



MEETING

2026-05-18

EXHIBITS 1-11

Agenda 2026-05-18

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 18, 2026

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Abla, Gheni
Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Carraway, Krista
Dalrymple, William
Doyle Bauer, Alexandra
Elliott Pham, Heather
Gushansky, Gene
Jahnel, Bill
Jarvinen, Jason
Klinger, Scott
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Miller, Naomi (ASG)
Mudgett, Ben
Mufson, Michael
O'Brien, Patrick
Pearson, Beth
Sheaffer, Russell
Shmorhun, Nina
Siminski, Nicole
Tiggs, Mercedes
Wolters, Ashley
Zavodny, Anastasia

AGENDA

1. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes – 05-11-2026

2. Action

- a. Emeritus Status Votes - (Exhibit 1), Pearson
- b. Passing of the Gavel – Pearson
- c. Senator Election - (Exhibit 2), Shmorhun
 - Ivan Patterson
- d. Committee on Committees - (Exhibit 3), Zavodny
- e. Faculty Senate Council Elections - (Exhibit 4), Shmorhun
 - Vice President, Secretary, Past President, At-large
- f. Placement of Senator Committee and Chair Positions for 2026-2027 - (Exhibit 5), Zavodny

3. Information – (Max 5 min each)

- a. ASG Report – Miller
- b. Constitution Votes – Update (Exhibit 6), Shmorhun
- c. ECE Lab School forms for review, - (Exhibit 7), Cook Whearty
- d. ASP Faculty Manual - (Exhibit 8), Shmorhun
 - Faculty manual for faculty use and reference.
- e. Updated Palomar College Online Education Website - (Exhibit 9), Gray, Sanchez
- f. Proposed Title 5 Changes to Associate Degree Req. - (Exhibit 10), Mellos

4. Discussion - (Max 7 min each)

- a. Eligible subsidiary bodies of Senate- (Exhibit 11), Zavodny
 - Discussion of the possibility of identifying subcommittees that would qualify as eligible subsidiary bodies for purposes of teleconferencing Brown Act requirements
- b. Reassigned Time Senate Pot and Positions- (Exhibit 12), Shmorhun

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 11, 2026

APPROVED

ATTENDANCE

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

ABSENT: Alexandra Doyle Bauer, Gene Gushansky

GUESTS: Gheni Abla, Veronica Aguilera, Hossna Sadat Ahadi, Peter Chen, Erin Feld, Matt Grills, Mariana Guzman, Sherehe Hollins, Bill Jahnel, Cheryl Kearse, Adrienne Rae, Elena Villa Fernandez de Castro, Natalia Volodina

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

Sherehe Hollins, representing the Palomar Black Faculty and Staff Association (PBFSa) and Umoja students, read a letter of support for Richard Carr to continue as Umoja Coordinator. She detailed Carr's diligent work in building a community space that fosters belonging and excellence, specifically citing his coordination of climb nights, park cleanups, the Rites of Passage Ceremony, and Historically Black Colleges and Universities tours.

Hossna Sadat Ahadi also spoke in support of Professor Carr, emphasizing the importance of racial identity and representative leadership for African American students. She urged the Senate to vote with intentionality, keeping anti-racism and student success at the forefront of their decision.

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ANNOUNCEMENTS

Gheni Abia, serving as the AI coordinator, announced a new partnership between the California Community Colleges and Google. This partnership, signed in September 2025, aims to bring Gemini and NotebookLM to colleges for free, providing career certificates and professional development for faculty and students. He proposed the creation of a task force to handle Canvas integration and suggested running a faculty cohort in Fall 2026.

Senator Adams shared sports highlights, noting that the volleyball team reached day two of the state championship tournament and the softball team won their Super Regional to qualify for the state championship tournament next weekend. He also mentioned upcoming home baseball games against Saddleback.

Senator Mufson invited everyone to the faculty dance concert featuring a diverse array of styles, including Brazilian, Afro-Cuban, and hip-hop.

Senator Sanchez provided a detailed report regarding a week-long Canvas hacking incident that caused significant disruption. She explained that while the hackers primarily extracted names and emails, phishing remains a major concern. She advised faculty to download their gradebooks and Canvas shells. It was noted that the blockage was nationwide and that the college is being lenient with student deadlines as the semester concludes.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Shmorhun/Sanchez

Faculty Senate to approve the minutes for May 4, 2026 as amended.

The motion carried.

Abstentions 1: Senator Falcone

ACTION

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

MSC: Zavodny/Mufson

Faculty Senate to approve the results of the

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ballot for the EEDCC Committee.

The Motion Carried.

EEDCC:

Krista Carraway (ESL), Faculty, at large (26-28)
Chase Way (Philosophy & Religious Studies), Faculty, at large (26-28)
Alia Barkzi (ESL), Faculty, at large (26-28)
Briana Stanley (Art), Faculty, at large (26-28)

MSC: Zavodny/Mufson

Faculty Senate to approve the results of the
ballot for all regular committee appointments.

The Motion Carried.

Academic Review Committee:

Patrick O'Brien (Counseling), Faculty, Counseling (26-28)

Behavioral Health and Campus Wellness Committee:

Heather Pham (Child Development), Faculty, Instructional (26-28)

Campus Police Committee:

Lisa Casas (ECE Lab School), Faculty, request for a counselor (26-28)

Career Education Committee:

James Colston (Fire Technology), Faculty CTE (26-28)

CALM Committee:

Alyssa Vafaei (Instructional Designer), Faculty, at-large (26-28)
William Carrasco (World Languages), Faculty, L&L (26-28)
Maryan Rizk (Biology), Faculty, MSE (26-28)

Curriculum Committee:

Candace Rose (Cinema), Faculty, AMBA (26-29)
Marisa DeLuca (Art), Faculty, AMBA (25-28)
Tina-Marie Parker (ESL), Faculty, L&L (25-28)
Gary Sosa (ESL), Faculty, L&L (26-29)
Stacey Trujillo (English), Faculty, L&L (25-28)
Rafaela Cervantes (World Languages), Faculty L&L (24-27)
Maryan Rizk (Biology), Faculty, MSE (26-29)

DE Committee:

Elena Chirkova-Sikora (Fashion and Cooperative Education), Faculty, at large (26-28)
Jonathan Sleeper (Earth, Space, and Environmental Sciences), Faculty, MSE (26-28)
Jacob Shiba (Trade and Industry), Faculty, CTE (26-28)

DFA Committee:

Marlo Willows (Behavioral Sciences), Faculty, Full-Time (26-28)

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Anastasia Zavodny (EHPS, Business), Faculty, Part-Time (26-28)

Equitable Placement and Completion Committee:

Erin C. Feld (English, Humanities, and Reading), Faculty, Reading (26-28)

EESSC:

Chase Way (Philosophy & Religious Studies), Faculty, Senate appointed (26-28)

Evaluations Appeals Committee (EAC):

Krystal Rypien (Biology), Faculty (tenured), at large (26-27)

Juliane Van Houten (Nursing), Faculty (tenured), alternate (26-27)

Maryellen Ross (Nursing), Faculty (tenured), at large (26-27)

Faculty Position Prioritization Committee:

Heather Pham (Child Development), Faculty, SBS (26-28)

Anastasia Zavodny (EHPS, Business), Faculty at-large (25-27)

GE Subcommittee:

Gary Sosa (ESL), Faculty, Area 3 Arts, Humanities (26-28)

Sara Krause (Biology), Faculty, Area 5 Physical Science, Biological Science, Laboratory (for Phys/Bio Science course) (26-28)

Daniel Balaszek (Military Leadership), Faculty, CTE (26-28)

Infrastructure and Sustainability Council (ISC):

Krista Carraway (ESL), Faculty (Senate-appointed) (26-28)

Institutional Effectiveness, Planning and Fiscal Stewardship Council (IEPFSC):

Krista Carraway (ESL), Faculty, Part-Time (non-voting advisory vote; appointed by Faculty Senate) (26-28)

Jonathan Walker (EHPS), Faculty, Senate appointed (26-28)

International Education Advisory Committee:

Heather Hosaka (ESL), Faculty, at-large (26-28)

Ladylyn Dominguez (Counseling), Faculty, Counseling (25-27)

Learning Outcomes Council Subcommittee:

Jason Jarvinen (Workforce Development), Faculty at-large (26-28)

Learning Outcomes Taskforce:

Annette Squires (Math), Faculty MSE (facilitator for Math)

Noncredit Advisory Committee:

Wing Cheung (Earth, Space and Environmental Sciences), Faculty, MSE (26-28)

James Eighmey (Anthropology), Faculty SBS (26-28)

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Pride Center Committee to Combat Hate (PC3H):
Devon Smith (Sociology), Faculty, at-large (26-28)

Professional Development (PD) Committee: E
Erin C. Feld (English, Humanities, and Reading), Faculty L&L (26-28)
Steve Perry (CSIT), Faculty, MSE (26-28)

Sabbatical Leave Committee:
Elena Villa Fernández de Castro (World Languages), Faculty, Tenured L&L (26-29)

Student Equity Plan and Pathways Oversight Committee:
Cynthia Cordova (Counseling), Student Services Faculty Representative, appointed by Faculty Senate (26-28)

Student Journey: Enrollment to Completion Committee:
Kristen Marjanovic (EHPS), Faculty, Instruction (appointed by Faculty Senate) (26-28)

Team Life Committee:
Mariana Guzman (Student Services), Faculty, at-large (26-28)
Weston Titus (Health/Kinesiology), Faculty, Representative from Kine/Athletic Department (26-28)

Tenure and Evaluation Review Board (TERB):
Katy Farrell (Library), Faculty, at large (appointed by Faculty Senate) (26-28)

Transfer Advisory Committee:
Hannah Nahm (English), Palomar College English professor (26-28)

B. Curriculum Committee

MSC: Mellos/Sheaffer

Faculty Senate to approve the curriculum actions made during the May 6, 2026 Curriculum Committee meeting.

The Motion Carried.

C. 2026 Senate Seat Elections - (Exhibit 3), Pearson

MSC: Lawson/Klinger

Faculty Senate to confirm the uncontested seats to the Faculty Senate

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Full Time: Term Ending in May 2027:
Lawrence Lawson (ESL)

Full Time: Term Ending in 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)

Part Time: Term Ending in 2028:
Marisa DeLuca (Art)

Part Time: Term Ending in 2028:
Will Dalrymple (English)

Part Time: Term Ending in 2029:
Gheni Abia (CSIT)
Krista Carraway (ESL)

D. Umoja Faculty Coordinator Election- (Exhibit 4), Pearson

MSC: Shmorhun/Klinger

Faculty Senate to approve the results of the ballot for the Umoja Faculty Coordinator reassigned time position.

The motion carried.

Umoja Faculty Coordinator: Richard Carr

INFORMATION

A. ASG Report, Barnes

Elijah Barnes presented the ASG report announcing a mental health event scheduled for Wednesday, May 13, in the Student Union Quad.

B. Reassigned Time Position Reports – (Exhibit 5), Pearson

President Pearson presented a compilation of end-of-year reports from faculty in reassigned time positions, encouraging senators to review the extensive work completed.

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Highlights included Nina Shmorhun's work on academic integrity resources, AI guidance, and the upcoming launch of a new faculty manual and SharePoint site. Gheni Abia was recognized for his AI newsletters and work on responsible AI use, while the curriculum chairs were noted for their efforts on Common Course Numbering and the transition from TOP to CIP codes.

Other reports covered the EDDCC committee's work following the deletion of BP3000, and professional development support for dual enrollment. The reports also detailed progress by SLO coordinators in aligning with Nuventive systems, the ongoing needs of the Umoja program, and the Pride Center's move to a new location.

C. DEIAA in Curriculum - Mellos

Senator Mellos provided a detailed update on DEIAA in the curriculum, explaining that new Title V changes require course outlines to advance equitable outcomes and ensure accessibility. While faculty are submitting DEIAA addendums, tech reviewers, who are not discipline experts, are finding it difficult to assess if these submissions truly meet pedagogical requirements. Tech review traditionally focuses on technical requirements like hours and textbook dates, leading to questions about whether a dedicated role should be created to provide guidance.

Discussion followed regarding the impact of adding another layer to the approval queue and the necessity of being mindful of faculty workload, with it being noted that previous additions to the distance education coordinator's role were made without increasing reassigned time.

Mellos planned to bring anonymized examples to a future meeting to show how faculty can effectively beef up their addendums.

D. Review 2025-2026 Faculty Senate Goals - (Exhibit 6), Pearson

President Pearson led a review of the 2025-2026 Faculty Senate goals .

Regarding enrollment, a work group met with outreach and public affairs to discuss visibility, discovering systemic challenges where departments struggle to get promotional flyers created by Creative Services.

In terms of institutional technology, although a resolution was passed, a requested website detailing employee technology access levels is not yet live.

It was also discovered that there are gaps in class note accuracy, finding many courses lacked Zero Textbook Cost icons or quality review badges. Faculty are urged to check their course listings and push back to their deans or the instruction office if inaccuracies exist.

E. Placement of Senator Committee and Chair Positions for 2026-2027 - (Exhibit 7), Zavodny

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Senator Zavodny introduced the placement of senator committee and chair positions for the 2026-2027 academic year by noting that while senators who are leaving can ignore this item, it is critical information for those remaining on the Senate or just joining.

She explained that Exhibit 7 serves as a guide for specific roles reserved for senators on various committees, noting that the list is not exhaustive but contains essential appointments. An email will be sent to all senators to solicit interest and volunteers for these roles ahead of the next meeting to ensure everyone is situated as either a committee chair or a regular member.

It was explained that a dollar symbol indicates paid committees for Part time faculty, while a check mark signifies that she has already spoken with the current committee chair to ensure all information provided is up to date. Other notes in the exhibit are intended to be self-explanatory regarding the nature of each position.

A significant portion of the discussion focused on the opening of the Academic Standards and Practices chair. This specific role is a twenty percent reassigned time position that must be filled by a senator. President Pearson noted that the current chair, Senator Shmorhun, is vacating the role to step into a new position, and because no one currently serving on that committee has expressed interest in the chairmanship, it remains a major vacancy to fill.

President Pearson encouraged interested senators to reach out to the current chair for more information about the workload and expectations before the position is brought back for a final decision the following week

DISCUSSION

A. Reassigned Time Senate Pot and Positions- Pearson

The Senate considered the distribution of the Faculty Senate reassigned time pot, including an extra twenty percent to use as the Senate sees fit.

Senator Shmorhun proposed using this time for a dual enrollment faculty coordinator, noting that most dual enrollment courses are taught by part-time faculty who lack sufficient support and oversight. This idea was supported, citing numerous contract issues with dual enrollment.

There was a request that the time be continued for AI special projects. President Pearson noted that a decision must be made by next week for fall planning and mentioned that a poll would be sent out for summer emergency meetings to confirm hiring committees.

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

Tabled.

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ADJOURNMENT:

The meeting was adjourned at 3:50 pm.

Respectfully Submitted

A handwritten signature in black ink, appearing to read "Michael A. Mufson", with a long horizontal flourish extending to the right.

Michael A. Mufson, Secretary

Emeritus Status Confirmation

Faculty:

Daniel Clegg 31 years of service, Mathematics

Denise Rudy 23 years of service, Dental Assisting

Joseph Early 30 years of service, Kinesiology-Health-Recreation Management and Athletics

Susan Zolliker 26 years of service, English

Background:

Emeritus Status shall be granted by formal action of the Faculty Senate to full-time faculty retiring from the District who served for at least twenty years as members of the faculty at Palomar College, with at least ten years of service as a full-time faculty member.

Emeritus Status may be granted to full-time faculty with at least fifteen years' service to Palomar College provided they receive a majority of the votes cast by the Faculty Senate of Palomar College and meet one or more of the criteria listed below:

- I. Served on the Faculty Senate for at least two years.
- II. Served for a total of four years on one or more Faculty Senate Committees.
- III. Served for a total of six years on any other active (meets at least four times per academic year) college committee.
- IV. Has demonstrated extraordinary dedication to students and the discipline as evidenced by nomination by five faculty members and a review by an ad hoc committee of the Faculty Senate.
- V. Five years of service as a Part-Time faculty member at Palomar College.

For the purpose of Emeritus Policy, sabbatical leaves and other leaves of absence are not counted as a break in service when determining eligibility. An individual who has been granted Emeritus Status at Palomar College shall be honored at the graduation ceremonies following the granting of this status and listed by name as Faculty Emeritus in the College Catalog

Exhibit 2 uncontested faculty senate seat

Uncontested Seats for Faculty Senate May 2026

PT Seats with a term ending in May 2027:

- Ivan Patterson

Exhibit 3.1 2026_05_18_Committee-appointments_corrected-column-titles_UPDATED

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 Standards and Practices Committee							
Luz Ferro	CTE	Automotive Technology	Academic Standards and Practices	Faculty, at large (26-28)	Due to my curriculum development background, I was initially hired in part to put together the new electric vehicle and hybrid technologies curriculum for Palomar College. In the process, and to accommodate the new degree/certification program, I had to redesign the existing curriculum to address the times and needs of the industry, and most importantly, review academic practices to guarantee student success. During this time, I had to carefully consider the academic needs not only of our program but also the industry and come up with ideas on how to implement standards and practices to enhance our program and address both needs. I am proud to say that our program is "back on the map" offering our students certifications from the industry, a new redesigned and robust 2-year program, and a direct path to employment by partnering with the industry.	For the past 2 years I had the honor to serve in the Student Equity Plan & Pathways Oversight Committee. During my tenure with this committee, we identified how certain metrics affect our most DI populations, and developed strategies to institutionalize Student Success Teams for Black, Hispanic/Latinx, Asian, First-Generation, and Female students ensuring each team provides proactive outreach, case-management check-ins, and wraparound services (e.g., financial aid, academic counseling, basic needs). I also had the opportunity to participate in presenting our plan to the student council. As an immigrant Latina, I feel it is my duty to help our minority populations succeed. Most recently, I collaborated with the Palomar Career Center during the STEM week to present and moderate the "Women in the Trades" panel. This event was a great success. All my students, male and female, participated of the event, spoke to the panelists, and were introduced to all the services available to them through the career center. I am also a founding member of SD Techs, an education alliance with industry partners, and the new DriveHER network, which aims to educate, promote, and implement a more inclusive work environment for women in the automotive industry.	
CALM Committee							
Ken McMullen	SBS	EHPS	Comets Affordable Learning Materials Committee (CALM)	Faculty, SBS (26-28)	I am very interested in fostering a low to no cost approach to make college education more accessible. Thus, I have been a member of the CALM committee for the last two years, and would like to continue my participation with the committee.	My approach is to recognize the uniqueness of each student, and, because of their different life experience, I also recognize the students bring different "colored threads" to fabric of our society. My approach in the classroom is to foster a welcoming attitude so all may feel comfortable. In my lectures I discuss the past attempts at discrimination and how the civil rights fight continues.	
Disability Resource Center (DRC) Advisory Committee							
Nicole Rose	SBS	Behavioral Sciences (AODS/SWHS)	Disability Resource Center Advisory Committee	Faculty, at-large (26-28)	I am interested in serving on the Disability Resource Center Advisory Committee because I value creating inclusive and supportive learning environments for all students. As a faculty member at Palomar College, I work closely with diverse student populations and typically have 20-30 DRC students in my courses each semester. This experience has strengthened my commitment to accessibility, student advocacy, and equitable support services. I would have a strong understanding of student needs for this committee.	I approach my work with an Equity and Antiracism lens by recognizing that students come from diverse backgrounds and may experience different barriers to success, access, and support. As a faculty member at Palomar College in AODS since 2014, I work with a highly diverse student population and strive to create inclusive, supportive, and trauma-informed learning environments where students feel respected and valued. I also regularly support 20-30 DRC students each semester, which has strengthened my understanding of accessibility, equity, and the importance of meeting students where they are. I remain committed to continued learning around Diversity, Equity, Inclusion, and Antiracism through professional development, collaboration, and listening to student voices, and I would bring that commitment into my work on this committee.	
Distance Education (DE) Committee							
Zia Yurchuck	Student Services	DRC	Distance Education Committee (DE)	Faculty, DRC (26-28)	I was only able to contribute to this committee for one semester, and I would appreciate the opportunity to continue learning and contributing to distance education.	I bring experience in disability access, assistive technology, and student-centered counseling to the Distance Education Committee. My work has involved supporting students with disabilities, which has deepened my understanding of how online platforms, course design, and institutional processes can either remove or reinforce barriers.	
Employees, Community, and Communication Council (ECCC)							
Ken McMullen	SBS	EHPS	Employees, Community, and Communication Council (ECCC)	Faculty, Senate-appointed (26-28)	I am interested in finding ways to reach out to the community to help it help the residents of the district understand what the college has to offer them, and to try to find ways to create programs or activities in which the community is interested.	My approach is to recognize the uniqueness of each student, and, because of their different life experience, I also recognize the students bring different "colored threads" to fabric of our society. My approach in the classroom is to foster a welcoming attitude so all may feel comfortable. In my lectures I discuss the past attempts at discrimination and how the civil rights fight continues.	
Faculty Position Prioritization Committee							
Alexandra Doyle Bauer	L&L	Library	Faculty Position Priority Committee	Faculty, Library (26-28)	I am eager to serve again on the Faculty Position Priority Committee because I believe that the decisions we make here have a direct and lasting impact on student success. As a librarian, I work at the intersection of every discipline on campus. I see firsthand which instructional gaps leave students without the support they need to thrive. That perspective drives my commitment to ensuring critical faculty positions are prioritized thoughtfully and filled in a timely way. Having served on this committee previously, I bring both familiarity with the process and a continued sense of urgency to filling crucial faculty roles at our college. I understand how to evaluate position requests holistically as a group by weighing enrollment data, program needs, equity considerations, and long-term institutional goals. I will continue to do this important work while keeping the student experience at the center of every conversation.	Equity and antiracism are not add-ons to faculty hiring but rather they are the foundation of it. I have seen firsthand how the absence of faculty who reflect our students' identities can quietly signal to students that they don't fully belong here, and I am committed to changing that. My equity work is rooted in relationships across campus. I have partnered with and supported student communities including Hispanic students, LGBTQ+ students, Umoja, Rising Scholars, and many others. I collaborate with program leads to ensure library services, resources, and instruction are culturally responsive and accessible to the students who need them most. I have also pursued ongoing professional development in implicit bias, antiracist practice, and equitable hiring because I believe this learning never stops.	
Learning Outcomes Taskforce							
Jason Jarvinen	CTE	Workforce Development	Learning Outcomes Taskforce	Faculty, CTE (26-27)	I am interested in serving on this committee because I have served on the Learning Outcomes Subcommittee for the past six years. This Taskforce is a significant opportunity to continue to improve how we approach learning outcomes at the college. In the time I have been on the committee, 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 this taskforce. When working on learning outcomes, 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.	
Heather Pham (Heather Elliott Pham)	SBS	Child Development	Learning Outcomes Taskforce	Faculty, SBS (SLO Facilitator, if possible) (26-27)	As the SLO Facilitator for my Department (Child Development), I am interested in supporting SLO assessment as a means to provide more information to help faculty in their instruction and/or decision-making and ultimately benefit the student experience. I have supported our Department in navigating the pilot project to assess CLOs in Canvas, and we now have most of our faculty assessing outcomes in Canvas.	While I am not fully aware of the scope of this committee, I anticipate that DEIAA can be infused in multiple areas including communication with faculty on SLO assessment, supporting the use of disaggregated SLO data within Nuventive, and supporting equitable outcomes for students across Palomar.	

Policies and Procedures Committee						
April Cunningham	L&L	Library	Policies and Procedures Committee	Faculty (Senate Appointed) (25-27)	I'm interested to serve on this committee because the policies and procedures of our college create the context within which we serve students and strive toward our professional goals. As a recent SLO Co-Coordinator, I'm up-to-date on recent and coming changes in curriculum guidelines, accreditation standards, and accessibility requirements that I think will make me a useful member of the committee. As a librarian, I can share a perspective on how the college policies and procedures affect students within and beyond the classroom in an information environment that's changing more quickly than ever.	I actively interrogate policies for the structural inequities they may reinforce or create, even unintentionally. I will draw upon the training I've received through opportunities like the Faculty Cultural Curriculum Teaching Institute and will continue to seek out resources that sharpen my insight into the effects of policies and procedures while serving on this committee.
Sabbatical Leave Committee						
Lily Glass	AMBA	Art	Sabbatical Leave Committee	Faculty, AMBA (26-29)	I have been serving on the Sabbatical Leave Committee and was asked to please return. I have learned a great deal because of my participation, especially when it comes to the academic approaches faculty take depending on their disciplines. I believe my contributions were of some use, especially in regards to applicants from my division. I have taught at Palomar for 27 years, and I believe that my experience is of value because of this.	I am very familiar with Diversity, Equity, Inclusion, and Antiracism due to the experience I have gained by teaching in the Palomar Art Department. Our student population is very diverse not only in terms of race, but also in terms of students who live with disabilities. In addition my son is bi-racial and we have on a very personal level experienced various forms of racism many times, and I have a great appreciation for DEI efforts and activities. I have learned a lot from listening to students' experiences, and at times I have been surprised by my incomplete understanding.
Web Advisory Subcommittee						
Sherehe Hollins	SBS	Ethnic Studies	Web Advisory Subcommittee	Faculty (25-27)	I have served on the Web Advisory Sub Committee since the fall of 2025, where I have learned about the critical role that the efficiency of Palomar's website and web experience has on the college's ability to successfully serve the community and provide a quality experience for website visitors/ users. The subcommittee's ability to track analytics and data allows subcommittee members to review, assess, discuss and provide recommendations, guidance and feedback that are intended to ensure Palomar's website operations provide an accessible, user-friendly, inclusive and concise experience. Achieving this goal helps with retention and growth for both new and prospective students, staff and faculty.	As a Professor of Ethnic Studies whose work is guided by the principles of Diversity, Equity, Inclusion, Accessibility and Anti-Racism; and as a faculty member who regularly interfaces with diverse populations, I am able to provide a perspective to the subcommittee that offers deepened understanding and insight on how to thoughtfully engage and support the needs of diverse populations who interface with Palomar's website.

Exhibit 3.2 2026_05_18_Hiring-Committee-Interim-Dean-AMBA_corrected-column-titles

May 18, 2026							
				Hiring Committee: Interim Dean, Arts Media and Business Administration (AMBA)			
					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?		
Name	Division	Department	Position:	Why are you interested in serving on this committee?		Action	
						Vote for One (1)	
Scott Klinger	AMBA	Media Studies	Interim Dean of AMBA	I serve as chair of the Media Studies Department and as a member of the Academic Senate. I have also served on numerous executive, administrative, and faculty hiring committees, and I understand the responsibility involved in helping select leaders whose decisions directly affect students, faculty, staff, and department chairs. I believe leadership at a community college should be grounded in service. Effective leaders support the people they supervise by listening carefully, advocating upward, and, when necessary, pushing back within the leadership structure to ensure institutional decisions reflect the needs of those most directly impacted. This is the model of leadership I seek to practice in my own role, and it is the perspective I would bring to the hiring committee for the Interim Dean of AMBA. Although this is an interim position, its impact is not temporary for the students, faculty, staff, and chairs who will be affected by this leader's decisions. For that reason, it is essential that we identify a candidate who brings integrity, responsiveness, sound judgment, and a clear commitment to serving the AMBA community well.	Diversity, equity, inclusion, and antiracism are central to the mission of a public community college. They are not separate from our work; they are the work. As public employees and stewards of this institution, we have a responsibility to ensure that our decisions, practices, and policies expand access, remove barriers, and support the success of the students and communities we serve. For that reason, I do not view equity and antiracism simply as a "lens" to apply after decisions are made. I view them as essential measures of whether we are fulfilling our responsibilities effectively. In my roles as an educator, department chair, and senator, I strive to keep equity, inclusion, and antiracism at the forefront of my decision-making. That means listening carefully to students, faculty, and colleagues; seeking to understand their needs and lived experiences; and using my voice to advocate for institutional practices that are more responsive, just, and effective. On this committee, I would bring that same commitment: to ask who is being served, who may be excluded, whose voices are missing, and how our work can lead to meaningful improvements for the people most impacted by our decisions.		
Russell Sheaffer	AMBA	Media Studies	AMBA Interim Dean	As a member of the AMBA division, I have a vested interest in hiring an Interim Dean well suited to the specific needs of our division. Ours is a unique set of disciplines with many wildly diverse and sometimes contrasting needs (in terms of staffing, materials, and facilities). I'd like to see an Interim Dean who will: manage down; enter this temporary position with experience in working in interdisciplinary space; demonstrate a track record of leading with an equity and diversity mindset; come with a knowledge of unique opportunities and challenges of our division; continue to advocate for our in person class offerings.	As an active member of PC3H, Equity and Antiracism remain key for me on all committees. AMBA is a beautifully diverse division and requires an Interim Dean who demonstrates a track record of leading with an equity and diversity mindset. I'd like to hire an Interim Dean who can clearly articulate how they personally have engaged with our College's DEIAA work. What have they been doing to grow and learn? How have they supported our diverse communities?		
Rosemarie "Lisa" Cecere	AMBA	Media Studies	Interim Dean, Arts Media and Business Administration (AMBA)	I have taught as full-time faculty in this division for many years, which has given me the opportunity to work closely with several deans. I've found that the best deans are those who consistently prioritize students, working closely with faculty to ensure their success. Achieving this requires deep knowledge of teaching, curriculum, and administrative strategies that enhance the college experience. My experience extends to working with other departments closely in our division, creating learning opportunities that connect our programs. Lastly, my extensive experience on hiring committees has shown me the value of careful selection in finding the right candidate.	I will bring a critical eye to this hiring committee, working collaboratively with committee members to identify and question institutional barriers that may inadvertently perpetuate racial inequities. This approach is what I have consistently brought to my teaching, promoting a culture that advocates for inclusion and equity.		
Grady Williams	AMBA	Art	Interim Dean, Arts Media and Business Administration (AMBA)	As a representative from the Art Department, I would want to serve on the hiring committee for a new dean to help ensure the selected candidate understands and values the unique needs of creative disciplines. Serving on the committee would allow me to advocate for students, faculty, and the continued growth of the arts within the college community while helping select a leader who supports collaboration, innovation, and equitable access to creative education.	I would approach my role on the committee with an Equity and Antiracism lens by helping support a fair, inclusive, and thoughtful hiring process that values diverse perspectives and experiences. Through my work with the Palomar Black Faculty and Staff Association, as well as actively supporting Pride, Ethnic Studies, and other affinity groups on campus, I have seen the importance of representation, advocacy, and inclusive leadership in higher education and it's influence on student success.		

Exhibit 3.3 2026_05_18_Hiring-Committee-Superintendent-President

May 18, 2026								
				Hiring Committee: Superintendent/ President				
Name	Division	Department	Position:	Why are you interested in serving on this committee?	What do you understand to be the most important qualities in an incoming Superintendent/ President?	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	
								Vote for Two (2)
Full-Time Faculty representation (2 Full-Time Faculty)								
Julie Van Houten	MSE	Nursing	Full-Time Faculty	I am interested in serving on this committee because I have a strong and longstanding commitment to Palomar College and its continued success. I have been a faculty member serving the college since 2008, and I was also a student here during the 1980s and 1990s. Having experienced Palomar both as a student and as faculty, I have a vested interest in ensuring the college continues to thrive for future generations of students. I would like to be part of the selection process for the next President/Superintendent because I believe stable leadership is essential to best serve our students, faculty, staff, and community. Palomar College has an outstanding and diverse student population that deserves thoughtful, student-centered leadership and a clear vision for the future. Through my years at the college, I have gained experience in leadership, collaboration, accreditation, curriculum development, hiring committees, and working with diverse groups across the institution. I value transparency, communication, and teamwork, and I believe I can bring a balanced faculty perspective to the committee. I would be honored to contribute to selecting a leader who will support the mission, stability, and continued excellence of Palomar College.	The most important qualities in an incoming Superintendent/President are stability, leadership, integrity, transparency, and the ability to build trust across the college community. Palomar College needs a leader who people genuinely want to follow. We need a leader who listens, communicates effectively, and is responsive to the needs of students, faculty, staff, and the community. A strong Superintendent/President should be student-centered while also understanding and supporting the work of faculty and staff. The ability to collaborate, make thoughtful decisions, and lead with consistency is essential during times of change and growth. I also believe it is important for the next leader to value diversity, equity, inclusion, and shared governance while maintaining a clear vision for the future of the college. The college needs a leader who can provide stability, inspire confidence, and help Palomar continue to grow as an institution that serves and supports all students.	As a nurse educator, healthcare professional, and current Doctoral student, I understand the importance of utilizing an Equity and Antiracism lens when serving on this committee. Throughout my career in nursing and education, I have worked with diverse student and patient populations and have seen firsthand the importance of creating inclusive, supportive, and equitable environments where all individuals feel valued and respected. I am committed to lifelong learning in Diversity, Equity, Inclusion, and Antiracism through continued coursework, professional development, conferences, and collaboration with colleagues and students from diverse backgrounds. Over the past several years, I have participated in multiple DEI trainings and educational conferences in nursing and education to better understand best practices in inclusive education and leadership. These experiences have strengthened my ability to listen to different perspectives, recognize barriers that may impact student success, and advocate for equitable opportunities for all students. As a faculty member at Palomar College, I believe it is essential that our next Superintendent/President demonstrates a commitment to diversity, inclusion, equity, and student success. I would approach this committee work with an open mind, respect for diverse viewpoints, and a focus on selecting a leader who will support the diverse students, faculty, staff, and communities we serve.		
John Russell	AMBA	Performing Arts	Full-Time Faculty	I bring the perspective of a full-time faculty member who has experienced significant administrative turnover during my time at Palomar. I was hired by an interim president; the incoming president was later effectively removed (a decision I supported); I valued Jack Kahn's leadership through the COVID years; and I strongly supported President Star and her leadership style. Palomar is my home, and I plan to be here for the next ten to fifteen years. I would like a voice in choosing a president we can keep for the long term so we can end the cycle of administrative turnover and refocus on what matters most: the experience we offer our students. I am a lifelong educator. I taught for ten years at public high schools in Michigan, Colorado, and New York City, and have held tenure-track positions at both the community college and university levels in California. I am also the music director of the oldest civic/professional chorus in San Diego, which connects me with a wide network across the region. Through that work I see firsthand how Palomar's reputation shapes the number and quality of students we recruit and retain. The skills I bring to this committee include active listening, collaborative decision-making, experience evaluating candidates in faculty hiring committees, and a long-term commitment to Palomar's future.	The most important qualities in an incoming Superintendent/President are an open mind, a collaborative spirit, and substantial classroom experience at the collegiate level. Palomar's next president should be able to speak from the perspective of a faculty member, understand the realities we navigate day-to-day, and balance those realities against the priorities of the district, the Board of Governors, and the needs of our student population. Above all, the next president should be someone prepared to stay, build trust, and lead Palomar through a period of stability.	I am aware of how my own life experience has shaped my views on race and diversity, and I approach this work with humility and a commitment to keep learning. I will bring an Equity and Antiracism lens to this committee by asking how each candidate's record, philosophy, and stated priorities will serve Palomar's diverse student body — particularly students who have historically been underserved by higher education. In my own practice, I have worked to speak with gender neutral language, and programmed (chosen music) that I believe represents a diverse and inclusive collection of repertoire for our students to experience. I remain flexible and open to helping create a more diverse, equitable, and inclusive workplace, and I will continue to advocate for antiracism in my teaching and in my communication with students, faculty, and administration at Palomar and beyond.		
Holland Smith	L&L	Speech/ Communication	Full-Time Faculty	I have served on department hiring committees in the past. I also feel like I have a good understanding of what students and faculty are looking for in a president. I think I could represent faculty in this position. As a relatively new FT faculty member who hopes to be at Palomar for a long time, I am incredibly invested in the selection of our new Superintendent/President. As a faculty member who teaches classes for and about LGBTQ+ communities, I know how important this position is for our students, colleagues, and the larger college climate. I've served on a handful of hiring committees and feel confident in my ability to meet the time commitment for this specific committee. In my past committee work, I've striven to actively listen to my colleagues, knowing that we come from different sectors of our campus with different experiences and values (sometimes dramatically so). And I understand these difference to be a great and very valuable thing! At the same time, I'm very comfortable speaking up and speaking clearly - especially when I disagree about something.	Being seen/present/involved on campus. Having a good relationship with part-time faculty. Understands the needs of students. Being able to work with the governing board. Being able to work with the union and senate	In serving on this hiring committee, I would evaluate candidates not only on leadership experience, but also on their ability to foster inclusion, belonging, and opportunity for all students, faculty, and staff. My experience working with diverse student populations has strengthened my commitment to advocating for fair and inclusive practices. I also recognize that this work requires continued learning and reflection, and I am committed to approaching the process with openness, collaboration, and integrity.		
Russell Sheaffer	AMBA	Media Studies	Full-Time Faculty		I am particularly interested in helping select a Superintendent/President who clearly articulates an understanding of and has a track record for supporting DEIAA work. I'd like to see a candidate who is able to communicate well, speaking clearly and directly to the intersectional needs of instruction and admin. Given the current position of our college, I'd also like to see a candidate who has managed to navigate institutional conflict in a respectful and tactful way while continuing to implement and advocate for policies that align with the goals and ethos of their prior institution.	As an active member of PC3H and as a professor of Queer Cinema, Equity and Antiracism remain key for me in all I do at Palomar. While at Palomar, I have worked to launch, curate, and host a Queer Film Series with the Pride Center, which has screened an LGBTQ+ film on our campus every instructional month for the last three years. I have taken our college's safe zone training and have served on a committee that worked to design a new Pride Scholars program. I'm always learning and committed to continued engagement with our colleagues' and college's DEIAA work.		

Exhibit 3.3 2026_05_18_Hiring-Committee-Superintendent-President

Candace Rose	AMBA	Media Studies	Full-Time Faculty	Dear Senators, thank you for considering my application. I am interested in serving on this committee because selecting our next Superintendent/President is one of the most consequential decisions our college will make, and I want faculty to have a strong, engaged voice in that process. After nearly 12 years at Palomar, I care deeply about this place - our community, our faculty, our classified partners, and our students - and the direction we're heading. I bring a broad perspective shaped by work across multiple constituent groups. As a full-time Media Studies Cinema faculty member, I know what it looks like to show up for students in the classroom - including serving as Chair during our transition back to campus after COVID, a period that required constant communication, flexibility, and keeping our department grounded while everything around us was shifting. As CPL Coordinator and one of the leads for the Military Leadership Apprenticeship Program, I've collaborated with faculty, administrators, classified staff, and community partners - including leadership at Camp Pendleton, Marine Corps University and Marine Corps Training Command - to build programs that serve our military members who are too often overlooked. I've also served as VP of Faculty Senate, giving me direct experience in shared governance, navigating institutional dynamics, and making sure faculty voices are heard where decisions get made. I've served on hiring committees for Vice Presidents and Deans, so I understand what a rigorous, equity-centered search looks like and what it takes to do that work well. I'm finishing a graduate degree in Business Management and Leadership, which is deepening my understanding of organizational leadership and what it takes to lead complex institutions effectively. I know how to listen, how to ask good questions, and how to advocate for what matters.	Above all, I want someone who is genuinely invested in Palomar and committed to becoming part of our community for the long haul - someone who will still be showing up with energy and purpose when things get tough. For me, that starts with a genuine commitment to equity - not as a talking point, but as something that shows up consistently in decisions, resource allocation, and who gets a seat at the table. Our next President needs to understand the full breadth of our student population, including working adults, students who are the first in their families to pursue higher education, and our military-connected students - Palomar serves the largest number of active-duty and veteran military members of any community college in California, and that's a responsibility our next leader needs to take seriously. Alongside that, I'd want someone who values and understands shared governance - a leader who sees faculty, staff, and students as true partners, not just stakeholders to consult. Strong communication skills, transparency, and the ability to build trust across our very diverse campus community are equally essential. And practically speaking, they need to be someone who can lead through complexity - whether that's budget challenges, state policy shifts, or the ongoing work of becoming a more equitable institution.	The Faculty Senate Antiracism Statement isn't just a document to me - it reflects work I try to do every day. The programs I've helped build at Palomar were designed specifically to expand access for students who face systemic barriers: military students, working adults, and underrepresented learners who deserve pathways to credit and credentials that recognize what they already know and have experienced. On this committee, I'll bring that same lens to every stage of the process - from how we craft the candidate profile, to what questions we ask, to how we evaluate responses. I'll push to ensure that our process centers equity not just in the diversity statement questions we ask candidates, but in the vision and leadership philosophy we're actually looking for. I'm also committed to continued learning - I actively seek out professional development around DEI and antiracism, and my graduate work is strengthening my ability to think critically about leadership structures and who they serve. For me, Equity and Antiracism isn't about checking a box - it's reflected in the work I've chosen to do and how I serve my colleagues and the students at Palomar.	
Scott Klinger	AMBA	Media Studies	Full-Time Faculty	I serve as chair of the Media Studies Department and as a member of the Academic Senate. I have also served on numerous executive, administrative, and faculty hiring committees, and I understand the responsibility involved in helping select leaders whose decisions directly affect students, faculty, staff, and department chairs.	I am looking for an incoming President/Superintendent to be a servant leader and believe in "managing down." I believe leadership at a community college should be grounded in service to the students, faculty, and staff below the Executive leadership that is in the classroom on the ground doing the work of the college. Effective leaders support the people they supervise by being present, listening carefully, learning what the needs of the people below are and then advocating to the Board to ensure institutional decisions reflect the needs of those most directly impacted.	Diversity, equity, inclusion, and antiracism are central to the mission of a public community college. They are not separate from our work; they are the work. As public employees and stewards of this institution, we have a responsibility to ensure that our decisions, practices, and policies expand access, remove barriers, and support the success of the students and communities we serve. For that reason, I do not view equity and antiracism simply as a "lens" to apply after decisions are made. I view them as essential measures of whether we are fulfilling our responsibilities effectively. In my roles as an educator, department chair, and senator, I strive to keep equity, inclusion, and antiracism at the forefront of my decision-making. That means listening carefully to students, faculty, and colleagues; seeking to understand their needs and lived experiences; and using my voice to advocate for institutional practices that are more responsive, just, and effective. On this committee, I would bring that same commitment: to ask who is being served, who may be excluded, whose voices are missing, and how our work can lead to meaningful improvements for the people most impacted by our decisions.	
Erin Hiro	AMBA	Media Studies/Journalism	Full-Time Faculty	I have taught at Palomar College for 21 years; the first three as an adjunct and the last 18 as a full-time faculty member. I have also served as the adviser of The Telescope newspaper for 18 years, which means that I am very familiar with the history of this campus. I know the joys and challenges of this college and essential qualities for the next leader. I am not afraid to speak up but will also listen and keep an open mind. I love this college and I want to help it find a leader who will help it thrive.	Someone who is present on campus and not always at a conference. Someone who is an active part of appropriate committees and works with others to set agendas and accomplish goals. Someone who listens to employees at all levels. Someone who wants to say yes but knows how to say no. Someone who makes themselves available to students, including the student press.	I support all students and celebrate their varied backgrounds and experiences. I was just asked to participate in The Pride Center's Lavender Cord ceremony where I presented three students with their lavender cords to celebrate their upcoming graduations and transfers. They asked because I had pushed each of them to graduate and transfer despite challenges in their personal lives that were holding them back.	

Part-Time Faculty representation (1 Part-Time Faculty)						Vote for One (1)
Alina Gonzalez	AMBA	Media Studies	Part-Time Faculty (Adjunct Faculty)	I am interested in serving in this committee as I have a great understanding of the community we serve and what is needed to ensure the best for our students. I have served at the local Route 78 Rotary and feel that that experience has helped me in understanding what makes a great leader. I have strong opinions on what is needed in a strong leader and am not afraid to voice my opinions and views. I feel this can help in the selecting process.	They should have an understanding of how a community college works, preferably someone who has worked in this space before. I would encourage them to also know the community we serve and be present on the campus and within our school community.	As a member of a minority group, I try my hardest to break barriers and continue to ensure that students feel seen and represented in their education. I plan to abide by the Antiracism statement and help create informed, equitable decisions on this committee.
Anastasia Zavodny	AMBA, SBS	EHPS and Business	Part-Time Faculty (Adjunct Faculty)	I have been a faculty at Palomar for over a decade and a graduate over a decade prior; in total I have been a member of the Palomar community (student, community member, employee) for over a quarter of a century. We have seen many changes over these years. I am interest in serving to ensure Palomar selects the best candidate for the role of Superintendent/ President, as I would like for our college to continue to grow and succeed for another quarter of a century and beyond. I believe I am well-informed as to the current challenges and opportunities facing our college as I currently serve on: Faculty Senate and PFF eBoard, serve as the CALM Coordinator and Chair of Committee on Committees, regularly attend Budget Committee and Governing Board meetings, and have served on such shared governance groups over the years as the Faculty Position Prioritization, Strategic Enrollment Management, Learning Outcomes Council, AB705 workgroup, Guided Pathways, and more.	The Superintendent/ President helps to set the direction for the district and provides leadership and guidance for all aspects of our college. As such, it is crucial that our next Superintendent/ President understand the current challenges impacting higher education, understand the specific challenges and opportunities facing Palomar at the moment, have the gumption to lead and advance initiatives important to the Palomar community (employees and students), and bring creative solutions to place the "community" back into our community college. Given our district's recent proclivity towards the "black box" of Exec decision-making, it is also important that the Superintendent/ President be transparent in decisions -- and also importantly be able to make decisions themselves -- while incorporating the knowledge/ concerns/ feedback of all constituent groups while building buy-in across the district.	A driving focus of mine is to create an equitable environment for all, a mission that I have put to action throughout my educational career. I have experienced othering throughout my life and work and strive to incorporate all backgrounds and experiences both in- and outside of the classroom. In serving on this hiring committee, I would be mindful of reviewing candidates' commitment to advancing DEIAA work, their history of working with faculty and understanding of faculty roles, and their philosophy on enrollment growth.

Note: This Presidential search committee has 5 faculty positions, of which 3 are appointed by Senate (2 are Full-Time faculty and 1 is Part-Time faculty) plus 2 appointed by PFF (1 Full-Time faculty and 1 Part-Time faculty). PFF made their appointments and their representatives are Lawrence Hamilton Lawson (Full-Time Faculty) and Will Dalrymple (Part-Time Faculty).

Full information as to [committee composition](#) was presented at the May governing Board meeting.

Exhibit 4 Spring 2026 Faculty Council Elections

Spring 2026: Faculty Council Elections

Notes: Faculty Council positions are elected from the senate body (Senators) and is conducted at the last official meeting of the Spring Semester. Those elected positions immediately begin their duties.

*Additional Notes: **Faculty Council meets weekly**, usually on Wednesdays to review and confirm the upcoming weeks' Faculty Senate agenda*

Faculty Council Positions

Current Constitution/Bylaws (Fall 2024)

Position	Term	Eligibility
Vice-President	1 year (not more than 4 consecutive terms)	Full-Time, Tenured faculty
Secretary	1 year (not more than 4 consecutive terms)	All Faculty
Past-President	Term of succeeding president	All Faculty
Senator	1 year	All Faculty

Subject to Outcome of Current Ballot Vote of Changes: Updated Constitution/Bylaws (Spring 2026)

Position	Term	Eligibility
Vice-President	1 year (not more than 4 consecutive terms)	If Approved: All Faculty OR Current: Full-Time, Tenured faculty only
Secretary	1 year (not more than 4 consecutive terms)	All Faculty
Historian (formerly Past-President)	1 year (not more than 4 consecutive terms)	All Faculty
At-Large Senator	1 year	All Faculty

Faculty Council Duties

From Faculty Senate Constitution, Article 4, Section 1

Proposed edits go into effect pending ballot vote

Exhibit 4 Spring 2026 Faculty Council Elections

I. The Faculty Council duties include:

- a) Advising the Faculty Senate President on matters coming before the Senate and reviewing the agenda prior to each meeting.
- b) Planning for the presentation and selection of Faculty Senate Awards (Faculty Service Award, Margie Ruzich Gift of Time Award, Scholarly and Professional Achievement Award, etc.)
- c) Planning a Faculty Senate retreat each year.
- ~~d) Planning for faculty social events (examples include the Faculty Achievement Celebration of Excellence, joint events with PFF, new faculty orientations, etc.)~~
- e) Reviewing ~~releasereassigned~~ time available to the Senate under the CBA and bringing suggestions for distribution to the Senate. Decisions about ~~releasereassigned~~ time will be discussed in the spring of each year to be effective for the following school year. No one Senator can make unilateral decisions about distribution or allocation of ~~releasereassigned~~ time.
- f) Reviewing petitions for review, referendum, initiative, censure, or recall (see Constitution Article 3).
- g) Calling for additional meetings of the Senate (see Bylaws Article 2, Section 4).
- h) Polling the faculty and gathering information on issues relevant to the Senate (see Bylaws Article 2, Section 7).

Faculty Council Composition & Position Duties

From Faculty Senate Constitution, Article 4, Section 2

Proposed edits go into effect pending ballot vote

Vice President

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall serve as Assistant to the President and fulfill the duties of the President in the President's absence or when that office shall fall vacant.
- III. Shall require that the President-Elect be elevated to President by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate.

Exhibit 4 Spring 2026 Faculty Council Elections

- IV. Shall require that a new President-Elect be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President-Elect of the Faculty Senate.
- V. Shall serve as liaison to the Administrative Association, the Council of Classified Employees (CCE), the Confidential and Supervisory Team (CAST), the Palomar Faculty Federation (PFF), and the Associated Student Government (ASG).
- VI. Shall serve as a member on the Budget Committee.
- VII. Shall require that a new President be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate and if the President-Elect office is not held.

Secretary

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

Exhibit 4 Spring 2026 Faculty Council Elections

Past-President Historian

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

At-Large Senator

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

Exhibit 5 - 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 5 - 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

Constitution of the Faculty of Palomar College

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

ARTICLE 1: DEFINITION OF ACADEMIC FACULTY

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

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

ARTICLE 2: THE FACULTY SENATE OF PALOMAR COLLEGE

SECTION 1: NATURE AND POWER

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

Exhibit 6.1 - FacultySenate_Constitution_UpdatedSpring2026

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

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

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

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

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

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

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

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

SECTION 2: SENATE DUTIES

The Faculty Senate:

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

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

ARTICLE 3: RIGHT OF PETITION OF THE FACULTY BODY

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

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

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

ARTICLE 4: THE FACULTY COUNCIL

SECTION I: COMPOSITION & DUTIES

- I. The Faculty Council consists of five members: the Faculty Senate President, Vice President, Secretary, Historian, and one At-Large Senator who is appointed by the Senate body.
- II. The Faculty Council shall have weekly meetings during the academic year at a time determined by the Council and shall meet with Senate and Governance Committees as it sees fit or as directed by the Senate or the governance structure.
- III. The Faculty Council duties include:
 - a) Advising the Faculty Senate President on matters coming before the Senate and reviewing the agenda prior to each meeting.
 - b) Planning for the presentation and selection of Faculty Senate Awards (Faculty Service Award, Margie Ruzich Gift of Time Award, Scholarly and Professional Achievement Award, etc.)
 - c) Planning a Faculty Senate retreat each year.
 - d) Reviewing reassigned time available to the Senate under the CBA and bringing suggestions for distribution to the Senate. Decisions about reassigned time will be discussed in the spring of each year to be effective for the following school year. No one Senator can make

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unilateral decisions about distribution or allocation of reassigned time.

- e) Reviewing petitions for review, referendum, initiative, censure, or recall (see Constitution Article 3).
- f) Calling for additional meetings of the Senate (see Bylaws Article 2, Section 4).
- g) Polling the faculty and gathering information on issues relevant to the Senate (see Bylaws Article 2, Section 7).

SECTION 2: OFFICERS

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

President

- I. Shall serve a two-year term and may not be elected to serve more than two consecutive terms.
- II. Shall not publicly vote on any issue before the Senate unless a tie vote exists, or to create a tie.
- III. Shall function as Faculty Senate liaison with the Administration and the Governing Board in relation to college policy.
- IV. Shall serve as the representative of the Senate to the College Council and shall attend all regular meetings of the Governing Board. In emergency situations, a designee can serve in the President's place for no more than one consecutive council or committee meeting and no more than three per school year. The preference of the Senate is for the President to

Exhibit 6.1 - FacultySenate_Constitution_UpdatedSpring2026

attend all Governing Board meetings, but in the event of special meetings of the Governing Board, the President may elect to send a designee. When there is no scheduled open session, the President may use their discretion about whether to attend. The Senate President shall also serve as Tri-Chair of the Equity, Education, and Student Success Council (EESSC), Co-Chair of the Institutional Program Review and Planning Committee, and a member of the Budget Committee.

- V. Shall, with the approval of the Senate, together with the Superintendent/President and in accordance with Academic Standards and Practices, identify issues as they relate to Academic and Professional Matters, designate the appropriate committee or task force, and establish the membership of that committee or task force.
- VI. Shall further preside at all regular and special meetings of the Senate and meetings of the Faculty Council.
- VII. Shall ensure that all meetings are conducted in accordance with rules formulated by the Senate, except that no Senate rules shall violate any provision of the Constitution, the Bylaws, or The Brown Act, nor shall any revision in the Senate rules take effect until the meeting following its approval. For the regular conduct of meetings, Robert's Rules of Order, Newly Revised shall be employed.

Vice President

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

Secretary

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive

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terms.

- II. Shall see that a permanent record of the proceedings of minutes is maintained.
- III. Shall provide for distribution of the minutes to members of the faculty.
- IV. Shall verify that a quorum is present at all meetings.
- V. Shall verify attendance of Senators and notify Senators if they are approaching the limitations in Article 2, Section 3, subsection III of the Bylaws.
- VI. Shall conduct correspondence as directed by the President.
- VII. Shall bring to each meeting a complete record of the proceedings of the current academic year, a copy of the Constitution, a copy of Robert's Rules of Order, Newly Revised, a copy of The Brown Act, and a copy of the Senate's formal actions.
- VIII. Shall keep a record of the term of office of each Senator and when it expires.
- IX. Shall keep a separate up-to-date list of all formal actions approved by the Senate.
- X. Shall keep a voting roster.
- XI. Shall keep a record of those faculty granted Emeritus status.
- XII. Shall serve as a member on the Budget Committee.

Historian

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

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President-Elect

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

At-Large Senator

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

Constitution Ballot Results: Spring 2026

Vote #1: I agree to the proposed changes to WORDING of the constitution. **PASSED**

Vote #2: I agree to changing the ELIGIBILITY of Faculty Senate Vice-President position from full-time tenured faculty only to all faculty (full-time and part-time) are eligible for the Vice-President position. **FAILED**



Exhibit 7.1 - Prob-ECELS-Self-Eval-Form[88](1)_Marquesa Cook-Wheart

Updated 4/2026

PALOMAR COLLEGE TENURE AND EVALUATIONS EARLY CHILDHOOD EDUCATION LAB SCHOOL SELF-EVALUATION FORM

DATES: _____

Name: _____ Department: **ECE LAB SCHOOL**

As a Lab School employee striving for excellence, you are asked to develop a three year growth plan that will be reviewed at your next evaluation. (Make a copy of this form for your future reference.) Please identify goals and objectives that you want to address during the next three year evaluation period as they relate to each of the areas listed below. You may modify these objectives if necessary in future years. Attach additional sheets if necessary.

Classroom/Office goal (e.g. lesson plans, environment, working with children/families, etc.):

Institutional service goal (e.g. committees, leadership positions, Lab School projects, etc.):

Professional service goal (e.g. professional organizations, service to community groups, etc.):

Other goal (e.g. conference presentations, course work, etc.):

Of the above categories, identify which of your goals is most important to you.

What support do you need from the Lab School in order to achieve your goals?

What areas do you see as your strengths and what are the areas in which you can improve?

Please attach a copy of your current APPROVED Professional Development contract

EARLY CHILDHOOD EDUCATION LAB SCHOOL
CLASS OBSERVATION FORM

Date of Observation _____

Name of Evaluatee _____

Name of Evaluator _____

Lab School Classroom _____

A. Prior to the class observation:

The evaluatee will list below items of interest to the evaluatee for the evaluator to specifically observe. The evaluator should see a sample of inside, outside, large and small group activities, and a meal time. (e.g. Do I appear to give equal attention all children in the classroom? Do I encourage all children to be actively involved in classroom communications and activities? How does the evaluatee handle transitions? What is the quality of activities present in the classroom?)

Exhibit 7.2 - Prob-ECELS-Class-Observation-Form[20]_Marquesa Cook-Wheart

B. Answer the following questions regarding the class observation.

1. How does the teacher communicate with the children during this observation session?

2. How does the teacher communicate with the parents during this observation session?

3. How does the teacher communicate with other staff members during this observation session?

4. Describe the teacher's organization and presentation of information and activities.

5. How does the teacher motivate children and maintain their interest in classroom activities? (large/small group activities)

6. In what ways does the teacher encourage child participation?

7. How does the teacher supervise the children in the environment?

8. What about the session is particularly noteworthy and why?

9. Comments regarding the specific observations requested by evaluatee.
(see section A number 2)

8. Additional comments and suggestions.

C. **Class observation follow-up**

Meet for a few minutes after the observation to discuss how this session advanced the evaluatee's course goals.

EARLY CHILDHOOD EDUCATION LAB SCHOOL
CLASS OBSERVATION FORM

Date of Observation _____

Name of Evaluee _____

Name of Evaluator _____

Lab School Classroom _____

A. Prior to the class observation:

The evaluee will list below items of interest to the evaluee for the evaluator to specifically observe. The evaluator should see a sample of inside, outside, large and small group activities, and a meal time. (e.g. Do I appear to give equal attention all children in the classroom? Do I encourage all children to be actively involved in classroom communications and activities? How does the evaluee handle transitions? What is the quality of activities present in the classroom?)

B. Answer the following questions regarding the class observation.

1. How does the teacher communicate with the children during this observation session?
2. How does the teacher communicate with the parents during this observation session?
3. How does the teacher communicate with other staff members during this observation session?
4. Describe the teacher's organization and presentation of information and activities.
5. How does the teacher motivate children and maintain their interest in classroom activities? (large/small group activities)
6. In what ways does the teacher encourage child participation?
7. How does the teacher supervise the children in the environment?
8. What about the session is particularly noteworthy and why?

9. Comments regarding the specific observations requested by evaluatee.
(see section A number 2)

8. Additional comments and suggestions.

C. **Class observation follow-up**

Meet for a few minutes after the observation to discuss how this session advanced the evaluatee's course goals.

Exhibit 7.4 - ECELS-Parent-Staff-Survey-of-Teacher[54](1)_Marquesa Cook-Wheare

Likert Scale with (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree, (0) not applicable.

Parent/Staff Survey Teacher

1. Shows interest in and enthusiasm for the assigned classroom.
2. Maintains a high-quality classroom, inside and outside environment.
3. Is knowledgeable in child development theory and practice and demonstrates this with children.
4. Maintains classroom control and uses positive child guidance techniques.
5. Uses a variety of teaching methods that take into account the different learning styles of children.
6. Provides a non-biased environment for children and families from diverse backgrounds.
7. Treats all children, families, and co-workers with respect.
8. The knowledge and skills my child has learned in this class will have value in their future.
9. Is easy to approach, patient, and willing to help.
10. Demonstrates effective communication skills in the classroom.
11. Encourages participation, discussion, and questions.
12. Greets child and parent on a daily basis.
13. Is available for brief daily consultation or for longer periods of time by appointment.
14. Schedules parent-teacher conferences at least twice a year.
15. Overall, this teacher is doing an excellent job.

Exhibit 7.4 - ECELS-Parent-Staff-Survey-of-Teacher[54](1)_Marquesa Cook-Whear

YOUR COMMENTS WILL BE TYPED BEFORE THEY ARE GIVEN TO THE TEACHER.

What is this teacher's teaching strengths?

How might this teacher improve this class?

Do you have any additional comments?

Draft Date: 11/27/2024 Updated 3/19/25 and 6/14/2026 10:43 PM

Palomar College

ECELS Teacher Final Evaluation Report

Evaluation Information

Evaluation Chair Name:

Evaluee Name:

Evaluee Department Name:

Semester/Year:

Evaluation Type and Committee Members

Probationary Teacher ☐

Evaluation Committee 2nd Member Name & Email:

Evaluation Committee 3rd Member Name & Email:

Evaluation Committee Dean & Email:

Tenured Teacher ☐

Evaluation Committee 2nd Member Name & Email:

(ECELS USE ONLY Part-time NOHE Teacher ☐ No committee and no Parent/Staff Surveys)

Evaluation Instructions

General

When the committee members have finished reviewing and discussing each component of the evaluation, the committee chair will complete the ECELS Teacher Evaluation Review Report. Please attach supporting documents.

After each question there is a list of numbers. These reference the supporting documents that should be used to choose the rating for each evaluation statement. The number key can be found in the footer of each page.

In your comments, please do not refer to the parent/staff survey questions by number. This report will eventually be a stand-alone document. The parent/staff survey evaluations will not accompany this report, so referring to the parent/staff survey questions by number (rather than in words) will not be descriptive.

For every response marked as **No**, you must provide a comment or recommendation for improvement.

Improvement Plans

An improvement plan is required for the following:

- Probationary teacher who receive two "Needs Improvement" or one "Unsatisfactory" on an evaluation standard.

- Tenured teacher who receive an overall rating of “Needs Improvement” or “Unsatisfactory”

Evaluation Supporting Documents

Tenured and Probationary

- Final Evaluation Report
- Self-Evaluation (SE)
- Professional Learning Transcript (PL)
- Classroom Observation (O)
- Parent/Staff Survey (PS) (English and Spanish)
- Improvement Plan (if applicable)
- Current CLASS and CLASS Environment Assessment Rating (CR)
- Environment Rating Scale Checklist (ERS)
- Learning Genie Report (LG)
- Lesson Plan (current month) (LP)
- Coordinator Letter (CL)
- Dean Letter (DL)

Part-time NOHE (ECELS USE ONLY)

- Final Evaluation Report
- Self-Evaluation (SE)
- Professional Learning Transcript (PL)
- Classroom Observation (O)
- Coordinator Letter (CL)
- Dean Letter (DL)
- Improvement Plan (if applicable)

Note: Classroom refers to both inside and outside spaces.

Evaluation

Standard 1: Learning Environment (Classrooms and Playgrounds)

Criteria:

- Select One** 1.1 Teacher creates a classroom environment (indoor and outdoor) which promotes age-appropriate accessible learning and encourages active child participation. (PS, O, LP, CR, ERS, LG, SE, CL)
- Select One** 1.2 Teacher demonstrates effective classroom management. (PS, O, LP, CR, ERS, LG, SE, CL).
- Select One** 1.3 Teacher adapts teaching and learning techniques and activities to perceived student needs, cultures, interests, abilities, and experiences. (PS, O, LP, CR, ERS, LG, SE, CL)

- Select One** 1.4 Teacher prepares and maintains interactive, safe, and engaging outdoor classroom/playground environment. (PS, O, LP, CR, ERS, LG, SE, CL)
- Select One** 1.5 Teacher maintains a clean, organized, safe, and healthy classroom environment (indoor and outdoor) ensuring Community Care Licensing Standards are met at all times. (PS, O, LP, CR, ERS, LG, SE, CL)
- Select One** 1.6 Teacher schedules appropriate mealtimes, follows CACFP regulations, conducts and records meal counts, offers family style meals, models and encourages pleasant mealtime interactions (PS, O, LP, CR, ERS, LG, SE, CL)
- Select One** 1.7 Teacher creates developmentally appropriate weekly lesson plans and an appropriate daily class schedule, balancing active, quiet, teacher-directed, and child-initiated times. (PS, O, LP, CR, ERS, LG, SE, CL)
- Select One** 1.8 Teacher implements active supervision by visually supervising all children at all times and/or ensures support staff maintain visual supervision of all children at all times (indoor and outdoor). (PS, O, LP, CR, ERS, LG, SE, CL)
- Select One** 1.9 Teacher demonstrates current knowledge in ECE and effectively delivers organized activities and learning materials through developmentally appropriate teaching methods (e.g. integrating new classroom activities, adapting materials and activities to support individual learning needs in the environment, emergent curriculum, planning cycle-observing, implementing and evaluating, play based learning/activities). (PS, O, LP, CR, ERS, LG, SE, CL)
- Select One** 1.10 Teacher maintains child portfolios for DRDP documentation and regularly informs parents of child progress, including but not limited to, parent teacher conferences, and follows referral guidelines when appropriate. (PS, O, LP, CR, ERS, LG, SE, CL)

Overall Rating for Standard 1

Select One

Comments (required)

Comments should explain the rating rationale and identify specific growth opportunities.

Click or tap here to enter text.

Standard 2: Social-Emotional Climate and CLASS Competencies

Criteria:

- Select One** 2.1 Teacher is approachable, patient, available, and responds to children's individual and group needs. (PS, O, LP, CR, ERS, LG, SE, PL, CL)
- Select One** 2.2 Teacher upholds confidentiality in regard to children, family, and colleagues. (PS, O, LP, CR, ERS, LG, SE, CL, DL)
- Select One** 2.3 Teacher assists children with self-help skills, such as diapering, toileting, dressing, napping, transitions, and meals. (PS, O, LP, CR, ERS, LG, SE, CL)
- Select One** 2.4 Teacher treats children, families, colleagues, and college community with respect and tolerance, and is inclusive of the individual's diverse academic (learning styles), cultural and ethnic backgrounds, disabilities, and socioeconomic circumstances. (PS, O, LP, CR, ERS, LG, SE, PL, CL)
- Select One** 2.5 Teacher communicates clearly and effectively with the children (using positive reinforcement and redirection when appropriate), parents, colleagues, and college community, respecting diverse opinions, communication styles, and backgrounds. (PS, O, LP, CR, ERS, LG, SE, PL, CL, DL)

Overall Rating for Standard #2

Select One

Comments (required)

Comments should explain the rating rationale and identify specific growth opportunities.

Click or tap here to enter text.

Standard 3: Professional Competencies

Criteria:

Select One

- Select One** 3.1 Teacher fosters collaboration, values diverse perspectives, and works well with colleagues. (PS, SE, PL, CL, DL)
- Select One** 3.2 Teacher demonstrates a commitment to professional development activities to maintain a valid ECE permit. (PS, SE, PL, CL, DL)
- Select One** 3.3 Teacher completes all administrative tasks in a timely manner (e.g. DRDP, Food Program, newsletter, lesson plan, Parent-Teacher conferences, and 3900 form). (PS, SE, PL, CL, DL)
- Select One** 3.4 Teacher actively participates in ECELS meetings, activities, parent engagement, and contributes to ECELS success (e.g., attends staff meetings, volunteers for projects, family events, etc.). (PS, SE, PL, CL, DL)
- Select One** 3.5 Teacher actively participates in college governance and campus life to support the college's mission and vision. (e.g., college committees, ECELS work groups, task forces, student activities, student organizations, student clubs, student leadership seminars, and faculty organizations). (PS, SE, PL, CL, DL)

Select One 3.6 Teacher follows and upholds current ECELS Operational Manual and Family Handbook standards and policies. (PS, SE, PL, CL, DL)

Select One 3.7 Teacher works cooperatively with classroom staff and provides guidance and direction while delegating tasks and responsibilities in a respectful and professional manner. (PS, SE, PL, CL, DL)

Select One 3.8 Teacher works cooperatively with college students to mentor and provide feedback to the student(s) and faculty. (PS, SE, PL, CL, DL)

Overall Rating for Standard #3

Select One

Comments (required)

Comments should explain the rating rationale and identify specific growth opportunities.

Click or tap here to enter text.

Final Rating

Rating Definitions

High Professional Performance - Frequently exceeds accepted standards of professional performance. (Check this box when the teacher's professional performance is beyond what is reasonably expected.)

Standard Professional Performance - Regularly meets accepted standards of professional performance. This is the standard of performance expected of all teachers when hired, and they are expected to maintain this level throughout their tenure at Palomar College.

Performance Needs Improvement - Does not consistently meet accepted standards of professional performance.

Unsatisfactory Performance - Does not meet minimal standards of professional performance.

Overall Recommendation

Select One

Overall Comments (Required):

Click or tap here to enter text.

For Probationary Teacher Evaluation Use Only

1st Year ☐

Rehire ☐

Do not rehire ☐

2nd Year ☐

Rehire ☐

Do not rehire ☐

3rd Year ☐

Satisfactory ☐

Unsatisfactory ☐

4th Year ☐

Rehire/Grant Tenure ☐

Do not rehire/Deny Tenure☐

Probationary Teacher Evaluation Signatures

Vice President's Signature (for probationary evaluation use only)

Vice President of Instruction ☐

Vice President of Student Services ☐

Instructions: Please select an option and then sign the report. If there are concerns with the report, please check the third box and alert the Tenure and Evaluations Coordinator.

☐ By signing, I affirm that I was not a member of this Tenure and Evaluations Committee and that I have read this report.

☐ By signing, I affirm that I was a member of this Tenure and Evaluations Committee and that I have read this report.

Vice President: _____ Date: _____

Print Name: _____

Vice President Optional Comments:

☐ I was not part of this Tenure and Evaluations Committee, and I am requesting a follow-up meeting with the committee before signing this report.

Probationary Teacher Tenure and Evaluation Committee (TEC) Signatures

Committee Chair: _____ Date: _____

Print Name: _____

Committee Chair Optional Comments:

Committee 2nd Member: _____ Date: _____

Print Name: _____

2nd Member Optional Comments:

Outside Committee Member: _____ Date: _____

Print Name: _____

Outside Member Optional Comments:

Division Dean: _____ Date: _____

Print Name: _____

Division Dean Optional Comments:

Probationary Teacher Evaluation Meeting Confirmation

Date and Length of Meeting with Evaluatee: _____

Probationary Teacher Evaluatee Signature

My signature acknowledges that I have read and received a copy of the evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file.

Probationary Evaluatee: _____ Date: _____

Print Name: _____

Evaluatee Optional Comments:

Tenure and Evaluations Review Board (TERB) Coordinator Signature

TERB Coordinator: _____ Date: _____

Tenured Teacher Evaluation Signatures

Committee Signatures

Committee Chair: _____ Date: _____

Print Name: _____

Committee Member: _____ Date: _____

Print Name: _____

Administrative Signatures

My signature acknowledges that I have received the materials.

Division Dean: _____ Date: _____

Print Name: _____

Division Dean Optional Comments:

My signature acknowledges that I have received the materials.

Vice President: _____ Date: _____

Print Name: _____

Vice President Optional Comments:

Tenured Teacher Evaluation Meeting Confirmation:

Date and Length of Meeting with Evaluatee _____

Tenured Teacher Evaluation Signature

My signature acknowledges that I have met with the committee chair and reviewed my peer review evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file. My signature also acknowledges that I reviewed the administrative signatures and received a copy of my evaluation.

Tenured Evaluatee: _____ Date: _____

Print Name: _____

Tenure and Evaluations Review Board (TERB) Coordinator Signature

TERB Coordinator: _____ Date: _____

Part-time Teacher Evaluation Signatures

Part-time Teacher Evaluation Meeting Confirmation:

Date and Length of Meeting with Evaluatee _____

Site Supervisor Signature

Evaluator: _____ Date: _____

Print Name: _____

Coordinator Signature

Department Chair: _____ Date: _____

Print Name: _____

Part-time Evaluatee Signature

My signature acknowledges that I have met with my evaluator and reviewed my evaluation. It does not mean that I agree or disagree with the evaluation summary. I am aware that within ten business days after signing this report, I have the right to submit a response to this evaluation to the TERB Office. I am also aware that this evaluation and my response, if any, will become part of my personnel file maintained in the Human Resources Office.

Part-Time Evaluatee: _____ Date: _____

Print Name: _____

Administrative Signature

My signature acknowledges that I have read the Part-time Teacher Evaluation Review Report.

Division Dean: _____ Date: _____

(print name): _____

Online Education site

A student journey
transformation

A site history



Originally created in Fall 2016



Showcase fully online degree offerings



Manually maintained on volunteered data



“Owned” by the Instruction Office

Traffic patterns

Organic searches

- Google
- Bing

Linked from study.palomar.edu

Linked from World Languages
site

Starting metrics



Quality Assurance



QA Issues

72

Affects 71 pages
and 0 documents



72



0



0



Accessibility



Failing
accessibility
checks

30



15



15

Guiding Light principle

- Support the journey from a potential student interested in learning about online education to a Palomar student taking online classes.

We kept the same information but reorganized and rewrote it to match how students look for and use it

Design elements



Lead with a reassurance statement



Explain using plain language



Minimize linking out of the site



End pages with a “call to action”

A large orange circle on the left side of the slide, partially cut off by the edge.

Site structure

- Home
 - Explore Ways to Take Classes
 - Find Online Classes
 - Get Ready for Online Learning
 - Use Canvas for Your Classes
 - Take Online Classes at Other Colleges
 - CVC FAQs
 - Detailed CVC Course Exchange Information
- 
- Three blue curved lines of varying lengths and orientations, located in the bottom right corner of the slide.

Current metrics



Quality Assurance



QA Issues

0

Affects 0 pages
and 0 documents



0



0

A 0

0



Accessibility



Failing accessibility
checks

22

A

13

AA

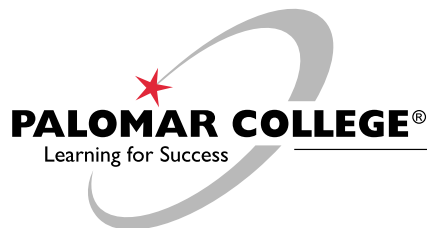
9



Brief Tour

Palomar College Online Education
site

Exhibit 9.1 Title 5 Letter Final_Vickie Mellos



1140 West Mission Road, San Marcos, California 92069-1487 • 760-744-1150 • www.palomar.edu

May 8, 2026

California Community Colleges Chancellor's Office
1102 Q Street, Suite 636
Sacramento, CA 95811-6549

RE: MODIFICATIONS TO PROPOSED ACTION REGARDING ASSOCIATE DEGREE COURSE REQUIREMENTS

Greetings. This letter is written in response to the proposal to amend Title 5, Section 55061 on Associate Degree Course Requirements. Specifically, the following proposed language change is in question:

Courses in the natural sciences ... ~~may~~ shall include learning about effects of human activities on climate and the environment.

Humans act as a dominant ecological force, accelerating environmental destruction through fossil fuel combustion, deforestation, pollution, and overexploitation of resources. These actions trigger climate change, habitat loss and biodiversity decline, significantly altering ecosystem structures and processes.

We have many classes in the natural sciences that cover these topics. For example, in physical geography and meteorology, both the composition and structure of the atmosphere are studied for weeks. This topic includes the role that CO₂, CH₄, and other variable gases play in the heat budget of the atmosphere, and the anthropogenic factors that led to the rapid 20th and 21st century increase in these longwave-absorbing gases. It is not a political topic, rather, it is a matter of scientific fact. The greenhouse effect makes life possible on Earth, but anthropogenic emissions are changing climate in unprecedented ways, with many effects that again, are specifically covered in these classes by instructors who possess deep knowledge in the field. The proposed change states that **all** courses in the natural sciences incorporate this topic. The following courses are listed under Area 5, Natural Sciences, for our local degree:

- Anthropology (ANTH) C1000, C1001
- Astronomy (ASTR) 120, C1001
- Biology (BIOL) 102, 110, 118, 125, 126, 130, 131, 135, 140, 145, 200, 201, 210, 211, 212, C1000, C1001
- Chemistry (CHEM) 100, 104, 105, 110, 115, 205, 220, 221
- Engineering (ENGR) 210
- Earth Sciences (ES) 115
- Geography (GEOG) 100, 110, 115
- Geology (GEOL) 100, 110, 120, 150
- Nutrition (NUTR) 165, 185
- Oceanography (OCN) 100
- Physical Science (PHSC) 101
- Physics (PHYS) 101, 102, 120, 121, 200, 201, 230, 231, 232
- Psychology (PSYC) 210

The list of courses indicates a broad body of science, and professors who teach them specialize in those areas. Some of these courses fall outside the scope of the proposed change. Requiring topics such as climate change

Exhibit 9.1 Title 5 Letter Final_Vickie Mellos

and deforestation to be taught in an anatomy/physiology class is akin to requiring that diabetes be covered in an earth science class. Diabetes is a disease that is responsible for 3.4 million deaths annually, a disease which disproportionately affects low and middle-income countries, and a disease which an estimated 250 million people worldwide are unaware they have (International Diabetes Federation. *Diabetes Atlas*, 11th Ed., 2025). With these dire statistics, everyone should have diabetes education. Yet, thankfully, we only expect those with appropriate expertise to cover it in their classes.

In addition to the problem of expertise, there is the problem of time. Any topic covered in class means another topic was excluded. In courses where anthropogenic effects on climate and the environment are not already part of the Course Outline of Record (COR), relevant curriculum will be excluded. Will our nursing students not understand the function of the kidney because they learned about human-induced climate change instead?

Lastly, there is the problem with the resolution of the COR. The COR cannot and does not list every topic of instruction. Rather, it lists general “umbrella” categories. Consider this example from an introductory chemistry class:

- I. Properties of Matter
 - A. Physical properties and changes
 - B. Chemical properties and changes
 - C. Heat and energy

And consider this example from an introductory astronomy class:

IX. The Solar System and exoplanets

In both cases, Earth’s greenhouse gases and thus anthropogenic warming of the atmosphere fit into the curriculum, but are not explicitly stated in the COR. If we are required to explicitly list topics covered under the proposed regulatory change, then the entire COR should be written at the same resolution. For example, if the topic listed is covered in ten minutes, then all topics covered in ten minutes should be listed on the COR. Hopefully we are correct in assuming that the COR does not need to be written at an unnecessarily fine resolution, when the topics in question already fall under an “umbrella” category like the examples above.

Thank you for your consideration in narrowing the scope of the courses involved to 1) those in which instructors possess the necessary expertise/minimum qualifications, and, 2) those in which these topics fit logically within the overall curriculum. Also, please acknowledge that these topics are covered in courses in which the COR may not explicitly list them, but rather cover them under an umbrella category. The intent, and therefore the wording, of the proposed change should be to ensure that no faculty member who should be teaching about human-induced climate change and other deleterious effects of human activities on the environment excludes those topics in their courses. If it should be taught, it must be taught.

Sincerely,



Catherine M. Jain, Professor and Chair
Department of Earth, Space and Environmental Sciences

Proposed Revisions to Title 5, California Code of Regulations Relating to Associate Degree Course Requirements (Climate) (Second Reading)

This document contains underlined and stricken text, which may require adjustments to screen reader settings. Underlined text denotes additions to existing regulations; ~~stricken~~ text denotes deletions from existing regulations. This document may also contain double underline and ~~double strikeout~~ to indicate a new change to the text for second reading.

SECTION 55061 OF ARTICLE 6 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

Section 55061. Associate Degree Course Requirements.

District governing boards may only approve associate degrees that meet the following course requirements:

(a) A minimum of 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

(b) A minimum of 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.

(1) A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

(2) An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

(c) A minimum of 21 semester units (28 - 31.5 quarter units) of general education in the areas described below.

(1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

(A) English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

(B) Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

(2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be at least college-level and may include

Exhibit 9.2 prop-reg-text-associate-degree-course-req-2nd_Vickie Mellos

mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

(3) Arts and Humanities (minimum of 3 semester / 4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

(4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(5) Natural Sciences (minimum of 3 semester / 4 quarter units). Courses in the natural sciences ~~examine~~ **explore** the physical universe, its life forms, ~~and~~ its natural phenomena, ~~helping students appreciate and understand the scientific method and the relationships between science and other human activities, and how the scientific method is used to advance our understanding of the natural world and drive innovation. Such courses develop students' ability to apply scientific knowledge to real world issues, which may shall include learning about effects of human activities on climate and the environment.~~ Courses that fulfill this requirement may include introductory or integrative baccalaureate-level coursework in astronomy, biology, chemistry, **environmental science**, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and related scientific disciplines.

(6) Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

(d) "Integrative baccalaureate-level courses" draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.



CHANCELLOR'S OFFICE
1102 Q Street
Sacramento, California 95811

15-DAY NOTICE OF MODIFICATIONS TO PROPOSED REGULATORY ACTION REGARDING ASSOCIATE DEGREE COURSE REQUIREMENTS (CLIMATE)

15-Day Notice published April 24, 2026

The Board of Governors of the California Community Colleges hereby provides notice of changes to the above-referenced proposed regulatory action that was the subject of a public hearing on March 24, 2026. Section 206, subdivision (c), of the Procedures and Standing Orders of the Board of Governors requires the Board to re-notice a proposed regulatory action where the proposed regulations have been previously considered, are being modified, and the modifications are substantial and sufficiently related to the text of the previously-proposed regulations.

CHANGES TO THE TEXT

Following the 45-day comment period that ended on April 19, 2026, and the March 24, 2026, Board meeting, changes were made to this regulatory action in proposed section 55061, subdivision (c)(5). The California Community Colleges Chancellor's Office will present this regulatory action to the Board of Governors at its May 19, 2026 meeting. The changes are submitted for an additional 15-day comment period effective today, April 24, 2026.

The changes to the proposed regulatory action are denoted by double underline for additions to the text and ~~double-strikeout~~ for deletions from the text.

WRITTEN COMMENT PERIOD

Any interested person may submit written comments relevant to the changes to the proposed regulatory action subject to this 15-day notice. The Chancellor's Office will respond to comments received that are related only to the revisions made to title 5, California Code of Regulations, section 55061, subdivision (c)(5) after the close of the 15-day comment period. Comments should be addressed to:

Regulations Coordinator
California Community Colleges
Chancellor's Office
1102 Q Street, Suite 636
Sacramento, CA 95811-6549
Email: regcomments@cccco.edu

Comments must be received by the Regulations Coordinator prior to 4:00 p.m. on May 9, 2026. All written comments received by Chancellor's Office staff during the public comment period are subject to disclosure under the Public Records Act.

CHANGES OR MODIFICATIONS TO THE PROPOSED REGULATORY ACTION

Following the public hearing and considering all timely and relevant comments received, the Board of Governors may adopt the proposed regulatory action substantially as described in this notice or may modify the proposed regulatory action if the modifications are sufficiently related to the original text.

INFORMATIVE DIGEST

This is a second reading of proposed regulatory amendments to title 5, section 55061, regarding Associate Degree Course Requirements related to climate. One revision was made to the regulatory text that was presented for first reading before the Board of Governors at its March 2026 meeting. The lone revision replaces the word "may" with "shall" in subdivision (c)(5) of section 55061. This change is intended to clarify that the impact of human activities on climate and the environment must be incorporated into natural science courses as appropriate.

ESTIMATED COST OR SAVINGS OF PROPOSED AMENDMENTS

The change made to the regulatory text after the 45-day public comment period has no substantive effect as it principally serves to clarify the requirement of the subdivision. Because the change is nonsubstantive, the estimated cost or savings attributable to the proposed regulatory action is anticipated to be as follows:

Mandate on local agencies or community college districts: *None*.

Cost or savings to state agencies: *None*

Costs to local agencies or community college districts for which reimbursement would be required pursuant to part 7 (commencing with section 17500) of division 4, of title 2, of the Government Code: *None*

Other non-discretionary cost or savings imposed on community college districts: *None*

Cost or savings in federal funding to state agencies: *None*

CONTACT PERSON

Inquiries concerning the content of these regulations may be directed to:

James Todd
California Community Colleges
Chancellor's Office
Regcomments@cccco.edu

Inquiries concerning the regulatory process may be directed to the Regulations Coordinator at regcomments@cccco.edu.

TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS

Copies of the proposed regulatory action subject to this 15-day notice are attached as noted above. Information upon which the proposal is based may be obtained online at:

[Office of General Counsel - Pending Regulatory Action](#)

Those who receive the Board of Governors Agenda package for the May 19, 2026, meeting can find a further description of the proposal and the full text of the regulations. You may also request a copy of the proposal from the Regulations Coordinator using the contact information provided above.

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 10 - 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 10 - 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 10 - 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 10 - 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 10 - 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

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	• 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

Exhibit 11.1 AISpecialProjectsCoordinator_ProposalChanges

Proposal for Updates to the AI Special Projects Coordinator Role *(proposal prepared by current AI Special Projects Coordinator)*

Extending the AI Coordinator role for another year would allow us to continue the work started this year and support implementation of the AI Task Force recommendations, if approved.

Specifically, the role would:

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

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 11.2 Artificial Intelligence Special Projects Coordinator (1)

Position:

Special Projects Coordinator: Artificial Intelligence for the AY 25-26

Background:

We have an **update** to our 20% Reassigned Time position for a Special Projects Coordinator: focusing on Artificial Intelligence and Proctoring for the AY 25-26. Recognizing that tackling both the topic of AI and Proctoring is a lot to ask one faculty member for 20% reassigned time. We have decided to reduce the responsibilities and products to those focused on AI only. See description below. We are hoping to find a different faculty member to tackle the proctoring tasks, but the structure of this is not yet finalized. In the meantime, we have decided to **extend the deadline for letters of interest** for the 20% Reassigned Time Special Projects Coordinator: Artificial Intelligence **to noon on September 29th**. The senate will vote on the position the same day during our 2:30 meeting.

The details:

Purpose

The 2025–2026 Special Projects Coordinator will focus on an emerging area of faculty concern: Artificial Intelligence (AI). The intent is to explore the challenges and opportunities of AI in teaching and learning and to bring together the work done already by our colleagues and to provide resources for faculty.

Required Collaboration with Stakeholders

The faculty member will work in consultation with multiple stakeholders, including but not limited to:

- Distance Education Committee
- Academic Standards and Practices Committee
- Regional leads on AI

Exhibit 11.2 Artificial Intelligence Special Projects Coordinator (1)

- Professional Development Committee

Responsibilities and Products

Artificial Intelligence (AI)

- Attend trainings offered by ASCCC and CVC@ONE.
- Aggregate information and serve as a communication hub for AI related work.
- Participate in regional meetings and discussions on AI with the goal of informing the faculty.
- Survey the use of AI by students and faculty as needed to support recommendations.

Products/deliverables:

- Ensure Faculty have up-to-date access to AI information, for example, an AI Toolkit
- Include draft model syllabus policies related to AI use.
- A written report to the Faculty Senate that:
 - Explains the background and current landscape of AI in higher education.
 - Summarizes training, research, and survey findings.
 - Proposes resources and policies for Senate consideration and approval.

Interested? Full-time and Part-time Faculty are welcome to apply.

Interested faculty must submit a **letter of interest** by reply to the Faculty Senate President (bpearson@palomar.edu) and the Faculty Senate (senateoffice@palomar.edu) **by 12 PM Monday, September 29, 2025** that includes the following:

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