



Minutes of the
MEETING OF THE FACULTY SENATE
August 31, 2020

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Jenny Fererro, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Jackie Martin, Adam Meehan, Ben Mudgett, Scott Nelson, Wendy Nelson, Patrick O'Brien, Candace Rose, Elizabeth Stephens, Craig Thompson, Fari Towfiq, Rocco Versaci, Ellen Weller, Anastasia Zavodny

ABSENT: Susan Miller

GUESTS: Vikash Lakhani, Kendyl Magnuson, Jon Walker, Lexus Criswell, Patriceann Mead

Please note: All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER: The video conference meeting was called to order by Senate President Rocco Versaci, at 2:30 PM.

PUBLIC COMMENT:

ANNOUNCEMENTS: Regarding the Emergency Operations Committee (EOC) that was formed over the summer, Senator Teresa Laughlin stated the need for a faculty member to serve on this committee since this committee is making decisions that really impact working conditions and the ability of faculty to do their work. President Versaci will bring up this issue during his next meeting with Dr. Kahn.

Senator Jenny Fererro reminded Senators to complete their benefits open enrollment using the portal on the HR website. The deadline was August 31, 2020.

Senator Lawrence Lawson announced that the White Allies for Anti-Racism at Palomar College recently met. The group focused the conversation on the words of Dr. Betina Love and the difference between what an ally is and what a co-conspirator is. Then we talked about how we could take that understanding into action in our spheres of influence. And we also did a needs assessment for the group. If you're interested, there should be an email going out to the campus with information. The next meeting is planned for September 11.

Senate President Rocco Versaci announced that the Equity Diversity & Inclusion webpage is now live and encouraged Senators to check it out.

Versaci announced that Jose Briceno has resigned from Senate due to class conflicts. This results in an opening for a full time Senator. An additional seat for a part time Senator is open as well.

Senator Lawson announced that the Governance Task Force should be completing their work this semester. Over the summer, Lawson resigned as chair and Dr. Mireya Gutierrez-Aguero has taken the lead along with Dr. Kahn.

Senator and Distance Education Coordinator Erin Hiro announced that faculty can get extra help with their online classes by attending any special Zoom session until the end of September. The sessions are Mondays 1 to 2 PM,

Tuesdays from 8 to 9 AM, Wednesdays 4:30 to 5:30 PM, Thursdays 1 to 2 PM as well as the Friday morning session. Email Hiro if you need more information.

AGENDA CHANGES: Action items B and C will be switched. Action items E and F will be switched.

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/Towfiq Faculty Senate approval of minutes dated August 24, 2020 as amended (see Exhibit 1).

Abstentions: Adam Meehan, Elizabeth Stephens

The motion carried.

ACTION

A. **Curriculum – No action required.** Senator Wendy Nelson stated that the Curriculum agenda for the September 2 meeting went out last week and includes all DE addendums approved up until now. If your class is not on the list, it just means your department chair or dean hasn't approved it yet or it might be sitting on the tech review list. If you were asked to make changes, please take care of this as soon as possible so the classes can all get approved and become active. Nelson will report Curriculum actions next Faculty Senate meeting.

1.A.1., 1.B.1., 1.B.8., 2.A.1,2,3.5.13.

B. **EW & P/NP Deadlines for Fall '20**

Motion 2 MSC: Laughlin/Mudgett Faculty Senate approval to accept the current EW and Pass/No Pass proposal to extend the deadline to 50% for Fall 2020 (see Exhibit 2).

When reviewing possible options, Kendyl Magnuson stated that some of the factors considered when creating this proposal was an option that created the least additional programming and the least additional confusion as to aligning it with other existing processes. In spring 2020, there was a lot of extra work and a lot of confusion in explaining to students exactly how it worked. Second, students have registered for fall knowing that classes are online. So part of the thinking was that to draw back on the flexibility to a more moderate level. Then also the chancellor's office has kept in effect there memos asking us to have some flexibility through the fall term. The chancellor's office didn't say you had to do X or Y. This proposal allows students to have a normal withdrawal with a W at the 50% point. And students can withdraw and not have it count against them for probation, GPA and an attempt. Because federal regulations are in flux, it won't count against them for their financial aid as well. We still would be maintaining basically a high level of flexibility for students, but maintaining that the grade is now kind of back to where it was. It's back in the purview of the instructor because once we get past the 50% point, the expectation is that an evaluative grade is given to the student and those students that don't complete that typically can be an FW. The EW is currently by standard petition only and allows for up to three years.

The Pass/No Pass deadline is currently at the 30% point in the semester and this proposal would extend it to 50% as well. The withdrawal deadline is currently at 50% with a W but with Faculty Senate approval, we can shift automatically to an EW at the 50% point. Magnuson explained that it's really important to attach this deadline to existing timelines and processes so that it is clear and easy to explain to students so they understand. It is already difficult to communicate with students remotely. Extending a new deadline date would be very problematic for all the reasons already mentioned. Without knowing the exact number of students who took advantage of the extended deadlines for spring and summer, Magnuson stated that it was almost an overwhelming and significant number to deal with. In a scenario

where a student stops attending classes due to Covid, it is still the responsibility of the student to apply for the EW grade regardless of a change to the application deadline. In a scenario where a student can't personally apply for an EW, giving this authority to faculty presents other problems and he is not in favor of faculty acting on behalf of a student. The student will always have the ability to petition for an EW up to three years.

The motion was amended (see Motion 3)
1.B.3. 1.B.8., 1.C.1., 1.C.2.

Motion 3 MSC: Towfiq/Zavodny Faculty Senate approval to amend Motion 2.

Nays: Lawrence Lawson
Abstentions: Eduardo Aguilar, Ellen Weller

The motion carried.

Motion 4 MSC: Laughlin/Mudgett Faculty Senate approval to extend the EW and Pass/No Pass deadline to December 19, 2020 for fall 2020.

Nays: Candace Rose, Ellen Weller, Jason Jarvinen, Lawrence Lawson, Scott Nelson

The motion carried.
1.B.3. 1.B.8., 1.C.1., 1.C.2.

C. Committee Appointments

Motion 5 MSC: Zavodny/Towfiq Faculty Senate approval to confirm the following committee appointments (see Exhibit 3).

Abstentions: Beatrice Manneh

AB705 Support Sub-Committee – Leigh Ann Van Dyke – Student Services, Faculty, DRC
Academic Review Committee – Marie Tempio-Capule – SBS, Faculty, Instruction/Library (20-22)
Curriculum Committee – Clare Rolens – L&L, Faculty, L&L (19-22)
Student Services Planning Council – Christine Dawber – Student Services, EOPS Faculty Representative
Student Success and Equity Council – Eli Ziadé – MSE, Faculty, Math (20-22)
Tutoring Committee – Beatrice Manneh – L&L, Representative, World Languages

The motion carried.

Motion 6 MSC: Zavodny/Mudgett Faculty Senate approval to accept the results of the ballot for committee elections (see Exhibit 4).

Facilities Review Committee – Barry Valentine – CTE, Faculty, different divisions (20-22)
Personnel Standards & Practices Committee – Adam Navarro – L&L, Faculty, at-large (20-22)
Personnel Standards & Practices Committee – Cory Lindsay – MSE, Faculty, at-large (20-22)
Professional Procedures Committee – Eli Ziadé – MSE, Faculty, at-large (20-22)
Sabbatical Leave Committee – Claire Rolens – L&L, Faculty, tenured (20-23)
Transfer Advisory Committee – Lisette Lasater – L&L, Faculty, English

Senator Zavodny reported there is a need for a Senator in the committees listed here. President Versaci encouraged Senators to volunteer.

- Instructional Planning Council (IPC). Meets every 2nd and 4th Wednesday, 2:30 - 4:30pm
- Student Success and Planning Council (SSPC). Meets every 2nd and 4th Wednesday, 9:30 - 11:00am.
- Student Success and Equity Council (SSEC) x2. Meets every 2nd and 4th Friday, 9:00 - 11:00am.

The motion carried.
IV.A.2.5.6.7.

D. Credit for Prior Learning Coordinator Position

Motion 7 MSC: Rose/Nelson, W. Faculty Senate approval to reassign the 20% NCHCA release time to the Credit for Prior Learning Coordinator position for the next four years Beginning Fall 2020 through Spring 2024 (see Exhibit 5).

The motion carried.

E. Committee on Committees Policies & Procedures

IV.A.2.5.6.7.

Motion 8 MSC: Zavodny/Laughlin Faculty Senate approval to accept the newly revised Committee on Committees Policies & Procedures (see Exhibit 6).

Nays: Craig Thompson, Fari Towfiq, Jackie Martin

Senator Anastasia Zavodny presented the draft of revised Committee on Committees Policies & Procedures. This accurate and up to date document will facilitate placing faculty on committees. Fielding questions and identifying responsibilities should become easier. We have certain committees that adjunct faculty can serve on and get paid for their service. Zavodny has found that there are chairs who don't necessarily know that or know the procedures, among other things. Zavodny expects that this document will be reviewed and revised once a committee is formed but considers this document a good starting place for those committee discussions.

The motion carried.
1.A.1., 1.B.1., 1.B.8., 2.A.1,2,3.5.13., IV.A.2.5.6.7.

Motion 9 MSC: Lawson/Zavodny Faculty Senate approval to extend the meeting.

The motion carried.
IV.A.2.5.6.7.

Motion 10 MSC: Thompson/Towfiq Faculty Senate approval to refer the newly revised Committee on Committees Policies & Procedures to the committee once it's formed.

Senator Craig Thompson shared his concern primarily about item 7.2 in the document dealing mostly with a more transparent "live" voting procedure. Thompson believes that how we vote for committees is in violation of the Brown Act. Senator Anastasia Zavodny stated she believes it's important to follow the Brown Act in all instances and questions whether what we've conducted recently when voting is not transparent. She further states that she doesn't see this necessarily a stumbling block for the proposed policy and procedure updates.

The motion failed.

F. Committee on Committees

Motion 11 MSC: Laughlin/Towfiq

Faculty Senate approval to add five Senate committee members to the already established Committee on Committees (see Exhibit 7).

Abstention: Anastasia Zavodny

Kelly Falcone
Ellen Weller
Jackie Martin
Alex Doyle Bauer
Jenny Fererro

The motion carried.
IV.A.2.5.6.7.

G. Canvas Access Issue

Motion 12 MSC: Lawson/Laughlin

Faculty Senate approval in response to ATRC's reliance on Faculty Senate policy on this issue, the Faculty Senate asks ATRC to modify the Canvas environment so that faculty themselves may add and remove observers to/from their own Canvas shells. This will allow more efficient evaluations for observation purposes.

The motion passed.

INFORMATION ITEMS

A. Starfish/Canvas Integration (see Exhibit 8)– Senate President Rocco Versaci stated that Vikash Lakhani was present earlier in this meeting to answer questions regarding the Starfish/Canvas Integration proposal. Vikash will be taking the point with us regarding this matter. He is preparing a presentation for Faculty Senate that should clarify issues. Senator Kelly Falcone added that we should know how early alert is currently being used and who the retention team is. Until they figure out what the flags are actually going to do to intentionally provide the intervention that our students need. We shouldn't even be having the conversation about Starfish/Canvas integration.

1.A.1., 1.B.1., 1.B.8., 2.A.1,2,3.5.13., III.C. 1-5.

B. Faculty Appointments to Grant-Funded Assignments – Tabled.

REPORTS

A. Senate President – Senate President Rocco Versaci reported the following:

- Governing Board had a special meeting on Tuesday, August 25, where the main order of business was to discuss their self-evaluation study. At the beginning of this meeting, Trustee John Halcon responded to something a faculty member had said at an earlier Board meeting about his (Halcon's) insensitive comments regarding diversity and older faculty. His response prompted Board President Hensch to halt his speech because he had gone over the time limit and she deemed his words abusive and unproductive. This action by President Hensch was supported by Trustees Deerfield and Miyamoto. The next regular meeting will be on Tuesday, September 8.
- Versaci attended IPC, Budget, and a meeting of the SSEC Tri-Chairs (see reports below). Vice President Jenny Fererro and Versaci will be meeting with President Kahn this Wednesday.
- Senators Jackie Martin, Wendy Nelson, Craig Thomp[son, and Versaci will be meeting with VP Sivert this Wednesday as well to continue (and hopefully finish) discussing a draft of BP/AP 4021, which addresses program review, revitalization, and discontinuance. Once the draft is finished, it will make its way through shared governance, and this will include Curriculum and Senate.

- Versaci put out a call to all faculty, asking them to share readings, assignments, and/or activities that they use in class that address issues of social, economic, and environmental equity. Versaci has received several responses and will continue to solicit this in an effort to promote what we do, share best antiracist pedagogical practices, and contribute to the ongoing conversation about what we can do better.

B. Planning Council Reports (SSEC, SPC, IPC, SSPC, HRPC, FASPC)

- **SSEC** - SSEC was supposed to meet on Friday, August 28. That meeting was cancelled so that the Tri-Chairs (me, Vikash Lakhani, and Shayla Sivert) could talk to plan out the semester/set the agenda. The next scheduled meeting will be Friday, September 11.
- **SPC** - SPC meets next on Tuesday, September 1
- **IPC** - IPC met for the first time this semester on Wednesday, August 26.
 - VPI Sivert announced that Student Services is looking into the problem of students being dropped for nonpayment. Apparently the problems are numerous, including things like poor communication with the students and drops happening in error.
 - PRPs will be rolling out beginning on September 1.
 - The Multicultural Studies Department will be changing its name to the Ethnic Studies Department. Chair Rodolfo Jacobo discussed the possibility of requiring an Ethnic Studies class for graduation.
 - FTES for fall is currently down 13.06%, but students are still adding Fast Track 2 classes. There are indicators that not students who are enrolling are enrolling in fewer classes. Enrollment seems down areawide, though the lowered enrollment rates vary by college.
- **SSPC** – There is currently a vacancy for a Faculty Senate member on this council.
- **HRPC** – No report.
- **FASPC** – There are two Senate-appointed faculty vacancies on this council.

C. Palomar Faculty Federation (Teresa Laughlin) – As we embark on a new semester starting during a global pandemic, things can't get any stranger. This is a difficult time for our students, colleagues, and community members.

In the time since the last eboard meeting I have been representing PFF at various Zoom meetings including:

- **Governing Board Meetings:** I attended regularly scheduled and special Board Meetings in July and August. Some of the Board Meetings have been surreal. I encourage you to attend them and/or view the recordings in Board Docs.
- **Statewide Meetings:** I attended many CFT zoom conferences related to State updates regarding COVID 19
- **Campus shared governance meetings:** I attended the various Budget meetings, the weekly update on the COVID19 situation, Faculty Senate, and Human Resource Planning Council.
- **Negotiations:** We finally completed Health Care negotiations. The sticking point was the cap on Part-time benefits. The District was paying only \$200,000 for all of our Part-time Instructors health care. The cap had not been increased in nearly a decade and only afforded 32 part-time faculty members coverage. The PFF was concerned that our Part-time faculty could be kicked off of their coverage during a global pandemic. It was something we couldn't stomach. Given the big changes in health care that the Faculty and Staff agreed to, we asked to increase the cap. Finally the District agreed to raise the cap to \$230,000. This is a tiny amount given the big changes in Health care for full-time employees that generate ongoing savings of \$1.8 million.
- **Interaction with members:** I have had with several meetings with members regarding various concerns about hiring practices, working conditions, and contract interpretation.
- **Interaction with our CCE colleagues:** We stay in close communication with our brothers and sisters in the CCE. We stand shoulder to shoulder.
- **Meetings with Administration:** In order to keep the lines of communication open, I have met with various administrators on various topics, mostly COVID related.

- Food Distribution: Palomar Faculty Federation in association with Council of Classified Educators, North County Labor Alliance, San Diego and Imperial Counties Labor Council, and Feeding San Diego are doing our part to help our community by distributing food every other Saturday. The food distributions follow strict COVID 19 guidelines and are contact-free. We have had four food distributions so far where we distributed food to nearly 2,000 families. In addition we have given out over 2500 children's books donated by the San Diego Council on Literacy.
- AS 101: Dr. Rafiki Jenkins and Dr. Martin Japtok are co-teaching an Africana Studies 101 class reserved for Faculty and Staff. PFF is providing the textbook for our members who take the class. This class is the highlight of my fall semester!

This semester is going to be a challenge for all of us. We have to remember this too will pass and we are in this together. Please reach out if the PFF leadership can help.

D. Distance Education Committee (Erin Hiro) –

- Instructor Certification – Since POET was revamped in late April, we have trained and certified 435 instructors through this course. POET is self-paced and still available to train professors this fall. You can join through the PD Portal. Overall, we have 599 professors on the Palomar College List of Certified Online Instructors. Beyond the POET training, we have two professors who were certified through the CVC-OEI Rubric process, 31 others who joined the list through their outside degrees and training, and 67 who joined the list by taking the old POET course. We have another 26 instructors who are on the list but whose certification is unknown. We encourage all faculty to contact the DE Coordinator to update that information. Please remember that ALL professors (part and full-time) need to be on this list to teach online this spring. Department chairs will be checking when they schedule for spring.
- Goals – The DE Committee will meet Sept. 2 and create goals for the academic year. We want to know how we can help you improve your online teaching. Please feel free to email Distance Education Coordinator Erin Hiro with your concerns, questions or training needs.
- Attending DE Committee meetings: If you would like to attend the DE Committee meeting, we meet next on Sept. 2, 2020 at 2:30 p.m. The Zoom Meeting ID is 961 1370 6468, and the password is 950357.

E. Guided Pathways – No report.

F. Policies and Procedures – P&P meets next on Friday, September 4

G. Budget Committee (Rocco Versaci) – The Budget Committee met for the first time this semester on Thursday, August 27 (it would have already happened by the time you're reading this but has yet to occur at the time I'm writing this).

H. TERB (Lawrence Lawson) – For Fall 2020, evaluations activity (student evaluations, class observations, reports, etc.) will resume. Any evals that were pushed from Spring 20 will take place this semester—in addition to any evals normally scheduled for Fall 20 per the three-year cycle. Some full-time faculty will have projects as part of their load due to the lack of feasibility for online classes to replace face-to-face classes for some disciplines, and TERB will co-create fair matrices to evaluate project work for use in lieu of student evaluations. Last, TERB is revisiting the “collegiality” item on one version of the probationary faculty form to create, if possible, an unambiguous understanding of what is meant by the term.

I. Professional Development (Kelly Falcone) - I want to thank everyone who attended plenary, those who led workshops at plenary, and of course those who shared their stories at our Antiracism session. Overall plenary went well and the feedback has been really good. I'd like to share one faculty members comment she sent to me: “I wanted to congratulate you on the first Online Plenary. For me,

it was the best Plenary ever. Although we didn't get to see our colleagues, much less hug them as we often do, it was GREAT! I appreciated that everything was on time, relevant, energetic and very special this year. It was a huge bonus that we didn't have to walk all over campus in 95 degree weather all day long. Plenary was exciting, not exhausting!" In a future report I will provide data on overall participation, at this time we are still very busy marking attendance.

Other than plenary, it was a very busy summer planning for plenary, responding to the training recommendation for FCMAT (developing training for fiscal and GB members), helping with POET, working on many learning opportunities under our Antiracism framework, building [online training playlists of courses](#), and training our new Staff PD Coordinator, Matt Grills.

For Faculty PD, I will be putting a call out for faculty to lead PD workshops for their colleagues focused on best-practices for online teaching. We have so much to learn from each other. If you have identified specific training/learning needs that we should offer this Fall, please reach out to me.

- J. **Senate Committees** – No reports.
- K. **ASG (Remy Arnold)** – The ASG hosted our first meeting of the semester last Friday where we discussed current on-campus debates and decisions such as Proposition M and Student Discount cards that can be used remotely. We welcomed several new members and have begun filling the Vice President positions; as well as, starting up our committees. Coming up we have our ASG Retreat in late September and many projects in the works that we are excited to share with the college soon.
- L. **Other Reports** – No reports.

ADJOURNMENT:

The meeting was adjourned at 4:06 PM.

Respectfully submitted,

Margaret Faulkner

Molly Faulkner, Secretary

September 2, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

A. ACTION: New Credit Programs - effective Fall 2020

	Program Title	Disci.	Award	Units	Justification	Catalog/Student Records Impacts	Orig.
1	Child Development Associate Teacher	CHDV	C.A	12.5	As the college, students, and community needs change, our department is ready to meet these changes through a streamlined process of students obtaining degrees and certificates while preparing for the workplace and state licenses and permits.		Laurel Anderson

B. ACTION: Distance Education
The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Fall 2020

	Course Number	Title	Scheduling	Distance Ed	Originator
1	AJ 100	Introduction To Criminal Justice	Anytime	Fully Online, Partially Online	Jack Hook
2	AJ 103	Community Relations	Anytime	Fully Online, Partially Online	Jack Hook
3	AJ 106	Police Ethics	Anytime	Fully Online, Partially Online	Jack Hook
4	AJ 152	Weapons of Mass Destruction	Anytime	Fully Online, Partially Online	Jack Hook
5	AJ 153	Issues in Homeland Security	Anytime	Fully Online, Partially Online	Jack Hook
6	AJ 180	Criminology	Anytime	Fully Online, Partially Online	Jack Hook
7	ANTH 101	Introduction to Biological Anthropology	Emergency Only	Fully Online, Partially Online	Marlo Willows
8	ANTH 100L	Biological Anthropology Laboratory	Emergency Only	Fully Online, Partially Online	Marlo Willows
9	ART 100	Introduction to Art	Anytime	Fully Online	Elaine Wilson
10	ART 163	Arts of Asia	Anytime	Fully Online	Elaine Wilson
11	ART 164	Arts of Africa, Oceania and the Americas	Anytime	Fully Online	Elaine Wilson
12	ART 165	History of Art I - Survey of Western Art	Anytime	Fully Online	Elaine Wilson
13	ART 166	History of Art II - Survey of Western Art	Anytime	Fully Online	Elaine Wilson
14	ART 169	Survey of Modern Art	Anytime	Fully Online	Elaine Wilson
15	AT 105	Automotive Electricity	Emergency Only	Partially Online	Steven L. Bertram
16	AT 110	Automotive Tune-Up and Engine Analysis	Emergency Only	Partially Online	Steven L. Bertram
17	AT 115	Automotive Fuel Injection and Fuel Systems	Emergency Only	Partially Online	Steven L. Bertram
18	AT 125	Automotive Machining	Emergency Only	Partially Online	Steven L. Bertram
19	AT 160	Associated Studies in Automotives	Anytime	Fully Online	Steven L. Bertram
20	AT 215	Automotive Emission Control	Emergency Only	Partially Online	Steven L. Bertram
21	AT 225	Automotive Engine Rebuilding	Emergency Only	Partially Online	Steven L. Bertram
22	AT 105L	Automotive Electricity Computer Training Lab	Emergency Only	Partially Online	Steven L. Bertram
23	AT 110L	Automotive Tune Up Computer Training Lab	Emergency Only	Partially Online	Steven L. Bertram
24	AT 115L	Automotive Fuel Systems Computer Training Lab	Emergency Only	Partially Online	Steven L. Bertram
25	BIOL 100	Introductory Biology: General Biology	Emergency Only	Fully Online, Partially Online	Kimberly M. Velazquez
26	BIOL 102	Introductory Biology: Pre-Nursing and Allied Health	Emergency Only	Fully Online, Partially Online	Kimberly M. Velazquez
27	BIOL 110	Human Genetics	Anytime	Fully Online	Matthew Doherty
28	BIOL 200	Foundations of Biology I	Emergency Only	Fully Online, Partially Online	Kimberly M. Velazquez
29	BIOL 210	Anatomy	Emergency Only	Fully Online, Partially Online	Kimberly M. Velazquez
30	CHDV 142	Using Sign in the Early Childhood Setting	Anytime	Fully Online	Laurel Anderson

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Program Title	Disci.	Award	Units	Justification	Catalog/Student Records	Impacts	Orig.
31 DA 50				Introduction to Dental Sciences and Dental Occupations	Emergency Only	Fully Online, Partially Online	Denise E Rudy
32 DNCE 145				Choreography I	Anytime	Fully Online, Partially Online	Margaret M. Faulkner
33 DT 101				AutoCAD I	Anytime	Fully Online, Partially Online	Anita Talone
34 DT 102				AutoCAD II	Anytime	Fully Online, Partially Online	Anita Talone
35 DT 103				SolidWorks I	Anytime	Fully Online, Partially Online	Anita Talone
36 DT 104				SolidWorks II	Anytime	Fully Online, Partially Online	Anita Talone
37 DT 110				Technical Drafting I with AutoCAD	Anytime	Fully Online, Partially Online	Anita Talone
38 DT 111				Technical Drafting II with AutoCAD	Anytime	Fully Online, Partially Online	Anita Talone
39 DT 114				Creo Parametric 3D	Anytime	Fully Online, Partially Online	Anita Talone
40 DT 117				Blueprint Reading and Geometric Dimensioning and	Anytime	Fully Online, Partially Online	Anita Talone
41 DT 190				Manufacturing I Introduction to MasterCAM	Anytime	Partially Online	Anita Talone
42 DT 225				Exploring Robotics and Electrical Circuits	Anytime	Partially Online	Anita Talone
43 DT 226				Printed Circuit Board Design	Anytime	Fully Online, Partially Online	Anita Talone
44 DT 227				Advanced Printed Circuit Board Design	Anytime	Fully Online, Partially Online	Anita Talone
45 DT 115				Creo II	Anytime	Fully Online, Partially Online	Anita Talone
46 EME 106				Emergency Medical Technician (Lecture)	Anytime	Fully Online, Partially Online	Sarah DeSimone
47 EME 175				Paramedic Preparation (Lecture)	Anytime	Fully Online, Partially Online	Sarah DeSimone
48 EME 206				Introduction to Paramedic Training (Lecture)	Anytime	Fully Online, Partially Online	Sarah DeSimone
49 EME 207				Paramedic Medical Training (Lecture)	Anytime	Fully Online, Partially Online	Sarah DeSimone
50 EME 208				Paramedic Trauma Training (Lecture)	Anytime	Fully Online, Partially Online	Sarah DeSimone
51 EME 209				Paramedic Obstetrical and Pediatric Training (Lecture)	Anytime	Fully Online, Partially Online	Sarah DeSimone
52 EME 106L				Emergency Medical Technician Skills (Laboratory)	Anytime	Partially Online	Sarah DeSimone
53 ENG 49				Reading and Writing for College Composition	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
54 ENG 135				Introduction to Creative Writing	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
55 ENG 136				Intermediate Creative Writing	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
56 ENG 202				Critical Thinking and Composition	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
57 ENG 203				Critical Thinking and Composition Through Literature	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
58 ENG 205				Introduction to Literature	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
59 ENG 210				Survey of British Literature I	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
60 ENG 220				Survey of World Literature I	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
61 ENG 230				Introduction to the American Novel	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
62 ESL 98.1				Career Track ESL I	Anytime	Fully Online, Partially Online	Tracy Fung
63 FIRE 51				Fire Academy Preparation	Anytime	Partially Online	Ed Sprague
64 FIRE 101				Firefighter Safety	Anytime	Fully Online, Partially Online	Ed Sprague
65 FIRE 115				Hazardous Materials I	Anytime	Fully Online, Partially Online	Ed Sprague
66 FIRE 118				Fire Prevention Technology	Anytime	Fully Online, Partially Online	Ed Sprague
67 FIRE 130				Fire Protection Equipment and Systems	Anytime	Fully Online, Partially Online	Ed Sprague
68 FIRE 165				Fundamentals of Fire Protection Chemistry	Anytime	Fully Online, Partially Online	Ed Sprague
69 GCIP 168				Digital Imaging with Drones	Anytime	Partially Online	Mark J. Bealo

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Program Title	Disci.	Award	Units	Justification	Catalog/Student Records	Impacts	Orig.
70	GICIP	268	Digital Imaging with Drones II	Anytime	Partially Online	Mark J.	Bealo
71	GCMW	101	Multimedia I	Anytime	Fully Online, Partially Online	Mark J.	Bealo
72	GCMW	201	Multimedia II	Anytime	Fully Online, Partially Online	Mark J.	Bealo
73	GCMW	205	Digital Video for Multimedia	Anytime	Fully Online, Partially Online	Mark J.	Bealo
74	GEOG	140	Introduction to Remote Sensing and Drone Data	Anytime	Fully Online, Partially Online	Stephen	Crook
75	HUM	100	Introduction to Humanities I	Emergency Only	Fully Online, Partially Online	Leanne M.	Maunu
76	ID	100	Interior Design	Anytime	Fully Online, Partially Online	Jessica	Newman
77	ID	105	Materials and Resources	Anytime	Fully Online, Partially Online	Jessica	Newman
78	ID	125	Presentation Methods in Interior Design	Anytime	Fully Online, Partially Online	Jessica	Newman
79	ID	141	Commercial Interior Design	Anytime	Fully Online, Partially Online	Jessica	Newman
80	ID	145	Kitchen Design	Anytime	Fully Online, Partially Online	Jessica	Newman
81	ID	150	Beginning Computer Aided Drafting	Anytime	Fully Online, Partially Online	Jessica	Newman
82	ID	151	Advanced Computer Aided Drafting for Designers	Anytime	Fully Online, Partially Online	Jessica	Newman
83	ID	170	Space Planning	Anytime	Fully Online, Partially Online	Jessica	Newman
84	JOUR	210	Advanced Multimedia News Production	Anytime	Fully Online, Partially Online	Erin	Hiro
85	JOUR	215	Advanced Multimedia News Editing	Anytime	Fully Online, Partially Online	Erin	Hiro
86	KINE	184	Adaptive Body Conditioning	Anytime	Fully Online, Partially Online	Diane	Boldt
87	KINE	125B	Anaerobic Fitness Training Modes	Emergency Only	Fully Online, Partially Online	Karl	Seiler
88	KINE	125C	Functional Fitness Training Modes	Emergency Only	Fully Online, Partially Online	Karl	Seiler
89	KINE	125D	Motor Fitness/Hand-Eye/Foot Skills	Emergency Only	Fully Online, Partially Online	Karl	Seiler
90	KINE	166A	Beginning Basketball	Emergency Only	Fully Online, Partially Online	Lacey	Craft
91	KINE	166B	Intermediate Basketball	Emergency Only	Fully Online, Partially Online	Lacey	Craft
92	KINE	166C	Advanced Basketball	Emergency Only	Fully Online, Partially Online	Lacey	Craft
93	KINE	170A	Team Sports - Baseball Strategies	Emergency Only	Fully Online, Partially Online	Karl	Seiler
94	KINE	170B	Team Sports- Baseball Biomechanics	Emergency Only	Fully Online, Partially Online	Karl	Seiler
95	KINE	170C	Team Sports- Basketball Strategies	Emergency Only	Fully Online, Partially Online	Karl	Seiler
96	KINE	170D	Team Sports- Basketball Biomechanics	Emergency Only	Fully Online, Partially Online	Karl	Seiler
97	KINE	170E	Team Sports- Football Strategies	Emergency Only	Fully Online, Partially Online	Karl	Seiler
98	KINE	170F	Team Sports- Football Biomechanics	Emergency Only	Fully Online, Partially Online	Lacey	Craft
99	KINE	170G	Team Sports- Soccer Strategies	Emergency Only	Fully Online, Partially Online	Lacey	Craft
100	KINE	170H	Team Sports- Soccer Biomechanics	Emergency Only	Fully Online, Partially Online	Lacey	Craft
101	KINE	170I	Team Sports- Softball Strategies	Emergency Only	Fully Online, Partially Online	Lacey	Craft
102	KINE	170J	Team Sports- Softball Biomechanics	Emergency Only	Fully Online, Partially Online	Lacey	Craft
103	KINE	204A	Off Season Sports Conditioning I - Aerobic/Anaerobic	Emergency Only	Fully Online, Partially Online	Karl	Seiler
104	KINE	204B	Off Season Sports Conditioning II - Motor Skill	Emergency Only	Fully Online, Partially Online	Karl	Seiler
105	KINE	205A	In Season Sports Conditioning I - Aerobic and Anaerobic	Emergency Only	Fully Online, Partially Online	Karl	Seiler
106	MACH	190	CNC Machining MasterCam I	Anytime	Partially Online	Michael	Wright
107	MACH	191	CNC Machining MasterCam II	Anytime	Partially Online	Michael	Wright
108	MUS	103	Fundamentals of Music	Anytime	Fully Online	Ellen	Weller

September 2, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

Program Title	Disci.	Award	Units	Justification	Catalog/Student Records	Impacts	Orig.
109	MUS	105	Music Theory I	Emergency Only	Fully Online, Partially Online	Ellen	Weller
110	MUS	106	Music Theory II	Emergency Only	Fully Online, Partially Online	Ellen	Weller
111	MUS	110	Music Skills I	Emergency Only	Fully Online, Partially Online	Ellen	Weller
112	MUS	111	Music Skills II	Emergency Only	Fully Online, Partially Online	Ellen	Weller
113	MUS	115	Basic Keyboard I	Emergency Only	Fully Online, Partially Online	Ellen	Weller
114	MUS	117	Basic Keyboard II	Emergency Only	Fully Online, Partially Online	Ellen	Weller
115	MUS	119	Piano Skills I	Emergency Only	Fully Online, Partially Online	Ellen	Weller
116	MUS	131	Vocal Literature and Performance	Emergency Only	Fully Online, Partially Online	John	Russell
117	MUS	148	Palomar Chorale	Emergency Only	Fully Online, Partially Online	Ellen	Weller
118	MUS	151	Concert Band	Emergency Only	Fully Online, Partially Online	Ellen	Weller
119	MUS	152	Jazz Ensemble	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
120	MUS	155	Chamber Ensemble - Brass	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
121	MUS	172	Repertory Jazz Ensemble	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
122	MUS	175	Beginning Guitar	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
123	MUS	198	Palomar Symphony Orchestra	Emergency Only	Fully Online, Partially Online	Ellen	Weller
124	MUS	210	Advanced Harmony	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
125	MUS	211	Counterpoint	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
126	MUS	215	Music Skills III	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
127	MUS	216	Music Skills IV	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
128	MUS	220	Applied Music	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
129	MUS	225	Piano Skills II	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
130	MUS	130	Fundamental Vocal Skills	Emergency Only	Fully Online, Partially Online	John	Russell
131	N ABED	901	Literacy/Adult Basic Education I	Emergency Only	Fully Online	Lawrence	Lawson
132	N ABED	902	Literacy/Adult Basic Education II	Emergency Only	Fully Online	Lawrence	Lawson
133	N BASC	901	Algebra Review	Anytime	Fully Online, Partially Online	Luis	Guerrero
134	N CTZN	900	Citizenship	Anytime	Fully Online, Partially Online	Tracy	Fung
135	N ESL	912	ESL Grammar Skills I	Anytime	Fully Online, Partially Online	Tracy	Fung
136	N ESL	913	ESL Grammar Skills II	Anytime	Fully Online, Partially Online	Tracy	Fung
137	N ESL	922	Beginning Conversation 1	Anytime	Fully Online, Partially Online	Tracy	Fung
138	N ESL	923	Beginning Conversation 2	Anytime	Fully Online, Partially Online	Tracy	Fung
139	N ESL	945	Reading and Writing Essentials I	Anytime	Fully Online, Partially Online	Vickie	Mellos
140	N ESL	961	Beginning Level Listening and Speaking I	Anytime	Fully Online, Partially Online	Tracy	Fung
141	N ESL	962	Beginning Level Listening and Speaking II	Anytime	Fully Online, Partially Online	Tracy	Fung
142	N ESL	963	Beginning Level Listening and Speaking III	Anytime	Fully Online, Partially Online	Tracy	Fung
143	N ESL	964	Intermediate Level Listening and Speaking	Anytime	Fully Online, Partially Online	Tracy	Fung
144	N ESL	972	Basic ESL Skills	Anytime	Fully Online, Partially Online	Tracy	Fung
145	N ESL	975	Accelerated Written Communication I	Anytime	Fully Online, Partially Online	Vickie	Mellos
146	N ESL	982	Computer Skills 1 – Foundational Skills	Anytime	Fully Online, Partially Online	Vickie	Mellos
147	N ESL	983	Computer Skills 2 – Office Applications	Anytime	Fully Online, Partially Online	Vickie	Mellos

September 2, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

Program Title	Disci.	Award	Units	Justification	Catalog/Student Records Impacts	Orig.
148 N ESL 984				Computer Skills 3 – The Digital Age	Anytime Fully Online, Partially Online	Vickie Mellos
149 N ESL 994				Career Track ESL	Anytime Fully Online, Partially Online	Tracy Fung
150 N ESL 995				English as a Second Language Support Course	Anytime Fully Online, Partially Online	Tracy Fung
151 N MATH 915				Mathematical Literacy	Anytime Fully Online, Partially Online	Luis Guerrero
152 N MUS 952				Community Jazz Ensemble for Older Adults	Emergency Only Fully Online, Partially Online	Paul Kurokawa
153 N MUS 955				Community Brass Ensemble for Older Adults	Emergency Only Fully Online, Partially Online	Paul Kurokawa
154 N MUS 972				Community Repertory Jazz Band for Older Adults	Emergency Only Fully Online, Partially Online	Paul Kurokawa
155 N MUS 998				Community Symphony Orchestra for Older Adults	Emergency Only Fully Online, Partially Online	Ellen Weller
156 N PHOT 920				Getting to Know Lightroom for Older Adults	Anytime Fully Online, Partially Online	Amy Caterina
157 N PHOT 930				Digital Darkroom I for Older Adults	Anytime Fully Online, Partially Online	Amy Caterina
158 PHOT 120				Digital Photography	Anytime Fully Online, Partially Online	Amy Caterina
159 PHOT 130				Digital Darkroom I	Anytime Fully Online, Partially Online	Amy Caterina
160 PHOT 135				Digital Darkroom II	Anytime Fully Online, Partially Online	Amy Caterina
161 PHOT 140				Photojournalism	Anytime Fully Online, Partially Online	Amy Caterina
162 PHOT 145				Advanced Photojournalism	Anytime Fully Online, Partially Online	Amy Caterina
163 PHYS 230				Principles of Physics	Emergency Only Fully Online, Partially Online	Hector Garcia Villa
164 PHYS 231				Principles of Physics	Emergency Only Fully Online, Partially Online	Hector Garcia Villa
165 PSYC 115				The Psychology of Personal Growth and Development	Anytime Fully Online, Partially Online	Betsi Little
166 PSYC 130				Psychology of Gender	Anytime Fully Online	Michael Dudley
167 PSYC 210				Physiological Psychology	Emergency Only Fully Online, Partially Online	Roger N. Morrissette
168 TA 191A				Rehearsal and Performance I	Emergency Only Fully Online, Partially Online	Michael Mufson

C. ACTION: Technical Correction

Program	Disci.	Award	Units	Justification	Catalog/Student Records Impacts	Orig.
1 German	GERM	A.A./C .A.	23	Completion of AA degree and Certificate of Achievement	Updated learning outcomes, vocational information. <u>Corrected: This program change was supposed to remove GERM 225 from the program. Original approval took place at 3/18/2020 meeting.</u>	Beatrice Manneh

COMMITTEE APPOINTMENTS

Exhibit 3

Sept 14 2020							
Name		Division		Committee	Position	Statement	Action: Confirm
Bongolan	Glyn	Student Services	Full time	AB 705	Faculty, Counseling	A counseling voice is needed on the committee both for perspective but also for communication to the counselors. As the chair of counseling, I have a unique position of hearing from all of the counselors about items related to AB 705 such as enrollment or student questions.	
Dudley	Michael	SBS	Full time	CALM Committee Faculty SBS (20-22)	Faculty SBS (20-22)	I have successfully gone through the CALM program to develop OER materials and feel my experience would be useful to this committee.	
Lucido	Joseph	CTE	Full time	Comets Affordable Learning Materials (CALM) Committee	Faculty CTE (20-22)	I would like to support Palomar College	
Metzger	Wendy	MSE	Full time	Comets Affordable Learning Materials (CALM) Committee	Faculty, Counseling (20-21)	I am working in a community of practice that is creating lessons for STEM courses using OER materials and am interested in learning more and finding/developing effective OER options to support increased use of OER at Palomar.	
Hernandez	Michael	AMBA	Full time	Committee on Service Learning	AMBA 20-22	I have been on this committee before, and really appreciate the work it does. In my personal/professional life, I am involved in service to a few non-profit organizations. I would like to contribute to and understand more about how to get students involved in service to their communities.	
Dudley	Michael	SBS	Full time	Equivalency Committee	At-large 20-22	I served on a similar committee at my previous institution.	
Dudley	Michael	SBS	Full time	Human Resource Services Planning Council	Faculty at-large 19-21	I believe I could make a meaningful contribution to this committee.	
Cook Whearty	Marquesa	L&L	Full time	Sabbatical Leave committee	Faculty, tenured, AMBA (20-23)	I think Sabbaticals are an essential part of the faculty and student experience. I am interested in keeping Sabbaticals rigorous and up to the standards set by Palomar College.	
Bongolan	Glyn	Student Services	Full time	SSEC/SEA	Faculty, Student Services (20-22)	I am interested in Student Equity and Achievement and representing Student Services as there are so many activities that need to be operating from an equity framework as student services is the first touch point. Activities such as enrollment services paperwork, dual enrollment operations, counseling services, student success and retention issues can be examined to see how our DI groups are affected by our current practices. In my role as Counseling Department Chair, I am in a position to collaborate across and with departments to reduce operations in silos and to continually apply a focus on equity.	
Metzger	Wendy	MSE	Full time	Student Success and Equity Council	Faculty, DRC (19-21)	I have been working on student success and equity as part of my work as Math Acceleration Coordinator and feel that this work could be informed by and help inform the Student Success and Equity Council.	
Metzger	Wendy	MSE	Full time	Title V Steering Committee	Faculty, Physics and Engineering (20-22)	I am working on the Title V grant. I was on the Title V Steering committee last year and would like to continue on the committee.	

Sept 14 2020					
Hiring Committee: VP Finance & Administrative Services					Faculty At-Large positions
Name	Division	FT/ PT	Department	Position	Statement
Teresa Laughlin	SBS	FT	EHPS	Faculty, Instruction	I have been on the Budget Committee and the negotiating team for more than 15 years. Having a VP of financial services that we can trust is paramount to having productive negotiations.
Cory Jones	MSE	PT	Biology	Faculty, Instruction	I, Cory Jones, would be honored for to work on the Hiring Committee for VP of Finance Administrative Services. I have been an adjunction biology professor since 2011 and would like to expand my experience as a faculty member to a facet I have never had the pleasure of taking part in. I have many times been on the other side of the experience but never as a committee member. I feel this experience will make me a better faculty member at Palomar and allow me to grow even further professionally. This also provides me with a chance to continue to expand my ability to continue to make Palomar College an institution of excellence. Thank you for this opportunity, Cory Jones, MS Professor of Human Anatomy, Adjunct
Ashley Wolters	CTE	FT	Welding	Faculty, Instruction	Normally I can not serve on a committee due to my work schedule (Mon-Thur 11-5:30). With current Covid situation I will be available to help on a committee. I don't really have any preference, but I would be happy to help.
(none)				Faculty, Student Services	

Sept 14 2020						
Hiring Committee: VP Human Resource Services						
Name	Division	FT/ PT	Department	Position	Statement	Action
Scott Klinger	AMBA	FT	Media Studies	Faculty, AMBA	Serving on a hiring committee is one of the most important roles in a community college as the work serves to shape and guide the institution into the future. I have served on Hiring Committees in my work at prior community colleges to hire Administrative positions. I have always viewed the opportunity as a privilege and have treated the responsibility with the utmost care and attention.	Confirm
Sean Peck	CTE	PT	EME	Faculty, CTE	College leadership is extremely important to me and I want to make sure that we pick the best candidate for the district.	Confirm
						VOTE for ONE
Kevin Kearney	L&L	FT	English	Faculty, L&L	Thank you for considering me for the VP of Human Resources hiring committee. I understand the critical importance this role plays in keeping the College cohesive and effective. I am proud of the HR department's focus on faculty diversity and support this mission. Further, I was fortunate enough to have the HR department step in and take decisive action when I and several faculty needed help with an insurance company. I am proud the Palomar HR department helped us resolve the issue with dignity. Kevin Kearney, English	
Andre Pitts	L&L	PT	Speech/ASL	Faculty, L&L	This position will provide me an opportunity to broaden my understanding of higher education. Additionally, I will be able to assist and give back to a system that has been beneficial for me in my academic, personal, and professional growth.	
						VOTE for ONE
Kimberly Velazquez	MSE	FT	Biology	Faculty, MSE	In my 13 years as a faculty member, I have served on at least 15 hiring committees. I know that we have a lot of work to do to ensure equity in our hiring process, especially in diversifying our full-time faculty. I would like to be a part of selecting the HR leader who will move our hiring practices forward so that our students might finally see themselves reflected in our faculty.	
Tracy Johnston	MSE	FT	Math	Faculty, MSE	I have a lot of experience working on hiring committees and feel I can use it to the committee's benefit.	
						VOTE for ONE
Diane Studinka	SBS	FT	Child Developme	Faculty, SBS	As the ECE Lab School Liaison, there are many times when I work closely with the VP of HR and PFF. In my 25 years, I have worked with many VP's of HR. It is an incredibly important position. The VP of HR works closely with the Board, president, and constituent groups. It is important to have a leader versus a "I do whatever they tell me to do" in this position. It is essential for faculty.	
Michael Dudley	SBS	FT	Psychology	Faculty, SBS	I have served on multiple hiring committees over the years and enjoy the process. I am current with my training and can contribute immediately.	
Jenny Fererro	SBS	FT	Child Developme	Faculty, SBS	As the lead negotiator for the PFF, I have a vested interest in ensuring that the District selects a VP of Human Resource Services who is well qualified to handle negotiations and is open to collaboration and communication with the various constituent groups. Having worked closely with the last two VPHRS, I have experience in recognizing qualities that would be beneficial in the role.	

Sept 14 2020							
Name		Division		Committee	Position	Statement	Action: Vote
							Vote for ONE
DeMaris	P.J.	Student Services	Full time	Academic Review	Faculty Instruction/ Library (20-22)	As a counselor who specializes in transfer issues, many of the academic petitions are in reference to exceptions to the academic standards of the college for which I am very versed. Further, counselor errors are often cited as to the need for the petition so I have a perspective on when indeed an error was made by a counselor and recommending appropriate remedies.	
Dudley	Michael	SBS	Full time	Academic Review Committee	Faculty Instruction/ Library (20-22)	I served on a similar committee at my previous institution.	

Sept 14 2020						
Hiring Committee: Director Financial Aid					Faculty At-Large positions	
Name	Division	FT/ PT	Department	Position	Statement	
						VOTE for ONE
Jason Jarvinen	CTE	FT	Cooperative Edu	Faculty	I would like to join this hiring committee because financial aid is a critical resource for many of our students and a critical revenue stream for the college. We have a team of highly dedicated staff members working in financial aid. It's essential that the college have a thoughtful, effective director of financial aid. Thank you.	
Sierra Lovelace	Student Ser	FT	Counseling	Faculty	I am interested in serving on this committee because, in my previous life, I worked in a financial aid office for 11 years. I believe I could offer valuable insight with my past and present experiences in student services. Thank you for the consideration.	

Committee Elections Voting Results - September 14, 2020

Last Name	First Name	Academic Review	Hiring Director of Fin Aid	Hiring VP Human Resources	Hiring VP Human Resources	Hiring VP Human Resources
Aguilar	Eduardo	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Craft	Lacey	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Dalrymple	Will	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Tracy Johnston	Jenny Fererro
Doyle Bauer	Alexandra	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Tracy Johnston	Jenny Fererro
falcone	kelly	P.J. DeMaris	Jason Jarvinen	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Farrell	Katy	P.J. DeMaris	Sierra Lovelace	Andre Pitts	Kimberly Velazquez	Jenny Fererro
Faulkner	Molly	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Fererro	Jenny	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Tracy Johnston	Diane Studinka
Hiro	Erin	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Jarvinen	Jason	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Laughlin	Teresa	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Tracy Johnston	Jenny Fererro
Lawson	Lawrence	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Manneh	Beatrice	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Tracy Johnston	Jenny Fererro
Martin	Jackie	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Meehan	Adam	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Miller	Susan	P.J. DeMaris	Sierra Lovelace	Select if choosing to vote	Kimberly Velazquez	Jenny Fererro
Mudgett	Benjamin	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Nelson	Scott	P.J. DeMaris	Sierra Lovelace	Andre Pitts	Kimberly Velazquez	Jenny Fererro
Nelson	Wendy	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
OBrien	Patrick	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Rose	Candace	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Stephens	Elizabeth	P.J. DeMaris	Jason Jarvinen	Andre Pitts	Kimberly Velazquez	Diane Studinka
Towfiq	Fariheh	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Tracy Johnston	Jenny Fererro
Thompson	Craig	Michael Dudley	Sierra Lovelace	Kevin Kearney	Tracy Johnston	Jenny Fererro
Versaci	Rocco	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Weller	Ellen	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro
Zavodny	Anastasia	P.J. DeMaris	Sierra Lovelace	Kevin Kearney	Kimberly Velazquez	Jenny Fererro

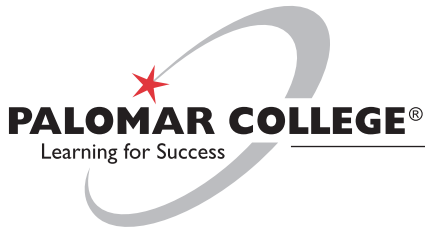
September 8, 2020

From: L. Reza Wrathall

To: Alexandra Bauer

RE: Statement of Qualifications in Support of Candidacy for Full-Time Faculty Senate Opening

As a full-time instructor in our Business Administration Department, as well as a practicing tax attorney, U.S. submarine force veteran, and 23-year professional with 8 years of concurrent post-graduate education ranging from nuclear engineering to higher education leadership, I wish to contribute my analytical and communication skills towards our governance at Palomar. Throughout my career, I have navigated extensively in the blurred gray space between printed lines, frequently while under pressure. Most importantly, I have always collaborated and only succeeded as part of a team and expect no differently if appointed to the Faculty Senate. Thank you for your consideration.



September 1, 2020

Dear Senators,

Thank you for your consideration for the Credit for Prior Learning (CPL) Coordinator position. I have served on the CPL Curriculum Committee workgroup since the summer of 2019 and helped pilot the CPL initiative at Palomar while working closely with our partners at the CCCC and ASCCC. Much was accomplished over this past year, including:

- Implementing new CPL policies
- Working with 12 discipline faculty on 90 CPL eligible courses
- Developing assessment processes
- Creating a CPL website with a sorting feature for easy access to CPL courses
- Collaborating with our counselors on CPL implementation, guidance and outreach
- Working with our student services team to implement a CPL survey and transcribe CPL
- Offering local, regional and state-wide CPL professional development workshops
- Creating a CPL ToolKit in collaboration with the CCCC Success Center to be shared with our CC colleagues across the state

I am passionate about this initiative and would like to continue this important work to offer CPL to our students starting this fall.

Sincerely,

Candace Rose (she, her, hers)
Associate Professor of Media Studies, Cinema
Curriculum Technical Reviewer
Credit for Prior Learning
Military Leadership Program
Palomar College
Office: H-301-D
Phone: (760)744.1150, ext.2483
Email: crose@palomar.edu

August 28, 2020

Dear Faculty Senate,

The following is a list of nominations for Lorene Craw's emeritus status. Lorene Craw was an ECE Lab School Master Teacher for 17 years. Lorene began working at the ECELS as a student in September of 2000 and continued as a part-time faculty from July 2001 until she started her permanent position. She also served on the Police Committee, but not for six years. This leads us to ask for Lorene's emeritus through the following:

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.

Please review the following statements from five faculty members to move Lorene Craw forward for emeritus status. Please let me know if you need anything else.

Thank you for your consideration,
Diane Studinka

1.) Diane Studinka

Since day one, Lorene had demonstrated dedication and commitment to the children and families in her classroom. She built a relationship with each child and their family members. During Lorene's years of teaching many of her families have returned to the program with a second child and the request was always the same, they consistently would ask, "Can Lorene be my child's teacher? Lorene had developed quite a following and not with just families, but also the student teachers she had mentored over the years.

Every time I walked into Lorene's classroom, there was a huge block structure being built by the children. The structures sometimes covered a quarter of the floor space. She allowed for this incredible learning opportunity for her children. In addition, Lorene mentoring of student teachers will be greatly missed. She had a way of guiding student teachers that let them know they had to make changes while still encouraging their abilities to be great future teachers." Lorene Craw had been a strong advocate for children, families, and students for the past 17+ at Palomar College.

Diane Studinka, Professor
Child Development Department
ECE Lab School Liaison
Palomar College
dstudinka@palomar.edu

2.) Rene Robelin

Lorene Craw's dedication to children was evident in her every-day interactions with children, parents, staff, and Child Development students. Lorene went above and beyond to ensure that each child had a secure and caring environment where they felt a sense of belonging and knew they were valued for who they are. Lorene met each child where they were and sought to know them as unique individuals with unique needs. She had a lovely way of bonding with children so that they felt secure and comfortable with new learning experiences. I will never forget the intricate block structures that her children would engineer, and I know it was due to her patient encouragement and scaffolding of learning. Lorene sparked a love for lifelong learning in her students and truly enjoyed her interactions with her students. I loved hearing her anecdotes and stories of life from the children's perspective; she has a wonderful gift for sharing their childlike view of the world. I highly recommend Lorene Craw for the Emeritus status for her dedication and commitment to Palomar College, Early Childhood Education, and her students.

Thank you,
René Robelin
Site Supervisor
Palomar College Early Childhood Education Lab School
Infant- Toddler - Preschool
Phone: 760-744-1150 Ext. 3375
Fax: 760-761-3539

3.) Sylvie McCann

I want to take a moment to write this paragraph for the fantastic job that Mrs. Lorene Craw had done for our ECE Lab School at Palomar College. During these years, she achieved many goals with families and was always very dedicated to her work without a second of downtime, which sets an example for the other teachers.

Mrs. Craw did an outstanding work by being a team player and always being a good role model. She made huge differences, and I am confident that she needs to recognize her hard work. She was indeed an inspiration to us. I want to express my sincere admiration for the amazing efforts that she put. I appreciate everything that she has done. The endless hours that she has spent working here, and the professionalism that she has shown has motivated the entire teams.

Sylvie McCann
Master Teacher
Palomar College Early Childhood Education Lab School
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4.) Sari Morris

Lorene Crow, a colleague from the Early Childhood Education Lab School, a Mentor Teacher, and a dear friend, is retiring this semester after 18 years of teaching the Palomar preschoolers. Lorene was apparently one of those promising stand-out students who we often see doing their training at the Lab School, which back then was called the Child Development Center. Lorene's instructor at the Center asked if she wanted to work there, and Lorene applied. She started in the classroom, working in the Building 2 kitchen as well, but I have heard stories that it was always obvious that Lorene very much belonged in the classroom. She was placed in charge of a large classroom as an Adjunct, and within five years, was hired as permanent faculty. Lorene had already worked full time for two years when I got to know her when I started as a student worker. She quickly became another mentor for me at the Center while I was finishing a class, and later I was placed as a part-time worker in her classroom. This Mentor- Mentee relationship continues to this day, although we teach different age groups.

One of the many things that come to mind when thinking of Lorene's special skills at teaching preschoolers is her talent to reach children who are working on their communication skills. I can think of many children who, after some months with Teacher Lorene, were able to not only communicate their needs, but were also comfortable to speak in front of their peers, read out loud, and make long-lasting friendships along the way. One cannot talk about Teacher Lorene without mentioning her amazing musical and singing talent. Whether it was about patterns, math, reading, or phonics, Lorene found a way to add rhythm to the learning experience, even tailoring it to each child's learning style!

It would be interesting to calculate how many families', how many children's lives Teacher Lorene has touched. She had taught children of parents who *themselves* attended when they were little, children from staff, faculty, student, and community families, numerous siblings from families, even after several years' gap. Also, Lorene tells me that she "has been blessed to mentor many of the teachers who are now teaching full time both at the Main Campus and at Escondido". I quote from Lorene, "It has been an honor to not only work with the children, but with the students, as well as the families".

In closing, from Teacher Lorene to Palomar College: "As a child once told me on his last day, 'Don't worry, Teacher Lorene. I will never forget you, and you will always be in my heart'. Palomar ECE Lab School, you will always be in my heart."

Sari Morris, Master Teacher
Early Childhood Education Lab School
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5.) Carol Adams

Lorene has been an extraordinary, dedicated Master Teacher to Palomar College Students, as well as the young children that have been in her classroom. Lorene displays such poise and a calming matter to all those that she worked with and was around. Lorene was my Practicum teacher, and a few years later, I had the chance to become a Master Teacher at the Lab School and was granted a lifelong friendship with Lorene. Lorene is always willing to help and show guidance when I need assistance. I nominate Loren Crow for Emeritus, as I feel she has earned it based on her years of commitment to Palomar College.

Carol Adams
Master Teacher
Palomar College
ECE Lab School

6.) Lee Kerckhove

I am writing to support Lorene Crow's nomination to emeritus status for her extraordinary dedication to our students and the children of our our students and faculty. A few years ago, my son was enrolled in the Child Development Center and was in Lorene's class. So, I had the privilege of watching her interact with her students and their parents close up. Lorene always made me feel that all of the children were the focus of her attention and that she guided them with care, humor, and compassion on a daily basis. Her classes were creative and helped to nurture the independence of the students so as to prepare them for the transition to kindergarten. My family appreciates Lorene's dedication to our child, and I know that there are hundreds of families that feel the same way. So, in conclusion, I think that Lorene is a model of dedication to the discipline of child development and the Palomar community and I urge you to grant her emeritus status.

Lee Kerckhove
Philosophy
Palomar College

Title 5 Regulations

#53200. Definitions

For the purpose of this subchapter:

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this subchapter whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this subchapter, reference to the term "academic senate" shall also constitute reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" means the following policy development and implementation matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles

- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development, and
- Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:+

- Relying primarily upon the advice and judgment of the academic senate; or
- That the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy of the governing board effectuating such recommendations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

#53201. Academic Senate or Faculty Council

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an

academic senate may be established at the college and/or district level.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

#53202. Formation; Procedures; Membership

The following procedure shall be used to establish an academic senate:

(a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.

(b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.

(c) The governing board of a district shall recognize the academic senate and authorize the faculty to:

- Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
- Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.

(d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.

(e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

#53203. Powers

(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other regulations contained in this part.

(b) In adopting the policies and procedures described in subsection (a), the governing board or its designees, shall consult collegially with representatives of the academic senate.

(c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or appear before the governing board with respect to the views, recommendations or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

1) In instances where the governing board elects to rely primarily upon upon the advice and judgment of the

academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

2) In instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to subsection (a) of this section.

(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

#53204. Scope of Regulations

Nothing in this subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

We the undersigned are writing in response to the media coverage of recent events at Palomar College and in particular to the *San Diego Union Tribune* article of August 2nd, 2020, entitled “Former Palomar College President Alleged Race, Gender Discrimination in Complaint.” We are primarily responding to the questions put to us by members of our communities who are concerned whether it was racism that prompted the firing of former Palomar College President Joi Lin Blake.

By way of background, Dr. Blake became president of Palomar in July of 2016 after being recommended for hire by a committee of faculty, staff, and administrators. After three years of her divisive leadership and mismanagement, the faculty took the difficult and extraordinary step of holding a Vote of No Confidence. The result was overwhelming: 92% had voted “No Confidence” in Dr. Blake. This result was also supported by Classified Staff at the college in a resolution, available [HERE](#). While this vote was not binding upon the Governing Board, those Board members—in response to the vote, the issues enumerated in this statement, and, perhaps, other information available only to them—placed her on leave and eventually severed ties with her. Understandably, given that Dr. Blake presided over an institution with few Black employees and only 2 – 4% Black students, the narrative has emerged that the reasons for her dismissal were not for mismanagement but instead based on racial and gender discrimination. We offer this statement to reject this narrative and offer a clearer and more complete perspective of the situation.

Dr. Blake’s failed leadership has been previously documented and disseminated, though, unfortunately, not often enough by the local media. We invite interested parties to examine the evidence thoroughly; readers can find the original petition for the Vote of No Confidence [HERE](#), the resolution by the Faculty Senate of Palomar College [HERE](#), and various articles about the issues with Dr. Blake’s leadership (along with supporting documentation) [HERE](#).

Charges of potential racism have been linked to the supposed different treatment for similar behavior accorded to former Palomar College President Robert Deegan. The narrative, both implied and stated in the *Union Tribune* article, in Dr. Blake’s complaint, and by her supporters, is that former President Deegan’s leadership and decision making were equally disruptive to the college, but he got a “pass” as a white male while Dr. Blake, as a Black woman, was punished. What follows are some key differences between the two former presidents:

- During President Deegan’s tenure, there were very few budget problems, and the college was fiscally stable; in fact, when he retired, there was a nearly \$22,000,000 reserve. By Dr. Blake’s third year, with a projected deficit of \$11,700,000, the reserve had been depleted by 64% and a team of statewide experts rated the college at high risk of insolvency. In addition, despite later claiming that she inherited and was blamed for fiscal instability, Dr. Blake nevertheless led the college to spend substantial resources on items, lawyers, outside consultants, and initiatives that were both costly and of dubious value to the school, especially in the midst of a monetary crisis. For example, she spent nearly \$100,000 for two robots that did little more than recite information available on the school’s website and are now in storage. Additionally, as the college’s finances were in decline, she spent hundreds of thousands of dollars exploring expensive and risky ventures such as student housing, solar farms in Borrego, and a retail mall in Fallbrook.

- President Deegan oversaw the successful passing of Proposition M and outlined a plan for building that was responsible and transparent, including the opening of the North and South Centers in a “staggered” time frame that would allow each one to grow and be large enough to pay for itself without creating a financial drain on the college. Dr. Blake rushed both centers to open at the same time, the dual expenses for which coincide with a precipitous drop in the college’s reserves and a sharp spike in its expenses, contributing mightily to the huge deficit. In addition, she intervened in the architectural plan, converting educational space in the new library to her Presidential Suite, which cost nearly \$1,400,000—money that is now unavailable for much needed improvements to Athletics and Student Services, both areas that serve our most marginalized students. This change was neither discussed nor approved by either the Bond Oversight Committee or the Governing Board and only came to light after it was exposed through a public records request.
- President Deegan’s relationship with the college community in terms of shared governance and dialogue was open and transparent, and his executive cabinet of vice presidents served long and stable terms. By contrast, Dr. Blake sought to restrict employees’ access to Governing Board members—who are publicly elected officials—and she resisted all attempts to move Governing Board meetings to larger rooms to accommodate the numbers of people who wished to attend. She also resisted attempts to livestream the meetings and provide captioning despite its ease and several direct requests by a faculty member who is hard of hearing. In addition, Dr. Blake’s executive cabinet of vice presidents has been anything but stable; during her three years, four vice presidents, either Black or People of Color, left Palomar for positions at other colleges.

The sad truth of the matter is that systemic racism is a significant problem in our nation’s institutions—health care, government, criminal justice, and housing, just to name a few. And our colleges and universities are no exceptions. To claim that Palomar College is somehow exempt from racism would be absurd, and none of us are making that claim. We recognize this problem, and faculty, staff, and administration have committed to do the hard work of both raising awareness and developing action plans that support antiracism in all that we do. Antiracist and equity activities have long been a part of Palomar’s educational culture, and we have also taken additional steps as a direct response to the murder of George Floyd. This is not a moment; it is a movement, and Palomar College is committed to be at the forefront of that movement, as evidenced by materials available at the college’s “Equity, Diversity, and Inclusion” website, available [HERE](#).

These initiatives are not finite in either scope or duration; instead, they represent an acknowledgement of what needs to be done and a commitment to do that work to ensure that antiracist values of equity, diversity, and inclusion are championed by our college and for our students and community.

We hold ourselves accountable to these values. We also continue to hold ourselves and each other accountable to the principles of quality education and to the responsible stewardship of

everything that maintains quality education, such as transparent governance and healthy finances. Dr. Blake failed to meet these standards.

Dr. Blake is an educator who is also a Black woman, and we are well aware of the seeming contradiction of on the one hand claiming to value racial equity and on the other hand voting “No confidence” in the first Black president of Palomar College. But no one—regardless of race, gender, different-abledness, sexual identity, religious beliefs, or age—is exempt from these standards, and the response to the failures of Dr. Blake’s leadership were based on these standards, not racism.

In his statement to the Governing Board on December 17, 2019, Dr. Jerry Rafiki Jenkins took issue with the position “that any critique of President Blake is inherently racist and sexist” because “the problem with these claims, besides the obvious ones (which include that making up claims of racism and sexism hurts people who are actually suffering these evil ‘isms’)...[is that] all socially marginalized people do not think the same; therefore, some will be progressive, and some will not” (click [HERE](#) for a link to Dr. Jenkins’ full statement).

As an institution of higher education, Palomar College champions critical thinking—in our classrooms, throughout our campus community, and in the sphere of public debate and discussion. We continue to actively engage in self-examination—especially as it relates to racial equity—while at the same time demanding of our leadership—ALL leadership—the high standards, practices, behavior, and responsibility that will lead the college forward.

Signed: