



Minutes of the
MEETING OF THE FACULTY SENATE
October 19, 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, 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:

GUESTS: Vikash Lakhani, Leigh Marshall, Patriceann Mead, Leslie Salas, Jon Walker

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: No Public announcements.

ANNOUNCEMENTS: The Faculty Senate Council meeting will be moved to 1:30 PM on October 21, 2020.

AGENDA CHANGES: No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/Towfiq Faculty Senate approval of minutes dated October 12, 2020 as amended (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum – No curriculum actions to report.

B. Committee Appointments

Motion 2 MSC: Zavodny/Laughlin Faculty Senate approval to un-table Motion 4 from October 12, 2020 and to accept the results of the ballot for Pillar 3 Lead (see Exhibit 2).

Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez (Team)

The motion carried.

Senator and Committee on Committees Chair Anastasia Zavodny reached out to all candidates giving them an opportunity to amend their original statement submitted for this position. The deadline to make changes was Friday, October 16, 2020. All individual applicants responded/provided additional information by the deadline date of October 16, 2020. The group/team applicant (Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez) provided additional information on Monday, October 19, 2020. Late last week, candidate Julee Hollis reached out to Senators Falcone and Hiro. Hollis reconsidered her position as a candidate and stated she would not be able to provide the leadership required at this time. Zavodny was not made aware of this event until this moment.

Senator Ellen Weller recommended that after today, Faculty Senate should more clearly define the structure of committees, primarily the lead or co-lead position, to ensure balanced participation among the various constituent groups. When a group or team of individuals apply as one unit, this can clearly throw off the balance of the committee.

During this discussion, Senator Craig Thompson asked VP Lakhani to confirm that he wants to appoint co-leads for three of the four Pillars. VP Lakhani confirmed that co-leads from Student Services have been identified to fill these co-lead positions including Dean Leslie Salas. Lakhani wants to work with Faculty Senate to provide more involvement from Student Services.

Senator Zavodny commented that if Senate is not comfortable with a co-lead, we absolutely do not have to go for a co-lead for a position. It's important to remember that these pillars will also have faculty involvement serving on the pillars so it's not necessary that all of these faculty who are interested in pillar three service as a team, lead for pillar three.

Senator Wendy Nelson stated that as a member of the Guided Pathways task group, organizing the structure of Guided Pathways moving forward was not an easy task. So much of the work that needs to be done isn't new work, and new projects already have certain people overseeing the work or who are assigned to work on that part. Pillar three is definitely one of those areas. This may be a reason why Glyn Bongolan and her team applied for this co-lead position and from Nelson's perspective, Glyn Bongolan's email indicates that she would be the lead.

C. UMOJA Co-Coordiators

Senate President Versaci presented five applicants for the UMOJA Co-Coordinator positions. One of the co-coordinators will come from Instruction and the other from Counseling. This is one of those positions that falls under the gray area as whether Administration or Faculty Senate has the authority to appoint. He invited Vice President Lakhani and Dean Salas to come today to weigh in on this matter because the UMOJA Co-Coordiators would report to them.

Vice President Lakhani expressed his appreciation for the collaboration. When it comes to student support programs, passion matters, experience matters, and having someone who is always on campus makes a big difference. His preference, and it's nothing against part time or adjunct faculty, but in these kind of programs, connections to resources on campus comes out stronger from a full time faculty member. Dean Salas also expressed her appreciation for this collaboration.

VP Lakhani addressed Senators comments regarding equity between UMOJA and Puente positions and programs. Lakhani stated that the call was for the coordination piece of the program. Once the co-coordinators are in place, he and Dean Salas will work with the co-coordinators to ensure we have the appropriate structure set up and to work out other details and make sure that it's equitable across the student populations.

As a Puente mentor at both Mira Costa and Palomar College, Senator Eduardo Aguilar is concerned about the release time percentages/stipends because of how much work is really required and produced by these coordinators. So much time and energy is required, far beyond the written job description. The coordinators need the time to produce and

operate an excellent program and to provide the services that the students deserve. Faculty should be accurately compensated for this work.

Senator Patrick O'Brien emphasized the need to follow best practices that shows for both Puente and UMOJA that the co-coordinator from counseling also teaches the learning community counseling class. At Palomar, it doesn't seem as if the co-coordinator for counseling would be required to teach the class. So that's a real disconnect especially when you have two coordinators and neither one of them teach any of the learning community classes. The class is where we have most of our connection with the students.

The roll call vote followed.

Motion 3 MSC: Laughlin/Lawson

Faculty Senate approval to accept the results of the ballot for UMOJA Co-Coordinators (see Exhibit 3).

Amber Colbert, Instruction

Mercedes Tiggs, Counseling

The motion carried.

D. Faculty Senate Subcommittee on Equity and Diversity (see Exhibit 4)

Senator Zavodny reported that Committee on Committees is not ready to recommend or forward the final submission for the subcommittee. During their meeting today, two representatives from Mira Costa came and shared excellent advice and expertise about how their process works. Zavodny closed stating the document may be ready for Action next meeting.

INFORMATION ITEMS

A. NameCoach (see Exhibit 5)

Vice President Jenny Fererro was asked by President Kahn to gauge Faculty Senate's interest, on behalf of the faculty, in the District pursuing purchasing the NameCoach add on for Canvas. NameCoach is a tool that allows people using Canvas to record how their name is pronounced. We as faculty would be able to hear students pronounce their name. At the USC e-convening for the Equity Assurance Alliance, Fererro learned that the most common types of racism that students face in the classroom is mispronunciation of their name.

Senator Falcone asked that any future add on tools for Canvas should go through the Distance Education (DE) committee first and then come forward to the Senate. Falcone also announced that there is a free @One Course with a 5-Day Accessibility Challenge where NameCoach is embedded in it. <https://onlinenetworkofeducators.org/course-cards/organizing-your-canvas-course/>

Senators supported the idea.

B. Senate Statement on Antiracism – Senate Task Force (see Exhibit 6).

President Versaci thanked the task force for their time and effort taking on this task. Senator Lawrence Lawson shared a draft of the statement which begins with why Faculty Senate is interested in putting out a statement like this. The

group then developed the statement around the 10 +1 +1, within the scope of antiracism. The statement was sent out for feedback and several BIPOC colleagues responded. Other groups have not yet responded.

Senators discussed the structure, and various paragraphs specifically the language used to codify their commitment to making change. A straw vote was taken to maintain the structure of the statement. Senator Lawson will meet with task force members, make suggested edits and will bring back a revised statement for Action next week.

C. Part-time Instructor Equity

With less than five minutes on the meeting clock, Senator Will Dalrymple asked to bump this matter to the next meeting.

REPORTS

President (Versaci) - In the past week I attended the Budget Committee, the Governing Board meeting, and IPC (See reports below).

At the Governing Board meeting, President Nancy Ann Hensch reported out of closed session that the District reached a settlement with former Dean of MNHS Kathy Kailikole in the amount of \$303,000. The Board also had a workshop with Dr. Helen Benjamin, who had spoken with them individually beforehand. She expressed dismay that some board members were not really interested in resolving internal tensions but instead waiting for the election to change the makeup of the trustees. Nevertheless, she gave suggestions for how they could work together better. Near the end of the meeting, the Board also discussed the upcoming Superintendent/President Search, and they asked me to share some thoughts and answer questions about previous searches in general and about working with a consulting firm in particular.

SSEC (Versaci)

This Council met on Friday, October 9. We discussed the impending governance structure changes and how that would impact our council. The understanding was that IPC, SSPC, and SSEC would all be folded into one of the main governance councils. We also asked the AB705 Subcommittee (formerly the Basic Skills Committee) to select two faculty representatives for SSEC. Also, Michael Large from IRP discussed some of the metrics used to determine equity, and Olga Diaz gave an overview to how the spring emergency funds were dispersed.

SPC (Versaci) - SPC next meets on Tuesday, October 20.

IPC Report (Versaci) - IPC met on Wednesday, October 14. Here are some highlights:

- The Council voted to support the merge between Philosophy and Religious Studies
- DRC requested two FT DRC Counseling positions because they are short-handed due to retirements
- PRPs are due on Friday, October 16
- The NCHEA Tri-Equity Conference will be held on October 24

SSPC (O'Brien) - No report.

HRPC – No report.

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

PFF (Laughlin) – No report.

Distance Education (Hiro) – Senators, please remind your department faculty that per our AP [4105](#), EVERYONE teaching in the Spring must be on the [Certified Instructors for Online Teaching](#) by the end of this semester.

There are three ways to get on that list:

- Evidence of **successful completion of Faculty Senate-approved distance education** pedagogy workshops. Currently, that means taking and passing the self-paced, 10-hour Palomar Online Education Training Course. Instructions to enroll in POET are [here](#).
- Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions. If you were trained somewhere else, send proof of that training to ehiro@palomar.edu.
- Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate. Currently, that is the [OEI Course Design Rubric](#). See instructions for [How to do a Self-Evaluation of a Course](#). Send the completed rubric to ehiro@palomar.edu.

Guided Pathways (Nelson) - Reports for GP are suspended until the GP Task Force gets up and running. The Senate will put out a call for the at-large faculty members shortly.

Policies and Procedures (Lawson)

P&P met on October 2nd. Both Faculty Senate Reps were in attendance. We spent some time approving 2nd reads of various sexual harassment policies. We were also presented 1st reads for various policies, which Senators should review and provide feedback on.

Visit <https://go.boarddocs.com/ca/pccd/Board.nsf/Public#> and then select “Policies and Procedures” from the upper right-hand menu and navigate to the agenda from October 2nd to view policies. Of special interest may be BP 3000 ANTIRACISM; BP/AP 4021 PROGRAM DEVELOPMENT, REVIEW, REVITALIZATION, AND DISCONTINUANCE; and AP 4230 GRADING AND ACADEMIC RECORD SYMBOLS. Please bring any feedback to Senator Lawson or Senate Rep Cardenas to transmit to the Policies and Procedure Committee.

Budget (Ferreiro)

The Budget Committee met on Tuesday, October 13. We received a summary of the Moody's and S&P Credit Ratings which analyze the risk of our bonds and influence whether investors are attracted to our bonds. Moody's rated us as an AA2 low credit risk with a negative outlook (due to state budget, etc.) which is similar to other colleges. S&P were more generous and maintained our rating from our 2017 upgraded rating. The majority of the meeting was spent reviewing the FY 20/21 Adopted Budget, which anticipates that this will be the first year in a long time where revenues will exceed expenditures, partially due to the large number of retirements last year and the benefits changes that were negotiated. There were many questions, identification of errors/confusing labels, and requests for clarifications about how the material was presented, but unfortunately the information was presented to the Governing Board the same day that the Budget Committee saw it for the first time.

TERB (Lawson)

At the 28 September meeting, we discussed a revision to the online course observation form. We need an update that better aligns with accreditation standards and the OEI rubric. However, such a change would be quite significant, so TERB decided to implement that change for Fall 2021—when, perhaps, the only online classes would be courses typically designated as online—and for Spring 2021 institute one change to the current form and bring in a question, on the observation form, about accessibility.

TERB also discussed revising the student evaluation options for peer evaluations to better standardize how Peer Review Chairs conduct interviews with students. Instead of “summarizing” student comments—and thereby perhaps not capturing student comments exactly—TERB is discussing the PRC Chair formalizing their questions in a form for

students to fill out so that they have access to student comments and *then* summarize from those primary documents. This process is still in discussion.

Last, in the online environment, it is proving difficult to run student evaluations for Behavioral Health Counselors or DRC Counselors as the fact that a student had one of those types of counseling appointments is confidential yet, to put those evals into the online system, the TERB Coordinator would know the names of students having each type of counseling session. As a result, DRC and BH Counseling Student Evals (and evals as a whole) are being pushed to Fall 2021, when, hopefully, we’ll be back in a face-to-face environment. At the same time, TERB will continue to investigate a way to have a confidential system with the current online software.

Professional Development (Falcone) - No report.

Sabbatical Leave (Lawson) - No report.

Faculty Service Areas (Mudgett) – No report.

Accreditation (Meehan)

Over the summer break the Accreditation Writing Leadership Team (AWLT) reviewed the first narrative drafts of the Institutional Self-Evaluation Report (ISER). AWLT generated reports and action plans for each of the writing teams. AWLT has now met with all writing teams and scheduled meetings and writing sessions to facilitate the revisions that will culminate in Draft #2, which will be completed in late October/early November. AWLT will then review Draft #2 and return to the writing teams with final feedback in early 2021 in anticipation of the complete ISER draft being distributed to councils and committees throughout the spring 2021 semester.

ASG (Mouawad) - No report.

ADJOURNMENT:

The meeting was adjourned at 4:00 PM.

Respectfully submitted,

Margaret Faulkner

Molly Faulkner, Secretary

Exhibit 2

October 21, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

A. Credit Program Deactivations - effective Fall 2021												
Program Title			Disci.	Awar	Justification	Catalog/Student Records			Impacts			
1		Video Game Developer	CSCI	CP	No longer required	Remove			Anthony Smith			

B. ACTION: Credit Course Changes - effective Fall 2020												
Subj.	Nmbr.	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Multi	Grade Basis	Open Entry/ Exit	Edits	Reqs.	Orig.
1	POSC 110	Introduction to World Politics	Introducti on to World Politics	None	UC/CSU	Onlin e (Anyt ime)	No	Grade/P ass/No Pass	No	Added DE and updated SLOs only. This is being approved as Fall 2020 to meet DE mandates since there are no impact edits. Should have been proposed as a review.	None	Peter Bowman

C. ACTION: Technical Corrections - effective Fall 2020												
Subj.	Nmbr	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mul.	Grade Basis	Open Entry/ Exit	Justification	Reqs	Orig.
1	MIL 199	Military Leadership Work Experience	MIL Work Experienc e	Military Leadership AS/CA	CSU	No	No	Grade Only	No	Course included in the Military Leadership degree and certificate. Students advance career and technical training goals through cooperative work experience. <u>Course originally approved 11/20/2019 as 1.5 hours of lecture and 9 hours lab. Course should have been 1.5 - 18 hours of variable hour lab. Course contains no lecture as it is work experience.</u>	None	Candace Rose

October 21, 2020 Curriculum Committee Actions

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D. ACTION: Distance Education and Course Reviews

The following courses have completed the course approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below. These proposals are effective Fall 2020.

Course	Title	Scheduling	Distance Ed	Originator
1 ACR 101	Air Conditioning, Heating, and Refrigeration: Mechanical	Anytime	Partially Online	Barry Valentine
2 ANTH 125	Evolution, Science and Religion	Anytime	Fully Online, Partially Online	James D. Eighmey
3 ANTH 210	Archaeological Surveying	Emergency Only	Partially Online	James D. Eighmey
4 ANTH 225	Historical Archaeology	Emergency Only	Fully Online, Partially Online	James D. Eighmey
5 ARCH 150	Beginning Computer Aided Drafting	Anytime	Fully Online, Partially Online	Joseph Lucido
6 ARCH 196	Special Problems in Architecture	Anytime	Fully Online, Partially Online	Joseph Lucido
7 ARCH 197	Architecture Topics	Anytime	Fully Online, Partially Online	Joseph Lucido
8 ARCH 200	Advanced Computer Aided Drafting	Anytime	Fully Online, Partially Online	Joseph Lucido
9 ARCH 202	Introduction to Revit Architecture	Anytime	Fully Online, Partially Online	Joseph Lucido
10 ARCH 204	Advanced Revit	Anytime	Fully Online, Partially Online	Joseph Lucido
11 ARCH 295	Architectural Internship	Anytime	Fully Online, Partially Online	Joseph Lucido
12 ART 135	Ceramics I	Emergency Only	Fully Online	Sasha Jonestein
13 ART 138	Ceramic Surface Decoration	Emergency Only	Fully Online	Sasha Jonestein
14 ART 140	Foundry Techniques in Sculpture I	Emergency Only	Fully Online	Ingram Ober
15 ART 250	Ceramics III	Emergency Only	Fully Online	Sasha Jonestein
16 ART 255	Foundry Technique in Sculpture II	Emergency Only	Fully Online	Ingram Ober
17 ART 260	Sculpture I	Emergency Only	Fully Online	Ingram Ober
18 ART 261	Sculpture II	Emergency Only	Fully Online	Ingram Ober
19 ART 265	Ceramic Sculpture I	Emergency Only	Fully Online	Sasha Jonestein
20 ART 266	Ceramic Sculpture II	Emergency Only	Fully Online	Sasha Jonestein
21 CE 100	Cooperative Education	Emergency Only	Fully Online, Partially Online	Jason Jarvinen
22 CE 110	Cooperative Education - General	Emergency Only	Fully Online	Jason Jarvinen
23 CE 150	Cooperative Education Internship	Emergency Only	Fully Online	Jason Jarvinen
24 CHEM 104	General Organic and Biochemistry	Anytime	Fully Online, Partially Online	Mark Raymundo
25 CS 155	Ancient Civilizations of Meso-America	Anytime	Fully Online, Partially Online	Angelica Yanez
26 DBA 298	Broadcast Internship	Emergency Only	Fully Online	Scott Richison
27 DBA 298B	Intermediate Broadcast Internship	Emergency Only	Fully Online	Scott Richison
28 DBA 298C	Advanced Broadcast Internships	Emergency Only	Fully Online	Scott Richison
29 DNCE 174	Musical Theatre Scenes II	Emergency Only	Fully Online, Partially Online	Margaret M. Faulkner
30 DNCE 283	Musical Theatre Scenes III	Emergency Only	Fully Online, Partially Online	Margaret M. Faulkner
31 DNCE 284	Musical Theatre Scenes IV	Emergency Only	Fully Online, Partially Online	Margaret M. Faulkner
32 EME 175L	Paramedic Preparation Skills (Laboratory)	Anytime	Fully Online, Partially Online	Sarah DeSimone
33 EME 206L	Introduction to Paramedic Training (Laboratory)	Anytime	Fully Online, Partially Online	Sarah DeSimone
34 EME 207L	Paramedic Medical Skills (Laboratory)	Anytime	Fully Online, Partially Online	Sarah DeSimone
35 EME 208L	Trauma Skills (Laboratory)	Anytime	Fully Online, Partially Online	Sarah DeSimone
36 EME 209L	Paramedic Obstetrical and Pediatric Skills (Laboratory)	Anytime	Fully Online, Partially Online	Sarah DeSimone

October 21, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

Course	Title	Scheduling	Distance Ed	Originator
37 ENG 211	Survey of British Literature II	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
38 ENG 221	Survey of World Literature II	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
39 ENG 226	Literature of the United States II	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
40 ENG 250	Introduction to Shakespeare	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
41 ENG 255	Literature and Ideas	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
42 ENGR 210L	Electrical Network Analysis Lab	Emergency Only	Fully Online	Andrea Tavakkoly
43 ES 100	The Earth As a System: Case Studies of Change In Space and Time	Emergency Only	Fully Online	Lisa D Yon
44 HUM 101	Introduction to Humanities II	Emergency Only	Fully Online, Partially Online	Leanne M. Maunu
45 JAPN 130	Introduction of Japanese Culture and Literature	Anytime	Fully Online, Partially Online	Masako Ikenushi
46 LS 145	Legal Ethics	Anytime	Fully Online, Partially Online	L. Jackie Martin
47 MUS 222	Performance Studies	Emergency Only	Fully Online, Partially Online	Ellen Weller
48 N ART 951	Advanced Ceramic Techniques for Older Adults	Emergency Only	Fully Online	Sasha Jonestein
49 NUTR 100	Introduction to Nutrition and Food Professions	Anytime	Fully Online, Partially Online	Solange Wasef
50 OCN 100L	Oceanography Laboratory	Emergency Only	Fully Online	Lisa D Yon
51 PHYS 102	Introduction to Physics (Lecture)	Anytime	Fully Online	Andrea Tavakkoly
52 SPCH 290	Competitive Intercollegiate Forensics	Anytime	Fully Online	Marquesa Cook-Whearty
53 WTE 50	Calculations in Water/Wastewater Technology	Anytime	Fully Online, Partially Online	Jacob Shiba
54 WTE 58	Backflow Tester Training	Emergency Only	Fully Online, Partially Online	Jacob Shiba
55 WTE 64	Laboratory Analysis for Water/Wastewater	Emergency Only	Fully Online, Partially Online	Jacob Shiba
56 WTE 97	Water Technology Education Topics	Anytime	Fully Online	Jacob Shiba

Committee Confirmations

Exhibit 3

Oct 26 2020							
Name		Division	FT/PT	Committee	Position	Statement	Action
Thomas	Nicholas	L&L	Part time	GP Advisory Taskforce	Faculty at large	Wish to perform service for the college and learn the details of guided pathways	
Alexander	Charles	Student Services	Full time	Student Success And Equity Council	Faculty, Counselor(20-22)	To provide direction for the efforts, implementation, and evaluation of the ongoing Student Equity Plan.	

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	
Action Requested:		x	Add		Delete	Change
<p>Role: As advisors and consultants to the Faculty Senate, this committee will disrupt the status quo by informing, engaging, and implementing institutional ideals and practices for diversity, equity, and cultural competency.</p> <p>Products: Engaging faculty on matters of cultural competency to include:</p> <ol style="list-style-type: none"> 1.) Offer and sustain cultural competency training programs, workshops, and activities. 2.) Advise faculty on matters of diversity, equity, and cultural competency 3.) Identifying and developing opportunities for further implementation and integration of diversity, equity, inclusion and cultural competency in the classroom, curriculum and hiring. 4.) Consult with TERB on matters of faculty evaluation related to cultural competency. 5.) Report to the Faculty Senate and Superintendent/President on primacy issues pertaining to diversity, equity, and cultural competency. 						
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						
Members: <ul style="list-style-type: none"> 8 Faculty, At-Large 						

Approved: Faculty Senate October 26, 2020

Reviewed by Strategic Planning Council:

Faculty Senate Antiracism Statement Draft

Whereas, access, equity, diversity, and inclusiveness are core values of Palomar College.

Whereas, the Faculty Senate of Palomar College endorses those values.

Whereas, antiracism includes an action-oriented approach to reducing bias, racism, and discrimination; supporting diversity; advocating with and for historically under-represented staff, faculty, and students in all areas of campus life; and furthering knowledge to improve policies and systems over time.

Whereas, systemic/institutional racism is policies, procedures, and norms that may have a disproportionately negative impact on Black, Indigenous, and People of Color (BIPOC).

Whereas, in light of the history of injustice towards People of Color and in light of more recent developments raising awareness of systemic/institutional racism, including testimonials of students, colleagues, and community partners, the Faculty Senate of Palomar College, within its scope of academic and professional matters, affirms that BIPOC lives and voices matter.

Be it resolved that, in matters related to oversight of curriculum, the Faculty Senate will ensure, through direction given to the Curriculum Committee, that equity, diversity, and inclusion is appropriately integrated in the Course Outlines of Record.

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 courses, 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 faculty will grow and educate themselves on matters of oppression, racial injustice, implicit bias, and related issues and their impact on pedagogy by participating in appropriate professional development activities.

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.

Early Alert Questions (Answered & Remaining)Answered**How can I use Early Alert?**

Early Alert allows you to raise class alerts and make referrals to campus resources for each student as needed.

You may raise an alert if you:

- Have not been able to reach a student
- Want to recognize a student for their effort (Kudo)
- Believe a student may be experiencing challenges accessing technology
- Want to notify a student regarding incomplete/missing work/low scores
- Want to encourage more class engagement (post questions on CANVAS, participate in chats, use the raise your hand feature in Zoom)
- Want to refer a student to tutoring

What happens if I raise an alert?

When you raise an alert, students will get an email notification from you (click [here](#) to view the email templates). Student Services personnel will also see the notification and will reach out to students via other modalities (i.e., phone, email, texting) to share campus resources that may benefit them. They will also use Starfish to update you regarding the status of each student your raise an alert for. We call this closing the loop or resolving the alert.

How and when can I begin raising alerts?

You may raise alerts using a Progress Survey. A Progress Survey allows you to view all your students for each of your classes at once during a specific time period. The table below outlines when a Progress Survey will open and close. This is the time period when you will want to login to Starfish to complete your Progress Surveys. This fall, we are expanding Early Alert beyond our 16-week session to include 4W1, 4W2, 4W3, 4W4, FT1 and FT2 courses. There will be reminders on your Starfish faculty dashboard with the Progress Survey open and close date for each session. After a Progress Survey closes, you may continue to issue alerts to students one at a time.

Session	Progress Survey Opens	Progress Survey Closes
16-Week	9/8/2020	9/28/2020
4W1	9/4/2020	9/19/2020
4W2	9/25/2020	10/10/2020
4W3	10/23/2020	11/14/2020
4W4	11/21/2020	12/19/2020
FT1	9/4/2020	9/18/2020

FT2	10/30/2020	11/20/2020
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Where do I find to Starfish?

There are two simple ways you can access Starfish:

- 1) Single Sign-On or
- 2) Canvas

To view Starfish on Canvas, simply login and click on Courses in the Canvas Left Navigation. Open any course and select the Starfish link.

How can I explain what Early Alert is to my students?

We encourage you to use our suggested [syllabus](#) notification to let students know how your class is using the Early Alert system.

Students will also be directed to the Starfish [website](#) to access videos on how to use Early Alert.

Is there faculty and staff training available?

Yes. Sign up for a quick Zoom training with our Early Alert team. Login to your 3PD Portal to sign up for one of the following training dates/times.

- September 29, 2020: 9:30am ? 10:30am
- October 26, 2020: 2pm ? 3pm
- November 20, 2020: 9am ? 10am

For any questions or feedback, you may email the Early Alert Team atstarfish@palomar.edu.

Remaining

Clarification on is the timing for this: “Student Services personnel will also see the notification and will reach out to students via other modalities (i.e., phone, email, texting) to share campus resources that may benefit them. They will also use Starfish to update you regarding the status of each student your raise an alert for. We call this closing the loop or resolving the alert.”

Specifically:

- When will they reach out to students?
- When can faculty expect to be notified of actions taken?
- How are faculty notified of the actions (e.g., is there an email alert sent to faculty when student services “closes the loop”)?

Palomar attendees: Jenny Fererro, Angélica Yañez
60-70 attendees throughout day

- Spring 2021 Area D meeting will likely be online.
- Fall 2021 Area D meeting will likely be at Barstow CC.
- [Agenda and materials](#) for today's meeting
- **Report from Ginni May, ASCCC Vice-President**
 - [Fall Plenary](#) November 5-7, 2020
 - Online
 - Lots of reading to do beforehand
 - 4 position papers in addition to resolutions
 - Get feedback from local Senate
 - 3 areas of focus for ASCCC this year
 - Culturally responsive curriculum
 - Equity driven systems
 - Guided Pathways Implementation and Transfer
 - [C-ID](#) 5-year review process in progress
 - [FELA- Faculty Empowerment and Leadership Academy](#)
 - Spring 21-Summer 22
 - 1:1 mentorship and support for faculty for personal and professional PD
 - Application period ends 11/1/20
 - [President's Update](#)
 - [Appointments at the Chancellor's Office](#), usually 1-2-year appointments
 - [Application](#) for statewide leadership
 - Looking for diverse applicants- demographics, region, experience, etc.
 - Update on Cal-Bright College-
 - 8 FT faculty- all hired with a one-year contract, working with a bargaining agent to establish representation.
 - Serving around 500 students (not a lot given their budget)
 - Title 5 obligates ASCCC to support their faculty if they want to form an Academic Senate
- [FACCC](#)- Faculty Association for California Community Colleges
 - FACCC is a membership-based organization (dues)
 - Predates ASCCC, helped form ASCCC
 - Specialized in legislative and lobbying issues
 - Cooperative relationship with ASCCC
 - Has Palomar ever been involved in this?
- [Academic Senate Foundation for CCC](#)- support for PD
 - Scholarship opportunities

- [Fall 2020 Guided Pathways Webinars](#)
- **Disciplines List**
 - Review of process <https://www.asccc.org/disciplines-list>
 - [PROPOSAL #1: Film and Media Studies Organization: Santa Barbara City College Academic Senate](#)
 - [PROPOSAL #2: Digital Fabrication Technician Organization: Laney College, Oakland](#)
 - [PROPOSAL #1: Proposed New Discipline: Registered Behavior Technician Organization: Moorpark College Academic Senate](#)
 - See if Wendy/Candace/Lisa etc. want to attend the Discipline Hearing (Friday 11/6 from 5-6pm) re: change in min quals for Film/Media Studies
 - See if Psych faculty? are interested re: the proposed new discipline
- **Resolutions Review**
 - Discussion/training on [what/why/how](#)
 - College must certify ONE delegate by 10/31 (Rocco) Delegate should review above link for instructions and details about debate/voting
 - Final Resolution Packet will be distributed to field by 11/4/20.
 - Senate should provide some discussion prior, but NOT direct how to vote (since debate during plenary may change course of decision)
 - Anyone attending can debate, but only delegates can move/second/vote
 - [Resolutions Handbook](#)
- **Discussion on [Resolutions](#)**
 - 1.01- mission/values
 - No discussion
 - 1.02- encouragement of PT faculty leadership
 - No discussion
 - 3.01- support of [anti-racism pledge](#)
 - Lots of discussion re: edits/comments on language use (“racism” vs “discrimination”, inclusion/addition of “institutional racism” and “white supremacy”)- changes to resolution vs. pledge, etc.
 - Concern about content of pledge- need for edits
 - One concern that this may be similar to the CA loyalty oath from the 1950’s/60’s, may lead to lawsuits- can be brought up during debate
 - Suggestion- create/write new pledge and craft competing resolution to take to plenary
 - Suggestion- if editing pledge is important- vote this one down and then request edits to pledge and then new resolution
 - Unclear about final determination at Area D meeting, Angélica Yañez offered to be listed as a contact for revision/competing resolution
 - 3.02- update Title 5 re: min quals and include demonstration of cultural humility/responsiveness/equity mindedness

- Discussion about tweaking language
 - Proposed amendment to language
 - 3.03- adopt [antiracism education paper](#)
 - No discussion
 - 4.01- adopt transfer paper ([check with counseling/Ben](#))
 - Link to this paper is not active- needs to be repaired
 - Concern from some Transfer Center directors/AO that the transfer paper does not provide anything that students do not already have access to
 - Will likely be some debate on this one
 - 6.01- oppose legislation of curriculum w/o senate participation
 - Suggestion to strike first “Resolved”
 - Requested to pull from consent
 - 9.01- implementation of no-cost designation in course schedules
 - No discussion
 - 9.02- strengthen ethnic studies requirement
 - Other new resolutions being proposed (see below)
 - Requested to pull from consent
 - 10.01- disciplines- [Registered Behavior Technician](#)
 - No discussion other than suggestion to change word to “technology”
 - 10.02- adopt [min quals equivalency paper](#) ([check with Fari](#))
 - No discussion
 - 17.01- integration of Guided Pathways work ([check with Wendy and Pillar Leads](#))
 - Request to pull from consent in order to clarify language
 - 18.01- [evaluation of placement in English, ESL, and Math Pathways](#) ([check with those departments](#))
 - No discussion
 - 19.01- adopt [protecting academic freedom paper](#)
 - No worthwhile discussion
- **Discussion of new resolutions** (all linked [here](#))
 - Proposed Resolution on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies
 - Timeline of Spring 21 is not realistic, suggested to move to Fall 21 or Spring 22
 - Develop a “resource” instead of a “paper”
 - Will move forward from Area D
 - Proposed Resolution to Clarify and Strengthen the Ethnic Studies General Education Requirement
 - Suggestion to include Pacific Islanders, Pan African Studies (covered under Africana Studies)
 - Discussion about the 4 core groups, idea of inclusion of all groups, etc.
 - Discussion about potential objections
 - Will move forward from Area D

- Proposed Resolution on Ethnic Studies Graduation Requirements
 - Discussion on issues involved in revising Title 5
 - Will move forward from Area D
- **Announcements**
 - Executive Committee Meeting- November 4, 2020
 - Fall Statewide Plenary- November 5-7, 2020
 - FELA (see above in Ginni May's report)
 - Awards
 - [Exemplary Program Award](#)
 - Application deadline: November 9, 2020
 - [2021 Hayward Award](#)
 - Application deadline: December 11, 2020
 - Our Senate should discuss if we are nominating any program/faculty for these awards- deadlines are approaching
 - October 19-23, 2020= [Undocumented Student Action Week](#)



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

55th SESSION RESOLUTIONS Fall Plenary

***FOR DISCUSSION AT AREA MEETINGS,
October 16 & 17, 2020***

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 7, 2020.

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
David Morse, Long Beach City College, Area D
Amber Gillis, Compton Community College, Area C
Carolyn (CJ) Johnson, College of Alameda, Area B

FALL 2020 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

- *1.01 S20 Adopt Updated ASCCC Vision, Mission, and Values Statements
- *1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- *3.01 S20 Support The Anti-Racism Pledge
- *3.02 S20 Recommendation to Update Title 5 Language for Minimum Qualifications
- *3.03 F20 Adopt Anti-Racism Education Paper
- *4.1 F20 Adopt the paper *Effective and Equitable Transfer Practices in the California Community Colleges*
- *6.01 F20 Oppose Legislated Curriculum
- *9.01 S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- *9.02 F20 Bolster the Ethnic Studies Requirement
- *10.01 S20 *Disciplines List*—Registered Behavior Technician
- *10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications*
- *17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures
- *18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
- *19.1 F20 Adopt the Paper *Protecting the Future of Academic Freedom in a Time of Great Change*

TABLE OF CONTENTS

1.0 ACADEMIC SENATE	1
*1.01 F20 Adopt Updated ASCCC Vision, Mission, and Values Statements	1
*1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership	1
3.0 DIVERSITY AND EQUITY	2
*3.01 F20 Support <i>The Anti-Racism Pledge</i>	2
*3.02 F20 Recommendation to Update Title 5 Language for Minimum Qualifications	3
*3.03 F20 Adopt Anti-Racism Education Paper	4
4.0 ARTICULATION AND TRANSFER	4
*4.01 F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges	4
6.0 STATE AND LEGISLATIVE ISSUES	4
*6.01 F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation	4
9.0 CURRICULUM	5
*9.01 F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules	5
*9.02 F20 Strengthen the Ethnic Studies Requirement	6
10.0 DISCIPLINES LIST	7
*10.01 F20 <i>Disciplines List</i> —Registered Behavior Technician	7
*10.02 F20 Adopt the Revised and Updated Paper <i>Equivalence to the Minimum Qualifications</i>	7
17.0 LOCAL SENATES	8
*17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures	8
18.0 MATRICULATION	9
*18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways	9
19.0 PROFESSIONAL STANDARDS	9
*19.1 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change	9

1.0 ACADEMIC SENATE

***1.01 F20 Adopt Updated ASCCC Vision, Mission, and Values Statements**

Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements¹.

Contact: ASCCC Executive Committee

***1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty indicated as temporary, which includes part-time faculty, in the California Community College system are part-time faculty, yet the most recent Local Senates survey² completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, in the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the

¹ [Proposed ASCCC Vision, Mission, and Values Statement](#)

² [Local Senates Survey 2017](#)

appointments to Academic Senate for California Community Colleges' standing committees have been part-time faculty;

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty and bring the aforementioned resource to the Fall 2021 Plenary Session for adoption.

Contact: Steven Chang, Part-time Committee

3.0 DIVERSITY AND EQUITY

3.01 F20 Support *The Anti-Racism Pledge

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “take steps to not only strive for a greater knowledge about and the celebration of diversity, but also to support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism”;

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”³;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing “The Anti-Racism Pledge”; and

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: Karla Kirk, Equity and Diversity Action Committee

³ [*The Anti-Racism Pledge*](#)

***3.02 F20 Recommendation to Update Title 5 Language for Minimum Qualifications**

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;⁴

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5, § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5, § 53022 defines the minimum qualifications for all faculty positions and requires all faculty applicants to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5, §53022 language to exhibit and reflect the demonstration of cultural humility,⁵ cultural responsiveness,⁶ and equity-mindedness⁷ that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

⁴Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

⁵ Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: “Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, “Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf

⁶ Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from <https://www.tolerance.org/professional-development/being-culturally-responsive>

⁷ Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

***3.03 F20 Adopt Anti-Racism Education Paper**

Whereas, The Academic Senate for California Community Colleges adopted Resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, Recognizing the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system informs current faculty diversification and anti-racism efforts; and

Whereas, Applying tenets of anti-racism as well as principles for anti-racism professional development is critical for recognizing and dismantling racist structures and for building inclusive cultures within our colleges;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper titled *Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*.⁸

Contact: ASCCC Executive Committee

4.0 ARTICULATION AND TRANSFER

***4.01 F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges**

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to “develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper *Effective and Equitable Transfer Practices in the California Community Colleges*.⁹

Contact: Lorraine Levy, Transfer, Articulation, and Student Services Committee

6.0 STATE AND LEGISLATIVE ISSUES

***6.01 F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation**

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the

⁸ [*Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*](#)

⁹ [*Effective and Equitable Transfer Practices in the California Community Colleges*](#)

community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

Whereas, Title 5, Division 6 of the California Code of Regulations, established by the California Community Colleges Board of Governors and including curricular requirements for the California Community Colleges, has the strength of law;

Whereas, The California Community Colleges Board of Governors Standing Orders section 332 requires that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”; and

Whereas, Efforts to write California community colleges’ curriculum into legislation have the potential to supersede collegial consultation and the primacy of academic senates in curriculum recommendations;

Resolved, That the Academic Senate for California Community Colleges assert that curricular requirements for the California Community College system reside in Title 5, Division 6 of the California Code of Regulations and not in California Education Code; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges without inclusion of the Academic Senate in curriculum and educational program development as specified in Title 5 53200(c).

Contact: Christopher Howerton, Legislative and Advocacy Committee

9.0 CURRICULUM

***9.01 F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and do not address how courses that have never required a text, as documented in the course outline of record, should be treated; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2020 Plenary.

Contact: Michelle Pilati, Faculty Coordinator ASCCC Open Educational Resources Initiative

***9.02 F20 Strengthen the Ethnic Studies Requirement**

Whereas, The Academic Senate for California Community Colleges recognizes and embraces the vital role that ethnic studies curriculum plays in all levels of education;

Whereas, Title 5 §55063(b)(2) requires that “ethnic studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree general education requirements],” and many colleges have a separate ethnic studies graduation requirement;

Whereas, The Academic Senate for California Community Colleges is deeply appreciative of the recognition by the legislature that ethnic studies is a crucial element in the education of California’s community college students, is committed to the principles of equity and diversity, and understands that an ethnic studies requirement is an essential tool in achieving those principles; and

Whereas, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans; and;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend updates to the ethnic studies general education requirement in the California Code of Regulations, Title 5 §55063.

Contact: ASCCC Executive Committee

10.0 DISCIPLINES LIST

***10.01 F20 *Disciplines List*—Registered Behavior Technician**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Registered Behavior Technician discipline:

Master's in behavior analysis, education, or psychology

OR

the equivalent

AND

certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.¹⁰

Contact: Angela Echeverri, Standards & Practices Committee

10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*¹¹ concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence

¹⁰ [Registered Behavior Technician Language](#)

¹¹ [Equivalency to the Minimum Qualifications \(2016\)](#)

from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate’s degree and is intended “to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,¹² which now clarifies that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: Eric Thompson, Standards & Practices Committee

17.0 LOCAL SENATES

***17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures**

Whereas, The funding to support institutional transformation as codified by the California Community Colleges Guided Pathways [Award] Program is coming to an end, with the final allocation of the remaining 10% in July 2021;

Whereas, The work of establishing and improving a college’s guided pathways framework is integral with all institution-wide work;

Whereas, The integration of the college guided pathways framework with college practices and processes in areas such as governance, workflow, and responsibilities requires thoughtful, proactive planning that is institution-wide, and

Whereas, Key elements for institutional change through a guided pathways framework are academic and professional matters as provided for in Title 5 §53200 and fall under the purview of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work within their local processes to infuse, expand, and integrate guided pathways efforts into institutional structures and practices; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources on topics such as but not limited to creating integration plans, sharing successful strategies, and identifying challenges to infuse, expand, and integrate guided pathways efforts into institutional structures and practices.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

¹² [*Equivalence to the Minimum Qualifications\(2020\)*](#)

18.0 MATRICULATION

***18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways**

Whereas, All placement methods, including the California Community Colleges Chancellor's Office "default placement rules," must be evaluated regularly for efficacy and bias; and

Whereas, Substantial shifts in placement, enrollment, and successful completion have been experienced as a result of both full AB 705 (Irwin, 2017) implementation and COVID-19 pandemic challenges; and

Whereas, Local governing boards are to consult collegially with local academic senates on all academic and professional matters, and in particular curriculum, degree and certificate requirements, grading policies, program development, and standards or policies regarding student preparation and success (Title 5 §53200), which are integral to determining student placement protocols that provides students with the best chance of success; and

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*¹³ identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with their college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the spring 2022 plenary session.

Contact: Lance Heard, Guided Pathways Task Force

19.0 PROFESSIONAL STANDARDS

***19.1 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change**

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges "to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update

¹³ [*Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*](#)

the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change*.¹⁴

Contact: Wendy Brill-Wynkoop, Educational Policy Committee

¹⁴ [Protecting the Future of Academic Freedom in a Time of Great Change](#).

Palomar College Governance Structure and Participation Handbook
Draft Proposal
Spring 2020

Vision, Mission, and Values

Palomar College's Vision, Mission, and Values guide the College decision-making process and provide clear and consistent criteria for all decisions.

Vision: Learning for Success

Mission: Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Values: Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation, we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

Contents

Palomar College Governance Structure and Participation Handbook	1
Vision, Mission, and Values	2
Introduction	4
Philosophy and Purpose	4
History	4
Approach to Decision-Making	5
Consensus Building in Governance Councils	7
Constituency Groups: Types and Roles	8
Effective Inclusiveness in the Governance Process	13
Governance Structure	16
Governance Groups vs. Operational Groups	16
Types of Groups	17
Governance Groups	19
Flow Chart	32
Institutional Plans/Accreditation Standards	33
Roles of Council Members	33
Timeline for Council and Committee Goals/Assessment/Actions	37
Planning and Budget Timeline and Calendar	38
Planning and Budget Timeline to be added when developed by budget group	38
Process for Recommendations	39
Assessment	40
Governance Structure	40
Handbook	40
Acknowledgements	41

Introduction

Philosophy and Purpose

Palomar College is dedicated to ensuring that all students receive the opportunities and support they need to leverage their specific circumstances into a strong foundation for life-long resilient learning, career success, and global citizenship. The participatory governance structure of Palomar College is designed to address the needs of Palomar's diverse student body through active participation by administrators, faculty, staff, and students.

The Palomar College Governance Structure and Participation Handbook describes the structure and operating agreements for institutional governance and decision-making at Palomar College. These descriptions of how groups are formed and how they function are, in essence, descriptions of how Palomar College ensures that the voices of the College's constituent groups are heard when making decisions.

By documenting governance and institutional decision-making practices, this handbook promotes a common understanding of processes, helps to ensure consistent application of policies and practices, encourages broad participation in campus matters, and supports the College's continuous quality improvement. A purpose for this transparency is to encourage all constituency groups to be knowledgeable of, and responsible for, their roles in the participatory governance process.

This handbook was developed using critical, yet collegial self-reflection by representatives of all college constituent groups who were united by the vision of establishing structures, processes, and communication channels that will support the mission of Palomar College. College processes, including those described in this handbook, will be periodically reviewed and revised as part of the institutional cycle.

History

In 1988, California passed [Assembly Bill \(AB\) 1725](#) encouraging California's Community Colleges to "... ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

The participatory governance structure has evolved over time to address changes in legislation and accreditation recommendations. Most recently, in 2015, the College received a recommendation “to create an environment that includes the participation of all employees in participatory governance and appropriate councils, committees, subcommittees, task forces, and workgroups.” Additionally, state initiatives focused on improving student success, such as Guided Pathways and Vision for Success, have required the College to expand the duties of existing councils and committees and create new committees to carry the charge.

In the Fall of 2019, the Strategic Planning Council formed a Governance Task Force, consisting of Executive Leadership, Faculty, Classified Staff, Confidential and Supervisory Team (CAST), Administrative Association (AA) members, and students. With the assistance of the Institutional Effectiveness Partnership Initiative (IEPI), the Governance Task Force redesigned the participatory governance structure by reviewing work other colleges have done; conducting an analysis of the strengths, weaknesses, and opportunities of Palomar College's current governance structure; and collecting and responding to feedback on proposed changes. This handbook is one result of that work; a redesigned governance structure is another.

The Task Force will remain active for one year from the Governing Board Approval date of the proposed structure to evaluate the structure in practice. After one year, the Task Force will dissolve, and the regular evaluation of the governance structure will be turned over to the appropriate council(s) and committee(s) for formative and summative evaluation.

The Task Force also recognizes that, often in the past, diverse perspectives have been excluded from decision-making processes. This section on decision-making will include practices intended to ensure maximum inclusivity.

Approach to Decision-Making

Palomar College student success is the primary driver for decision-making. The organizational functioning is based on the College's Vision, Mission, and Values and is demonstrated through effective relationships and teamwork between administrators, faculty, staff, and students. Within participatory governance bodies, the process focuses on collaboration to make decisions that are in the best interest of the students and the College, rather than just a single constituency group or individual.

The College operates with the understanding that diverse perspectives and collegial dialogue make for a stronger campus community and lead to better decisions.

Characteristics of Effective Decision-Making

We believe that an effective decision-making structure in participatory governance at Palomar College must:

- Uphold/maintain an institution-wide perspective.
- Include intentional strategies for soliciting input from BIPOC and other historically marginalized members.
- Create a brave environment in which council/committee chairs encourage all members to contribute their perspectives without fear of judgement or negative consequences.
- Encourage challenging dialogue and exchange it in a mindful and compassionate manner.
- Provide the members of all campus constituencies – students, faculty, staff, and administrators – the ability to be involved, in person or through representatives, in the governance process and future direction of the College.
- Facilitate the coordination of the work of the various groups to ensure that we collectively make the best recommendations, which, in turn, leads to the best decisions.
- Be clearly understood and provide clear pathways for involvement for the entire campus community.
- Ensure that everyone identifies with the mission of the College and assists in the professional growth of students, faculty, staff, and administrators.
- Use a wide variety of qualitative and quantitative information from students, faculty, staff, and administrators, and the community, to drive the College's strategic direction. Whenever possible, data should be disaggregated by race, ethnicity, gender, and other important demographics.
- Foster continuous organizational improvement by evaluating outcomes and making changes to structures and processes as needed.
- Be flexible and responsive – providing the College with the ability to develop and implement contingency plans to adjust to changing environments, societal pressures, and to take advantage of unexpected opportunities.
- Ensure that the College will be responsive to community needs and accountable for its outcomes.
- Empower decision-making at the levels held accountable for the outcomes.

Meeting Etiquette

In participatory governance, while disagreement is natural and can lead to transformational compromise, a high level of collegiality, respect, and civility is expected. Those expectations include the following:

- Participatory governance is a shared environment in which all members are considered equals at the council/committee table.
- Speakers will be heard one at a time and without interruption. Members will allow for moments of silence for thought and other viewpoints. In consideration of hearing all feedback, members should be mindful of how often and how long they speak. Equity in consensus building means including diverse perspectives at all levels of the organization.

- Members will be engaged and contribute; they may challenge ideas but not people. All meeting attendees will be respectful/civil in their comments, responses, and body language.
- Members will listen to others and seek to focus on the merits of what is being said while making a good faith effort to understand the concerns of others. Council/committee members are encouraged to ask questions for clarification.
- Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives that accommodate individual interests and the interests of others.
- All members should be mindful of the language used in discussions, including use of "I" statements instead of "they" attributions to relate anecdotal evidence or experiences. Members are encouraged to use an asset-minded approach that focuses on what works and how something can be done. This is in contrast to a deficit-minded approach that focuses on the negative and why an initiative, idea, or project can't get done.
- All council/committee members will be aware of the purpose and responsibility of their council/committee. When issues arise in discussion that are not supported by the committee's charge, the chair will identify the proper council, committee, or constituency group leadership for review and forward the issue for consideration.
- Once consensus is reached after deliberation, council/committee members will respect the decision-making process.

Open Access

Governance meetings are public. In addition to representation afforded to individuals through constituencies, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda. Written minutes will be prepared for all governance meetings – ideally by assigned recorders. Agendas, minutes, reports, and other work products of all governance committees and other groups involved in governance should be made readily accessible to all interested parties. The councils should make all necessary efforts to remove obstacles to full accessibility for constituents, regardless of ability and economic status.

Consensus Building in Governance Councils

Decision-making is a participatory process. Palomar College's governance process values input, discussion, and consensus. [Administrative Policy \(AP\) 2510](#) notes: "Recommendations shall emerge ideally as a result of group consensus." Therefore, when a recommendation is made, it should be made by consensus whenever possible. Consensus means "general agreement," with everyone in the group generally in support of the recommendation.

In practice, consensus is not always possible. There may be recommendations to which most, but not all, of the group agree. In these cases, the group should strive to bring everyone together toward a

recommendation agreeable to all. However, if after two votes, consensus is not reached, two-thirds of voting members present shall determine the recommendation.

One Example Method for Generating Consensus

1. Keep an open mind throughout the discussion.
2. Clarify the problem or question being addressed.
3. Determine the essential criteria for a good solution (e.g., organization, cost, scale, scope, and acceptance). Ensure that all members understand and buy into the essential criteria.
4. Brainstorm a range of alternative solutions.
 - a. Do not evaluate the alternatives during brainstorming.
 - b. Record all alternatives in a comprehensive list that can be seen by everyone.
5. Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine and, if possible, resolve the reasons for the disagreement.
6. Evaluate alternatives according to the essential criteria.
7. If any alternatives require further research, carry out that research.
8. Rule out any alternatives that fail to meet the criteria or are rejected by the committee after reflection.
9. Make a recommendation, which might involve combining or modifying the remaining alternatives to elicit the support of the committee.
10. If consensus can still not be reached after two votes, an affirmative vote of 2/3 of voting members present is required to pass a recommendation.

Constituency Groups: Types and Roles

As noted previously, the Governing Board of Palomar College must “ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” In addition to being discussed in Assembly Bill language, it is also called out by [California Education Code 70902](#).

[Board Policy \(BP\) 2510](#) states:

“The Governing Board of the Palomar Community College District wishes to encourage the greatest possible cooperation among its employees and believes that the best ideas are often the product of collective thought. The Board affirms its commitment to collegiality and participatory governance.

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies

for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.”

[BP 2510](#) further states, “Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.”

These examples from state law and board policy help frame the rights and responsibilities of constituent groups in a participatory governance structure.

Members of constituency groups represent their constituency, not themselves alone, on a council/committee. Constituency groups, and others afforded rights by law or policy, are detailed below.

Governing Board

The Governing Board of the Palomar Community College District is a group of five individuals, elected by district (as of 2020) by voters, given authority by [Ed Code 70902](#) to “establish, maintain, operate, and govern one or more community colleges in accordance with law.” The Governing Board codifies policy and delegates authority to college administrators to enact said policy [[BP 2430](#)].

Per [Ed Code 70902](#), the Palomar College Governing Board is tasked with several responsibilities (*see APPENDIX X*).

In general, Governing Boards delegate authority to the Superintendent/President, as well as to the Academic Senate [[California Code of Regulations, Title 5, 53200](#)]. Effective Governing Boards limit their role to developing broad policy and providing oversight in the areas listed in [Ed Code 70902](#) and delegate the responsibility for administrative and professional duties to the professionals in the College. The Governing Board reserves its right to approve policy recommendations.

Superintendent/President

The Superintendent/President of Palomar College sits below the Governing Board in the organizational chart. Through [BP 2430](#), the Governing Board delegates authority to the Superintendent/President to enact its policy goals. The Superintendent/President, through specific Administrative Policy, may further delegate responsibilities to qualified college administrators and other personnel. The Superintendent/President disseminates information and delegates directives from the Governing Board, relays input from other groups in the governance structure to the Governing Board, and ensures that topics that need specific constituent group input (e.g., Faculty Senate 10+1+1) are properly vetted.

The Superintendent/President of the Palomar Community College District is responsible for the execution of policies established by the Governing Board. The Superintendent/President is expected to administer the District in an economical, democratic, and efficient manner for the best interests of the students and the residents of the Palomar Community College District.

Students

Students are individuals who are engaged in learning at Palomar College and are currently enrolled in classes. Students are included in the governance process in these specific ways: via Associated Student Government (ASG), via the Student Trustee seated on the Governing Board, and via council/committee appointment and participation. ASG should encourage participation among a wide range of students.

[BP 2510](#) states, “The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law.” The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be determined by the Associated Student Government.

The following topics are identified in the [California Code of Regulations, Title 5, Section 51023.7](#) as having a significant effect on students:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

Faculty

This constituency is made up of professors and teachers of all academic ranks. Through California Education Code, faculty are afforded the right and responsibility to “participate effectively” in district and college governance. In addition to having the general right and responsibility to “express their opinions at the campus level,” faculty are included in the governance process in these specific ways: via the Faculty Senate, via representation through the Palomar Faculty Federation (PFF), and via council/committee appointment and participation.

Faculty Senate

Following [California Code of Education, Title 5, 53200](#) and codified in [BP 2510](#), “the Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on academic and professional matters.”

The term “Academic and Professional Matters” means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. Governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Faculty Hiring Policy, Faculty Hiring Criteria, and Faculty Hiring Procedures; and
12. Other academic and professional matters as mutually agreed upon by the Governing Board and the Faculty Senate.

Typically, the “advice and judgment” of the Faculty Senate is communicated to the Governing Board via the Superintendent/President. In the event that said “advice and judgment” is not communicated to the Governing Board, the Faculty Senate elects to provide that “advice and judgment” directly to the Governing Board through means established by the Faculty Senate. If the Governing Board elects not to rely on Faculty Senate “advice and judgment,” a written explanation citing exceptional circumstances and compelling reasons must be made available to the Faculty Senate.

Palomar Faculty Federation (PFF)

Per [BP 2510](#), the PFF shall represent all faculty dealing with mandatory subjects of bargaining, including: salaries, benefits, evaluations, and working conditions.

Classified Staff

Classified employees are those who are employed in positions that are not academic positions. The employees and positions shall be known as the Classified Staff. The College recognizes that the classified employees are the most diverse employee group and offer necessary perspectives on governance. Procedures specific to classified employees are delineated in the applicable collective bargaining agreement or employee handbook.

This employee group performs several vital tasks in support of the District, the College, students, faculty, and administrators. In addition, they have the general right and responsibility to “express their opinions at the campus level” and to “participate effectively” in college governance. Classified Staff are included in the governance process in these specific ways: via representation of the Council of Classified Employees (CCE) and via council/committee appointment and participation.

[BP 2510](#) states, “All staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CCE/AFT will be given every reasonable consideration.”

Confidential and Supervisory Team (CAST)

Classified supervisors are supervisors of classified employees not employed in academic positions. Classified supervisors, regardless of job description, have authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other classified employees, or have the responsibility to assign work to and direct them, address their grievances, or effectively recommend such action.

Confidential employees are those who are required to develop or represent management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. The fact that an employee has access to confidential or sensitive information shall not, in and of itself, make the employee a confidential employee.

This employee group performs several vital tasks in support of the District, the College, students, faculty, and administrators. In addition to having the general right and responsibility to “express their opinions at the campus level” and to “participate effectively” in college governance, CAST is included in the governance process in these specific ways: via participation of CAST and via council/committee appointment and participation.

[BP 2510](#) states, “All staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Confidential and Supervisory Team will be given every reasonable consideration.”

Administrators

This employee group is responsible for the maintenance and supervision of the District and the College. The Superintendent/President’s delegation of authority is usually to this group. The Superintendent/President may delegate any powers and duties entrusted to them by the Governing Board (including the administration of the College and centers), but will be specifically responsible to the Governing Board for the execution of such delegated powers and duties.

Each administrator is expected to perform the duties contained in their respective job description and fulfill other responsibilities as determined in annual goal-setting or evaluation sessions. They are also responsible for ensuring that the areas they supervise comply with all relevant laws and regulations and that mandatory reports related to their job duties are submitted in a timely fashion after review through the governance process.

[BP 7260](#) states, “Classified administrators are administrators who are not employed as educational administrators and who, regardless of job description, have significant responsibilities for formulating district policies or administering district programs other than the instructional or student services programs of the District.”

[BP 7250](#) states, “Educational administrator means an administrator employed in an academic position designated by the Governing Board of the District as having direct responsibility for supervising the operation of, or formulating policy regarding, the instructional or student services programs of the District. Educational administrators include, but are not limited to, the Superintendent/President and other supervisory or management employees designated by the Governing Board as educational administrators.”

[BP 2510](#) states, “All staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of [...] the Administrative Association [...] will be given every reasonable consideration.”

Effective Inclusiveness in the Governance Process

Participatory governance can occur effectively only if there is shared responsibility by all the constituencies that are impacted by the decisions made. Palomar College values the contributions of all employees in participatory governance. Effective participatory governance is only possible when the diverse perspectives from all constituency groups are represented. In order to ensure inclusiveness of all constituency groups, certain facilitative steps should be taken as described in the following paragraphs. These steps may be specific to each of the constituencies, or they may apply to the college community in general.

Facilitating Effective Participation

Constituent leaders across campus should commit to cultivating leadership skills in their members and seek to encourage matches of colleagues’ skills with council and committee membership and participation.

Students

Student involvement and engagement is critical within the shared governance process. Students provide an intellectual exchange of perspective that assists with informed decision-making for the Palomar Community College District. Students have an interest to be involved within decisions that will directly affect, or are related to, their academic/non-academic college experience. Additionally, listening to and understanding student viewpoints is crucial in fostering trust among constituent groups to serve the District more appropriately. Although the District is committed to improving student involvement in shared governance, students may be limited in their ability to participate due to their work and/or school

schedules. Chairs of councils/committees can facilitate student participation by asking for student input, providing reinforcement for their contributions, and ensuring they have transparent communication of upcoming council/committee meetings.

Student vacancies on a council/committee should be reported to the council/committee chair and to the Director of Student Life & Leadership or ASG at the earliest opportunity to ensure a timely replacement.

Faculty

Faculty members can facilitate participation by closely communicating with other faculty to determine their strengths, interests, preferences, and the amount of time they have available for council/committee participation. Faculty in particular disciplines or divisions may wish to discuss their strategic representation on particular councils/committees, sharing the workload so that no one person is overburdened. In addition, instructional management and department chairs should ensure that faculty members have the flexibility to engage in their vitally important role in shared governance. Participation by adjunct faculty and underrepresented faculty groups should be encouraged. Pay for adjunct faculty participation should be strongly considered.

Faculty vacancies on a council/committee should be reported to the council/committee chair and to the Faculty Senate or PFF at the earliest opportunity to ensure a timely replacement.

Classified Staff

Classified Staff often hold positions that leave them little flexibility in their schedule to attend participatory governance meetings. For this reason, manager/supervisor support for their participation in governance is vital. It is important to note that the Superintendent/President and executive leadership should communicate to all managers/supervisors the expectation that they facilitate classified staff member's participation in college governance activities, to the extent feasible.

Steps managers/supervisors might wish to consider include the following:

- Talk with staff members about their interests and make suggestions for committee membership
- Ask staff representatives to report council/committee activities at division or department meeting agendas
- Encourage staff to read, review, and respond to drafts of important college-wide documents (e.g., Educational Master Plan)

Classified Staff and CAST vacancies on councils/committees should be reported to the council/committee chair at the earliest opportunity. Classified staff vacancies should also be reported to the CCE Executive Council, and CAST vacancies should as applicable at the earliest opportunity to ensure a timely replacement.

Administrators

Many members of the Administrative Association (AA), such as directors and managers, often serve on multiple councils/committees because they are operationally responsible for carrying out many of the tasks recommended by councils/committees. If a scheduling conflict arises for a given meeting, an AA representative may send a designee and must make it clear to the council/committee chair that they are doing so.

AA vacancies on councils/committees should be reported to the council/committee chair and to the Administrative Association at the earliest opportunity to ensure a timely replacement.

Governance Structure

Governance Groups vs. Operational Groups

There are two sides of the house in the governance structure: governance groups and operational groups. Clearly delineating the two – and their separate roles – can lead to an efficient and effective governance structure.

The governance side of the house uses these verbs: *approve, consult, establish, monitor, recommend, and delegate*; the operational side of the house uses this verb: *implement*.

Governance councils are primarily constituency-based and work on policy, procedures, plans, or projects that have an impact on the District. These include, but are not limited to, policies, procedures, strategic and master plans, and program review processes. They then delegate work to operational committees to implement those policies, procedures, plans, and processes.

Operational committees may or may not be constituency-based; rather, they may include the personnel necessary to accomplish their operational tasks and conduct regular business. They make decisions on specific, functional issues, based on established local, state, and federal regulations, protocols, or procedures, or they may be established for other standing or temporary purposes. Operational committees also implement the decisions made as part of the participatory governance process.

Operational committee membership is based on appointments related to expertise and position and do not represent constituency groups though their membership may reflect a wide variety of constituencies. Operational bodies are led by a chair or co-chairs depending on preference, interest in the issue, or subject matter expertise.

Ad Hoc Committees/Joint Operational Committees/Task Forces may be formed to ensure charges that may belong to two different governance councils (e.g., Faculty Senate and Education, Equity, and Success Council) are jointly operationalized. Products from these Ad Hoc Committees/Joint Operational Committees/Task Forces will need to be approved by *both* governance councils before being forwarded to the College Council for review.

Types of Groups

Governance Groups [known as Councils, per [AP 2510](#)]

Council – A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and reports directly to the College Council.

Members of councils represent specific constituencies and, as such, serve as a liaison to bring information from constituents into the dialogue and from the council back to their constituents. Governance groups at Palomar College consist of the following:

- College Council
- Faculty Senate
- Institutional Effectiveness, Planning, and Fiscal Stewardship Council
- Equity, Education, and Student Success Council
- Employees, Community, and Communication Council
- Infrastructure and Sustainability Council

Operational Groups [known as Committees (Standing Committee, Subcommittee, and Ad Hoc), per [AP 2510](#)]

Operational groups, in the form of Standing Committees, Subcommittees, and Ad Hoc Committees, assist the Superintendent/President in implementing the Governing Board's plans and policies by coordinating operational, procedural, and policy implementation. The authority for the representatives of organizational groups is derived from the Governing Board or the Superintendent/President through the assignment of responsibilities. Examples of operational groups are the Tutoring Committee, Tenure and Evaluations Review Board, Professional Development Committee, and the Equivalency Committee. In addition the operational groups may convene Ad Hoc Committees/Joint Operational Committees/Task Forces to ensure joint implementation of charges.

Standing Committee – A group of constituency representatives intended to consider all matters pertaining to procedural issues as defined by its role. A standing committee is part of the governance structure. Standing committees do not dissolve.

Subcommittee – A permanent sub-group convened by a council or standing committee to consider specific subjects in detail for recommendations back to the council or standing committee. The chair must be a member of the council/committee to which it reports. Other members need not be members of the council/committee to which it reports, but may be appointed by the appropriate constituent group(s) as defined by the subcommittee membership.

Ad Hoc Committee – A working group or subgroup created by a council or standing committee to address and make recommendations on a particular subject. Campus colleagues who are not members of the council/committee could be recruited to join these efforts. Ad hoc committees meet until the subject/issue is resolved.

Joint Operational Committee – Joint Committee for Academic and Professional Matters. The Faculty Senate may form a joint committee for academic and professional matters in response to a request, or a perceived need, for discussion on a 10+1+1 matter. The joint committee shall be comprised of members of equal number from the Faculty Senate and one other council/committee that is discussing a 10+1+1 matter (e.g., faculty hiring procedures, program review, or grading policies). The product of the joint committee, as it relates to a 10+1+1 matter, is sent to the Faculty Senate for recommendation.

Task Force – A constituency-represented group specifically convened by and reporting to the College Council, the Superintendent/President, other council, or Faculty Senate to address a special college-wide subject/issue that meets until the subject/issue is resolved.

Task forces are formed to create a venue for dialogue and work on topics or projects that require timely and concentrated energy. Instead of being required by law or regulation, these groups are charged by the Superintendent/President or a council/committee to perform specific functions that benefit the entire district. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

Governance Groups

College Council

Purpose

The College Council is the principal participatory and planning governance body for the College. It provides a forum to review and recommend the direction and focus of the College, consistent with the College's Vision, Mission, and Values. Based on the work and input from the four main participatory councils, the College Council directly advises the Superintendent/President on policy and governance, with attention to ensuring that all Palomar College students receive the opportunities and support they need to leverage their specific circumstances into a strong foundation for life-long resilient learning, career success, and global citizenship. It is also responsible for the review, evaluation, and continuous improvement of the participatory governance process, procedures, and structure.

Responsibilities

- Oversee and make recommendations to the Superintendent/President on the budget, integration of planning and resource allocation, and other matters of the District.
- Lead the periodic review and/or affirmation of the District's Vision, Mission, and Values statements.
- Initiate and monitor the development of the master plans and strategic plan.
- Ensure college-wide plans such as the technology, staffing, and equity plans are evaluated and updated on a regular cycle to reflect current needs, goals, and priorities.
- Make recommendations to the Superintendent/President on district policies and procedures.
- Identify common areas of concern that require further study and forward these to the appropriate governance or operational group.
- Regularly monitor disaggregated, student equity, and other institutional effectiveness data to inform decision-making regarding policies, procedures, and planning.
- Annually review the Palomar College Governance Structure and Participation Handbook and revise as needed.
- Monitor compliance with accreditation standards.
- Review written responses to accreditation Standards IV.A and IV.B and assist in the collection of evidence for other relevant standards.

Plans/Products

- Master Plans (Educational and Facilities)
- Strategic Plan
- Palomar College Governance Structure and Participation Handbook
- Policies and Procedures Update and Cycle
- Integrated Planning, Resource Allocation, and Evaluation Cycle

Membership

- Superintendent/President (1) - Non-Voting | Co-Chair (Co-chair elected from the body)
- Faculty representatives (appointed by Faculty Senate and PFF through collaboration) (4)
- Classified staff representatives, President of CCE and three (3) others appointed by the Council of Classified Employees (CCE) (4)
- Confidential and Supervisory Team representatives (CAST), President of CAST and one (1) other appointed by CAST (2)
- Students representatives, ASG President and two (2) others appointed by the Associated Student Government (ASG) (3)
- Administrative representatives, President of AA and three (3) others appointed by the Administrative Association (AA)(4)

Advisory Members (non-voting)

- Assistant Superintendent/Vice President for Finance and Administrative Services
- Assistant Superintendent/Vice President for Instruction
- Assistant Superintendent/Vice President for Student Services
- Senior Director of Institutional Research and Planning (for support when plans are reviewed or developed)
- Part-time faculty member (1)¹
- If not represented in constituency member, include leadership of 4 constituent groups or designee
- Liaison from each other Council (4)

Refer to individual constituent group for information on member appointments.

Meeting Days and Time

TBD

¹ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Institutional Effectiveness, Planning, and Fiscal Stewardship Council (Reports to College Council)

Purpose

The Institutional Effectiveness, Planning, and Fiscal Stewardship Council works to support a culture of continuous quality improvement at Palomar College to ensure that all students receive the opportunities and support they need to leverage their specific circumstances into a strong foundation for life-long, resilient learning, career success, and global citizenship. The Council takes a comprehensive view of the College with attention to the interconnections between institutional planning across all divisions, and the opportunities therein. It maintains a broadly informed decision-making process, drawing from qualitative and quantitative data to arrive at recommendations to the College Council. It monitors and facilitates communication about the fiscal health of the College. It also reviews progress on college goals and priorities; evaluates and provides support for the integration of planning, assessment, and resource allocation at all levels of the institution; and shepherds the accreditation work of the College. It champions the use of data and assessment to inform strategies focused on equity and student success in alignment with the College's Vision, Mission, and Values, and strategic goals.

Responsibilities

- **Integrated Planning and Evaluation**
 - Conduct annual review of institutional, divisional, and department planning results to assess progress towards institutional goals and make recommendations regarding either the creation of new, or the revision of existing, college goals.
 - Evaluate institution-set standards, equity, and student achievement goals, including both internal- and CCCCO-produced key performance indicator metrics and other student success outcome measures.
 - Coordinate with other councils to develop evaluation plans for major initiatives and projects.
 - Review the effectiveness of current integrated planning, evaluation, and resource allocation processes and cycles, and provide feedback as needed.
 - Develop recommendations and provide technical support for the College's program review and planning processes, including evaluation of program review and planning templates to ensure alignment with the College's mission, accreditation standards, and district planning and resource allocation.
 - Support ongoing connections between unit planning through program review and institutional planning processes.
- **Fiscal Stewardship and Communication**
 - Monitor the College's fiscal health and implementation of its fiscal stewardship plan based on FCMAT metrics.
 - Develop, interpret, and articulate assumptions, priorities, guidelines, and procedures related to budget processes and resource allocation, integrating recommendations from college-wide plans.

- o Provide ongoing education and communication for the college community regarding fiscal matters.
- **Data-Informed Decision Making**
 - o Analyze data and support for the development of college plans and planning activities.
 - o Use aggregated and disaggregated data and research to support the continuous improvement of programs and services of the College.
- **Accreditation**
 - o Serve as the District's accreditation steering committee to ensure all accreditation requirements are met.
 - o Continually compile evidence related to accreditation Standard I.A., I.B., and I.C., as well as other relevant accreditation requirements and monitor the College's ongoing compliance with these requirements.

Plans/Products

- College Annual Report on Integrated Planning and Resource Allocation
- Institution-Set Standards and required Student Achievement Goals/Metrics
- Accreditation Reports

Membership²

- Assistant Superintendent/Vice President for Finance and Administrative Services | Co-chair; (Co-chair elected from the body)
- Assistant Superintendent/Vice President for Instruction or designee
- Assistant Superintendent/Vice President for Student Services or designee
- Senior Director of Institutional Research and Planning who is also the Accreditation Liaison Officer (1)
- Instructional Dean (1);
- Student Services Dean or Director (1)
- Faculty representatives, appointed by Faculty Senate and PFF through collaboration (4)
- Classified staff representatives, appointed by CCE (4)
- CAST representatives, appointed by CAST (2)
- Student representatives appointed by ASG (2)

Refer to individual constituent group for information on member appointments.

² When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

Advisory Members (non-voting)

Part-time faculty member (1)³

Meeting Days and Time

TBD

³ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Equity, Education, and Student Success Council (Reports to College Council)

Purpose

The Equity, Education, and Student Success Council guides the College's policy and planning related to maintaining equity and excellence in all aspects of instructional and student success programs, which fosters a climate of inclusiveness and support. The Council will pay specific attention to ensuring that all students receive the opportunities and support they need to develop a strong foundation for life-long, resilient learning, career success, and global citizenship. This council is responsible for supporting and leading innovative campus strategies that strengthen student access, success, and equity. It seeks opportunities for synergy and collaboration between Instruction and Student Services in order to engage and support students, faculty, staff, and administrators in the ongoing process of transforming the campus culture to be welcoming, safe, and inclusive for all. The Council convenes several joint committees with the Faculty Senate and others. It also reviews policies and procedures related to instructional and student support programs. The Equity, Education, and Student Success Council makes recommendations to the College Council while maintaining a focus on disproportionately impacted students.

Responsibilities

- Examine, support, and develop intentional policies and practices that are student-centered, equity-focused, and antiracist.
 - Develop and oversee the implementation of the Student Equity Plan. Recommend policies, practices, and strategies that align instruction and student services to maximize equity and success.
 - Review research and disaggregated data to identify student populations that require targeted support interventions.
 - Evaluate the results of the Program Review and Planning (PRP) process and resource allocation recommendations with specific attention to equity.
 - Provide a forum for students, faculty, and staff to explore and generate ideas and recommend solutions to improve the student journey from enrollment to completion.
- Convene full-time faculty hiring subcommittee to:
 - Review and update the process (qualitative and quantitative elements and instruments) and timeline for full-time faculty position requests.
 - Annually develop and recommend a prioritized list of full-time faculty positions (instructional and non-instructional) and forward to college council for information.
- Center equity in the Integrated Planning Process
 - Make recommendations and provide input to the District's Educational Master Plan and the Strategic Plan.
 - Monitor relevant goals and objectives of the Annual Action Plan as assigned by the College Council.

- **Accreditation**

- Continually compile evidence related to accreditation Standard II.A., II.B, and II.C., as well as other relevant accreditation requirements and monitor the College's ongoing compliance with these requirements.

Plan/Products

- Disproportionate Impact (DI) Study
- Equity Plan
- Guided Pathways Plan

Membership⁴

- Assistant Superintendent/Vice President for Instruction co-chair / Assistant Superintendent/Vice President for Student Services co-chair / Faculty Senate President or Designee co-chair
- Director of Student Success and Equity
- Dean of Counseling or designee
- Instructional Dean (1)
- Sr. Director of Admissions and Records
- Faculty representatives appointed by Faculty Senate and/or PFF through collaboration (5)
- Counseling Faculty, appointed by Faculty Senate (2)
- Umoja representative (1)
- Puente representative (1)
- Faculty representative from the Pride Center, appointed by Faculty Senate (1)
- Classified representatives appointed by CCE (4),
- CAST representatives, appointed by CAST (2)
- Student representatives, appointed by ASG (3)
- Student Support Program Director/Manager (Programs supporting disproportionately impacted students based on DI study, for example DRC and EOPS), appointed by AA (1)
- Student Support Program Supervisor (Programs supporting disproportionately impacted students based on DI study, for example DRC and EOPS), appointed by CAST (1)

Advisory Members (non-voting)

- Library Representative
- Institutional Research and Planning (provide data for Equity Plan and IE metrics)
- Part-time faculty member (1)⁵

⁴ When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

⁵ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Refer to individual constituent group for information on member appointments

Meeting Days and Time

TBD

Employees, Community, and Communication Council (Reports to College Council)

Purpose

The Employees, Community, and Communication Council is dedicated to cultivating, building, and sustaining a community of inclusivity that creates a welcoming, safe, and respectful environment for all to thrive. With a holistic view of the human experience at Palomar College, the Council pays particular attention to the opportunities inherent in recognizing and cultivating the interconnections between all of the College's diverse communities and constituent groups. The Council provides strategic direction for both internal and external communication to promote optimal dialogue between all dimensions of the community. It identifies, prioritizes, and advocates for diversity in hiring and the human resource needs of the College. It supports the growth and professional development of all employees in our educational community with an emphasis on institutional development opportunities that promote antiracist organizational change. The Council makes recommendations to ensure that all employees are provided training throughout their employment. It monitors and evaluates practices and makes recommendations to promote safety and security across campus. It is also empowered to develop and assess initiatives that cultivate and sustain an inclusive and connected college-wide culture and climate.

Responsibilities

- Recommend policies and procedures to meet the onboarding, professional development, and human resources needs (e.g., ADA compliance, employee recognition) of the College in alignment with our antiracist framework.
- Recommend and/or develop new policies and practices to increase diversity in hiring.
- Monitor the implementation of the College's EEO and Staffing (Human Resources) Plans.
- Evaluate effectiveness of professional development to ensure access to and quality of professional development for all employees and make recommendations for improvement as needed.
- Monitor the Classified Professional Growth Program.
- Provide a forum for employees and students to address safety and security needs and concerns.
- Develop and assess initiative to cultivate and sustain college culture and climate.
- Review and recommend processes for effective communication among all employees.
- Support activities that engage the campus with the external community.
- Continually compile evidence related to accreditation Standard III.A as well as other relevant accreditation requirements and monitor the College's ongoing compliance with these requirements.

Plans/Products

- Staffing (Human Resources) Plan
- EEO Plan

Membership⁶

- Assistant Superintendent/Vice President for Human Resources co-chair | Co-Chair (Co-chair elected from the body)
- PD Coordinator
- Director of Marketing, Communications, and Public Affairs
- Executive Director of Palomar College Foundation
- Chief of Police
- Manager, Environmental Health and Safety and Risk Management
- Faculty representatives, appointed by Faculty Senate and PFF through collaboration (4)
- Classified staff representatives, appointed by CCE (4)
- CAST representatives, appointed by CAST (2)
- Administrative representative, appointed by AA (1)
- Student Representatives, appointed by ASG (2)

Advisory Members (non-voting)

- Part-time faculty member (1)⁷

Meeting Days and Time

TBD

⁶ When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

⁷ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Infrastructure and Sustainability Council (Reports to College Council)

Purpose

The Infrastructure and Sustainability Council identifies, prioritizes, and advocates for the College's technology and facilities needs and services to ensure that students receive the opportunities and support they need to develop a strong foundation for life-long, resilient learning, career success, and global citizenship. With particular attention to equity, it makes recommendations to the College Council for the strategic direction and implementation of technology, facilities, and sustainability priorities and ensures that these recommendations are consistent with the objectives and recommendations established in the Technology Plan, Facilities Master Plan, Strategic Plan, Educational Master Plan, and other supporting plans and reports.

Responsibilities

Technology

- Make recommendations for the strategic direction and implementation of technology resources used throughout the College to support student learning programs and services, operations, and improve institutional effectiveness.
- Review the College's Technology Master Plan and monitor implementation.
- Evaluate the results of the Program Review and Planning (PRP) process and resource allocation recommendations to prioritize technology requests with specific attention to equity.
- Ensure ongoing attention to equitable educational access and outcomes, and removal of barriers for historically underserved populations and students with disabilities, in technology planning and the technology prioritization process.
- Continually compile evidence related to accreditation Standard III.B and III.C, as well as other relevant accreditation requirements and monitor the College's ongoing compliance with these requirements.

Facilities

- Recommend institutional annual and long-term goals to develop and implement initiatives in accordance with the recommendation of the Facilities Master Plan, the 5-year capital outlay plan, use of space, scheduled maintenance, and other state and federal reports.
- Act as a recommending body to the College Council for the construction, remodeling, and/or reassignment of existing and new facilities, including bond-funded construction.
- Study existing facilities and recommend alterations and improvements in response to the annual unit plans and emergent needs.
- Ensure that the campus and college spaces are intentionally designed to welcome and engage our diverse student, employee, and broader community populations.
- Ensure that college facilities are physically and electronically accessible to all.

Sustainability

- Promote energy efficiency and conservation, sustainable construction and grounds management, and best practices for physical plant management.
- Consider total cost of ownership, including renewal costs and maintenance, of college technology and facilities recommendations.
- Ensure that the infrastructure and design of all college buildings support the future use of technology.
- Ensure ongoing attention to equitable educational access and outcomes, and removal of barriers for historically underserved populations and students with disabilities, in technology planning and the technology prioritization process.

Plans/Products

- Technology Plan
- Facilities Master Plan
- 5-Year Capital Outlay Plan
- Strategic Plan
- Educational Master Plan

Membership⁸

- Assistant Superintendent/Vice President for Finance and Administrative Services co-chair | (Co-chair elected from the body)
- Senior Director Information Services
- Director of Facilities
- Chair of Academic Technology or designee
- CCCTech Connect Director
- Faculty representatives, appointed by Faculty Senate and PFF through collaboration (4)
- Classified staff representatives, appointed by CCE (4)
- CAST representatives, appointed by CAST (2)
- Student Representatives, appointed by ASG (2)

Advisory Members (Non Voting)

- Center Directors (2)
- Part-time faculty member (1)⁹

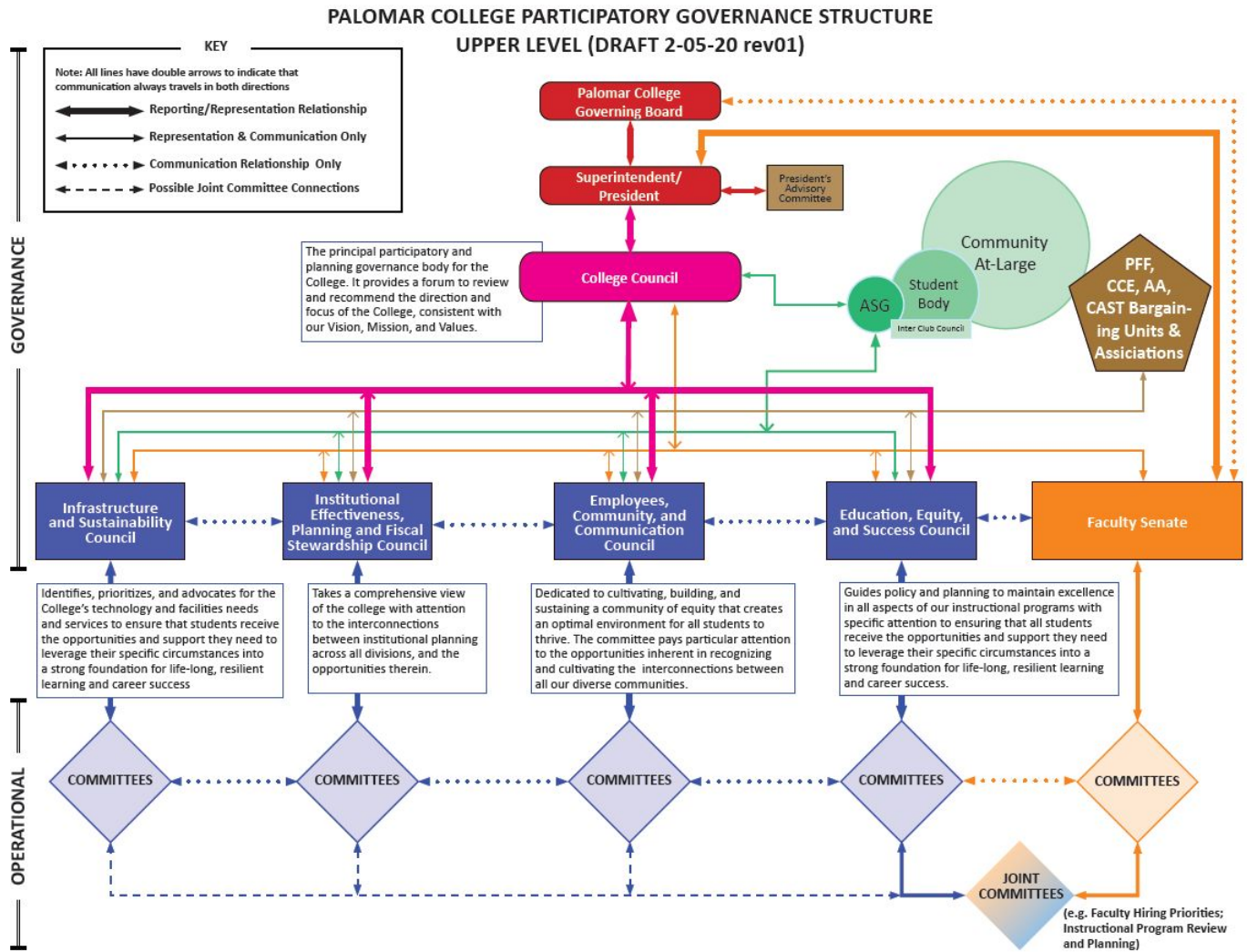
⁸ When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

⁹ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Meeting Dates and Times

TBD

Flow Chart



Institutional Plans/Accreditation Standards

Governance Council	Institutional Plans and Products	Accreditation Standards
College Council	Master Plan (Educational and Facilities), Strategic Plan, Palomar College Governance Structure and Participation Handbook, Policies and Procedures Update and Cycle, Integrated Planning, Resource Allocation, and Evaluation Cycle	IV.A, IV.B
Institutional Effectiveness Council	Annual Report on Planning, Accreditation Reports, Fiscal Stewardship Plan, Proposed District Budget	I.A, I.B, I.C, III.D
Equity, Education, and Student Success Council	Disproportionate Impact Study, Equity Plan, Guided Pathways Plan	II.A, II.B, II.C
Employees, Community, and Communication Council	Staffing Plan, EEO Plan	III.A
Infrastructure and Sustainability Council	Technology Plan, Facilities Master Plan, 5-Year Capital Outlay Plan, Strategic Plan, Educational Master Plan	III.B, III.C

Roles of Council Members

There are several different roles for those who participate in a participatory governance body. The following list describes those roles and the expectations for each type.

Role of the Chair/Co-Chairs/Tri-chairs

The role of the chair/co-chairs/tri-chairs is to manage the business of their council/committee. The chair/co-chairs/tri-chairs are responsible for:

- Developing agendas, including awareness of the College's calendar and the scheduling of items to ensure timely discussion and processing in the participatory governance system, especially in those instances where items must be forwarded to the Governing Board for approval;
- monitoring member attendance and following up with constituency leadership regarding any chronic absenteeism;

- ensuring meeting discussions are focused on agenda items that adhere to the council/committee's charge;
- participating in chair training; and
- equally collaborating and coordinating with their council/committee co-chair(s) on the aforementioned items.

The College chair/co-chairs/tri-chairs are also responsible for ensuring that all members are properly trained and for requesting appointment, or reappointment, of constituency representatives. Most importantly the convener and co-chairs are responsible for ensuring all council/committee members have an opportunity to voice their opinions and ideas and cultivating a safe and welcoming environment for discussion.

For Governance Councils and the College Council, one co-chair is appointed by the Superintendent/President and one co-chair is selected by the body.

Role of the Voting Council/Committee Member

Participatory governance works best when all members approach their role with a goal of understanding the council/committee's purpose and objectives, contributing ideas, listening for understanding, and being committed to equity, civility, mutual respect, and collegial behavior.

Active participation by all council/committee members enables the college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and expand the leadership capacity of personnel at Palomar College. Members should be consensus-seeking, rather than position-taking, which requires the dialogue process to be transparent and enables all members to both listen and understand one another clearly. Council/committee members should come to meetings on time and prepared, having read/reviewed any materials provided in advance, and/or having completed any assigned tasks.

While the College's participatory governance system does not specifically record votes, recommendations are made through informal voting that results in consensus. All council and committee members, whether voting or not, are able to discuss items under review, but only voting members can participate in voting and providing a formal recommendation.

In the event that a council/committee member who represents a constituency is absent, the member may appoint a proxy. In those instances, proxy have the same authority to discuss and vote on issues on behalf of the absent member they represent. In the College Council, a maximum of two proxy members is allowed for each constituency group at each meeting. It is the responsibility of the constituency group representative to inform the proxy of agenda items, constituency group discussions, and council/committee discussions related to the agenda item and to notify the chair/co-chairs of their absence and assigned proxy.

Role of the Constituency Member

Constituency members representing students, faculty, staff, and administrators have an important role in the participatory governance process. By representing the whole of their constituency, they bring important viewpoints, experiences, context, and institutional memory to the meeting table. Expertise or experience in an area should be one factor in determining constituency member appointment to a council or committee.

As a constituency group representative, they are representing the “we” of their group as opposed to themselves as an individual, their respective department or program, or their division. While there is no expectation that constituency representatives must share a single perspective and/or vote as a unified block on any council or committee, constituency group representatives are appointed by their respective leadership group – Academic Senate, Administrators' Association, Associated Students Government, etc. – to represent their group and are responsible for reporting back to their groups in addition to creating a two-way communication between participatory governance bodies and their constituency.

There is a two-year length of service for each constituency member after which they must be reappointed or replaced by their constituency group.

Role of the Proxy Member

Proxy representation on councils/committees is arranged by the constituency group representative who will be absent for an upcoming meeting. While there is responsibility for the constituency group representative to inform the proxy member of the council/committee’s agenda, discussions, and action items, the proxy is responsible for understanding as much as possible regarding the council/committee meeting that they will attend, including proper meeting preparation and following meeting etiquette.

Role of the Expert/Ex Officio Member

An expert member can be appointed to a council/committee because they have an expertise and/or official position relevant to the work of the council/committee. The role of the expert member is to advise and provide counsel to the council/committee so that all members may have a thorough understanding of the matter under discussion. Expert/ex officio members are full members and have the right to vote.

Role of the Advisory Member

Similar to the expert/ex officio member, an advisory member is appointed to a council or committee because they have an expertise relevant to the work of the council/committee. The role of the advisory member is to advise and provide counsel to the council/committee so that all members may have a thorough understanding of the matter under discussion. However, they do not have the right to vote on councils or committees.

Role of the Recorder

Each council should have an assigned recorder to record discussions and conclusions and distribute agendas and meeting minutes in a timely fashion. Recorders will most likely be the administrative assistant for the permanent administrative co-chair. Recorders cannot serve as council/committee members or as proxy and, if absent, the note taker and/or chair or co-chairs should find an appropriate substitute who is not an existing council/committee member.

Role of the Meeting Guest

Three types of guests may attend participatory governance council or committee meetings:

- guests who provide expert knowledge who have been invited to attend on behalf of the convener, co-chairs or a council/committee member;
- guests who wish to make a statement during open comment; and
- guests who wish to observe the open meeting.

Guests do not have voting privileges and are only allowed to comment upon invitation, such as the agenda item for which they are providing expertise or during open comment. All meeting guests should be respectful, enter and exit the meeting with as little disruption as possible, and limit their comments to the agenda items under discussion, unless they are commenting during open comment.

Timeline for Council and Committee Goals/Assessment/Actions

All participatory governance councils/committees adhere to the following timeline:

Month	Task
August	Participatory Governance workshop held to identify council/committee goals for current year derived from the Strategic Plan and other institutional foci.
September	End of year report from prior year reviewed by the Institutional Effectiveness Council for comment and recommendations back to the College Council.
October	End of year report from prior year provided to the Board of Trustees as an action item.
April	Councils/committees complete and review self-evaluations for current year and develop a summary report for the College Council.
May	End of year report for current year on status of committee goals and an assessment of issues the committee would like addressed in the next year by any committee or unit and the committee's recommendations for changing the description or composition of the committee if any. The College Council reviews self-evaluation summary reports for current year .
June	Final committee reports for current year provided to the College Council and a summary is added to the aggregate end of year report.

Planning and Budget Timeline and Calendar

Planning and Budget Timeline to be added when developed by budget group

Process for Recommendations

All ideas or proposed changes that have a college-wide impact will move through the Participatory Governance process via appropriate councils/committees. Final recommendations and decisions move through the governance process to the College Council. The College Council considers the recommendations and provides final recommendation to the Superintendent/President. Should the Superintendent/President disagree with a governance recommendation, it is incumbent upon the Superintendent/President to state the rationale in writing. Recommendations that require Governing Board approval will move forward as action items to the board agenda. Informational recommendations may also be given to the Governing Board as an information agenda item or report.

1. **Propose** action.
2. Relevant governance council/committee(s) will **discuss and evaluate** the proposed action through **inclusive dialogue** and may request additional data or wish to confer with other councils, committees, etc.
3. A formal recommendation may move forward to the College Council to **discuss and evaluate through inclusive dialogue**. The council/committee chair or designee(s) forwarding the recommendation is expected to introduce the written recommendation to the College Council in person. Should the chair or designee be unavailable, the recommendation must be accompanied by a written summary of council/committee feedback and rationale for the recommendation. Any recommendation moving forward must be provided in time to allow for sufficient dialogue, data and information request fulfillment, and other consultation.
4. The College Council will provide **feedback and any requested changes** to the proposing council/committee. This will be documented through minutes and communicated to the council/committee chair by the Superintendent/President in writing. This may require returning to Step 1 or 2 as appropriate.
5. The College Council makes a **final recommendation to the Superintendent/President**. The Superintendent/President can ask for additional information, and if they do not accept the recommendation, the rationale must be stated in writing and returned to within two weeks.
6. The Superintendent/President presents the recommendation as an **action item to the Governing Board** to discuss and evaluate, and may request additional information or consult with others as appropriate. Should the Governing Board not accept the recommendation, their rationale should be clearly reflected in the minutes.
7. After adoption the **action item is implemented**. The implementation task is typically assigned to an employee, office, service, and/or department.
8. After implementation, the **action should be assessed or evaluated** for effectiveness and informing future action proposals to complete the cycle of *Planning, Implementation, and Evaluation*. The means and method of evaluation depend on the action item and should be defined when developing the action item. For example, an action item to implement a process change to improve student outcomes should contain a specific numeric goal and timeline.

Assessment

Governance Structure

In the Fall of 2019, a task force was created to restructure the participatory governance system and processes. Members of each constituency group were chosen to evaluate the structure, keeping the effective and reforming the non-effective aspects. During this evaluation, it became apparent to the Governance Task Force that a regular evaluation of the system would keep it highly functional for years to come.

The result was the decision to have an annual self-evaluation of each council/committee by its members and an annual review of all the councils/committees by the College Council.

In April, an anonymous evaluation shall be done by each member of a council/committee (including the College Council), using the template. Each council/committee will review and discuss the evaluations and develop a summary report to send on to the College Council. The information can be used by the council/committee to make small changes to the meetings in order to make them more effective.

In May, the College Council will evaluate each council/committee based on a summary report submitted by the chair(s). A report of the effectiveness of the governance structure shall be submitted to the Superintendent/President, Governing Board, and campus community. The College Council may use the summer months to make recommendations of changes to the governance structure or any councils/committees. Upon approval of the recommendations, changes are made to the structure and handbook.

Palomar College Governance Structure and Participation Handbook

Following the review of the governance structure, the College Council shall create a task force to make changes to the handbook based on the recommendations and approvals. A brief revision of the handbook shall be made in order to make sure changes are made throughout the handbook consistently. Quoted Board/Administrative Policies in the handbook are an exception to this process. As revisions to BPs and APs are approved in the College Council, those affected quoted policies will be updated to reflect any factual changes. Any changes necessitated in the handbook language based on those revisions to quoted BPs and APs will need to go through the handbook revision process.

In June, every 3 years, a thorough evaluation of the handbook shall be made by the College Council via a task force. This shall include updating forms, ensuring the hyperlinks are functional, legislation from the state, accreditation standards, BPs, APs and that the previous changes to the handbook are consistent throughout its entirety.

Acknowledgements

The 2019-2020 revision to the Palomar College Governance Structure and Handbook was made possible through the collaboration of Palomar College students, faculty, staff, and administrators. The process was facilitated by Debbie DiThomas, Ed.D., and was made possible via an Institutional Effectiveness and Partnership Initiative (IEPI) grant. The hard work of everyone involved in this project encompasses the spirit with which these revisions were made: a desire to bring people from all levels of the College together for the success of our students and the success of our college.