



Minutes of the
MEETING OF THE FACULTY SENATE
October 12, 2020

APPROVED

- PRESENT:** Eduardo Aguilar, Lacey Craft, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Jenny Ferrero, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Adam Meehan, Susan Miller, Kateri Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Patrick O'Brien, Candace Rose, Sabrina Santiago, Elizabeth Stephens, Craig Thompson, Fari Towfiq, Rocco Versaci, Ellen Weller, Reza Wrathall, Anastasia Zavodny
- ABSENT:** Jackie Martin
- GUESTS:** Leigh Marshall, Tracy Fung, Nimoli Madan, Erin Feld, Patriceann Mead, Vikash Lakhani, Leanne Maunu, Rafiki Jenkins

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:

Kateri Mouawad asked Faculty Senate to postpone their vote today to endorse Model 1 of the Co-Location Tutoring Center proposal until ASG gets the opportunity to formally review the proposal at their next meeting. ASG recognizes that this change will impact the largest constituent group on campus—the student body and believes that this very important decision needs to be reviewed by the student representatives.

ANNOUNCEMENTS: No announcements.

AGENDA CHANGES: No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/Towfiq Faculty Senate approval of minutes dated October 5, 2020 (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: Nelson, W. /Doyle Bauer Faculty Senate approval of actions taken by Curriculum on October 7, 2020 (see Exhibit 2).

The motion carried.

B. Committee Appointments

Motion 3 MSC: Zavodny/O'Brien

Faculty Senate approval to confirm the following committee confirmation (see Exhibit 3):

Student Services Planning Council - Daniel Finkenthal, Faculty, Instruction

The motion carried.

Motion 4 MSC: Zavodny/Laughlin

Faculty Senate approval to accept the results of the ballot for Guided Pathways Pillar 3 Lead (see Exhibit 4).

The motion carried.

Senator and Chair for Committee on Committees Anastasia Zavodny stated that it is her understanding that the candidates listed together on row one of the exhibit are feeling that their expertise together, combined was all in the arena of Pillar 3 and therefore they would all make a good team to lead. Senators posed several questions regarding the matter including whether this team approach has ever been approved before. Unless there is a current policy regarding a team approach, we must consider whether all five team members have equality in their oversight. Will one of the counseling team members be recognized as the lead while the other four volunteers assist when needed? Ultimately, Senators requested additional information and clarification before voting. There were some Senator comments indicating that it would be somewhat disrespectful to the other three individual candidates that have applied for this position and that we should vote today as planned.

Motion 5 MSC: Fererro/Nelson, W.

Faculty Senate approval to suspend the vote for Motion 4, Guided Pathways Pillar 3 Lead until October 19.

Nays: Lacey Craft, Will Dalrymple, Jenny Fererro, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Ben Mudgett, Patrick O'Brien, Elizabeth Stephens, Anastasia Zavodny

Abstentions: Katie Farrell, Sabrina Santiago

The motion carried.

Additional comments concerning this matter included whether we want to have balance between full time and part time faculty as Pillar Leads considering the volume of work and meetings. Although there is tremendous appreciation for part time faculty, currently there are already two part time faculty serving as Pillar Leads. We do need consistency in that leadership so having a full time faculty serve in this position will balance leadership.

Senator Zavodny added that in consideration of full time versus part time faculty used as a metric, she cautioned Senate and stated that we are all faculty first and as Senate oversees all academic and professional matters, we are looking at all the same function. Individuals who put their name forward have done so with the understanding that this is a position that is not simply for this semester, and therefore it expresses their willingness to put in the amount of work required for the position. Based on his own part time faculty experiences, Senator Eduardo Aguilar expressed his desire to always give opportunities for willing part time faculty to participate.

President Versaci asked Zavodny to go back to these five candidates and ask them to revise their written statement to address concerns and to provide the team's planned processes for operating as one cohesive Pillar 3 Lead.

C. Tutoring Co-Location Proposal

Motion 6 MSC: Laughlin/Thompson

Faculty Senate approval to endorse the L&L Tutoring Co-location Review team Model 1 proposal (see exhibit 5).

Abstentions: Kelly Falcone, Erin Hiro, Kateri Mouawad (Advisory), Candace Rose, Elizabeth Stephens, Anastasia Zavodny

Tracy Fung began the discussion by reminding Senators that a summary statement has been added to the exhibit. It was noted that the information was shared with respective departments' faculty and staff for endorsement of Model 1. All departments affected by this change are in support of Model 1. Currently Ruth Barnaba from STAR does not support Model 1. Senator Katy Farrell clarified that Model 3 represents tutoring for English, ESL and Reading moving into the current STAR location. There are many other departments that will maintain their own tutoring services.

Senators commented that statistics show that most of the students who used the current location for these departments were primarily students who had classes in those departments as well. Why would we make it less convenient for students by moving that tutoring to a less convenient location? Tutoring centers are not just for tutoring; they are learning centers as well. If the move is to coexist with the STAR location, instruction will slowly lose those centers all together. STAR may be the problem and the tutoring committee needs to look how its functioning. Is STAR providing good tutoring? Going with the idea of the convenience of having everything in one place may seem great but when it's at the expense of quality tutoring and learning, we need to focus on the importance of the individual centers.

Concerns regarding how students will find these new center locations once they are back on campus were shared. ASG representative Kateri Mouawad said students should provide feedback about these proposed changes since the changes affects students the most. And, if more time was available, a survey could go out to all students to get feedback before making any changes. Tutoring centers are also about scholarship and community blended together.

The Guided Pathways team looked at all the numerous tutoring locations on campus and added this change could seem overwhelming, confusing and discouraging for students so maybe Model 3 may be more supportive for the students.

The motion carried.

INFORMATION ITEMS

- A. Faculty Appointments to Grant-Funded & Other Assignments** - President Versaci stated that Faculty Senate hasn't had time to fully discuss this because the situation keeps changing. The issue right now is who has authority over faculty positions such as grant funded coordinators. He's been in contact with the State Academic Senate and basically a gray area exists between Title 5 authority that the Senate appoints faculty positions but the District has the right of reassignment. ASCCC advised that the Senate and District need to work out some procedures. Versaci plans to have a meeting with some of the ASCCC executive committee and then work something out with the District. What might happen is that when Senate votes on issues as this, this vote could be advisory only. The relevant administrator would make the final call. We also looked at what other schools do in situations like this and it varies. Some districts take a stronger hand and in some schools, the Senate does.
- B. CSU Ethnic Studies Requirement** (see exhibit 6) – Senator and Articulation Officer Ben Mudgett gave an overview of AB 1460 which requires the California State University system to develop a graduation requirement in Ethnic Studies. In September, the California State University Academic Senate created a task force to determine what these outcomes are going to look like and where it's going to fit in the 120 units required to graduate with a bachelor's degree. They are interested in four core groups from either of the disciplines including American Indian Studies, Africana Studies, Chicano Studies or an Asian American Studies discipline. Three units will be removed from Area D and moved into this new Area F. Palomar will be identifying alignment with our existing curriculum and make adjustments where needed by February in order for us to get these courses approved and ready for fall

2021.

Mudgett added that the general education work group is looking at our Multicultural Studies requirement and this new Ethnic Studies requirement and determined that this is going to affect our Multicultural Studies requirement to some degree. We have students who are held to different requirements, depending on if they're transferring and we don't want duplication of units or unnecessary accumulation of units. Cross listing is not going to work. The courses that are cross listed into an area that isn't in one of those four focus areas would not be accepted, so that is a discussion that departments are having. Senator Patrick O'Brien shared that this will have an impact on certain classes, specifically history classes. Faculty hiring will be a concern as well. This change will affect the entire institution.

- C. Resolutions for Area D (10/17) & Fall Plenary (11/5-11/7)** (see Exhibit 7) – Vice President Jenny Fererro is attending the Area D meeting on Saturday. Versaci asked Senators to review the resolutions and contact Fererro directly with questions before Saturday.
- D. Faculty Senate Subcommittee on Equity, Diversity & Inclusion** (see Exhibit 8) – Senator Anastasia Zavodny reported that Committee on Committees met again today to discuss the committee structure and the document. The committee reached out to colleagues from Mira Costa who have a similar committee and committee structure and will most likely be coming to their meeting next Monday. If any Senator has a question to ask of them regarding the procedure or issues encountered when creating their similar committee for diversity, equity and cultural competency, please let Zavodny know before Monday. This new committee is a subcommittee that reports to Faculty Senate.

Motion 7 MSC: Lawson/Towfiq Faculty Senate approval to extend the meeting.

Nays: Will Dalrymple, Kelly Falcone, Jenny Fererro, Erin Hiro, Susan Miller, Ben Mudgett, Wendy Nelson, Candace Rose, Elizabeth Stephens, Ellen Weller, Anastasia Zavodny

The motion carried.

- E. Dance Program Endangerment** – President Versaci shared that he and Jenny Fererro met with President Kahn this week and what's happening now is that he, Fererro and faculty from the dance program will be meeting with VP Sivert and Dean Smiley to discuss how this problem can be solved.

Patriceann Mead requested a statement of support from Faculty Senate for the World Drum and Dance Program; so that can remain to be truly an authentic culturally diverse program. Mead stated that VP Sivert continues to misunderstand this particular two teacher model. In addition, Mead feels that VP Sivert doesn't understand the difference between small programs and low enrollment or dying programs. This program is not dying but has been cut to death. In order to revitalize the program, Mead states that they must have teachers, proper funding, and to discontinue cutting their FTES every year.

Versaci stated that a discussion needs to occur prior to producing a statement of support and he isn't sure that all Senators are properly informed enough to weigh in at this time. He proposed producing the document after the meeting occurs.

Some Senators agreed that this is a method used by the administration to dismantle an academic program and some even wonder if other departments are being impacted by this tactic as well.

- F. Part-time Instructor Equity – Tabled.**

REPORTS

President (Versaci)

In the past week I attended SPC, the Governing Board Agenda Review meeting, my one-on-one meetings with President Kahn and Vice President Sivert, and SSEC. In the meeting with Jack, I told him that I would bring the Senate suggestions to his diversity hiring committee and participate in those conversations, as moved and approved by the Senate on 10/5 (the next two meetings of this hiring committee conflict somewhat with my Senate and teaching schedule). Jenny Fererro and I also shared with President Kahn the list of “asks” regarding faculty access to campus. He said that he would arrange for Jenny and I to bring them to the Emergency Operations Center (EOC).

I sent the request for more information to HR and IRP, as moved and approved by the Senate on 10/5.

SSEC (Versaci)

This Council met on Friday, October 9 (before the Senate meeting but after the Reports went out).

SPC (Versaci) SPC met on Tuesday, October 6. Here are some highlights:

- The Guided Pathways Task Force was approved (Senate approved it at its 9/28 meeting). Later in the meeting, in VP Sivert’s Guided Pathways update, she mentioned something about “Pillar Co-Leads.” Craig Thompson asked about this, saying that SPC had already approved the GPTF, and it did not include “Co-Leads.” Apparently, VP Lakhani “added” Co-Leads to help share the work, though it may have been people to assist with the work and not actually “Co-Leads.” VP Sivert said that she would look into this and bring it back to the Council.
- Two departmental name changes were announced: “Multicultural Studies” is now “Ethnic Studies” and “English and Humanities” is now “English, Humanities, and Reading.” There was some discussion about what kind of approval process name changes should go through. IPC had settled on a process, but the point was brought up that name changes sometimes happen outside of instruction, and there should be a uniform policy across campus for this. Further discussion was promised.
- Monica Alvarado from the Jewish Family Services (JFS) gave a presentation on legal services that are available for undocumented students.
- The FCMAT people are coming to campus in a few weeks. Our team will do a practice presentation to them in anticipation of the upcoming presentation to the State Trustees.
- President Kahn brought up the idea of “diversity definitions,” stating that in the interests of clarity, uniformity, accuracy, and effective communication, it might be useful if there were a list of definitions of terms that would be posted and used in campus-wide statements and policies. Some Councilmembers mentioned that this very topic was being discussed in separate groups and there might be some duplication of efforts happening. Jack is going to look into this.
- The work group addressing the new mission statement for the college reported their process. Their aim was to create a more concise statement, and there was some discussion about “mission statements” versus “vision statements.” The group will continue their work and report back to SPC.

IPC Report (Versaci) No report. IPC next meets on Wednesday, October 15.

SSPC (O’Brien) No report.

HRPC No report.

FASPC There are currently two Senate-appointed faculty vacancies on this council.

PFF (Laughlin)

Zooming into many meetings including:

- Governing Board Meetings: Nest one is Tuesday 10/13/2020
- Campus shared governance meetings:
 - o Budget meetings: next meeting 10/13/2020
 - o The weekly update on the COVID19 situation
 - o Faculty Senate
 - o Human Resource Planning Council: We discussed the college's hiring policies the open enrollment period.
 - o SPC: Here is the agenda of the last meeting: <https://go.boarddocs.com/ca/pccd/Board.nsf/Public>
Discussed was a change to the Mission Statement of the College. Our current Mission Statement is lengthy and largely driven by accreditation requirements. A small task force worked on a new statement and came up with two possibilities. One addresses the student directly whereas the other addresses the community. In both cases, it is much shorter. These will be discussed further in SPC and other arenas.
- Negotiations: We continue to negotiate MOUs that are directly or indirectly associated with the COVID 19 pandemic. Things have slowed down a little now that the big Health Care push is done.
- 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.
- 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 periodically. The food distributions follow strict COVID 19 guidelines and are contact-free. The next food distribution is 10/17/2020
- Working closely with Barbara Baer with COPE and the elections this year.

Keep on keeping on! Stay safe!

Distance Education (Hiro) The DE Committee met Oct. 7.

1. The Committee listened to a presentation on Starfish including new features like onboarding training for students. The DE Committee generally supported the program but had a few concerns:
 - We felt Starfish has to be integrated to Canvas
 - Faculty who used it said students felt like they have gotten in trouble
 - Members recommended the college come up with a plan for a retention and assessment team.
 - The DE Committee needs more information on a future data integration with Canvas. We will continue to work on this issue.
2. A complaint letter was sent to the DE Committee with feedback for all faculty teaching online. We will create tutorials to address these problems.
 - Students complain that faculty copy courses from one semester to the other without changing dates, causing confusion for students who get incorrect due date alerts. The DE Committee wants to remind faculty that once a course and assignment is published, students will see changes.
 - Students complain about grading exams by section. Grading exams a section at a time, which sometimes happens in Publisher Online Course Packs, show partial exam grades that leave students guessing as to the final score. The

DE Committee encourages professors to communicate with students on the status of exam grading. Professors can also mute assignments while grading to minimize student confusion.

3. The DE Committee wants to make sure it has adequate information on Publisher Online Course Packs and how faculty are using so we can provide help in training. We are asking anyone who uses them to take this survey. Form: https://docs.google.com/forms/d/e/1FAIpQLSd3Or6FOVgFxo86-vRMAKqCbi1VMEHpsbOTyRXnwADAq7nh1g/viewform?usp=sf_link

4. The DE Committee has been exploring the Online Education Initiative (OEI) Consortium, which was launched in October 2015 and is composed of representatives of [57 California Community Colleges](#).

The committee approved a motion to recommend becoming a Home College in the Consortium and to explore submitting an application to become a Teaching College to help our existing students and bring new students to Palomar College. DE Coordinator Erin Hiro will bring this recommendation to the Faculty Senate.

Guided Pathways (Nelson) No report.

Policies and Procedures (Lawson) No report.

Budget (Ferro) No report.

TERB (Lawson) No report.

Professional Development (Falcone)

The PD Committee held our first meeting on September 22nd. At the meeting we reviewed PD events and training that occurred since our last spring meeting, including: Virtual Employee Recognition Celebration (held May 22nd), Summer workshops, and Fall virtual plenary. Consensus was that we appreciated the all-college recognition event and enjoyed being able to celebrate all of our colleagues successes and milestones together in one celebration, however we noted that if held jointly again we would like to have more equal presentation between finalists/awardees among groups (idea to model the staff award structure similar to DFA). Feedback was good in response to our virtual plenary, however a little more time between sessions might be helpful. Over the summer we offered 222 workshops and of those 183 had people attend and complete the training. Summer training saw a large increase in participation from Part-Time Faculty and Classified Staff. We offered 106 workshops at fall plenary and had the highest participation in the last 3 years. The number of employees who completed at least one plenary workshop during fall plenary was 703, up from 604 in fall 2019, and 559 in fall 2018. The PD Committee then discussed goals for the year, which included a discussion of our role to support the college antiracist framework. We broke into groups and the faculty representatives discussed PD goals for Faculty and the staff/admin representatives discussed goals for staff/admin PD. For faculty we discussed reviewing/updating the External Training categories and researching to identify if other colleges have a diversity, equity, inclusion training requirement for their PD/Flex with the goal to draft language to propose to senate and PFF on what a requirement might look like if we included it in our PD/Flex program. Our Classified staff will likely be addressing a possible way to interpret the Title 5 PD/Flex requirement to also include staff to have an equitable expectation of learning across all employees and to also identify the best use of the classified staff PD funds which were distributed last year by the chancellor's office to be used for classified PD.

Sabbatical Leave (Lawson) No report.

Faculty Service Areas (Mudgett) No report.

ASG (Mouawad)

Here is Palomar's Associated Student Government weekly report:

- Movies for Mental Health is happening on October 9 th, from 1-2:30 pm. We ask all professors to share this with their students.
- ASG has chosen to support MODEL ONE of the Tutoring Co-location Plan. More details to follow.

- The ASG retreat is confirmed for October 9 th, and will for the first time be open to the public.
- Our students are currently being placed into various different shared governance committees that Palomar has open to student representation. Each board member should receive confirmation on the new positions by next week.
- ASG continues to work closely with compiling data regarding Prop M and the future of user groups and the LL building. ASG intends to work closely with the Telescope regarding this endeavor.
- ASG hosted the talent show, and had a successful outcome.
- ASG has a new Vice President of Events—Marie-Therese Mouawad, and a new ASG senator, Kevin Shotas

ADJOURNMENT:

The meeting was adjourned at 4:00 PM.

Respectfully submitted,

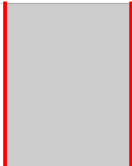
Margaret Faulkner

Molly Faulkner, Secretary

Oct 19 2020			
Name	Why would you like to be selected as the Pillar 3 Lead? *	Is there anything else you wish for Faculty Senate to know before making their selection?	Vote for ONE (1):
Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez	Five counselors are submitting our names as a team for Pillar 3 Lead. Individuals on this team are intimately involved in projects directly related to Pillar 3 such as Starfish Degree Planner, Early Alert, Mapper tool, Academic Advising Report, Ad Astra, and limited access programs such as Nursing. We work across departments in the various areas such as Admissions, Student Success & Engagement, STEM, Nursing, and Instruction, so relationships have already been built. Therefore, we are the most appropriate folks to lead these discussions and lead the work. We anticipate most, if not all, of us attending the bi-weekly meetings. Combined, we have over 100 years of experience. Most of all, we are dedicated to the work and passionate about Guided Pathways.	As counselors, Pillar 3 work is central to our job functions.	
Julee Hollis	For 13 year I worked in outreach and provided community college students as well as high school juniors and seniors with support from navigating high school, to choosing a major, to understanding what careers and education are available for students with little knowledge of what may be next. Seeing those students cross the finish line with a tassel in one hand and a job offer in the other is one of the most gratifying and fulfilling moments. I may be new to Palomar, but I am not new to the system. I am always looking for ways to improve the student experience and success rate, whether as a professor, outreach, or a friend of a friend of a friend. Additionally, I have mentored students over years in writing and educational technology skills. I designed and taught Career Development and designed the curriculum used University-wide at DeVry University. My philosophy is to ensure students have the tools to succeed in how they define success. Because students learn and grow differently, it is important to immediately connect and communicate to find the learning sweet spot for students and make sure they are on the right road. This learning curve is critical no matter what your background or ethnicity. The difference is the position and guidance of the facilitator/mentor/counselor. We can help guide students on their path to educational success. But we also need to help them stay on the path. The line to the goal is not always straight, this year has definitely underscored that message. It has also taught us that a little support can go a long way to finding our way back to the trail. The third pillar is critical in student success. We can all lead a horse to water. We need to be creative in the second part of the proverb; the action. My strength is executing a plan. This pillar is right up my ally of experience and aspiration. I am committed to providing the best possible support to students. Above all, I have a passion for helping students achieve their futures and it is indicative in my interactions every day.		
Nina Shmorhun	<p>This pillar is important to me because of my experiences in my other position, where I mentor close to 150 First-Generation, low-income, high school students at a college readiness non-profit based in City Heights, San Diego. I help equip High School students with the necessary skills and knowledge to get them into the college-going mindset. I am very connected to high school-aged youth and work to support their success in staying on their path to graduation and applying for colleges. However, I recognize that once my students leave our organization, their college-going journey has only just begun; they now have to navigate staying-in and graduating-from college. Being the Pillar 3 Lead would extend my current experiences in supporting students navigate often confusing pathways and systems, and allow me to continue to foster a positive experience for the many underrepresented (e.g., First-Generation, low-income, racial minority, female, students with disabilities, adult learners, veterans) students who attend Palomar college. In addition to regularly performing many of the duties described for the Pillar 3 Lead such as, act as the main point of contact, work with software systems teams, ensure SOAA is updated, present Pillar 3 information to the campus community, and regularly attend meetings, I would hope to be an integral part of collaborating with those who are already working to expand the essential practices from "not systematic" to "scaling in progress" amongst Guided Pathways Pillars. It is essential for all students to have the necessary resources and advisement to ensure they have a viable path to transfer or begin their careers. Finally, I hope to become the Pillar 3 Lead because I am passionate and determined to create equitable spaces and pathways in higher education. My passion is a direct result of my journey through higher academia. Where, as a woman of color and one who overcame a lot of barriers in my field, I want to ensure that other students feel just as empowered as I did after support and guidance from numerous college faculty, staff, and colleagues at my undergraduate and graduate schools.</p> <p>After reading my statement that I sent, I realized I never touched on my computer/software skillset. I am experienced in both iOS and Windows platforms, as well as various software packages (Microsoft Suite), remote meeting (Zoom, Google Meet, RingCentral), statistical (Systat, SPSS), LMS (Canvas), Adobe Suite (Illustrator, Acrobat Pro), and GIS (Geographic Information Systems)--and many others but are catered towards Geological modeling and subsurface mapping. I have experience hosting and running small (~10 people) to large (~50-80 people) virtual zoom meetings, as well.</p>	As an adjunct faculty member in the sciences, I could further add to the diversity of voices that represent and lead the Guided Pathways initiative across Palomar Colleges campus.	

Vote on Oct 12 delayed until this week (Oct 19) due to questions on the group submission. **No update was received from the group.**

Nina chose to include an addition to her original statement, seen here at the bottom of her statement.

Manupriya Sharma	I believe that I possess the necessary skills and experience to make a valuable addition to the pillar 3 project. I have been teaching Physics as an adjunct at Palomar College for six-year and strongly feel that the success of pillar 3 project will ensure equity in our education system and provide help and guidance to the students when they need it the most. I am very motivated and driven. I feel excited about joining the project and use the project management skills that I learned during my MBA from the Rady School of Management.	I have a Ph.D in Physics and an MBA from Rady School of Management. I have almost 18 years of teaching experience.		
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Senator LAST name	Senator FIRST name	For the position of PILLAR 3 LEAD, please select only ONE of the following:
Aguilar	Eduardo	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Craft	Lacey	Nina Shmorhun
Dalrymple	Will	Nina Shmorhun
Doyle Bauer	Alex	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Falcone	Kelly	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Farrell	Katy	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Faulkner	Molly	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Fererro	Jenny	Nina Shmorhun
Hiro	Erin	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Jarvinen	Jason	Nina Shmorhun
Laughlin	Teresa	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Lawson	Lawrence	Select if choosing to vote for none of the above.
Manneh	Beatrice	Nina Shmorhun
Martin	Jackie	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Meehan	Adam	Nina Shmorhun
Miller	Susan	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Mudgett	Benjamin	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Nelson	Scott	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Nelson	Wendy	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
O'Brien	Patrick	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Rose	Candace	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Santiago	Sabrina	Nina Shmorhun
Stephens	Elizabeth	Nina Shmorhun
Towfiq	Fariheh	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)
Thompson	Craig	Nina Shmorhun
Versaci	Rocco	Select if choosing to vote for none of the above.
Weller	Ellen	Nina Shmorhun
Wrathall	Reza	Nina Shmorhun
Zavodny	Anastasia	Nina Shmorhun
Mouawad	Kateri	Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (TEAM SUBMISSION)

Brikiya Cephus – Statement of Interest for Umoja Co-Coordinator (instruction) Part-time, Biology

My interest in joining the Umoja program as an instructional faculty co-coordinator has been recently sparked by the increased need to reach underrepresented students of color to help ignite an interest in STEM and higher education in general! As an African American woman, my passion has always been to reach those deemed ‘unreachable’, whether due to cultural differences, socioeconomic disparity, and/or other challenges. Now, more than ever, I find it imperative that my passion be actualized and demonstrated, thus I am extremely interested in working to assist our students in learning more about the African-American culture, and support them in achieving their career, academic, and personal goals as an Ujoma co-coordinator.

I have four years teaching experience with adults from all walks of life and cultural backgrounds as an adjunct professor at San Diego City Community College, Point Loma Nazarene University (PLNU), and here at Palomar (my fifth semester). In addition, my current network to both colleges (City and PLNU) along with my effective ability to connect with high school students as an online high school biology teacher for over 10 years will be beneficial in advertising the program to area high schools, and providing the program participants with activities or events that expose them to the larger campus environment. As a K-12 teacher and adjunct professor, my experience includes proficiency in Universal Design for Learning (UDL) strategies, online learning, and successful implementation of instructional strategies and methods from the black minds matter webinars and book by Dr. J. Luke Woods.

My experiences with students from culturally diverse backgrounds, professionalism, and passion for teaching, reaching, and mentoring students, specifically those who look like me, make me a valued addition to the Umoja program.

As a self-motivated and responsible professional, I look forward to doing more to help our student population and look forward to hearing from you soon!

**Amber Colbert – Statement of Interest for Umoja Co-Coordinator (instruction)
Full-time, Sociology**

I am excited to express my interest in the Umoja Co-Coordinator position. I have previous experience working with Umoja at Foothill College as an adjunct instructor. I am passionate about the program as I have seen the positive effects of the outreach and mentorship for Black/African-American Umoja students. The program aligns with my goals to student-centered goals as a professor and the antiracism goals of our college. I am actively engaged in and support Palomar's antiracism efforts. I am the founding member of the Palomar Black Faculty and Staff Association, I have been working with a number of equity-based committees on campus, and my sociological background has prepared me for working in organizations that are focused on dismantling systemic inequality. I firmly believe that now, more than ever, a strong Umoja program should be prioritized here at Palomar. I look forward to working in conjunction with another coordinator, staff, and instructional faculty to impact and improve the lives of our students, specifically our Black/African-American students, in Umoja. Thank you for your consideration.

**Edwina Williams – Statement of Interest for Umoja Co-Coordinator (instruction)
Part-time, Multicultural Studies**

I read with great interest your job announcement for a Umoja Program Co-Coordinator. As the Umoja Community Club Faculty Mentor at MiraCosta College who has also taught two semesters of Introduction to Sociology in the Umoja Summer Bridge Program, I believe I am a strong candidate for the position.

My professional experience includes over four years as associate faculty at MiraCosta College and one year in the Multicultural Studies Department at Palomar College where I teach African American History and Introduction to Black Studies. More so, I have facilitated numerous Umoja Porch Talks, served on Umoja program event committees, created service-learning projects for Umoja scholars, developed paid internships, upgraded course outlines of record for Black Studies courses, wrote and received grants, and implemented scholarship fundraisers. To further expand my education and remain current in my discipline, I also attend the annual Umoja Conference, the Guided Pathways Institute, and the Strong Workforce Faculty Institute. These conferences have provided an invaluable opportunity for me to collaborate with various faculty, staff, and administrators from community colleges to discuss equitable teaching pedagogies and how to embody the 18 Umoja practices.

Over the past several years, I have attained a great deal of knowledge about equity, cultural diversity, and inclusion. More importantly, I have learned how to successfully navigate educational institutions and community organizations as a means of supporting Umoja scholars on their academic and career pathways. My aim in this position will be to embrace and encourage Umoja students from diverse backgrounds to strive for success. As a Black woman who comes from a low-income background, I know firsthand what a college degree can do in terms of building cultural capital and personal growth. In this role, I would work alongside my colleagues to provide a safe educational environment that promotes a strong culture of inclusiveness, creativity, and social justice.

Thank you for your time and consideration.

**Kyle Owens – Statement of Interest for Umoja Co-Coordinator (counseling)
Part-time, Counseling**

Dear Faculty Senate,

My name is Kyle Owens and I am currently Associate Faculty in the General Counseling office at Palomar College. I am writing you to declare my interest in the co-coordinator position for Umoja. In my time at Palomar College I have counseled students in First Year Experience, EOPS, FYE Summer Bridge, as well as active duty military and their families on Camp Pendleton. Additionally, I have taught Counseling 110, College Success classes for Palomar's general population, Wounded Warriors on Camp Pendleton, and the Transitions Program-From Corrections to College summer program. This Spring I will be teaching Counseling 101, Transfer Success for Umoja.

Before I was hired at Palomar College, I held the position as Summer Bridge Coordinator and EOP Counselor at California State University San Marcos. In that role as coordinator I recruited at local high schools, planned student and family summer bridge orientations, managed summer bridge on campus housing, maintained budget, student counseling, academic success workshops, and scheduled student activities. In addition, I have worked specifically with African American Students as Coordinator of the Mesa Academy Program at San Diego Mesa College. The Mesa Academy is a program intended to recruit, retain, transfer and graduate African American students. As coordinator of the Mesa Academy I managed the budget, trained and supervised student mentors, organized and led university transfer success tours and workshops, counseled students, and taught the College Success Skills course.

Finally, in 2017 I attended the Umoja training conference in San Diego where I was introduced to the directives and philosophy of Umoja. I have continued to immerse myself in like conferences and trainings that directly impact the African American student population. My passion and desire to work with under represented student populations has been and continues to be intentional and wanted. I believe that my experience and genuine interest to work with African American students make me a great fit to co-coordinate Umoja. Thank you for the opportunity and I look forward to hearing from you regarding my desire to co-coordinate Umoja.

Sincerely and in unity,

Kyle Owens

**Mercedes Tiggs – Statement of Interest for Umoja Co-Coordinator (counseling)
Part-time, Counseling**

I am writing to express my interest in the Umoja Program Co-Coordinator position. I am a Licensed Clinical Social Worker and part-time Counseling Faculty with the Extended Opportunity Programs and Services (EOPS) department. As a counselor, I help to coordinate the Foster Youth Retention Success and Transition Program (FYRST). I have provided academic services in the education sector for 4 years now and my primary role has always been to encourage students while providing high-quality support services that enable them to complete their educational goals. I have over 13 years of experience advocating and mentoring marginalized youth who require specialized over and above support. My personal experience as a cisgender African American woman, low-income, first-generation student, and being a former Foster Youth has allowed me to share my lived experiences and connect with diverse students and employees at Palomar College. My professional experience as a part-time counselor within two community college districts has also played a crucial role in establishing my teaching and counseling approaches, as I'm continuously learning and reflecting on how I can further enhance my skills as a counselor.

I have had the distinct honor of engaging with the UMOJA Program from several different perspectives throughout my educational career. I have partnered to provide workshops, healing circles, therapy, and a safe space for students to thrive holistically. The UMOJA Club on campus sparked my interest in the UMOJA program at Palomar College. During my first week of employment, I wore my UMOJA t-shirt proudly and was instantly embraced by club members and students while walking around campus. Students were eager to inquire about my shirt, position, interest in the club, and ways I could provide support to them. I did not understand why they were so intrigued until I learned the demographics of the program and club. I was the representation they had been wanting and seeking on campus. Upon this discovery, I have made it a personal mission to help the students in whichever way I can. It is important for students to feel belonging, valued, welcomed, and a part of the campus community. I have been fortunate to connect with UMOJA students through intentional conversations, partnerships, and commitment to representation on campus. I have been very active in Region X and on campus. I've moderated Black Lives Matter and Antiracism discussions. I've collaborated across campus with instructional and non-instructional faculty, and staff. I am a member of several committees that have been created and are committed to equity and equality on and off-campus. I'm also the part-time Faculty Representative for the Palomar Faculty Federation executive board. I'm also an active member of the Palomar College Black Faculty and Staff Association. The students deserve a counselor that values the opportunity to promote self-compassion, equity, diversity, and

inclusion.

Integrity and perseverance are the foundation of my work ethic allowing me to develop trust-based relationships with students and accomplish desired outcomes on both sides. I also take pride in providing support for the development and instruction of students. I am confident that my education, lived experience, and professional experiences will enhance the cultural and educational experiences of African American/Black and other disproportionately impacted students at Palomar College.

Sincerely,
Mercedes Tiggs, LCSW

UMOGA Co-Coordinator Voting Results - October 19, 2020

Vote For One

Vote For One

	Brikia Cephus	Amber Colbert	Edwina Williams		Kyle Owens	Mercedes Tiggs
Eduardo Aguilar			X		X	
Lacey Craft			X		X	
William Dalrymple		X				X
Alex Doyle Bauer			X		X	
Kelly Falcone		X				X
Katy Farrell		X				X
Molly Faulkner		X				X
Jenny Fererro			X			X
Erin Hiro		X				X
Jason Jarvinen			X			X
Teresa Laughlin		X				X
Lawrence Lawson			X			X
Beatrice Manney		X				X
Jackie Martin		X				X
Adam Meehan		X				X
Susan Miller		X				X
Ben Mudgett		X				X
Scott Nelson		X				X
Wendy Nelson		X				X
Patrick O'Brien		X			X	
Candace Rose		X				X
Sabrina Santiago		X				
Elizabeth Stephens	X					X
Craig Thompson		X			X	
Fari Towfiq		X				X
Rocco Versaci						
Ellen Weller			X		X	
Reza Wrathall		X			X	
Anastasia Zavodny			X			X
TOTAL	1	19	8		7	20



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Anastasia Zavodny, on behalf of Committee on Committees				Date: October 2020			
Proposed Name of Requested Group: Diversity, Equity, and Cultural Competency (DEqCC) Subcommittee							
	Council		Committee	x	Subcommittee		Task Force
Action Requested:	x	Add			Delete		Change
<p>Role: Changing the status quo by informing, engaging, and advising the Faculty Senate on matters relating to cultural competency and cultural proficiency. Integrate diversity, equity, and cultural competency into faculty experiences (governance, training, discussions).</p> <p>Products: Engaging faculty on matters of cultural competency to include: 1.) Annual professional development training for faculty focused on diversity, equity, inclusion and cultural competency. 2.) Regularly occurring all-faculty meetings to dialogue on diversity, equity, inclusion, cultural competency and implicit bias. 3.) Further implementation and integration of diversity, equity, inclusion and cultural competency in the classroom and curriculum.</p>							
Reporting Relationship: Faculty Senate							
<ul style="list-style-type: none"> Meeting Schedule: 							
Chair: 1 Faculty Senator Co-Chair; 1 Co-Chair elected from the subcommittee membership							
<p>Members:</p> <ul style="list-style-type: none"> 8 Faculty, At-Large 							

Approved:
 Reviewed by Strategic Planning Council:

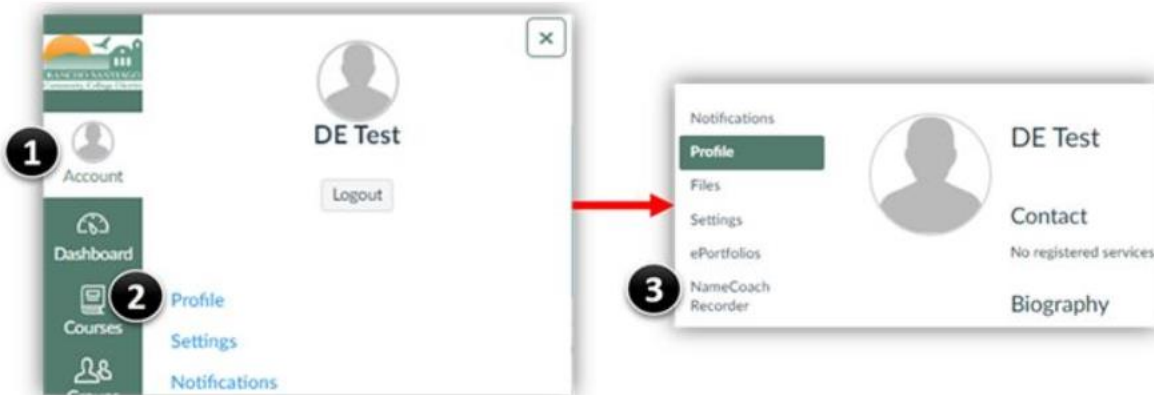
At the September eConvening for the CCC Equity Leadership Alliance through USC, Palomar's delegates learned about the most common experiences with classroom racism that students face. One of them was mispronunciation of student names and/or refusal to learn students' correct names and pronunciations. In the interests of providing tools to help faculty and staff better meet student and colleague needs, Dr. Kahn asked multiple constituent groups (including Faculty Senate) to gauge interest in Palomar purchasing a Canvas add-on called NameCoach, which allows users to record pronunciation of their name, and indicate other identifiers.

What is NameCoach?

NameCoach is an easy-to-use tool that allows students, faculty, and administrators to record how their name should be pronounced, identify their personal gender pronouns, select an honorific, as well as hear how other's names should be pronounced. NameCoach allows users to easily record the correct pronunciation of their name using a computer, tablet, or mobile device. The voice recorded pronunciations will be available to faculty and students, in the courses in Canvas where the instructor has chosen to enable NameCoach, as a resource to learn how to say your name correctly.

Accessing NameCoach in Canvas

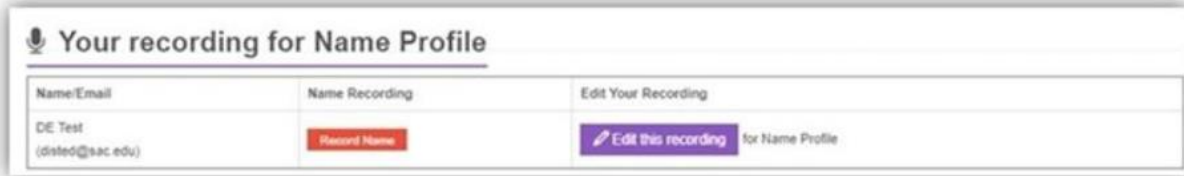
To access the NameCoach recorder in Canvas, log on to Canvas. Click the **Account** (1) link on the Global Navigation Menu, then select **Profile** (2) from the menu. Click on the **NameCoach** (3) link on the Profile menu.



Using the NameCoach Recorder

The NameCoach recorder can be used on a computer, tablet, or mobile device. The recorder allows you to record your name using either the built-in computer or tablet microphone, or the app will call your cell phone for the recording. To record your name, click the red

Record Name button on the NameCoach home page and follow the instructions. You will be asked to verify your Email, name, and select how you want to record your name.



The screenshot shows a web interface titled "Your recording for Name Profile". It features a table with three columns: "Name/Email", "Name Recording", and "Edit Your Recording".

Name/Email	Name Recording	Edit Your Recording
DE Test (disted@sac.edu)	Record Name	Edit this recording for Name Profile

Additional NameCoach Resources

[NameCoach Recorder](#)

[NameCoach in Canvas](#)

[Adding a NameCoach recording to your email signature](#)

[NameCoach for Students](#)

[NameCoach Help Page for Students: Troubleshooting Your Recording](#)

[NameCoach Help Page for Students: Phonetic Spelling](#)

Faculty Senate Antiracism Statement Draft

Whereas, in light of the history of injustice towards People of Color and in light of more recent developments raising awareness of this issue, including testimonials of students, colleagues, and community partners, the Faculty Senate of Palomar College, within its scope of academic and professional matters, affirms that the lives of Black, Indigenous, and People of Color (BIPOC) matter.

Be it resolved that, in matters related to oversight of curriculum, the Faculty Senate will ensure that equity, diversity, and inclusion is represented.

Be it resolved that, in matters related to degree and certificate requirements as well as educational program development and review, the Faculty Senate will support and promote degrees, certificates, and programs that serve the needs of our BIPOC students.

Be it resolved that, in matters related to grading policies, the Faculty Senate will maintain the integrity of fair and equitable grading practices.

Be it resolved that, in matters related to standards and policies regarding student preparation and success, the Faculty Senate maintains a regular reporting relationship with student support services to ensure the needs of our BIPOC students are being addressed.

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.

Be it resolved that, in matters related to faculty roles and involvement in the accreditation process, the Faculty Senate will support an evidence-based accreditation report that includes equity, diversity, and inclusion planning progress.

Be it resolved that, in matters related to faculty professional development, the Faculty Senate will ensure that the professional development office will expand its opportunities for faculty to grow and educate themselves on matters of oppression, racial injustice, implicit bias, and related issues and their impact on pedagogy.

Be it resolved that, in matters related to oversight of curriculum, the Faculty Senate will advocate that resources are provided for the activities mentioned herein.

Be it resolved that, in matters related to faculty hiring, the Faculty senate will carefully assess diversity in hiring and work diligently with relevant groups on campus to expand and improve diverse hiring practices.

Be it resolved that, the Palomar College Faculty Senate commits to actions that will address the inequality and oppression of Black, Indigenous, and People of Color and celebrate the cultural contributions of BIPOC students, faculty, and staff.