



FACULTY SENATE MEETING

November 2, 2020

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
October 26, 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: Barbara Baer, Chad Cooney, Vikash Lakhani, Leigh Marshall, Patriceann Mead, Adam Navarro, 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:

Senator and TERB Coordinator Lawrence Lawson made the following statement:

"There was a view of "systemic racism" expressed in our previous meeting that I wanted to address because, other than a response from Senator Susan Miller, it seemed to pass by unremarked on. There was a sentiment that seemed to question the existence of institutional or systemic racism, a term coined during the Civil Rights era to refer to discrimination perpetrated at the system/institution level instead of the individual level—think the practice of redlining or how school districts are funded or other policies that contribute to discrimination against people of color.

If you're unfamiliar with redlining, here's a quote from a Washington Post article published three days ago: "Federal housing policies starting in the 1930s resulted in a practice of color-coding maps to designate certain neighborhoods as best or worst for mortgage lending. Borrowers buying in White communities — colored green for being safest for lending — could get loans backed by the federal government. Black neighborhoods — colored red — were deemed too risky for mortgage lending. Without the federal guarantee, banks wouldn't lend to Blacks."

It was intimated to me, both recently and previously, that because I am white, I cannot know that a thing such as "systemic racism" exists, but I'd like to note that I am well aware of systemic racism because I, and my family, have benefitted from it for generations.

I'm third-generation American. My grandmother emigrated from Sweden around the turn of the century. My great-grandparents on the other side came from France via Canada. At every turn, moving west, my ancestors

were able to rent and buy property in ways and in places that their black peers, historically, could not. Over the generations, as that property was handed down or sold, we benefitted financially in ways our typical black peers, historically, did not.

Others were kept out or kept down so that my family could be let in.

So, I see systemic racism at work in our society. I want it on record that this is the viewpoint of at least one Senator at this table.”

Senator Dr. Susan Miller thanked Senator Lawson for making this statement and added that systemic racism is also beyond redlining. We only need to look at mass incarceration and all the policies and legislation that have been done to promote racist activity. We don't need to look too far in the past as we can look at dismantling the Voting Rights Act recently and the waves of voter suppression that has occurred as a result of that. It's important to understand that systemic racism has to do with the system and the system includes laws, all the public institutions, corporations and places that institute policies, regulations and procedures to systemically disadvantage people from opportunity.

Faculty Senate President Rocco Versaci announced that Phi Theta Kappa is hosting a student project on December 4 from 1 to 3:00 PM. It will be a video with recorded testimonials of students and their experiences with racism on campus and possibly a discussion afterwards. Versaci encouraged all Senators to register.

AGENDA CHANGES: No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/Laughlin

Faculty Senate approval of minutes dated October 19, 2020 as amended (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: Nelson, W. /Laughlin

Faculty Senate approval of Curriculum actions taken October 21, 2020 (see Exhibit 2).

The motion carried.

Senator and Curriculum Chair Wendy Nelson stated November 20 is the last day to launch the DE addendum in META. Tech Review meets this Wednesday to finalize courses in the queue. Curriculum will be reaching out to chairs and discipline specialists for all of the cross listed courses because they are adding minimal qualifications to the course outline of record.

B. Committee Appointments

Motion 3 MSC: Zavodny/Laughlin

Faculty Senate approval to confirm the following individuals to their respective committees (see Exhibit 3):

Abstentions: Kelly Falcone, Kateri Mouawad (Advisory), Craig Thompson

Guided Pathways Advisory Taskforce – Nicholas Thomas, Faculty at Large, Part time

Student Success & Equity Council – Charles Alexander, Faculty, Counselor, (20-22)

The motion carried.

C. Faculty Senate Subcommittee on Equity & Diversity

Motion 4 MSC: Aguilar/Faulkner

Faculty Senate approval to confirm the new Senate subcommittee Diversity, Equity, and Cultural Competency (DEqCC) (see Exhibit 4).

Senator and Committee on Committees Chair Anastasia Zavodny shared an updated Governance Structure Group Request form. To encourage diversity and equity in the existing hiring practices, Senate President Versaci asked to include faculty hiring matters under product #2.

Senator Lawrence Lawson asked for clarification of product #4. Zavodny stated the group wants to include changes throughout entire processes so if we want to bring out recognition and awareness of diversity, equity and cultural competency, we should have that incorporated into the evaluative process as well (TERB). Perhaps a change on the student portion of evaluations so we could capture it and reflect if this is happening in a classroom space. In addition Zavodny said there could potentially be other changes for other portions of that evaluation process that would force us to encapsulate it and say that yes, we are making this kind of progress. Zavodny agreed with Lawson indicating that this should be a conversation with TERB to figure out how to fit this into evaluations in some way.

Senator and PD Coordinator Kelly Falcone stated she thinks this subcommittee will be Senate's subject matter experts. This group can then see what's going on at other colleges and learn some promising practices and then make suggestions as the advisors and consultants to the Senate.

Senator and Articulation Officer Ben Mudgett asked if this subcommittee would be recommending professional development workshops and activities to Palomar's PD program. Falcone answered that what makes Mira Costa's committees so strong is that this committee or group actually are the ones who offer and sustain the program. So they're the ones who have the pulse on what area really needs attention. This committee becomes the experts and we look to them to offer training, rather than just identifying training already exists.

The motion carried.

Motion 5 MSC: Towfiq/Thompson

Faculty Senate approval to amend the Diversity, Equity, and Cultural Competency (DEqCC) Subcommittee form to include "including those matters relating to faculty hiring" on Products item #3 (see Exhibit 4).

Senator Jackie Martin cautioned against fine tuning the language to specifically add faculty hiring. In their meetings, the taskforce discussed this matter at length and feels that keeping the language broad in scope leaves room to apply oversight to a variety of processes. Versaci stated that Faculty Senate has dedicated much time and energy into the faculty hiring process and favored that this process be included in the language on this form.

Senator Wendy Nelson stated her concerns that we might be overwhelming this new subcommittee especially since there is no release time connected to it. She stated that diversity in faculty hiring may become its own separate project.

Versaci reminded Senators that improving diversity and equity in the hiring process was an original action item on the list of initiatives. This subcommittee could create a document that would go to departments addressing these issues including consistency among how part timers are hired, considering antiracist frameworks in the writing of questions and maybe even teaching demonstrations. It was suggested at that time to fold these activities into this new subcommittee. The work needs to be done and Faculty Senate needs to make some kind of changes in terms of improving diversity in faculty hiring.

Senator Fari Towfiq also shared concerns that the word “hiring” be included somewhere in Products for this subcommittee.

Senator Ben Mudgett questioned whether this subcommittee will include issues affecting PC3H. Towfiq indicated absolutely “yes.”

The motion carried.

D. Senate Statement on Antiracism – Senate Task Force

Motion 6 MSC: Fererro/Towfiq

Faculty Senate approval of the Faculty Senate Statement on Antiracism (see Exhibit 5).

Senator Lawrence Lawson shared the amended statement that reflected edits since made from previous reviews. Senators were given the opportunity to make additional edits during this time. A significant number of Senators shared comments and suggested edits.

Senate Secretary Molly Faulkner shared the following statement written by Senator Ellen Weller who is not currently present in this meeting:

“I would like my vote to count as IN FAVOR of the committee’s version if it includes the phrase “systemic racism” or something equally specific. If we fail to boldly and forthrightly address this in clear and unambiguous terms, then we have failed in our duty as an advisory body to guide Palomar College firmly towards equity. Anything short of calling this out is reinforcing the status quo, which is to ignore racism and its evil siblings, and pretend we are being “fair.”

The motion carried.

INFORMATION ITEMS

A. Early Alert/Starfish/Canvas (see Exhibit 6)

Vice President of Student Services Vikash Lakhani began his report by affirming that during the student services reorganization, he along with Dean Leslie Salas will be making sure that the early alert piece is institutionalized. They will have a strong structure in place to reach out to students. They are taking the “cast the net wide” approach for students’ interventions or any kind of support. The information would go out to the respective students support staff or counselors, rather than it being handled by a specific unit. The intervention will begin with counselors and these other student support services because the relationships are there.

Dean Salas began answering the remaining questions listed at the bottom of the exhibit. The team will follow up with the student once the alert is raised by a faculty member. Right now, the Business Systems Analyst sees those alerts daily and immediately assigns them to the teams. All of this activity is logged into Starfish once the issue has been resolved. The way its set up now is that faculty does not receive any communication and it's up to faculty to go into Starfish to see where the issue stands and whether it has been resolved with the student. It is her understanding that faculty are not receiving that communication because they didn't want faculty to get inundated with these emails Salas asked if faculty want to receive an email once communication starts with the student. There has been training for faculty for the Early Alert program. Salas reiterated VP Lakhani's statement that the goal it to reconnect the students with their programs and counselors in those programs. Salas added that their team is looking to set up different levels or tiers of flags which can be used to determine how great and timely the need is. This may also determine the type of communication needed with the student.

Senator Patrick O'Brien asked what the plan will be for creating a hub of sorts or team who will do the intake tasks for Early Alerts and how will they get the information to the right counselors. Dean Salas affirmed the need to reorganize the department to make this process more streamlined and institutionalized. VP Lakhani added that there is automation available to automatically direct these alerts to an assigned service area and that option is being explored.

Senator Kelly Falcone said she is looking forward to getting a better understanding of what the internal processes are. She added that this was the primary reason she suggested a pause on the Canvas integration. Falcone stated she is looking forward to understanding who that retention team is and how we're utilizing them. She also suggested that faculty should get notifications even to just know whether a connection has been made with the student. She would like to see those touch points and understand what is actually happening with that student.

VP Lakhani said right now, all Early Alerts are faculty driven. It is his hope that their division will have a support system in place in the near future that will accommodate sending emails to faculty to keep them updated on the progress of the student. He is hoping that by spring of 2021, a plan will be worked out.

B. Part-time Instructor Equity

Senator Will Dalrymple will make his presentation at the November 2 meeting.

C. Area D Meeting Update (see Exhibit 7)

Senate VP Jenny Fererro asked Senators to review her notes taken from the Area D meeting. She highlighted important areas that she suggested to be reviewed and included important links. She and Versaci are attending plenary at the end of next week. If there are any resolutions that concern Senators or have questions about, please email her and Rocco so they can bring those issues up on the floor at plenary.

D. Governance Structure & Participation Handbook (see Exhibit 8)

Senate President Versaci announced that governance structure is coming to SPC on November 3. If anyone has any suggestions or comments for that governance structure proposal, let him know and he'll bring them to SPC.

REPORTS

President (Versaci) In the past week I attended SPC and SSEC (see reports below).

SSEC (Versaci) This Council met on Friday, October 23 (before our 10/26 meeting but after these reports went out).

SPC (Versaci) SPC met on Tuesday, October 20. Here were the highlights:

- Several Board Policies and Procedures passed without discussion. These included policies on sexual harassment and occupational safety (separate policies)
- First reading of the Governance Handbook and Governance Structure. Discussion ensued on a variety of topics, including the difference between “governance” and “operational” committees (this issue was raised in regards to how/where the current Council structures might be preserved. The prevailing view was that once the governance committees are established, they will determine what operational committees are needed. Craig Thompson suggested that the future iteration of a “program review” committee should follow the current model of the Curriculum Committee (i.e., largely under faculty purview). Also discussed was the issue of changed/diminished representation on various councils. Teresa Laughlin said that reduced numbers were somewhat mitigated by the new consensus model, which requires 2/3 vote rather than simple majority.
- The District will present its financial update to FCMAT tomorrow (10/21) as a precursor to presenting to the State Board of Governors in November, but the Vice Chancellor for Financial Services suggested that the November presentation be postponed until the District receives significant feedback from the FCMAT team.
- There was much discussion about the college’s vision statement, and some time was spent in small breakout groups discussing the following three questions, the responses to which the writing team will consider as they continue their work:
 - o “What is Palomar’s role in the world? What impact do we want to have on our community?”
 - o “Without revealing *how*, what is Palomar working to accomplish?”
 - o “What words or phrases depict the type of college and the end-goals we seek to achieve?”

IPC Report (Versaci) IPC next meets on Wednesday, October 28.

SSPC (O’Brien)

We discussed program called [Name Coach](#) to be used in Canvas. Students would be able to record their preferred name to be used by the instructor. Would assist instructors with pronouncing names.

We reviewed AP 5530 Student Complaints and Grievance. Volunteers will work with Sherry Titus regarding changes before bring back to SSPC.

Student Services Strategic Plan – A new document will align with Strategic Plan, Guided Pathways, Visions for Success etc. VPSS and Dean of Counseling will form a group to develop a long-term Student Success Strategic Plan. Other news:

- DRC will hire two tenure-tracked DRC counselors.
- Transfer Center - in the middle of CSU/UC application period
- Palomar Promise - [Skillshop Workshops](#)
- 2021-2022 Palomar Promise application now available on MyPalomar
- Career Center – promoted Student Lingo
- EOP&S enrollment down 15% workshops focused on mental well-being, more students withdrawing due to online format.
- Proposed Name Change: Palomar College Committee To Combat Hate (PC3H) to Pride Center Committee to Combat Hate
- Financial Aid director interviews happening now
- Heroes Grant spent – 3 million (\$750 per student)
- Counseling working on how-to videos for students

HRPC No report.

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

PFF (Laughlin) Zooming into many meetings including:

- Governing Board Meeting: The Governing Board Meeting on 10/13/2020 was, as usual, tense and contentious. There was a civility training, report on the SURPLUS 2020-21 budget, and discussion regarding the Presidential search.
- Campus shared governance meetings:
 - o Budget meetings: We were presented with the adopted, surplus 2020-21 budget. A similar refrain was sung: “we are okay this year, and maybe next year, but we will be in big trouble in the third year.”
 - o The weekly update on the COVID19 situation
 - o Faculty Senate
 - o Benefits

SPC: Here is the agenda of the last meeting: The main topics of discussion were the Governance Structure revision found here:

[https://go.boarddocs.com/ca/pccd/Board.nsf/files/BUFQVJ6B1C8A/\\$file/Draft%20Final%20%5BApril%5D_PDF.pdf](https://go.boarddocs.com/ca/pccd/Board.nsf/files/BUFQVJ6B1C8A/$file/Draft%20Final%20%5BApril%5D_PDF.pdf)

- Negotiations: Jenny can tell you more, but the negotiations are pretty frustrating. We are stuck on the academic calendar. The District wants to get rid of the 8 week summer session that follows the first 4 week summer session. This would mean that if students take the first 4 week session, and want to take an additional summer session they would have to have a one week overlap. This would lead to additional stress for students because they would be trying to finish one term and begin another term in the same week. We gave the District three options that would solve the problem, all of which they rejected without a counterproposal.
- Interaction with members: I have had with several meetings with members regarding various concerns about hiring practices, working conditions, and contract interpretation.
- Interaction with our CCE colleagues: We stay in close communication with our brothers and sisters in the CCE. We stand shoulder to shoulder. We are combining with CCE to create a Dash and Bash team called the essentials. My “essentials” photo of “Doctor” Laughlin is below.
- Meetings with Administration: In order to keep the lines of communication open, I have met with various administrators on various topics.
- Food Distribution: Palomar Faculty Federation in association with Council of Classified Educators, North County Labor Alliance, San Diego and Imperial Counties Labor Council, and Feeding San Diego are doing our part to help our community by distributing food periodically. The food distributions follow strict COVID 19 guidelines and are contact-free. The next food distribution is 11/21/2020. We are working to get funding for turkeys this time!
- Working closely with Barbara Baer with COPE and the elections this year.

Distance Education (Hiro)

- Online teaching certification - Palomar went from less than 200 to over 600 certified instructors in about 5 months. We have about 200 instructors who are teaching in the spring and aren't certified. We are working on helping them.
- John Harland summarized results from publisher course pack survey given to faculty. The survey found that some faculty use Canvas and course packs while others are unwilling to integrate the publisher course packs to Canvas because Canvas is unreliable and difficult for them. The DE Committee will continue to study this to see how to provide training and advice on this issue.
- Kelly Falcone told the DE Committee that she attended an ACCJC webinar yesterday. Fed regulations for DE have changed. Affects ACCJC expectations for regular and effective content. Now it is being defined in 5 different ways, and at least 2 of 5 must be employed in each DE course. Next webinar in November will cover specific changes.

- Kelly Falcone created a POET discussion board in PD portal, under Communities. The DE committee members encourage everyone to join and contribute.
- Erin Hiro said the DE Committee is exploring whether to become a CVC Home College/Teaching College. She is set to attend an informational meeting about the application process. Erin will bring this issue to the Senate in November
- CCC Tech connect: Zoom will be changed to a “better” Zoom before the end of the year. Appointment booking will be a lot better. Canvas will be integrated with Tech Connect LTI Zoom instead of ConferZoom. But that means faculty members should not create Zoom appointments or meetings for spring semester until after the winter break.
- Alyssa Vafaei from the DRC said they are exploring adding a DRC button to Canvas Courses to help DRC Students.

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 next meets on Friday, November 6.

Budget (Ferreiro) The Budget Committee next meets on Tuesday, October 27.

TERB (Lawson) No report.

Professional Development (Falcone) No report.

Sabbatical Leave (Lawson) No report.

Faculty Service Areas (Mudgett) No report.

Credit for Prior Learning (Rose)

In September I met with our current credit for prior learning (CPL) faculty to give updates and review the CPL course list webpage. I am currently updating the CPL website with helpful information for students, counselors and faculty.

I continue to work with the student services team on the following:

- Development of a CPL student petition form that is dynamic, workflow-enabled and sends notifications to all parties throughout the process – from the initial meeting with a counselor and petition for CPL, through faculty assessment, to the award of credit on the transcript.
- Transcribing prior learning assessment on a student’s transcript to meet title 5 and ACCJC requirements

I am meeting with counselors to keep them informed on the CPL assessment workflow process and the transfer of CPL credits to the 4-year colleges.

I recently attended the following workshops to learn more about awarding CPL for military training/education and to assist our faculty in this process:

- ACE “Military Training to College Pathways: Giving Credit Where Credit is Due” workshop to learn more about giving credit to military students using ACE (American Council on Education) military recommendations
- Norco Military Articulation Platform (MAP) meeting – learned about the MAP database and how Palomar can use it to help research courses that align with ACE recommendations

I am working with our Computer Science faculty on collaborations with military partners:

- Awarding 22 - 28 units of credit through CPL in the Computer Network Administration with Emphasis: Cisco program to students in the Marine Corps Communications Electronics School who have completed over 600+ hours of training and education
- Providing Marines training for their Intel Data Engineers through our computer science program

So far this semester, individually or as a team, Ben Mudgett and I have presented at 11 different CPL workshops, both regionally and nationally, showcasing the amazing work of Palomar College faculty and staff as the leaders in this initiative for the CCCs and sharing best practices with our colleagues. We have five more workshops scheduled before the end of this year.

I am reaching out to stakeholders and engaging discussions around "Credit by Exam" (CBE) fees at Palomar. As stated in Title 5 55050 (e) CPL:

While districts may charge a fee for credit by examination, districts should keep student equity in mind when determining fees and ensure fees do not limit access to CPL by placing an undue financial burden on students.

Things to consider:

- Title 5 states that we cannot charge students fees for the other methods of CPL assessment: military transcripts, industry certificates, portfolio review, AP, IB, CLEP
- Palomar currently charges students the tuition rate for the course when they do CBE - out of state or international students pay the higher tuition rates
- Our current AP5030 on student fees does *not* list credit by exam
- Financial and military aid may not pay for CBE
- CPL faculty are in favor of removing this financial barrier and making CBE equitable to all students
- Other than external exams, CBE is the only CPL method of assessment that is guaranteed to transfer to the CSU/UC at this time – discussions at the state level are taking place regarding CPL and transfer so this may change in the future

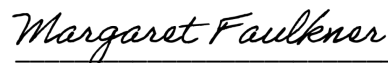
ASG (Mouawad) please find below Palomar's Associated Student Government weekly report:

- Movies for Mental Health which occurred on October 9th, from 1-2:30 pm. The outcome was positive, and successful.
- ASG has chosen to support and officially voted on MODEL ONE of the Tutoring Colocation Plan. An official statement from ASG was given, and sent to the Executive team.
- The ASG retreat occurred on October 9th, and was very successful. ASG has started to work on facilitating their goals.
- Our students are currently being placed into various different shared governance committees that Palomar has open to student representation. Marie-Therese Mouawad is now seated in the SPC meeting, and will communicate with the Faculty Senate about relating issues.
- ASG has a new Vice President of Internal Affairs, Abeeha Hussain.
- ASG discussed the future of the virtual Halloween event; more details to follow.

ADJOURNMENT:

The meeting was adjourned at 4:00 PM.

Respectfully submitted,



Molly Faulkner, Secretary

Committee Confirmations

Exhibit 2

Nov 2 2020							
Name		Division	FT/PT	Committee	Position	Statement	Action
Guillen	Adriana	L&L	Full time	CALM	Faculty at-large (I am interested in this position because I want to learn more about the process of OER's and funding them, in order to best meet the financial and academic needs of our students. I believe in the CALM mission, and would be honored to be a part of this committee.	

Faculty Senate Affirmation of Part-Time Faculty Equity And Support for Part-Time Bill of Rights

[DRAFT]

COMMUNITY VALUES

Whereas the mission of the community college is to serve the community.

Whereas access, inclusion, diversity, and equity are the fundamental values underlying that mission, arising from and appealing to our sense of justice and common humanity.

Whereas the community college ought to stand as a *model* of these values, particularly in its policies, procedures, and norms.

Whereas the Palomar Faculty Senate has itself recently affirmed these values for students, staff, and faculty.

STATUS, PURVIEW & THE SYSTEM

Whereas Part-Time faculty are, first and foremost, *faculty*.

Whereas PT faculty make up 76% of faculty, teach the majority of classes at Palomar, and are indispensable to its functioning.

Whereas the ASCCC has “multiple resolutions and papers supporting part time faculty and the importance of their voice....”

Whereas Resolution 1.02 of the ASCCC this semester was to “Develop a Resource to Communicate and Encourage Part-Time Faculty Leadership”

Whereas Part-Time status as a category is defined at the state level in California Education Code.

Whereas the history of 1988’s [AB 1725](#) underscores the fact that purview as it relates to PT faculty is an institutional construction, delineating separate roles for unions and senate.

Whereas AB 1725’s institutionalization in Title V’s call for a minimum 75:25 ratio of Full-Time to Part-Time faculty load means many current Part-Time faculty would, could, and should, in fact, currently *be* Full-Time faculty.

Whereas issues of Part-Time status are, by definition, systemic.

CONDITIONS (INCLUSIVE)

Whereas PT faculty are professionals, holding a least a master’s degree, often a terminal degree, and bring a wealth of experience to academic and professional matters.

Whereas PT faculty are frequently excluded from department planning, curriculum development, student outreach, and other matters of academic and professional value.

Whereas PT conditions are threatened by the end of a 150-year expansion in college enrollments, by the college’s precarious budget situation, and most recently by a global pandemic.

Whereas PT compensation is a fraction of FT compensation, effectively poverty-level, inadequate, including in terms of healthcare, with partial coverage offered to only 4% of Palomar PT faculty.

Whereas BIPOC are disproportionately represented among PT faculty.

PURVIEW & INFLUENCE

Whereas in academic and professional matters, the Faculty Senate is the voice of faculty purview.

Whereas the Faculty Senate moreover has a larger *sphere of influence* extending to workplace conditions and beyond.

Whereas the Faculty Senate has a voice with other institutional bodies.

Whereas the Faculty Senate has the power to work toward dismantling the systemic elements that stand in the way of PT faculty inequity.

Whereas the way we frame issues of Part-Time fitness for academic and professional matters directly influences the way the community, the college, the community college system, and the legislature think about workplace conditions including compensation and healthcare.

Whereas the lack of condemnation related to inequity may be understood as an endorsement of such inequity.

RESOLVED

Be it resolved that the Faculty Senate reaffirms its commitment to modeling its values and serving the full college community.

Be it resolved that, to that end, the Faculty Senate enthusiastically endorses Part-Time faculty access, inclusion, diversity, and, overall, equity.

Be it resolved that the Faculty Senate recognizes that the way we *frame* issues has power, and consequently it pledges to frame opportunities for PT equity as valuable opportunities for the college and the community as a whole.

Be it resolved that the Faculty Senate recognizes that purview is an institutional construction, systemic and intractable, one which frequently works against the needs of PT faculty, and consequently the Senate recognizes that exercising power within its purview must be *complemented* by exercising advocacy in its larger sphere of influence.

Be it resolved that the Faculty Senate will actively and affirmatively seek to facilitate PT equity within its *purview* over academic and professional matters, including...[eg 10+1+1 list]

Be it resolved that the Faculty Senate will also actively and affirmatively advocate for PT equity within its larger *sphere of influence*, which includes PFF, the administration, the board of governors, the ASCCC, the chancellor's office, the governor of California and other lawmakers, the media, the community, and with every other individual or body that might be beneficial.

Be it resolved that the Faculty Senate consequently supports a Part-Time Bill of Rights that brings together issues both within and outside the Senate's direct purview, holistically addressing the needs of PT faculty.

Be it resolved that the Faculty Senate upholds the full value and humanity of its PT colleagues.

Be it resolved that the Faculty Senate supports dismantling the two-tier faculty system and its "academic apartheid."

Summary of CCC documents

Legal Opinion 2020-12: Online Class Camera Requirements

1. State General Counsel looked at camera requirements for online classes
2. Analysis: There are four main problems for students when cameras are required:
 - a. Highlights existing equity gaps
 - i. Living situation
 - ii. Limited technology
 - b. Invades privacy of student as well as minor children
 - c. Could cause FERPA problems, particularly with recording class where cameras are on
 - d. Could be an ADA issue where cameras are can heighten student anxiety or other disabilities
3. Recommendation: Districts should adopt policies strictly limiting faculty from requiring cameras are turned on and adopt a cameras-optional approach to respect student privacy, access and equity.

Legal Opinion 2020-11: Live Synchronous Online Classes and Real Time Captioning

1. State General Counsel looked at whether real-time captioning is required in live synchronous courses.
2. Answer: There are two laws that apply: The Rehabilitation Act as well as the Americans with Disabilities Act that apply.
3. Types of Captioning
 - a. Offline -- captions created after recording is made. Often most accurate
 - b. Real-time -- captions created while the event is taking place. Higher rate of errors.
 - c. Speech-to-text -- when spoken communication is translated into text.
 - d. Open captions -- captions are part of video image and can't be turned off
 - e. Closed captions -- captions are encoded in video and can be turned off.
4. Recommendation: Real-time captioning should be provided for deaf or hearing impaired students in a live, synchronous class unless the student wants a different service.
5. What is the DRC's take on how this will work?
 - a. DE Committee Member Alyssa Vafaei, who is also a counselor at the Disability Resource Center, wrote the following:
 - i. Currently, and pre-pandemic, any student requiring live captions had to have:
 1. an intake with a DRC Counselor,

2. be authorized that specific accommodation based on disability documentation
 3. have an orientation with our Interpreter Coordinator who also coordinates getting DECT grants and Real-Time Captioners for our students.
- ii. If a faculty member is teaching an asynchronous class and all their materials in Canvas are captioned, that's great, but what if a student needs to meet with them live during office hours? A real-time captioner would need to be available.
 - iii. The faculty member should refer that student to the DRC if they're not already established with us. Our coordinator would then obtain a DECT grant, find the real-time captioner, and work with the professor to determine when the captioner needs to be available. This process is very similar to requesting an ASL interpreter to be present for any "live" communications.
 - iv. By law, all AV materials must be captioned, whether a student requests or not, and whether any student in the class legitimately needs it or not.

DE Committee Take:

If faculty needs help captioning, considering signing up for accessibility training on the PD Portal or come to our weekly Help Hours: Wednesday 4:30-5:30 p.m. and Fridays 9 - 10 a.m. You can access the Help Hours through the POET ConferZoom link or email ehiro@palomar.edu.



October 19, 2020

Legal Opinion 2020-11: Live Synchronous Online Classes and Real-time Captioning

The California Association for Postsecondary Education and Disability has asked the following question:

Is real-time captioning required in live synchronous online classes offered in California community colleges?

Answer:

An auxiliary aid or service is required if the class includes deaf or hearing impaired students. Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and relevant provisions of state law, require auxiliary aids or services to be provided to deaf and hearing impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live, synchronous online classes. However, community colleges also must give “primary consideration” to the choice of aid or service requested by deaf or hearing impaired students, and weight such requests against the burdens they would impose upon the college program.

A. BACKGROUND

The COVID-19 Pandemic has caused California community colleges to move courses into an online format that often includes live, synchronous instruction. The California Association for Postsecondary Education and Disability (CAPED) asks whether real-time captioning is required by law to ensure deaf or hard of

hearing students have an equal opportunity to participate in live synchronous classes.

There are a number of different technologies available to make audio accessible to deaf and hard of hearing students. The National Deaf Center on Post-Secondary Outcomes describes them as follows:

- “Offline captioning” refers to captions that are added in the postproduction process. Offline captioning allows for the most accurate captioning possible.
- “Real-time captioning” refers to captions that are created in real-time while an event is taking place. Due to the nature of some events . . . some captions must be produced live. This type of captioning has a higher rate of errors and should be used only when offline captioning is not possible.
- “Speech-to-text” is an umbrella term used to describe an accommodation in which spoken communication and other auditory information are translated into text in real-time. A service provider types what is heard and the text appears on a screen for the consumer to read.
- “Open captions” refers to captions that are part of the video image. They are always present and cannot be turned off.
- “Closed captions” refers to captions that are encoded in the video signal. They can be turned on or off.

(“*Why Captions Provide Equal Access: Tip Sheet*,” University of Texas, Nat’l Deaf Center on Post-Secondary Outcomes.)¹

The question presented by CAPED focusses on live synchronous online classes. For purposes of this opinion, we assume that if these classes are being recorded, they are not being posted online and available to the general public, but the recordings are retained only for use by students enrolled in the class.²

¹ Available at <https://www.nationaldeafcenter.org/resource/why-captionsprovide-equal-access>, last visited Oct. 18, 2020.

B. ANALYSIS

The resolution of this question requires consideration of related provisions of federal and state law. Two federal laws are most relevant: Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by recipients of federal funds (29 U.S.C. § 794.); and Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance (42 U.S.C. § 12131). The regulations implementing Section 504 and Title II are enforced by the United States Department of Education, Office of Civil Rights. In addition, state laws also impose obligations created by the Rehabilitation Act and the ADA upon state and local governmental entities. (Cal. Code Regs., tit. 5, § 55200.)³ These laws are described below.

1. The Rehabilitation Act, Section 504.

Section 504 of the Rehabilitation Act prohibits discrimination on the basis of disability in programs or activities that receive federal financial assistance from the U.S. Department of Education, including colleges, universities, and postsecondary vocational education and adult education programs. (29 U.S.C. § 794d; see also Cal. Code Regs., tit. 5, § 55200 [acknowledging that the ADA applies to distance education within the California Community Colleges].) To be protected under Section 504, a student must: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

³ Public posting of class recordings would raise additional issues under the Family Educational Rights and Privacy Act, California's student records privacy law (Ed. Code, §§ 76200 et seq.), and Section 508 of the Rehabilitation Act of 1973, which governs the electronic accessibility of publically-posted materials. These laws are not directly applicable to the issues addressed in this opinion.

Higher educational institutions must provide disabled students who qualify for Rehabilitation Act protection with necessary and appropriate academic adjustments and auxiliary aids and services to provide “an equal opportunity to participate in a school's program.” California community colleges therefore must provide their deaf and hearing impaired students with auxiliary aids or services to ensure they are not denied “the benefits of [or] excluded from participation in” an educational program. (29 Code Fed. Regs. § 104.44(d)(1).)

Relevant here, an auxiliary aid includes an “effective method[] of making orally delivered materials available to students with hearing impairments.”⁴ (29 Code Fed. Regs. § 104.44(d)(2).) Real-time captioning, as defined by the National Deaf Center on Post-Secondary Outcomes, will often be an appropriate auxiliary aid to ensure access to an educational program for a deaf or hearing impaired student.

2. The American with Disabilities Act, Title II.

The Americans with Disabilities Act of 1990 (ADA), imposes upon public entities, including state and local entities, similar obligations as Section 504 of the Rehabilitation Act, but does so without regard to the receipt of federal funds. (42 U.S.C. § 12100 et seq.) It also requires public entities to give “primary consideration” to the requests of individuals with disabilities to determine an appropriate accommodation to their circumstances. (28 Code Fed. Regs. § 35.160(a); see also Cal. Code Regs., tit. 5, § 55200 [acknowledging that the ADA applies to distance education within the California Community Colleges].)

Accordingly, the ADA also requires community colleges to provide appropriate auxiliary aids or services to deaf and hearing impaired students in live

⁴ Colleges are not required by the Rehabilitation Act “to provide [students] attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature” as an auxiliary aid. (29 Code Fed. Regs. § 104.44(d)(2).) Nor are colleges required to make adjustments or provide aids or services that would result in a fundamental alteration of the program, or impose an undue burden on the college.

synchronous online classes to ensure they have “an equal opportunity to participate” in classes. (28 Code Fed. Regs. § 35.160(a)(1).)

Under the ADA, the type of auxiliary aid or service that will be necessary to ensure effective communication of class content in real time may vary according to the method of communication used by the individual student, and according to the nature, length, complexity and context of the communication involved. To determine the appropriate auxiliary aid or service, the college must “give primary consideration” to requests of individual students with disabilities, and they must be provided in accessible formats, and in a way that is timely and protects student privacy and independence. (28 Code Fed. Regs. § 35.160(a)(2).)

It would appear that real-time captioning would in most cases constitute a timely and appropriate auxiliary aid or service to ensure participation by deaf and hearing impaired students in live online synchronous classes. Even so, colleges must also give “primary consideration” to a student request for an alternative auxiliary aid or service that could be provided without undue burden to the college or a fundamental alteration to the course. Accordingly, there may be situations where real-time captioning would not be appropriate to the circumstances of an individual student, but another aid or service would be preferable.

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October 19, 2020

Legal Opinion 2020-12: Online Class Cameras-On Requirements

Multiple Community College stakeholders have asked the following question.

Whether it is it permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction?

Answer:

While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws. However, if there are circumstances where full audio and visual student participation is essential to instruction, a carefully tailored cameras-on requirement might be appropriate. Community college districts should adopt policies to address these issues to ensure faculty and students are fully informed and that it respects concerns related to personal educational privacy, access, and equity.

A. Background

The COVID-19 pandemic, and the social and physical distancing it has required, has caused a large-scale transformation from in-person to live synchronous online instruction at all California community college campuses through at least the fall 2020 semester. With this change in the delivery of instruction, some faculty have instituted a practice of requiring students to keep their cameras on during such classes. As we understand it, the purpose of the

cameras-on requirement is to enhance the interactive nature of an online class, provide the faculty member with visual feedback during instruction, and facilitate the taking of attendance.

Many students object to this practice as an unacceptable intrusion into their living circumstances, which not only burdens their personal privacy but highlights existing equity gaps between students. Moreover, not all students have the technological resources to reliably maintain a video presence during their classes.

The College of the Canyons has adopted a policy statement that strongly disfavors a cameras-on requirement. (See Guidance for Synchronized Classes at College of the Canyons (Guidance), Aug. 18, 2020.)¹ The Guidance also illustrates the many reasons students oppose keeping their cameras on: they lack cameras, have limited Internet connectivity, have minor children with their own privacy concerns, are homeless,² and lack a private place to attend class. (Guidance, third unnumbered page.) The Chancellor's Office has also been informed that cameras-on requirements may trigger anxiety in students.

B. Analysis

The practice of requiring cameras to be on during live synchronous online instruction creates a potential conflict between the academic freedom of faculty to design and teach a course of study on the one hand, and on the other

¹ The Guidance is available at <https://onlinenetworkofeducators.org/wp-content/uploads/2020/08/Guidance-for-Synchronous-Classes-at-College-of-the-Canyons-8-18-20.pdf>, last visited Oct. 18, 2020.)

² It is notable that the California Legislature recognized this year that homelessness presents a particular barrier to academic success and amended various sections of the Education Code to add homelessness as an “extenuating circumstance” for students who receive financial aid but have failed to maintain “satisfactory academic progress.” (Asm. Bill 2416 (2019-2020 Reg. Sess.), §§ 1-7.) Faculty and community college districts should bear this in mind while considering the burdens a cameras-on requirement would place upon students.

hand student privacy rights and concerns related to the other barriers identified in the College of the Canyons' Guidance. The laws that inform how to weigh these competing and important public policy considerations are discussed below.

1. Academic freedom is an important foundation of higher education but is not absolute, and may be limited by community college districts to advance other competing policy interests

Faculty³ academic freedom to determine the mode of instruction is a bedrock principle, rooted in the First Amendment. The United States Supreme Court has recognized that to maintain an “atmosphere which is most conducive to speculation, experiment and creation,” a university must be able to determine “who may teach, what may be taught, [and] how it shall be taught.” (*Regents of University of California v. Bakke* (1978) 438 U.S. 265, 312.) But academic freedom is not without boundaries, and may need to bend to administrative demands: “Academic freedom thrives not only on the independent and uninhibited exchange of ideas among teachers and students, but also, on autonomous decision-making by the college.” (*Regents of Univ. of Mich. v. Ewing* (1985) 474 U.S. 214, 226 n. 12, underscoring added.) Accordingly, the Board of Governors has authorized community college districts to regulate academic freedom through “a policy statement on academic freedom” and “procedures . . . regarding the role of academic senates and faculty councils.” (Cal. Code Regs., tit. 5, § 51023.) Thus, community college faculty members’ rights to academic freedom are not absolute, and do not exist in a vacuum.

The regulation of academic freedom has already occurred in the distance learning context, where title 5 and local policies are both implicated. For example, faculty must be “prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” (Cal. Code Regs., tit. 5, § 55208(b).) In addition, “distance education includes regular effective contact between instructor and students, and among

³ “‘Faculty’ means those employees of a community college district who are employed in positions that are not designated as supervisory or management . . . , and for which minimum qualifications for hire are specified by the Board of Governors.” (Cal. Code Regs., tit. 5, § 53200.)

students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.” (§ 55204(a).)

Here, the decision to engage in distance education in the first instance, and the method of delivery, is a local decision based on specific circumstances, whether it takes place during or after the COVID-19 pandemic. Similarly, academic freedom must be weighed against a college’s right to establish policies that support and aid their students educationally, mentally, emotionally, and physically.

2. The Right to Privacy under the California Constitution

The California Constitution specifically provides for a right of privacy this is implicated by the cameras-on requirement.⁴ (Cal. Const., art. I, § 1.) A party asserting an unlawful invasion of privacy must establish that there is (1) a legally protected privacy interest, (2) a reasonable expectation of privacy under the circumstances, and (3) a serious invasion of the privacy interest. (*Hill v. National Collegiate Athletic Assn.* (1994) 7 Cal.4th 1, 39–40.) The California Supreme Court has explained the application of this balancing text. When an intrusion into privacy is limited, and confidential information is shielded from disclosure beyond those who have a legitimate need to know, privacy concerns will be lessened. However, if sensitive information is not safeguarded, or if the competing objectives can be accomplished by alternative means with less impact on privacy interests, the protection of the right to privacy is heightened. (*Hill*, 7 Cal.4th at pp. 37–38.)

Applying these principles to live synchronous online classes, it should first be noted that students have a strong, constitutionally-protected interest in pursuing their educational goals. (Cal. Const., art. IX, § 1.) This interest applies

⁴ We have only addressed the state constitution because its right of privacy is broader and more protective of privacy than the federal constitutional right of privacy as interpreted by the federal courts. (*American Academy of Pediatrics v. Lungren* (1997) 16 Cal.4th 307, 326.)

to online education, whether during a pandemic or not. If a student is participating in a live synchronous online class from where the student lives, the student's legally-protected privacy interest will be high. The home is traditionally protected most strongly by the constitutional right of privacy. (*Tom v. City and County of San Francisco* (2004) 120 Cal.App.4th 674, 685.) And in the context of a full class of students, at issue is the sum of all attending students' privacy interests, not merely the interest of a single student. Balanced against the students' privacy interests in their living circumstances is the faculty member's academic freedom to determine the mode of instruction.

A requirement that cameras remain on will likely enhance the interactive nature of an online class, provide the faculty member with valuable visual feedback during the course of instruction, and facilitate the taking of attendance. However, it would appear to be the rare situation where the faculty interest would outweigh students' collective interests in pursuing an education, and their privacy interests in their living circumstances. While perhaps not ideal, the faculty members' interests in interaction, feedback, and attendance can all be accomplished by alternative means. Students who voluntarily participate with their cameras on will in most cases provide meaningful visual feedback. In addition, audio participation and the chat feature available in synchronous online platforms will allow interaction and attendance taking, while maintaining student privacy interests.

There may be circumstances when full audio-visual student participation is essential to instruction. In such instances, the balance of interests may be different than is described in the paragraphs above. And the use of virtual backgrounds, if available, could further diminish student privacy concerns. These situations will need to be evaluated on a case-by-case basis, bearing in mind the principles described above, and carefully tailoring how best to protect student privacy interests.

3. Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records, and may be implicated by recordings of online classes that contain student information. (20 U.S.C., § 1232g; 35 C.F.R. Part 99; see also Ed. Code, §§ 76200 et seq.) An

education record includes records, files, and documents that “(i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.” (§ 1232g(a)(4)(A).) Under the United States Supreme Court’s interpretation of FERPA, a video record of a live synchronous online class retained in a database would constitute a student record if the recording includes the student’s image or an audio recording that could be associated with the student. (See *Owasso Independent School Dist. No. I-011 v. Falvo* (2002) 534 U.S. 426.)

Accordingly, the recording of live synchronous online classes will be more likely to implicate FERPA if faculty are also requiring students to keep their cameras-on.⁵

4. The American with Disabilities Act (ADA) and the Rehabilitation Act of 1973

The ADA and the Rehabilitation Act protect the rights of disabled students, and may influence whether faculty may require cameras to be kept on during live synchronous online classes. (42 U.S.C. § 12131; 29 U.S.C. § 794.) Districts must ensure that disabled students are not denied “the benefits of [or] excluded from participation in” an educational program. (29 Code Fed. Regs. § 104.44(d)(1).) In the event that cameras-on requirements impact students with anxiety, or other mental disorders, community colleges will be required to accommodate the disability to ensure they are not discriminating against students based upon a disability. (28 C.F.R. § 35.130(b)(7); 34 C.F.R. § 104.44(a).)

Colleges are not required by the ADA to make adjustments that would result in a “fundamental alteration of the program,” or impose an “undue burden” on the college. However, allowing students to determine for themselves whether

⁵ Information about photos, video, and audio recording under FERPA can be found on the U.S. Department of Education web page: [FAQs on Photos and Videos Under FERPA](#). See also the Department of Education's guidance on [FERPA and Virtual Learning During COVID-19.pdf](#).

to use their cameras will not usually cause a fundamental alteration in the program, or cause an undue burden. The establishment of college policies will help ensure disabled students are not excluded from participation by the imposition of a cameras-on practice.

C. Recommendations

Districts should adopt policies strictly limiting or prohibiting faculty from instituting cameras-on requirements in order to protect against violations of student privacy, balance academic freedom, and ensure compliance with FERPA, California's student privacy law, and federal disability laws and their state analogs.

Colleges should adopt a cameras-optional approach that respects student concerns regarding privacy, access, and equity. Such a policy should address or include:

- Cameras should be presumptively optional for live synchronous online classes.
- If audio and visual student participation is essential:
 - Allow faculty to require cameras to be on, but only to the extent necessary, and with adequate notice to students;
 - Clearly identify the essential nature of video for instruction and consider a student's privacy or technical objections and create a confidential "opt-out" mechanism that allows a student to decline video participation;
 - Encourage faculty to consider an alternative to video participation such as audio participation;
 - Encourage the use of electronic video backgrounds; and
 - Allow students flexibility to turn off their cameras or mute audio unless needed.
- Encourage the use of the chat feature for attendance and discussion.

###

ASG's Conversations and Concerns about Student Struggles:

DISCLAIMER

ASG understands the difference between students who take zero responsibility for their classes, and for the students who try everything but are not receiving the necessary support given the remote learning conditions. We want above all else collaboration with professors and faculty on this matter, and to have both sides heard and properly addressed.

ASG is experiencing an uptick of student concern regarding:

- Little to no communication with professor
 - No grace period allowed for late assignments due to technical difficulties
 - Extra difficult homework and quizzes
 - Increased levels of stress and depression
 - Increased dropout rates
-
- In order for a student to file a complaint about said professor, the student must first talk to their professor, then the dean, then the VP of that department.
 - Very lengthy and long process, not efficient for valid complaint.

Professors are struggling with remote teaching:

- Little to no communication with students for asynchronous courses
 - Doesn't know if their class is participating in synchronous classes via zoom (cameras are often off, little interaction)
 - Often longer workhours to meet student needs
 - Increased dropout rates
-
- ASG would like to conduct a campus wide survey that accurately reflects students concern, while having support from professors/faculty to do so.
 - ASG would like to take action in a productive manner to help support struggling students while working with professors/faculty to do so.

ASG would love an open and honest discussion with the Faculty Senate about what can be done to better support students come next semester—i.e. implement strategies that successful professors are using, such as giving more extra credit as incentives, applications for students to request extensions with deadlines from the beginning because of personal matters, discuss in-person labs that are COVID-safety approved.

Survey Example:

- The SSCCC is collecting information about each college's asynchronous and/or synchronous learning environment. All responses collected are anonymous. Palomar could launch a similar survey to gauge whether we need a new student support department.
- Questions asked:
- If you have synchronous classes, were the times to meet outlined in the registration process or syllabus?
 - Yes
 - No
 - Other:
- If you have asynchronous, are your professors posting the lectures online?
 - Yes
 - No
 - Other:
- Were you enrolled in a class that at the time of registration stated would be asynchronous but later became synchronous? *
 - Yes
 - No
 - Other:
- Are you required to turn on your camera during lectures? *
 - Yes
 - No
- On a scale of 0-5, how responsive are your professors? *
 - Not responsive at all
 - 0
 - 1
 - 2
 - 3
 - 4
 - 5
 - Very responsive
- Do you feel supported by the faculty and staff at your college? *
 - Yes
 - No
 - Other:

2021 Exemplary Program Award

Deadline to Register/Application Deadline:

Monday, November 9, 2020 - 5:00pm

Link to application materials: <https://asccc.org/events/exemplary-program-award-0>

The Academic Senate is pleased to announce the call for nominations for the Exemplary Program Award. Sponsored annually by the Foundation for California Community Colleges, the Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs.

The Academic Senate selects annual themes related to the award's traditions and statewide trends. The California Community Colleges system is the largest public higher education system in the country, enrolling over 2.4 million students. The global pandemic that emerged in early 2020 has disrupted much of our everyday lives and caused higher education institutions to adapt much faster to the changing landscape in order to best serve our students. In light of the work that our colleges and faculty have done to transition most learning to an online environment, the Academic Senate focused the theme for this year's 2020-21 Exemplary Program award on "Equitable Practices in a Virtual Educational Environment." This can be demonstrated by faculty who have excelled in providing instruction, support, and services to students equitably in virtual formats, whether through distance education, correspondence education, or temporary remote instruction.

Basic Information

- The 2020-2021 award is focused on *Equitable Practices in a Virtual Educational Environment*
- Each college may nominate one program.
- Up to two California community college programs will receive cash awards of \$4,000
- Up to four California community college programs will receive honorable mention plaques.
- **Completed applications must be received by the Academic Senate Office by 5:00 p.m. on November 9, 2020.**

Please submit one original and one copy of your entire application via email ONLY. Scanned applications must have the appropriate signatures and be emailed to awards@asccc.org. The Senate Office will notify you via email that your application has been received. Exemplary Program Award recipients are selected from throughout the state with no more than two from any single Academic Senate area. Recipients will be notified when the selection process is completed. A minimum of three nominations statewide must be received for the selection process to proceed. The selection committee will complete the review process by early December. Winners of this prestigious award will be honored at the January 2021 Board of Governors' meeting. Please contact the Academic Senate Office with any questions.

2021 Hayward Award

Deadline to Register/Application Deadline:

Friday, December 11, 2020 - 5:00pm

Link to application materials: <https://www.asccc.org/events/hayward-award-0>

The Academic Senate is pleased to announce the call for nominations for the Hayward Award for “Excellence in Education.” Sponsored annually by the Foundation for California Community Colleges, this award honors community college full-time and part-time faculty who demonstrate the highest level of commitment to their students, college, and profession. Award recipients, nominated by their college academic senate and selected by representatives of the Academic Senate must have a record of outstanding performance of professional activities, as well as a record of active participation on campus.

Basic Information

- Each local senate can nominate one full- and part- time faculty member; however there can only be one honoree from each college.
- All faculty, classroom and non-classroom, are eligible for consideration.
- Previous nominees who did not receive the award may be re-nominated.
- Four recipients (two full-time and two part-time faculty) will be chosen and honored at the Board of Governors meeting in March.
- **Completed applications must be received in the Academic Senate Office by 5:00 p.m. on December 11, 2020.**

Enclosed are the application and criteria. More information can be found on the Academic Senate website at <http://asccc.org/events/hayward-award-0>. Note: the candidate’s name or college cannot be listed in the application. Please submit a **separate page** with the candidate’s contact information. Any application that includes the candidate’s name or college may be subject to disqualification. A minimum of three nominations must be received for the selection process to proceed.

Please submit one original and one copy of your entire application by email ONLY. Scanned applications must have the appropriate signatures and be emailed to awards@asccc.org. The Senate Office will notify you via email that your application has been received.

The selection process will be completed by February 2021. Winners will be honored at the March 2020 Board of Governors meeting. Please note, that the recipients of this award will be asked to submit a current photo. Although only four faculty recipients will be honored by the Board of Governors, we hope each college will honor its individual nominee.

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

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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

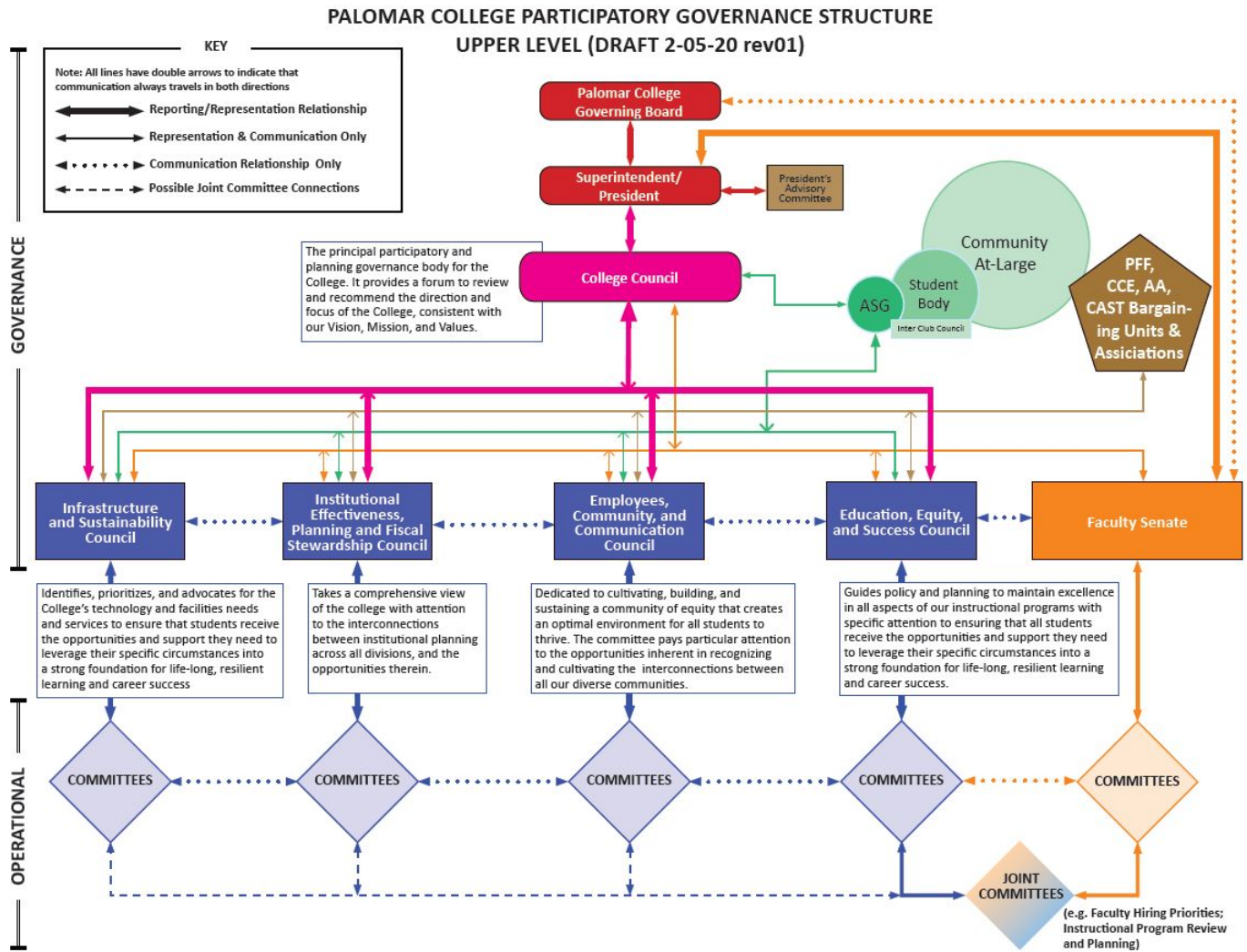
⁸ When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

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.