students the fall semester to complete a research project and/or campus service initiative, which is often a very short window of time to complete all the requirements, especially with students who are new to the organization. This year, significant turnover in our leadership team meant that we were only able to complete the Case Studies Challenge — the shortest and least complex of the organization's research project opportunities. (While the case study project is smaller in nature than some of the other options, we are proud to say that the students did receive special recognition for their submission this year!)

Recommendations For the Position Moving Forward:

Our primary recommendation to help our PTK chapter reach our goals of increased participation and completion of PTK projects would be additional funding to support our Spring Induction ceremony. Financial assistance from the college would allow the chapter

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

to save resources for chapter activities and allow for additional support in organizing and hosting the ceremony, which would enhance the experience of this celebratory event for new inductees and active student leaders alike. As is, students and advisors spend a significant amount of time preparing for Induction, always keeping in mind the chapter budget. Funding support would allow the chapter to divert more of the spring semester to preparing for our fall projects. Planning for our research and campus service project earlier in the calendar year can help us launch and complete them in the fall and submit in time for the PTK International December deadline.

Future Goals

For the 2026-2027 school year, we aim to facilitate more robust student participation in PTK activities as designated by PTK International, such as the College Project, the Honors in Action Project and/or the Case Studies Challenge. We will also continue to provide opportunities for leadership and campus engagement; this past academic year, we filled seven leadership positions, providing students with an opportunity to develop their leadership skills through chapter projects and tasks, including running weekly meetings, providing agenda items and leader reports, and carrying out chapter activities. Our new student leaders were quite active on campus in 2025-2026 as well, participating in chapter recruitment through Palomar's Welcome Days and Club Rush; this high level of campus engagement is another aspect of PTK we plan to build on in 26-27.

Our goals for next academic year include continuing to expand our chapter participation and engagement for students both on campus and in our remote student community. Typically 130-150 students join each academic year, yet only about 10-15 students are active in our meetings and activities. We would like to increase involvement next year so that we can rotate students into leadership positions and provide more opportunities for scholarship awareness and fellowship involvement.

PRIDE CENTER FACULTY COORDINATOR

Report Submitted by: Ben Mudgett

Contact: bmudgett@palomar.edu

Position Overview:

The Pride Center Faculty Coordinator is responsible for providing faculty insight and leadership to the Pride Center. The faculty coordinator is involved in program review, service area assessment, budget planning and development, designing educational support services to support student success, and professional development. The faculty

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

coordinator is also engaged in leading the Center in fulfilling its mission in providing wrap around support services around student identity development, academic achievement, and career readiness.

Below, please find the goals from the most recent annual Pride PRP. These goals are created in collaboration with the full-time classified professional coordinator, the Pride Center academic counselor, the Pride Center behavioral therapist, the Dean of Counseling, Student Success, Equity and Counseling, and the Vice President of Instructional Services. It is important to note that the faculty coordinator works collaboratively as a faculty leader in the creation and implementation of objectives to support these goals. The biggest challenge we experience is staffing resources. Close to 20% of the Palomar College student population identify as LGBTQ, and providing robust wrap around support services requires staffing resources at scale.

Future Goals

Goals:

Goal 1: Computer and software upgrades to allow for electronic check-in by students to collect and track usage data and determine for whom the Center is serving based upon the disaggregated data.

The Pride Center acquired 2 iPads; 1 serves as a Electronic Check-in Kiosk in the Pride Center, the other is taken to on-/off-campus events to collect on-the-spot insights about direct outreach contact. The Pride Center is currently using MS Forms to collect check-in data, eventually planning to move to SARS Track OR Palomar Attendance Tracking (PAT) system. While this goal has been met, we are unable to disaggregate data to understand for whom the Pride Center is serving. We continue to explore other usage tracking systems to enable this type of data. This Goal supports the following Metric Strategies in the 2025-2028 Student Equity Plan: 3.2, 3.3, 4.5, 5.2, and 5.3. Time-Stamped tracking software allows us to develop an understanding of when LGBTQ+ students are seeking services from the Pride Center from semester to semester to pivot and provide responsive services. We can also use this to disaggregate data about transfer outcomes to understand the impact of various services and programs for DI populations. Pride Center SARS Tracking data should be disaggregated to allow for the identification of gaps in serving-ness related to race, ethnicity, and gender.

Goal 2: Advocate and help lead efforts to hire a full-time Pride Center Student Support Coordinator

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

In August 2025, a full-time Pride Center Staff Coordinator was hired and onboarded. This goal has been met. This Goal supported the following Metric Strategies in the 2025-2028 Student Equity Plan: 1.1, 3.2, and 3.5. Full-Time Center Staff has allowed the Center to expand hours to be open 4 days a week after 4pm and additionally expand capacity for evening and weekend events and programs. Full-time Pride Center Staff support has allowed for expanded capacity to develop a Pride Center Safe Zone Training that will be an engaging, exciting, and action oriented opportunity for faculty, staff, and student workers to be trained utilizing proven effective practices for cultural humility, therefore, creating supportive environments for persistence. It is also predicted that trained staff and faculty will be connected to further learning opportunities. The Pride Coordinator may collaborate with Student Success Team coordinators to provide holistic services to support successful enrollment.

Goal 3: Pride Center expansion/relocation

As of April 2, 2026, the Pride Center hosted a Grand Opening in a new location of SU-17. The Pride Center team has worked along other teams across the district to renovate SU-17, install a complete state-of-the art Center, and move from ST-72 to SU-17. The New Center features multiple rooms, kitchenette, lounge and study spaces, and is located in a more student-centered area of campus. This goal has been met. This Goal supports the following Metric Strategies in the 2025-2028 Student Equity Plan: 1.3 and 3.3. The upcoming Grand Opening of the Pride Center will serve as a prominent marketing tool for the college to display its dedication to supportive services for DI populations overall, increasing the community's sense of Palomar as an equity-aligned institution. Having a well-placed center that provides expanded resources and opportunities for support promotes Sense of Belongingness and overall persistence.

Goal 4: Imagine, design, and implement a Pride Scholars Learning Community and pilot the program by Fall 2027.

A Leading from the Middle Academy team has continued to work on this project throughout the 25-26 year, to imagine, design, and implement a Pride Scholars Learning Community to support the strategic plan of the state's budget allocation to support LGBTQ students. The team is on track to pilot by Fall 2027, including gathering input from Students and Shared Governance groups. This Goal supports the following Metric Strategies in the 2025-2028 Student Equity Plan: 1.1, 1.3, 3.3, 4.5, and 5.2. Pride Scholars Program could consider integrating with student success teams to ensure Black, Hispanic/Latinx, Asian, and First Generation, and female students have the support they need. Beyond the scholars' program, Safe Zone Allies ought to be considered in success teams for these DI groups to identify an LGBTQ ally as part of their team. The presence of a Pride Scholars Program will assist successful marketing and recruitment methods once in place, by providing a tangible supportive program that DI students may feel an affinity toward. We know that DI

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

students seek to understand the holistic services and resources that will be available to them upon enrollment. A Pride Scholars program will promote persistence and retention utilizing effective practices to promote community and accountability, especially as the program considers a requirement for a 1-year commitment to ensure term-to-term persistence. It is also predicted that as folks are trained, Pride Center usage will increase due to awareness and visibility. A Pride Scholars program will enable a structured environment where students are supported in their transfer goals.

Goal 5: Build the infrastructure needed to support LGBTQ students and allies at center locations within the Palomar College District.

In Spring 2026, the Pride Center hosted satellite Pride Events as lead-ins to our Pride Festival throughout April 2026. These “Path to Pride” resource fairs provide our team with a sense of needs for support to continue working toward this goal. One emerging challenge as we continue to plan this pilot program is staffing challenges. With the current size and hours allocation for our team, we will be unable to keep the San Marcos Center location open while adequately having staff to support the Education Centers. This Goal supports the following Metric Strategies in the 2025-2028 Student Equity Plan: 1.1, 1.3, 3.3, 5.2, and 5.3. By advertising services that will be available to students at all campus locations, the Pride Center is able to make itself more known as a resource available to serve students holistic identities. We know that DI students seek to understand the holistic services and resources that will be available to them upon enrollment. We know that intrusive, on-site support work well to provide students with academic counseling, personal counseling, and services that support Sense of belonging and, ultimately, persistence. Increased student contact and outreach at Education Centers allows us to better provide culturally relevant academic and career counseling, impacting transfer outcomes for DI populations.

Goal 6: The Pride Center will work to meet specific and holistic needs of Transgender, Nonbinary, and Gender Non-Conforming students at Palomar College.

This goal is new. Current projects related to this goal include Lived Name Systems advocacy, All-Gender Restroom Access projects, Gender Affirming Care & Shapewear project, and potential Syringe Exchange Dropbox. This Goal supports the following Metric Strategies in the 2025-2028 Student Equity Plan: 1.1, 1.3, 3.2, 3.3, 3.5, 4.5, 5.2, and 5.3. By advertising specific supports for students who are part of multiple DI populations, we contribute to students understandings of the resources that will be available to them upon enrollment. Serving the needs of transgender and nonbinary folks will enable the gaps in serving the DI groups identified who are trans and nonbinary. Various programs, such as the Gender Affirming Gear program, will require completion of an Education Plan to ensure students are connected to resources and wraparound services that support their persistence and transfer goals.

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

PROCTORING SPECIAL PROJECTS COORDINATOR

Report Submitted by: Elena Chirkova-Sikora

Contact: echirkova-sikora@palomar.edu

Position Overview:

1. Conduct the research on proctoring services across the region(CCs, CSUs, UCs), focusing on other community colleges. Research should include proctoring options and tools; policies, procedures and best practices; availability of services (days, times, modalities, and served population); organizational structure and budget associated with that,
2. Based on the research to develop comparison report showing received information from the region and Palomar College data.
3. While working on the research should collaborate with the Academic Standards and Practices Committee.

Tutoring Services and Tutoring Committee; Professional Development committee: Distance Education Committee; Palomar Proctoring Services; ATRC.

Identified Barriers:

There were a few significant barriers during the process:

The biggest one was to find names and contacts for Proctoring leads in other institutions (that information is very well hidden or inaccurate), and to receive any responses to my initial emails/phone calls regarding communication.

The second challenge was to figure out where all institutions are in terms of Proctoring Tools and technology- since ASCCC resolution posted with suggestion to eliminate online proctoring, it looks like no updates on tools or technology listed across the region ...

My third challenge is to develop the exact budget numbers for my proposal. I have estimated numbers based on the regional research and recommendation, as well as my own estimations based on Palomar College proctoring needs, data and salary guide, but I was not able to get any detailed feedback from our Budget or HR team due to administrative restriction on that information. I believe my estimation is sufficient enough for the report and proposal and could be developed later into detailed calculation when needed by administration.

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

Identified Goals for This Term:

#1 Conduct research - online portion successfully completed, in person communication with other institutions is challenging (no responses)

#2 Analyze received date and information- competed

#3 Reporting on going data VP of Instruction-competed monthly

#4 Developing reports, tiered plan and proposal - monthly reports competed, tiered plan drafted, working on proposal.

Task	Status	Owner	Due date	Notes
Collecting Infromation		Elena	November - February	
Meeting with Palomar Testing, Tutoring and Proctoring teams	Completed			
Online research	Completed			
Meeting with other institutions Testing, Tutoring and Proctoring	In progress			The institutions are not responding to my email initiative
Processing and Analizing Data		Elena	November - March	
Data comparison from online resources	Completed			online data comparison is completed,
Data comparison from colleagues in other institutions.	In progress			but still waithing on information from other institutions to include it in the comparison
Report development		Elena	January, March , May	Reporting to VP of Instructions
January Report	Completed			reported, challenges discussed
February Report updates	Completed			reported, some challenges remain
March Report	Completed			reported, new goal (developing tiered plan) added
April Report	Completed			reported, tiered plan drafted
May Report	In progress			
Results and Proposal		Elena	May-June	working on tiered system proposal
Proposal to VP	In progress			
Proposal to Senate	In progress			

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

PROFESSIONAL DEVELOPMENT COORDINATOR

Report Submitted by: Luis Guerrero

Contact: lguerrero@palomar.edu

Position Overview:

Given that this position is enshrined in the faculty CBA this role is very well defined. As I understand it its supporting all of the learning and development for all faculty across the district. Be it to help FT faculty meet their 42 hrs per AY requirement per title 5, to also provide a rich and vibrant opportunities for our PT faculty to join as voluntary but highly encouraged participation in eligible activities. Working along with leadership support the All-College day and other flex week programing, co-chair the PDC committee, amount a plethora of other service to the college by being part of ECCC, HSI and AI taskforce, etc.

Identified Barriers:

- A. Many technical issues regarding governance restructuring, for example College Council not making official determination of which committees are or not brown act bound, arising to much disruption. Likewise lack of support of exploring the possibilities around the new title 5 terminology changes. We change terminology all the time and these shifts in higher education reflect deeper changes in values, research, and practice, not just semantics.

For example below is a short list of terminology that has been widely adopted on the technical side even without being connected to an AB/SB or title 5 changes, so when we have been flexible and adaptive in exploring these possibilities in other realms the same should be extended to our new title 5 terminology:

Student Learning Outcomes (SLO) → Course Learning Outcomes (CLOs)

Remedial Education → Developmental Education → Corequisite Support

Achievement Gaps → Equity Gaps

At-risk Students → Disproportionately Impacted Students

Gendered Language in APs/BPs → Inclusive Language in APs/BPs

Education Master Plan → Vision Plan 2035

- B. Faculty apathy or lack of adherence to meeting their yearly 42 hrs as outlined in the CBA. Even on the day of the due date more than 50 faculty failing to record their yearly

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

requirement is concerning, especially when PT faculty have way more restrictions that need to be meet in more constrained timeframes. Also, we have pathological and repeat people not meeting their hours year after year. And this is also connected to faculty not showing up for the required all college day before the fall semester, as well as commencement. The first is related to tracking their PD hours, but the all college non participation is a symptom of a wider issue. Not even bringing up all of the expunged activities from faculty trying to sneak in class prep and other shenanigans.

Recommendations For the Position Moving Forward:

The position is well established and does not need improvement in terms of duties, goals or other directions. It interfaces and interacts with the many moving pieces that are needed to function. The only recommendation is to improve leadership to support the necessary changes that we all need in order to make “Professional learning is now framed as essential work, not optional enrichment.” (ESS 25-71)

Identified Goals for This Term:

Looking at the [Faculty Senate Goals 2025-26](#) I did not see any specific geared towards my position. But did get senate requests to offer more Dual Enrollment trainings, which we did identified gaps in coverage and worked with associate dean of dual enrollment to make sure we have coverage on this each semester. Was also requested to make sure more accessibility training for faculty was provided to support title II digital accessibility mandates, and worked with the instructional designers, DE coordinator and CDO to make sure there was enough coverage on top of sharing the AI tools that the CCCCO has provided for all of us to facilitate this accessibility recreation. There are many other goals for my position that are identified in the PRP we completed this year, as well as those of the committee, and the HSI and AI taskforces, and other shared governance work my position is involved with. And lastly is the shepherding the recent title 5 changes and how to best incorporate the new terminology of professional learning and action on making sure all employees, not just faculty, are supported and part of the flex calendar program.

Future Goals

- a. Work tirelessly in order to “The revised regulations establish professional learning as a shared responsibility of the entire college community. No longer limited to faculty,

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

flexible calendar time may now be used for full-time and part-time faculty, classified professionals, administrators, and student employees. This change acknowledges that every role contributes to the student experience and that continuous growth across all positions strengthens our collective capacity to help students thrive. ” (ESS 25-71)

b. Make sure that the many learning opportunities we offer are also considering our student experience, and thus partner more with the welcome center and student facing skillshops, as we also prepare the rest of our employees on the many educational frontiers we are all facing like AI, HSI/DEIAA, accessibility, etc.

c. Keep creating more employee communities, like the ones created via the book clubs, and other events during the AY. So working with many other partners to keep having community of practices that reclaiming the joy of teaching and learning, and center the human in the work that we do in our college

d. Make sure that all mandatory training , be them DEIAA related to AP300, Accessibility related to AB 2821, etc. are launched and communicated well in order to help all of our employees meet these mandates

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

STUDENT LEARNING OUTCOMES (SLO) CO-COORDINATORS

Report Submitted by: Shelbi Hathaway & April Cunningham

Contact: shathaway@palomar.edu

Position Overview:

The role of the SLO Coordinator is to ensure all work is accomplished as it pertains to SLO assessments. The work that is accomplished depends on the needs of the college and faculty. Here are a couple of the tasks required:

- a. Weekly meetings with Institutional Effectiveness / Accreditation Coordinator to discuss completed tasks and items that need to be worked on
- b. Participate in shared governance
 - i. Run the LOOSC meetings
 - ii. SLO Coordinator Rep on Curriculum
 - iii. SLO Coordinator Rep on the Curriculum Tech Review
 - iv. SLO Coordinator Rep on Accreditation Steering Committee
 - v. SLO Coordinator GE Subcommittee Rep
 - vi. Participate in additional committees as needed such as the Learning Outcomes Taskforce
- c. Meet with Facilitators each semester to ensure they understand how to navigate the SLO Management Platform and ensure all assessments are up to date.
- d. Approval of SLOs in the curriculum process
- e. Ensure SLOs are assessed: CLOs, PLOs, and ILOs.
- f. Provide trainings and support to faculty in all SLO related items. This could be in the form of PD sessions, one-on-one meetings, and creating videos/tutorials.
- g. As needed, work to determine/manage technology for SLO management and ensure it is set up as needed for optimal use.

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

Identified Barriers:

Palomar needs an updated SLO process to ensure we meet accreditation standards so the Learning Outcomes Taskforce was requested and approved. As this Taskforce meets, we will need the Curriculum Committee and Faculty Senate to discuss the Taskforce recommendations. If there's support, we'll need Senate to sign a document stating they would like certain changes to be negotiated and share that with PFF and the district. We are not sure of the process and want to ensure we are not overstepping anything that needs negotiation but want to put forward a reasonable plan for the college that is sustainable, meets accreditation standards, and improves workflow.

Identified Goals for This Term:

- Reconcile the PLO from Maverick to Nuventive. This includes ensuring all outcomes from Maverick have a unique ID that gets added to the outcome in Nuventive for easier matching in the future. (Each year until API created from Maverick to Nuventive, then this will be automated)
- Reconcile the CLO from Maverick to Nuventive. This includes ensuring all outcomes from Maverick have a unique ID that gets added to the outcome in Nuventive for easier matching in the future. (Each year until API created from Maverick to Nuventive, then this will be automated)
- Create a sustainable process for updating the outcomes from Marick to Nuventive. (ongoing)
- Update SLO processes to match new updated CBA language to include creating Dean Summary units for oversight that include Course Analytics and Reports, communicate with faculty about CBA changes, distribute additional pay as stated in the contract for Fall 2025 and Spring 2026, create a form for SLO Facilitators to sign each semester to ensure the work is completed as directed in the CBA and allow faculty to list assessment timelines for flagged items starting Fall 2027. (completed)
- Facilitator meetings starting Week 3 of the semester (completed but ongoing)
- Weekly PD sessions to support faculty needs (we host two a week on different times and days to ensure all faculty can get the support they need) (in progress through May)
- Approval of SLOs through Curriculum (ongoing)
- Nuventive Updates - this includes requesting changes as needed to Nuventive. This semester included creating the Dean Units, updating Course Analytics to show CLO

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

Status, creating unit homepages that explain the menu items, updates to curriculum as needed (ongoing)

Future Goals

- Reconcile the PLO from Maverick to Nuventive. (Each year until API created from Maverick to Nuventive, then this will be automated)
- Reconcile the CLO from Maverick to Nuventive. (Each year until API created from Maverick to Nuventive, then this will be automated)
- Updating Canvas Outcomes each year (would like to move this to a semester process once the API is created from Maverick to Nuventive and will be ongoing until there is an API from Maverick to Canvas)
- Facilitator meetings starting Week 3 of the semester (ongoing)
- Weekly PD sessions to support faculty needs (we host two a week on different times and days to ensure all faculty can get the support they need) (ongoing)
- Approval of SLOs through Curriculum (ongoing)
- Nuventive Updates as needed (ongoing)
- Work with the Learning Outcomes Taskforce members and the Curriculum Committee and Faculty Senate to draft a new proposed workflow for outcomes assessment that emphasizes making assessment meaningful and sustainable

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

UMOJA PROGRAM FACULTY COORDINATOR

Report Submitted by: Richard Carr

Contact: rcarrjr@palomar.edu

Position Overview:

As Umoja Program Faculty Coordinator, grounded in the 18 Umoja Practices and aligned with the Memorandum of Agreement (MOA) expectations of the Umoja Community Education Foundation (UCEF), I provide leadership and oversight for the planning, implementation, student support initiatives, and continuous improvement of the Umoja learning community at Palomar College. I collaborate with counselors, faculty, administrators, classified professionals, campus and community partners to support student retention, persistence, sense of belonging, transfer outcomes, and overall academic success for African American, Black, and other historically underserved students. This includes developing culturally responsive curriculum and community events rooted in African and African American intellectual traditions while advocating for institutional equity and visibility for the students we serve. In this capacity, I help ensure program integrity, advocate for resources, and promote consistency and sustainability in the Umoja program implementation on campus.

Identified Barriers:

We had challenges with not having a full-time staff member to keep our Umoja Village open, so we hired a short-term hourly employee part-time to help us run the space until the Umoja Village Coordinator was hired. We also needed additional counseling support to meet the increasing needs of our students, so another counselor was brought in this academic year to support our counseling demands. Program sustainability is also a challenge with the changes in leadership and the lack of a dedicated counselor to serve our students.

Recommendations For the Position Moving Forward:

My recommendation would be a longer-term service commitment (at least 3 years, or ideally 5), or perhaps the development of a permanent faculty coordinator position, to ensure consistent program leadership and the sustainability of the program. This work is also equity-driven “heart work” rooted in African and African American intellectual

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

traditions (Umoja Practice) and grounded in culturally responsive teaching pedagogy, which is something that involves intense training or foundational knowledge in Africana/African American studies for authentic Umoja programming to happen. We serve a lot of students faced with basic needs insecurities, educational trauma (systemic racism), and generational trauma. A holistic approach to Umoja programming is needed to meet the vast needs of our students. Any candidate who does not possess these traits, proper knowledge/training, or at the very least, a willingness and desire to learn and adapt to these practices should not be considered, as they are vital to the role, function, and authenticity of the program. This faculty member should also be actively teaching an “Umojified” transfer-level course in the Umoja learning community, preferably in a core discipline (golden four). And lastly, this person should be a direct reflection of our students: a first-generation college graduate with a shared living experience of the population it serves. This alone empowers them by seeing an example of someone like them succeeding in higher education. I really hope these factors are greatly considered in the future of this position. These desired qualifications should be clearly stated in the job/role description.

It was not an arbitrary decision when I was first chosen to coordinate and teach the Umoja English class. In addition to my teaching qualifications, I have a minor in Africana Studies and was only a few classes short of receiving a second BA when I graduated from SDSU. I am also a product of student success programs like AVID, Upward Bound, and EOP, so I know firsthand the real impact these programs have to transform lives for the better. I would not be where I am today if it weren't for the wonderful program mentors, counselors, support staff, and faculty members who have helped me along the way.

Because I truly believe in the power of this work, I have also attended several culturally responsive teaching pedagogy training workshops and conferences and read several books on teaching black students, including Dr. Chike Akua's *Honoring Our Ancestral Obligations: 7 Steps to Black Student Success* and Zaretta Lynn Hammond's *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. I personally seek out this knowledge to better my craft and extend my reach as an educator. Overall, I believe that type of personal commitment is necessary to fulfill all of the obligations of this role.

Identified Goals for This Term:

The mission of the program centers on improving outcomes for participating students across all Student Success Metrics, which aligns with our Student Equity Plan (Palomar), Umoja's Strategic Plan (UCEF), and the Vision for Success 2030 (CCCCO) goals. Statewide data reports have shown that students who participate in Umoja have a 25%

Exhibit 5.1 - Faculty Senate Reassigned Time Position Reports - Spring 2026

increase in retention and persistence for degree completion and are better prepared for transfer. Each goal has an action plan to support its completion.

The Palomar UMOJA program goals are:

Goal 1. Provide semesterly professional development opportunities for the UMOJA team to enhance educational experiences for UMOJA students.

Outcomes: All current Umoja support team members have attended SLI multiple times, ongoing professional development, and support team summer retreats for program planning and collaboration. Our new center coordinator is scheduled for SLI this June, along with other training sessions through UCEF Global Institute. Due to the recognized success of our program and Umoja's support team, we were invited by UCEF to lead a workshop (Umoja Coordination 101) on program coordination and implementation at last year's SLI for new programs.

Goal 2. Increase the number of students participating in Umoja-sponsored events by 10%, as well as Umoja-sponsored Student Conferences and leadership opportunities.

Outcomes: We had 12 students (the max that was allowed) attend our Umoja Student Conference last November; 10 attended the SDSU Black Transfer Success Conference in October; 4 attended the Young Men of Color Conference in November; 4 students attended the A2mend conference in March, and we plan to take students to the Umoja Student Leadership Summit that happens over the summer. We also encouraged several students who participated and held officer positions in ASG this past academic year, including 2 senators and 1 VP of Finance. Many of our students go on to become Palomar Ambassadors, health advocates in SWAG, and peer mentors for Black Student Success (BSS).

Goal 3. Increase consistent student engagement by 10% through community-building events such as Porch Talks, kick-off events, Rite of Passage ceremonies, cultural celebrations, Umoja club leadership and participation, and program outreach.

Outcomes: In order to create a robust and close-knit program, we have program events weekly, such as bi-weekly porch talks, club meetings, and Mental Health Wellness Group meetings. We also host counseling workshops once a month to keep students on track academically. This fall, we collaborated with BSS to host the HBCU Caravan and have tabled at most on-campus events throughout the year. In total, we hold about 33-35 program events per semester to keep our students actively engaged in the program.

Overall, we have seen a 50% increase in the number of students we serve in our program over the last 3 years, with our student population growing from 60 to 126 active participants this spring. We have seen participation increase at all of our on-campus Umoja events. We had 48 Umoja students attend our Fall 2025 Kick-Off event, and 23 students attended our Spring Kick-Off. On average, we have 20-30 students who regularly

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

attend our bi-weekly porch talks, 8-12 students who regularly attend our mental health hour, and about 10-12 active Umoja Club members. The program is designed so we have numerous “touch points” to check in with our students and keep them focused on their academic success.

Goal 4. Increase program outreach, access, and awareness among current students at Palomar and incoming students from local high schools.

Outcomes: We have updated program outreach materials to reflect the changes in our community, and currently have a two-sided outreach flyer, a student-designed student handbook, an Umoja event calendar, and other flyers for special events. This spring, our program counselor attended the High School Counselor Workshop at Rancho Bernardo to network with counselors from our feeder schools, as well as to disseminate program flyers and outreach materials that they can share with graduating seniors.

We distributed program outreach flyers to various departments on campus, as well as connected with the outreach and Black Student Success teams to help disseminate program information at local high school fairs, current students, and other outreach events that they attend throughout the academic year. Our program is also participating in the Comet Commitment Day Event planning committee, which will be engaging with 150 newly graduated seniors who are looking to enroll at Palomar at the end of May.

Goal 5. Increase wrap-around student support services, academic support, resources, and program benefits to assist students in academic needs and to increase student success.

Outcomes: We have provided book vouchers, loaner calculators, gas cards, bus passes, and school supplies (Umoja SWAG); held workshops on writing personal statements, class registration, and applying to scholarships; connected students to the EOPS, the DRC, Veterans, Rising Scholars, financial aid, the food pantry, food banks, job opportunities, graduation regalia, and other resources as they become available. We also worked to get our students’ priority registration.

Through a partnership with Behavioral Health, we created a Mental Health Wellness Support Group for emotional and personal support for our students, which has been active for the past 3 academic years. We revitalized our Umoja Club for students to build leadership/networking skills, a sense of belonging, and collaborate for community service. I’ve advocated for additional counseling support, and we got a new part-time counselor to support our counseling needs. We also relocated to our new dedicated Umoja space on campus and, through direct student input, have created a vibrant and welcoming space that all of our Umoja students enjoy and utilize frequently.

Goal 6. Increase student program completion and transfer rates by organizing local and statewide college tours at least once a semester, as well as HBCU tours to

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

expose students to other culturally relevant four-year institutions outside of California.

Outcomes: Our Umoja program currently holds about a 70% success rate in course completion within our learning community, and we average about 8-10 students who graduate or transfer to a 4-year institution each academic year. In Spring 2025, we had 12 Umoja graduates, with 3 of them transferring to an HBCU last year. This Spring 2026, and we have 15 Umoja students set to graduate, with 12 transferring to a 4-year institution both in and out of state (4 have decided to attend an HBCU).

In March 2025, we took 12 students on a Southern HBCU tour, and in March of this year, we increased that number to 19 students for an East Coast HBCU tour with Heritage Empowered. We have also conducted college tours here in California, such as SDSU, UCSD, SJSU, UC Irvine, and CSU Fullerton.

Overall, these efforts have resulted in:

1. An increase in competence, confidence, and implementation of Umoja practices to address Palomar's equity-driven initiatives.
2. An increase in Umoja's presence and awareness on campus and local high schools.
3. A measurable increase in student engagement/participation, retention/persistence, and course completion rates from previous terms.
4. An increase in student motivation and confidence in transferring to a 4-year institution, either in California or out of state.

Future Goals

In addition to the ongoing, foundational goals of the program, these goals have been identified for the next academic year.

Goal 1: One major goal is to expand our course offerings in our learning communities. We have been working with both the Math and Speech departments to find instructors who are willing to get Umojified and build a course structure to our student population. This includes collaborating with Umoja instructors at other community colleges in our region that have had proven methods of success in reaching our target population.

Goal 2: Another goal is to build a summer bridge program to jumpstart the community building among incoming students and provide workshops to better prepare them for the demands of higher education.

Goal 3: Another goal is to create an internal student tutoring and mentorship program and employment opportunities for our students. We are also looking at opportunities to expand

Exhibit 5.1 - Faculty Senate Reassigned Time Postition Reports - Spring 2026

our FWS student positions into “Umoja ambassadors” to increase student-to-student recruitment efforts.

Exhibit 5.2 Reassigned Reports Summary

Spring 2026 Reassigned Time Positions Report – Summary

Academic Standards & Practices (ASP) Chair

ASP completed significant work related to AI guidance, academic integrity resources, grade dispute policy updates, and continued development of a Faculty Manual. The committee also emphasized the importance of clearer governance and committee process practices moving forward.

Artificial Intelligence Special Projects Coordinator

Continued to expand campus AI efforts through faculty and student workshops, AI literacy resources, weekly AI communications, and collaboration with the campus AI Task Force. The position also helped develop guidance on responsible AI use and classroom best practices.

Curriculum Committee Co-Chair

Led extensive curriculum work tied to Common Course Numbering (CCN), DEIAA curriculum requirements, accreditation standards, and General Education revisions. The report highlighted increasing legislative demands on curriculum processes and the growing workload associated with statewide changes.

Curriculum Technical Reviewer

Provided ongoing technical review support for curriculum proposals and requisites, successfully helped move CCN curriculum changes forward, and worked to reduce longstanding backlog issues within the curriculum review process.

EEDDCC

Continued campus equity and culturally responsive initiatives through programming such as “One College Many Stories,” while supporting DEIAA conversations and collaboration across campus governance groups. The report also acknowledged challenges surrounding the current climate and participation in DEIAA work.

Equivalency Committee Chair

Oversaw the faculty-driven equivalency review process for hiring while emphasizing the importance of timely review, consistency, confidentiality, and adherence to Title 5 requirements. Recommendations included improving training, communication, and standardized review processes.

Exhibit 5.2 Reassigned Reports Summary

Phi Theta Kappa (PTK)

Expanded leadership and engagement opportunities for students through campus events, scholarship initiatives, and research activities. Students received recognition for their PTK Case Studies Challenge submission, and the chapter continues working to increase broader student participation and support.

Proctoring Special Projects Coordinator

Conducted regional research on proctoring services, tools, staffing models, and best practices across colleges and universities. Developed comparison reports and initial recommendations to help inform future proctoring planning and resource discussions at Palomar.

Professional Development Coordinator

Continued expanding professional development opportunities related to accessibility, AI, dual enrollment, and Title 5 updates while supporting broader campus professional development efforts. The report also highlighted concerns regarding faculty participation and compliance with required professional development hours.

Student Learning Outcomes (SLO) Co-Coordinators

Continued major work aligning Maverick and Nuventive systems, updating assessment workflows, supporting accreditation efforts, and providing extensive faculty training and technical support related to SLO assessment and reporting processes.

Umoja Program Faculty Coordinator

Reported substantial program growth, expanded culturally responsive programming, increased student engagement and transfer opportunities, and strengthened wraparound support services for Umoja students. The program also expanded HBCU tours, leadership opportunities, and mental health/community support initiatives

Exhibit 7 - Senator Committee Positions

Senator Committee Positions

Faculty Senate May 11, 2026

All open Senator committee positions are listed below.

Current membership and meeting information: <http://tinyurl.com/PALgovernance> (click on the tab **on the bottom** labeled “*Full List of Committees/Councils*” ← *note, location of tab changed Summer 2025!*)

Update May 6, 2026:

Filled positions are notated in ~~grey strikethrough~~. Newly vacated/ created positions are colored **green**.

Academic Standards & Practices Committee ✓

Faculty Senate committee; subject to Brown Act

Meeting schedule: H-217 (Hyflex), 1st Friday (12:00-2:00pm)

Chair: Senator

Accreditation Steering Committee

Faculty, Senator

College Council (\$) ✓

NOTE: College Council [approved a recommendation](#) to consolidate and restructure committees. Further information is forthcoming and may impact overall composition.

Meeting schedule: Zoom; 2nd and 4th Fridays 9:00 - 11:00am

Faculty, Senator

Comets Affordable Learning Materials (CALM) Committee (\$) ✓

Faculty Senate committee; subject to Brown Act

Meeting schedule: EDGE and Hyflex; 1st and 3rd Mondays 4:00 - 5:30pm and as called

Chair: Senator

**Note: CALM's governance structure is in the process of being updated to include the CALM Coordinator position.*

Exhibit 7 - Senator Committee Positions

Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC) (\$) ✓

Faculty Senate committee; subject to Brown Act

Meeting schedule: Zoom; 2nd and 4th Fridays 1:30pm-3:00pm

~~Chair: Senator (25-27)~~

Faculty Service Area (FSA) Review Committee ✓

Faculty Senate committee; subject to Brown Act

Meeting schedule: In-person EDGE H-112; 3rd Tuesdays 1:00-2:00pm

Chair: Faculty, Senator

Sabbatical Leave Committee ✓

Meeting schedule: Zoom; intermittent Thursdays 4:00pm

Faculty, Senator

Workforce and Community Development Advisory Group

Faculty Senate committee; subject to Brown Act

Meeting schedule: location TBD; annually and as called

Chair: Senator

Notes

✓ committee chair verified information April 2026

2026 Proposed Eligible Subsidiary Bodies

Faculty Senate May 4, 2026

In progress, for Discussion

Background: In an ongoing effort to ensure Brown Act compliance, Faculty Senate is considering for discussion whether to deem any committees as “eligible subsidiary bodies,” as outlined in §54953.8.6(b) of the [Brown Act](#):

(b) (1) For purposes of this section, “eligible subsidiary body” means a legislative body that meets all of the following:

(A) Is described in subdivision (b) of Section 54952.

(B) Serves exclusively in an advisory capacity.

(C) Is not authorized to take final action on legislation, regulations, contracts, licenses, permits, or any other entitlements, grants, or allocations of funds.

(D) 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.

(2) An eligible subsidiary body may include members who are elected officials, members who are not elected officials, or any combination thereof.

§54952(b):

(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 purposes of this chapter.

NOTE: The following are meant as a starting point for Discussion and do NOT necessarily reflect the views nor recommendation of Faculty Senate. The recommendations/reasons presented below are being presented by the Chair of Committee on Committees as a means of beginning discussion. Faculty Senate has the authority to enact or remove “eligible subsidiary body” status at any time.

Summary Table of Recommendations

Committee	Recommendation
Academic Standards and Practices	<i>Consider for ESB status</i>
CALM	<i>Consider Not eligible for ESB status</i>
Curriculum	Discussion: <i>Consider Not eligible for ESB status</i>
Distance Education (DE)	Discussion: <i>Consider Not eligible for ESB status</i>
Distinguished Faculty Award (DFA)	<i>Consider Not eligible for ESB status</i>
Educators for Equity, Diversity, and Cultural Consciousness (EEDCC)	Discussion: <i>Consider Not eligible for ESB status</i>
Equitable Placement and Completion	Discussion
Equivalency	Discussion: <i>Consider eligible for ESB status</i>
Faculty Service Area (FSA) Review	Discussion: <i>Consider Not eligible for ESB status</i>
General Education (GE)	Discussion: <i>Consider Not eligible for ESB status</i>
Instructional Program Review and Planning	Discussion: <i>Consider eligible for ESB status</i>
Learning Outcomes Council	Discussion: <i>Consider Not eligible for ESB status</i>
Learning Outcomes Taskforce	Discussion: <i>Consider Not eligible for ESB status</i>
Professional Development (PD)	<i>Consider Not eligible for ESB status</i>
Tutoring	Discussion: <i>Consider eligible for ESB status</i>
Workforce and Community Development	Discussion: <i>Consider eligible for ESB status</i>

Exhibit 8 - 2026-05-04_Senate-Exhibit_Proposed-Eligible-Subsidiary-Bodies

Committee <i>(date of most recent structure update red)</i>	Role/Purpose <i>(as taken from the Governance Structure sheets)</i>	Recommendations
Academic Standards and Practices Committee (link) (2024)	Purpose: To annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement, grade dispute, artificial intelligence, academic integrity, academic freedom, and recommend changes in existing policies and standards to the Senate.	Recommend: Consider for ESB status. Reason: <i>Serves as advisory to Senate.</i>
CALM Committee (link) 2021	Role: Educate and promote the use of lower cost and zero cost textbook (ZTC) alternatives, including facilitating the creation of a ZTC degree. Products • Provide Professional Development events focused on zero cost textbook alternatives and Open Educational Resources (OER) • Oversee financial support programs for faculty in conversion of courses to ZTC and OER. • Highlight faculty success in affordable textbook alternatives	Recommend: Consider Not eligible for ESB status. Reason: Oversees financial support/ budget
Curriculum Committee (link) 2024	Purpose: • coordinate, evaluate and review the college curricula • develop and recommend curricular policy Products: The Curriculum Committee shall coordinate, evaluate and review the college curricula to encourage innovation and excellence in instruction. The Curriculum Committee shall be the preeminent body for the development and recommendation of curricular policy to include philosophy, goals, strategic and long-range planning.	Recommend: Discussion <i>Consider Not eligible for ESB status.</i> Reason: Does Curriculum only serve in advisory capacity?
Distance Education Committee (link) 2025	Purpose: This Senate committee will coordinate faculty interests in all areas of academic technology . This committee will advise the Senate on relevant technology matters: 1. discuss issues on technology related to student equity (access) 2. coordinate with faculty on technology governance committees 3. coordinate with curriculum committee on distance learning courses 4. discuss pedagogical issues relating to on-line courses and changes in technology 5. discuss issues of training for on-line instructors 6. advocate for faculty concerns regarding technology 7. discuss academic and professional issues related to courses taught in non-traditional formats such as percentages of faculty and department loads Products: • Palomar Online Education Training (POET) • List of Certified Online Faculty • Distance Education Handbook	Recommend: Discussion <i>Consider Not eligible for ESB status.</i> Reason: Does DE only serve in advisory capacity, as they coordinate all academic technology as it pertains to faculty interests?

Exhibit 8 - 2026-05-04_Senate-Exhibit_Proposed-Eligible-Subsidiary-Bodies

DFA Committee (link) 2022	Role: To select faculty members to be recipients of the Distinguished Faculty Award.	Recommend: Consider Not eligible for ESB status. Reason: Makes decision on recipients.
Educators for Equity, Diversity and Cultural Consciousness Subcommittee (link) 2024	Role: As activists to the Faculty Senate, this subcommittee will disrupt the status quo by dismantling and eradicating inequities. We challenge others to be uncomfortable and do the transgressive work towards the shared goal of infusing equity and antiracism throughout our college. We will rebuild, critically question, challenge, engage, reexamine equitable praxis, and validate cultural agency of the entire Palomar College Community with particular attention towards serving students. Products: Engaging faculty on matters of cultural consciousness to include: 1) Offer and sustain cultural conscious training programs, workshops, and activities. 2) Advise faculty on matters of diversity, equity, and cultural consciousness. 3) Identifying and developing opportunities for further implementation and integration of diversity, equity, inclusion and cultural consciousness in the classroom, curriculum and hiring. 4) Consult with TERB on matters of faculty evaluation related to cultural consciousness. 5) Report to the Faculty Senate and Superintendent/President on primacy issues pertaining to diversity, equity, and cultural consciousness.	Recommend: Discussion <i>Consider Not eligible for ESB status.</i> Reason: Once programming is offered, is this group advisory?
Equitable Placement and Completion Committee (link) 2026 Joint Report to EESSC	Purpose: • Promote discussion, understanding, and analysis of AB 705, AB 1705, and AB 1805 compliance and their impact. • Evaluate ongoing research connected to Equitable Placement and Completion, including disaggregated student success data in English, math, and ESL courses. • Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to Equitable Placement and Completion. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years. • Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students. • Review, plan, and suggest updates to all communication to students regarding Equitable Placement and Completion. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc. • Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan.	Recommend: Discussion Reason: Mostly focused on recommending, however “implement solutions”

Exhibit 8 - 2026-05-04_Senate-Exhibit_Proposed-Eligible-Subsidiary-Bodies

	Products: • Increase awareness of and involvement in students’ instructional and noncurricular needs in relation to Equitable Placement and Completion. • Provide recommendations to EESSC regarding the Student Equity Plan’s ability to fund and support Equitable Placement and Completion related activities for faculty, staff, and students. • Implement solutions related to Equitable Placement and Completion implementation and operational issues. • Advise Student Services regarding a campus-wide communication plan to disseminate Equitable Placement and Completion information to students that is clear, consistent, thorough, and accurate.	
Equivalency Committee (link) 2017	Role or Purpose To review equivalencies to minimum qualifications for both contract and adjunct faculty and to make recommendations to the Governing Board.	Recommend: Discussion <i>Consider eligible for ESB status</i> Reason: Only makes recommendations
FSA Review Committee (link) 2024	Purpose: The Faculty Service Area (FSA*) Review Committee is composed of an administrator with FSA responsibilities, seven Tenured or Probationary Faculty members (one from each of the five Instructional divisions, Library, and Student Services) appointed by the Faculty Senate, and one Faculty member appointed by the Palomar Faculty Federation (PFF). Every three years the committee reviews the faculty service areas and competencies for completeness and currency; further, the committee reviews applications for additional faculty service areas and issues of competence relating to reassignment. “Faculty Service Area” is an instructional subject area and/or service established by a community college district. Faculty Service Areas determine the order by which faculty may be laid off when a district is facing a reduction in force in faculty. The application of faculty service areas and competencies shall be consistent with applicable non-discrimination and equal employment laws, as well as relevant District policies and procedures and applicable collective bargaining agreements. The Senate emphasizes the significance of discipline expertise, noting that Faculty Service Areas are defined and reviewed by the departments.	Recommend: Discussion Consider Not eligible for ESB status. Reason: Reviews FSA; makes decisions?
GE Subcommittee (link) 2025 Reports to Curriculum Committee	Purpose: • Evaluate, revise and/or affirm our philosophy of General Education. • Examine General Education requirements and processes from an equity lens. • Approve GE courses for the curriculum committee. • Collaborate with LOSC on the assessment of the College GE Outcomes. • Implementation of Legislation related to general education Products: • AP/BP policies • Legislative changes • GE approvals • GE assessment outcomes	Recommend: Discussion Consider Not eligible for ESB status. Reason: Approving (making decision) on GE courses

Exhibit 8 - 2026-05-04_Senate-Exhibit_Proposed-Eligible-Subsidiary-Bodies

Committee <i>(date of most recent structure update red)</i>	Role/Purpose <i>(as taken from the Governance Structure sheets)</i>	Recommendations
Instructional PRP Committee (link) 2021 Joint Report to EESSC	Role: To review, summarize, and provide feedback on instructional Program Review and Planning forms and make funding recommendations . Products Program Review and Planning summaries and recommendations of overall instructional resource needs Recommendations for global needs for Instruction, as determined from PRP analysis Continuing revisions to the PRP form for Instructional programs	Recommend: Request clarity surrounding composition and requirements of Joint Reporting committees. Discussion <i>Consider eligible for ESB status.</i> Reason:
Learning Outcomes Council (link) 2024 Report to Curriculum	Purpose: The Learning Outcomes Subcommittee, as the core working group, will facilitate the development, discussion, and assessment of Student Learning Outcomes (SLOs). There are three types of SLOs that exist: course level (CLOs), program level (PLOs), and institution level (ILOs). Products: - Recommend and support plans and strategies for SLO assessments at all levels. - As technology needs evolve, participate in the identification and implementation of technology used for recording, assessing, and analyzing learning outcomes developed at the course, program, and institutional level. - Provide support and training for the development and assessment of learning outcomes. - Provide support and training for the collection and analysis of disaggregated outcome assessment data. - Engage in ongoing review and revision of the institutional processes for assessment based on the requirements of accreditation and/or evidence and feedback, if available. - Provide input and review of accreditation reports. - Provide input to program review and planning processes.	Recommend: Discussion <i>Consider Not eligible for ESB status.</i> Reason: Responsible for input and revision
Learning Outcomes Taskforce (link) 2026 Report to Curriculum and Senate	Purpose: Process redesign: To modernize the SLO assessment workflow, transitioning from a compliance-based manual summary model to a technology-integrated, real-time analysis model that supports CLO, PLO, and ILO assessment Equity alignment: To establish a standardized framework for the collection and review disaggregated data, satisfying Accreditation Standard 1.3 and Equity Taskforce recommendation 02. Technological integration: To optimize the use of the Nuventive Platform and Canvas integration, ensuring data consistency across all divisions and modalities Cultural shift: To foster a college-wise culture where assessment is viewed as a continuous tool for improving student success rather than an isolated administrative task	Recommend: Discussion <i>Consider Not eligible for ESB status.</i> Reason: Creation of formal guide and creation of lists

Exhibit 8 - 2026-05-04_Senate-Exhibit_Proposed-Eligible-Subsidiary-Bodies

	Products: • Unified SLO Assessment handbook: A formal guide outlining standardized college-wide procedures for assessment scheduling and robust reflection and action plans ◦ Templates: Create template for faculty assessment summaries ◦ AI Usage: How can AI be used to support this work • Integrated Governance Structure: An update proposal for increasing participation in Learning Outcomes subcommittee governance structure that bridges discussion from varied committees on campus (i.e., Curriculum, PRP and Faculty Senate)and/or intentional inclusion of SLOCoordinator participation in other committees • Standardized rubric templates: A library of examples for utilizing the SLO approved rubric across disciplines and assessment models that support consistent data collection across CLOs, PLOs, and ILOs • Data-Informed Intervention Toolkit: A set of best practices for working with data and “closing the equity gap” strategies • Outcome Language Rules: Work with Canvas admin to create lists for the text that is not allowed in Maverick to ensure ease of import • Cultural Shift: campaign to help shift the culture around assessment	
Professional Development (link) 2021 Joint Report to ECCC	Role: Identify and assess faculty and staff development and training needs, recommend funding, review outcomes, and ensure all PD aligns with Ed Code and Title 5. Products: Develop the Human Development Resource Plan. Ensure the college is providing learning opportunities for all employees. Oversee the reporting and tracking of learning from all employee groups. Oversee the budget and expenditures for all PD.	Recommend: Consider Not eligible for ESB status. Reason: Oversees a budget/ expenditures
Tutoring Committee (link) 2024	Purpose: • Promote dialogue, and understanding among disciplines with tutoring needs and advocate for tutoring services across campuses. • Discuss CRLA certification and renewal as well as CRLA-related tutor selection and training materials. • Inform the Equitable Placement and Completion Committee and Library staff and faculty about tutoring updates and needs. • Make suggestions and recommendations about the Tutoring Services website and Canvas page. • Suggest and oversee effective marketing materials for students, faculty, and staff to promote tutoring services. • Discuss workshops for students and tutors to be implemented by tutoring centers. • Analyze and discuss online and embedded tutoring needs and regulations. • Analyze needs and stay informed about state and other regulations that impact tutoring, especially as they relate to apportionment and Title 5.	Recommend: Discussion <i>Consider for ESB status</i> Reason: Appears to only make suggestions and recommendations

Exhibit 8 - 2026-05-04_Senate-Exhibit_Proposed-Eligible-Subsidiary-Bodies

	• Ongoing evaluation of tutoring services being provided to a diverse student population through an equity and inclusion lens. Products: • Present reports about tutoring to the Faculty Senate • Make recommendations about tutoring at Palomar based on the findings from studies by Institutional Research and Planning (IRP) on tutoring at Palomar. • Ensure that the Tutoring Dashboard that IRP created accurately reflects our tutoring data and have regular discussions about the data.	
Workforce and Community Development Advisory Group (link) 2017	Role The advisory group will stay informed of all contract education courses, community service courses, and special programs that are offered through the Workforce and Community Development. The advisory group, together with the Director of Workforce and Community Development and the Director of Occupational and Noncredit Programs, will ensure 1. That the aforementioned courses do not inappropriately overlap academic and career technical credit and non/credit courses; 2. That the aforementioned courses are of appropriately high quality and align with the mission of the college; 3. That the advertising of the aforementioned courses is accurate and emphasizes that these courses do not count toward academic certificates, degrees, transfer, or any form of credit; and 4. Make recommendations and generate ideas for new courses, and recommend faculty from Palomar to teach these courses.	Recommend: Discussion <i>Consider for ESB status</i> Reason: Appears to only make recommendations