



**FACULTY SENATE MEETING**

March 1, 2021

EXHIBITS



Minutes of the  
MEETING OF THE FACULTY SENATE  
February 22, 2021

APPROVED

**PRESENT:** Eduardo Aguilar, Lacey Craft, William Dalrymple, Alexandra Doyle Bauer, 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, Sabrina Santiago, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

**ABSENT:**

**GUESTS:** Vikash Lakhani, Leigh Marshall, Patrick O'Brien, Tanessa Sanchez, Shayla Sivert, 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 COMMENTS**

Senator Scott Nelson thanked Senators for their recent suggestions and comments regarding the World Languages requisite challenge process. Administration has now agreed to work with the department on this issue.

Senator Teresa Laughlin thanked Senators who supported the recent food distribution event that served 351 families. Another event is scheduled for March 20, and the third Saturday of every month.

**ANNOUNCEMENTS**

Senator and TERB Coordinator Lawrence Lawson reminded Senators to give feedback on any policy and procedure update being discussed on Friday, March 5. The link: <http://bit.ly/PandP21>

**AGENDA CHANGES** - None

**APPROVAL OF MINUTES**

**Motion 1** MSC: Laughlin/Towfiq

Faculty Senate approval of meeting minutes dated February 8, 2021 as amended (see Exhibit 1).

The motion carried.

## **ACTION**

### **A. Curriculum**

**Motion 2** MSC: W. Nelson/Laughlin

Faculty Senate approval of Curriculum actions taken on February 17, 2021 (see Exhibit 2).

The motion carried.

Senator and Curriculum Chair Wendy Nelson announced that a course review push for spring with the expectation of reviewing over 1,000 courses is expected. These are not course changes rather just reviews.

### **B. Committee Appointments**

**Motion 3** MSC: Zavodny/ Laughlin

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

Curriculum Committee – Natalie Lopez, Faculty MSE (18-21)

The motion carried.

Senator and Committee on Committees Chair Anastasia Zavodny announced that Mary Cassoni stepped down as the Business Administration Dept. faculty representative serving on the Tutoring Committee. Michael Gilkey will be replacing Mary.

### **C. PT Equity/Department By-Laws Template**

**Motion 4** MSC: Dalrymple/Fererro

Faculty Senate approval to confirm the part-time equity bylaws template (see Exhibit 4):

The motion carried.

Senator Will Dalrymple thanked the Senators who worked on the part-time equity documents and especially recognized full-time faculty member Senator Kelly Falcone for her contribution to the bylaw template document. Senate President Rocco Versaci added that he, along with Senator Dalrymple will work on the email communication that will be sent to the departments along with the template.

### **D. New Governance Council Appointment Process**

**Motion 5** MSC: Faulkner/Laughlin

Faculty Senate approval of the faculty appointment process for Councils (see Exhibit 5).

Abstentions: Ben Mudgett, Anastasia Zavodny  
Nay: Kelly Falcone

The motion carried.

Senate President Versaci stated the exhibit was updated to reflect inaccuracies, mainly adding a part-time advisory position on each of the Councils. PFF approved the document on February 11.

## **INFORMATION ITEMS**

### **A. Area D Meeting & PT Equity Report**

Senate President Versaci announced that the Area D meeting is on March 27. Recently, the Senate discussed creating a resolution to present at Area D for our part-time equity report and then to present it during spring plenary in April. Senate has up until 48 hours prior to the Area D meeting to submit a resolution. Versaci asked for volunteers to serve on a work group that would draft the resolution to bring back to Senate for approval. Senators Dalrymple, Zavodny, Aguilar, Miller and Kateri Mouawad volunteered to serve.

### **B. Tutoring Co-Location Update**

Senate President Versaci reminded Senators that the Tutoring Committee, Faculty Senate and ASG all endorsed an option that was not selected by administration. Administration plans to put all tutoring in one place. Spaces being considered include the library (current STAR location), the Reading department and the English department writing area. Versaci will provide an update once the decision has been made.

### **C. Senate Elections Update**

Senator and Elections Chair Alex Doyle Bauer shared that two Senate seats are now available. Two faculty accepted a nomination and one other faculty member self-nominated. In the past, Senate has allowed nominations coming from departments without chairs such as Athletics, DRC and EOP&S. There is not anything expressed in the constitution that prohibits a faculty member to serve on Senate that teaches in a discipline that does not fall under a “department.” One of the nominees is from Athletics and Athletics has a faculty member currently serving on Senate.

Senate Vice President Jenny Ferrero stated that the intention of the constitution is to make sure that there is not an overabundance of participation from any one department. This however raises a bigger question for us to figure out such as how Senate handles faculty who straddle departments or who work in departments that do not have chairs. Some departments have directors instead of chairs who practice the oversight.

Senator Anastasia Zavodny shared that if we are trying to say that since we are looking just at departments and Athletics is not a department only because they do not have a chair, this does not make since.

Senator Lacey Craft, who is currently the only Athletics representative serving on Senate stated that Senator Kelly Falcone represents Health/Kinesiology. Craft also stated that Athletics and Health/Kinesiology are viewed and function as two separate departments.

Senators informally agreed that an additional faculty member teaching in Athletics is eligible for a Senate seat at this time.

Senator Doyle Bauer closed the discussion by saying that there is a total of three candidates; one nominee to fill the 2021 seat, one nominee to serve as the 2023 seat and one nominee who would serve in either capacity. Senator Doyle Bauer will get clarification from the third nominee to see which seat she prefers to compete for and then get the ballot out to all faculty. The results will be shared with Faculty Senate on Monday, March 1.

### **D. Preferred Name Change Process (see Exhibit 6)**

VP Ferrero shared an HR document that allows employees and to either add or change a preferred name. The issue comes into play when using Canvas and Palomar’s Outlook email. Both Canvas and Outlook displays the legal name of faculty found on the employee record. There are faculty who go by an entirely different name other than what their

legal name reflects on employee records. This form is now available so employees can display a preferred name and/or a name that students are expecting to see when using Canvas.

[https://www2.palomar.edu/pages/hr/files/2021/02/AddressNameChangeForm\\_Fillable.pdf](https://www2.palomar.edu/pages/hr/files/2021/02/AddressNameChangeForm_Fillable.pdf)

ASG President Kateri Mouawad asked Fererro about the name pronunciation software, Fererro answered that the option of using Name Coach (a pronunciation module for Canvas) has been discussed but consensus has not been reached yet.

Senator and Articulation Officer Ben Mudgett asked what could be done about getting Canvas rosters to reflect the students' preferred name. Some students have their preferred name listed in Canvas' grade book, but the Canvas roster does not use it. This helps with self-efficacy and should also be addressed. Fererro responded that this is most likely an enrollment services issue that should be addressed to Kendyl Magnuson.

Senator Jackie Martin asked for clarification of how the preferred name would or could be reflected in the class schedule. Fererro will investigate the matter.

Senator and Professional Development Coordinator Kelly Falcone added that one of the projects the technology team has had on their list is to integrate Outlook and PeopleSoft. Right now, there are two totally separate systems that are both manually updated separately. Employees can submit the one form but its two different people who make the updates. That is why you will find that there's discrepancies between what is in Outlook and what is in PeopleSoft. The PD portal gets a feed from one of them.

#### **E. Fall 2021 Face-to-Face Scheduling Plan**

Vice President of Instruction Shayla Sivert began her presentation of a proposed instructional return to campus plan for fall 2021 by stating that if the COVID19 situation continues to improve and we are in the orange tier, some classes will come back F2F in fall 2021. VP Sivert said she is bringing this proposal to Faculty Senate to get input from Senators and that this is an opportunity to explain the data that will be used to determine the return to campus for employees and to determine which classes should return to F2F as well.

The first data identified will be the current tier system already in place at the county level.

Next, the guidance will come from California Industry Guidance for Institutions of Higher Education COVID Plan.

Regarding vaccinations, the statement from the District encourages everyone to get the vaccine and is exploring the possibility of requiring faculty who are teaching F2F in fall 21, to complete both doses of the COVID19 vaccine. Negotiations between PFF and the District regarding working conditions, logistics and discipline related to this requirement will take place before this could happen. Currently, distribution of the vaccine for educators is unclear.

Another consideration will be building flow such as classroom locations, accessible restrooms and entry and exit access all hoping to keep students away from each other as much as possible (social distancing).

VP Sivert said prioritization for F2F courses is necessary and she has talked with deans regarding prioritizing classes that need to be back on campus. Deans should have had discussions with chairs by now to create priority based on labs that cannot be offered online, looking at numbers of students who are one to four courses away from completion and looking at high demand courses with a plan to give some priority within those parameters.

Utilizing a flex use plan where two or three different classrooms are set up with a camera so faculty can live stream using the ZOOM environment for offsite viewing to half of the class while the other students are there in the classroom receiving F2F instruction. At the next class meeting, the students would switch out or rotate the instruction method.

Other important facility considerations include, room capacity, building capacity, restroom availability, scheduling blocks, CRAT activity level and cleaning time.

Based on guidelines from California Industry Guidance for Institutions of Higher Education COVID Plan, Sivert explained what to expect while in each tier.

Purple tier – CURRENT (widespread COVID):

- lectures and labs are prohibited except for Public Health & Safety and Microbiology Labs
- positivity rates are higher than 8%
- no or limited vaccine distribution
- Palomar's safety plan in affect
- internal CRAT activity is manageable
- very limited essential workforce
- F2F instruction allowed for Public Health & Safety and Microbiology Labs

Red Tier (substantial COVID):

- lectures are permitted but must be limited to 25% capacity or 100 people, whichever is fewer, with modifications
- positivity rate is between 5 to 8%, adjusted case rate is between 4 to 7%
- vaccine distribution has begun
- Palomar's safety plan in affect
- internal CRAT activity is manageable
- F2F lectures and labs are prohibited except for Public Health & Safety and Microbiology Labs
- increased limited essential workforce

Orange Tier (moderate COVID):

- lectures are permitted but must be limited to 50% capacity or 200 people, whichever is fewer, with modifications
- positivity rate is 2 to 4.9%, adjusted case rate is 1 to 3.9%
- vaccine distribution increases
- Palomar's safety plan in affect
- internal CRAT activity is manageable
- F2F instruction allowed: red tier + additional labs that must be on campus, K-12 Hybrid Model (flex use explained above) for high demand lectures and completion
- capacity determined by building and scheduling alternate blocks
- attend class then leave – access to faculty office must be included in department safety plan, no office hours.
- limited return for Centers

#### Yellow Tier (minimal COVID):

- lectures are permitted but must be limited to 50% capacity, with modifications
- positivity rate is below 2%, adjusted case rate is less than 1%
- vaccine distribution trending consistently upward
- Palomar's safety plan in affect
- internal CRAT activity is lessening
- F2F instruction allowed: orange tier + additional labs that must be on campus (hard to be offered online)
- increased K-12 Hybrid Model lectures determined by building and scheduling limited blocks (increase flexibility by adding Fast Track Two F2F while paying attention to FTEF and FTES)
- increased offerings at Centers
- attend class then leave – access to faculty office must be included in your department's safety plan, no office hours

#### Blue Tier (final transition)

- lectures and labs permitted
- trending beyond yellow tier
- 70% county is vaccinated
- Palomar's safety plan?
- internal CRAT activity is non-existent
- F2F instruction allowed: labs & lectures with K-12 hybrid model lectures determined by building and increased scheduling blocks
- return of Centers

Currently, this proposed plan is just looking at instruction for fall 2021. Student service discussions and what that plan looks like is forthcoming once the instruction plan is formalized.

Sivert added that if the state of emergency continues, the District is still focused on the health and safety for our students' staff and faculty and that the district reserves the right to pull back to a more to a fully online schedule, essentially, the more online schedule.

Once the deans have an opportunity to further discuss this plan later this week, VP Sivert will make the document available to the public but reminded everyone that it is a work in progress. The plan needs to be finalized by May 1. Sivert went on to say that over the following months, there could still be a dramatic change in terms of what is happening out there in the world beyond us and we just must be patient and flexible with that transition.

Senators made the following comments or asked the following questions:

Regarding limiting lectures to 50% capacity, would that mean that departments would be given additional sections to account for the lack of filled seats? Sivert answered that they are hoping the "flex use" plan would deal with this issue and negate the need of reducing the class max. She is currently checking to see how quickly these flex use classes can be set up and the overall cost.

Right now, should faculty members be actively discussing with chairs the priority classes that should be considered for F2F? Sivert explained that the deans and chairs should have started these conversations last week. Faculty can be contacting department chairs now to voice their opinions on prioritization.

Will we be able to skip a tier should these COVID rates improve more dramatically than expected? Sivert stated that it will depend on what is happening in the county and we will keep pace with the county.

If we start the semester in the orange tier (same as county) but the county improves to the yellow or white tier later in the semester, will Palomar move into that tier at the same time as well? Sivert said that the schedule cannot be changed at that point, we will stay in the orange tier for the duration of the semester, but we could add more F2F Fast Track 2, all depending on FTEF and FTES.

It was suggested that Palomar look at a flex plan used by other institutions called the High Flex Model. There are articles and research out about how it is used, and it may include some pedagogical implications that faculty need to know if they are teaching that way. Sivert will be in touch with Senator Erin Hiro, the DE Coordinator to help faculty with this set up and help to determine if the Flex Use or High Flex Model is a good fit for them. Both Senator Falcone, and Senator Hiro shared concern of this potential workload. Sivert explained that Palomar does already have two or three classes set up like this now.

A comment was made regarding the lack of office hours stating that safety may be increased for a student and faculty member in an office setting over sitting in a classroom with up to 50 more students. There is a higher touch rate inside a classroom than in an office space. Sivert responded by saying that office hours may be included in a department's safety plan which may become acceptable. Also, by keeping students in the same space (entry, exits, bathrooms) and an exposure occurs, we know where that student has been. We are trying to limit people from wandering around the campus so if necessary, we can contain the exposure. We are now discussing a back up plan should a certain area have an exposure. If it is a classroom setting, instruction stops in that room for that class for two weeks. That class goes online for two weeks. Other classes that use that same space cannot enter for two days. Where will classes meet if that room becomes unavailable.

It was mentioned that there does not seem to be a strategy for using outdoor classrooms. There are many labs and courses already scheduled for outdoor spaces which would dramatically reduce the risk factors and provides greater opportunity for classes. Traditional indoor classroom spaces can be converted to outdoors which is being done successfully now by other colleges. Sivert stated that this will be part of the conversation for returning athletics back to campus.

Regarding a return of F2F group meetings, Sivert stated that this is not being considered at this point in the planning but will become part of a discussion down the road.

It was noted that there is now and will be more successful facility use and COVID planning models out there that can be looked at and utilized here at Palomar.

Sivert commented that the planning for spring 2022 should be completed by the end July.

VP Sivert confirmed that the Math Center and STEM Center will remain online for fall 2021.

**F. BP/AP 4025 Revisions** (see Exhibit 7) – Tabled.



## **REPORTS**

### **President (Versaci)**

I attended the ASCCC informational webinar on their Diversity, Equity, and Inclusion (DEI) survey, which Senate Presidents are tasked with completing by mid-March. Those running the webinar stressed that completing the survey will require enlisting others, and I know of over a half dozen fellow faculty members who also attended one of the three offered webinars. My plan is to set up a meeting with those who attended and/or are interested in working on it, and my target for that meeting is the week of 2/22. I will also be attending the ASCCC's "hands on" webinar on Tuesday, 2/16, for additional instruction/advice in completing the survey.

Jenny and I met with Jack on Wednesday, 2/10. He gave us a brief overview of the fall 2021 plan, which VP Sivert will present more fully in Senate on 2/22.

I attended the DEqCC meeting on Friday, 2/12, to present and discuss information regarding diversity in faculty hiring. Two members of the committee—Lawrence Lawson and Hossna Sadat Ahadi—volunteered to join me in forming a working group to plan the next steps (e.g., drafting a "best practices" memo for Department Chairs, reviewing existing hiring policy, meeting with representatives from HR to discuss other possible solutions, etc.), complete those steps, bring materials to Senate for approval, and coordinate our efforts regarding faculty hiring with those wider efforts of the college.

The Governing Board had its special meeting on Tuesday, February 16. They discussed two items regarding the presidential search—the use of a search firm and a readjustment to the timeline. Regarding the search firm, the Board was presented with a set of "a la carte" options from PPL consulting (\$6K for recruitment/outreach and \$8K for background/reference checks). There was some pushback on the use of PPL from Trustee Evilsizer, largely based on prior experiences with this particular firm. Trustee Miyamoto expressed concern about not knowing the hourly rate of the costs or how much work would be done for those prices. After a few failed motions, the trustees asked HR to obtain more details about costs while agreeing in principle—and without a specific search firm attached—to make limited use of a consultant. The trustees also approved an adjustment to the timeline that allowed for the job posting to be active for an additional three weeks.

**SSEC (Versaci)** - SSEC next meets on Friday, February 26.

**SPC (Versaci)** - SPC met on Tuesday, February 16. Discussion at this meeting included:

- First reading on various BP/AP proposed revisions. Those proposals can be found [HERE](#).
- We reviewed the proposal for an "Integrated Planning Process" and approved it as a general premise (i.e., not an overly detailed procedure).
- VP Lakhani provided an update on the "call campaign," where a little over 5100 students were identified and a little over 1400 were successfully "reached" in some way.
- ASG President Kateri Mouawad presented the results of the recent student survey (these were already shared in Faculty Senate).
- Dr. Hossna Sadat Ahadi presented an overview of Black Minds Matter.

**IPC Report (Versaci)** - IPC met on Wednesday, February 10. Discussions at this meeting included:

- Funding prioritization for requests made through the PRP process. Councilmembers were given a list of 46 funding items requested by various departments and were asked to rank these according to a 5-part rubric that would evaluate each request in terms of the respective department's PRP. VPI Sivert requested that this be done in the next two weeks (in time for the next IPC meeting). Some pushback and discussion ensued, including a description of how these rankings were previously done (Deans and Chairs would confer, the Deans would offer a proposed

- ranking of projects, and these would be brought back to the Council). VP Sivert agreed to further discuss the process with the Deans and come back to the Council to discuss a plan.
- We reviewed the proposed operational subcommittees that would cover IPC's work under the new Equity, Education, and Student Success Council. These subcommittees include Program Review, Faculty Prioritization & Hiring, and Program Development, Revitalization, and Discontinuance.
- Cindy Anfinson, Nancy Browne, and Olga Diaz provided an overview of the progress on Starfish and Early Alert. Some discussion ensued about the "data sharing" aspect of Starfish. I expressed my concern that the faculty as a body had yet to weigh in/be invited into discussions of this aspect of Starfish, which would provide access to others (most likely Retention Team members) to attendance, grades, and other student information located in instructors' Canvas materials. It was confirmed that this feature had not yet been "turned on" (but the capability was in place), and VP Sivert stated that "conversations would happen" with faculty about that. As a reminder, this issue appeared on Senate agendas in fall 2020, but a full discussion never took place, mainly because new leadership in Student Services was getting up to speed on the issue.

**SSPC** – No report.

**HRPC** No report.

**FASPC (Antonecchia)** – No report.

**PFF (Laughlin)**

Still in Zoomland...I have been actively involved in the shared governance and union meetings including:

- CFT Community College Committee meeting on 1/30/21. There was much discussion about the budget and other legislative initiatives on the horizon. The Community Colleges are in much better shape than was previously thought.
- Governing Board Meetings:
  - o The regular Governing Board Meeting was on 2/2/2021, and like Groundhog's day, seemed very much the same as it ever was. The main topic of conversation was the [FCMAT report](#) and [follow up letter](#) to the Chancellor's office. One troubling aspect of the presentation was that Michelle Giacomini started the presentation admitting that the first FCMAT report was overstated and presented a dire and inaccurate picture of the College's fiscal situation. Moreover, she insisted that Palomar College has a Board Policy (BP) stating the ending fund balance (EFB) should be 15%. This is incorrect the BP calls for a 7% EFB. This does not engender much confidence regarding FCMAT's competence.
  - o There was a special Governing Board Meeting on 2/16/21. The main topics of conversation was the Presidential search and Brown Act training
- Campus shared governance meetings:
  - o Budget meetings: VP Ambur Borth led the meeting explaining the quarterly fiscal report, budget assumptions, and CARES funding.
  - o The weekly update on the COVID19 situation
  - o Faculty Senate
  - o SPC
- The negotiations team met with the new VP of HR David Montoya and is restarting negotiations 2/18.
- Interaction with members: I have had with several meetings with members regarding various concerns about hiring practices, working conditions, and contract interpretation.
- Interaction with our CCE colleagues: We stay in close communication with our brothers and sisters in the CCE. We stand shoulder to shoulder.
- Meetings with Administration: Barbara and I have met with Ambur Borth, and Jack Kahn and discussed a range of issues.
- Food Distribution was February 20, 2021, the next one is March 20,2021

There is great concern in several academic departments about deep cuts to classes for the fall. The PFF is researching these management cuts to see how widespread they are. If you have concerns about this or any other issues, please email me at [tlainelaughlin@gmail.com](mailto:tlainelaughlin@gmail.com).

### **DEqCC – Diversity, Equity, and Cultural Competence (Aguilar/Sadat Ahadi)**

DEqCC met on Friday, February 12, for the second time. At this meeting, Dr. Hossna Sadat Ahadi was voted co-chair of DEqCC. We discussed the adoption of points of unity for our meetings. Both Lawrence Lawson and Hossna Sadat Ahadi will be meeting with Rocco Versaci to discuss diversity and equity for faculty hiring. DEqCC members have attended the ASCCC webinars to support Faculty Senate with responding to our DEI survey.

### **Accreditation (Meehan)**

The Accreditation Writing Leadership Team (AWLT) now has a full draft of the 2022 Institutional Self-Evaluation Report (ISER). AWLT is meeting with writing teams to make a final round of revisions to the draft throughout the month of February, in preparation for presenting the document to shared governance councils in March and April.

### **Distance Education (Hiro)**

The DE Committee met Feb. 17 and discussed the following issues:

- A professor came to the meeting to request a Proctorio Policy that could be placed on a syllabus and would give faculty and students pertinent information on using the proctoring program. The committee decided to create one at the next meeting that would be approved by the DE Committee before going to the Faculty Senate for review.
- A member of the Tutoring Committee attended the meeting and requested the DE Committee approve putting a link to a tutoring website on the Canvas navigation bar. There were concerns that the DE Committee is allowing too many links on the navigation bar, which will be confusing for students. However, the committee voted to approve the request, saying the link will help students succeed in online learning.
- The head of the DRC sent an email asking the DE Committee to advise them on whether they should create a Governing Board Policy on technology accessibility. Committee members were confused as to why the DE Committee was being asked about a Board Policy and why there wasn't already one since there was an AP on the subject. They directed the DE Coordinator to get more information.
- The DE Coordinator brought faculty and student concerns about optional or required Zoom meetings that are not part of the class schedule. Members expressed frustration that multiple emails on the subject have not eliminated this problem. The solution is for Department Chairs to make sure their faculty know they cannot require Zoom meetings outside of any printed class meeting times.
- The DE Committee also agreed to create a student feedback process at its next meeting to help students in online learning.
- The DE Coordinator told the committee that other colleges are reporting an uptick in Zoom bombings. The Committee plan to add some information to help faculty avoid this.

**Guided Pathways (Nelson)** – No report.

### **Policies and Procedures (Lawson)**

No meeting, but please view this link to review policies (include policy on District interfacing with Immigration Authorities and Antiracism): <http://bit.ly/PandP21>. We would appreciate feedback by the end of the month.

### **Budget (Ferro)**

The Budget Committee met on 2/9 and were introduced to the new VPFAS, Ambur Borth. We were given a recap of the 20/21 2nd Quarter Financial Status 311 Report which shows a projected surplus and increasing reserves. We were also given an overview of the 21/22 Governor's budget proposal which may change our financial outlook even more positively through potential one-time funding sources that Palomar could benefit from. In the CARES Update, we

learned that there is currently over \$14 million to spend over the next year plus, with \$730K in proposals for that money coming in between 11/1/20 and 1/31/21. Over \$4.6 million has been distributed to students through student grants.

### **TERB (Lawson)**

We are discussing and approving Improvement Plans currently. We are tightening up the process so that there are clearer guidelines for Departments, TECs, and evaluatees in regard to process and documentation to ensure equity for all full-time faculty (probationary or tenured). We welcomed Beth Pearson as our newest member.

### **Professional Development (Falcone)**

Here is our impressive spring plenary data. NOTE: This data is not complete, we are still waiting on two rosters to be submitted to be counted in the data and also this data only includes training that is in a "Completed" status and does not include training that is "Pending Evaluation". Thus, although this data is already very impressive, it will increase when we pull another report in the coming months.

- SPRING 2021 PLENARY ATTENDEES: For the first time ever, we had more people attend spring plenary than attended the Friday of Fall plenary. Historically, the Friday of Fall plenary has had much larger attendance than our spring plenary event.
  - o Spring 2021= 632 attendees
    - Friday Fall 2020 Plenary= 619 attendees
  - o Spring 2021= 264 FT Faculty and 169 PT Faculty
    - Friday Fall 2020 Plenary= 263 FT Faculty and 191 PT Faculty
    - Thursday Spring 2020 Plenary= 181 FT Faculty and 159 PT Faculty
- SPRING 2021 PLENARY COMPLETED HOURS: The total hours of training that were completed at spring 2021 was a little less than the amount of completed hours on Friday of Fall plenary, but greater than the total completed hours on Thursday of fall plenary.
  - o Spring 2021= 1,445 hours
  - o Friday Fall plenary= 1,603 hours, Thursday of Fall plenary= 1,307 hours
- SPRING 2021 PLENARY NUMBER OF COMPLETED WORKSHOPS: The number of completed workshops was a little lower than Fall plenary, however we offered less sessions with longer session time, which accounts for some of the reduction. In spring 2021 plenary there were 6 session times and on Friday of fall plenary there were 8 session times.
  - o Spring 2021= 1,428 workshops completed
  - o Friday Fall plenary= 1,943 completed workshops, Thursday of Fall plenary= 1,535 completed trainings

Overall takeaway.... Although we know many people would prefer to meet face-to-face, we are seeing that a virtual option has increased plenary participation.

### **AB705 Subcommittee (Anfinson)**

The AB705 Support Subcommittee met on Thursday, Feb. 11, 2021. One of their tasks, requested by the AB705 Workgroup, was to create a working definition of "gateway courses" at Palomar College. This was the result:

- The term "gateway courses" at Palomar refers to the first transfer-level courses that meet English/freshman composition GE requirements and the first transfer-level mathematics or quantitative reasoning courses that meet the mathematics/quantitative reasoning GE requirements of a four-year institution. At Palomar this also includes first-level courses in any selected degree/certificate/pathway when successful completion of those specific courses is required to begin on that pathway. This may include common courses that are mandatory.

- Gateway classes welcome students to learn foundational general education skills and first-level courses to succeed in their college careers.

The subcommittee also read and discussed the RP Group's Statewide Covid-19 Impact Survey of Students and Employees. There is a lot of concern how the pandemic is hurting our most vulnerable students to not be on campus. The subcommittee came up with two recommendations:

- That some AB-705 related classes meet on campus F2F in fall 2021.
- That a survey be given to students this spring to ask if they want to return to campus in fall 2021.

#### **Sabbatical Leave (Lawson)**

We met and discussed/approved sabbatical applications for the March Board Meeting. Ongoing discussion about the requirement of a bond for sabbatical leaves (as noted in District/PFF contract) occurred as well.

**Faculty Service Areas (Mudgett)** – No report.

#### **ASG (Mouawad)**

- President Mouawad presented the student survey summary of findings at SPC on February 16, where ASG intends to move forward with the document and present it at TERB
- ASG's AD-hoc bylaws committee intends to bring forward a draft of the ASG bylaws that will include compensation for Vice-presidents and above
- ASG will hold their spring retreat on February 22, and confirmed for March 05
- Vice-president of Communications, Carissa Anderson, is addressing student dissatisfaction regarding the ASG funded discount app. The communications committee additionally started their podcast, called "Comets Talk," where they discuss career opportunities among faculty and staff
- Vice-president of Club Affairs, Taylor Bergeson, is planning for a virtual club rush, and is working on establishing an online club presence

**ADJOURNMENT:** The meeting was adjourned at 4 PM.

Respectfully submitted,

*Molly Faulkner*

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Molly Faulkner, Secretary



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

# Open and Public: The Brown Act

Presentation to Palomar College

March 1, 2021

Stephanie Curry, North Representative

# Session Outcomes

At the conclusion of this session participants will understand

- The intent of the Brown Act
- Why Academic Senates are subject to the Brown Act
- Logistics and requirements of the Brown Act
- Brown Act changes in an emergency
- Impact of technology on the Brown Act
- How all of this relates to Palomar College



# Disclaimer

The information in this presentation is for general background and does not constitute legal advice. As a best practice, always check in with your local counsel if you have specific legal questions.





# Policies and Processes: Review and Relationships

- Important to be proactive about the Brown Act
- Good ideas to review your policies and procedures and how they support open and public dialogue.
- Promote continual assessment of your process and policies
- Discuss how your processes and policies impact your students
- Use the intent of the Brown act to allow for open and public discussions and lifting up the voices of minoritized faculty members
- Regularly report out recommendations from Senate Committees



# History of the Brown Act



- Michael A. Harris- San Francisco Chronical 10 part series “Your Secret Government” (1952)
- Lead to Ralph M Brown Act in 1953
- Ralph M. Brown – Elected to the Assembly in 1942, Served 19 years in the Assembly, 3 years Assembly Speaker and later became an appellate court justice.



# Why the Brown Act

- “In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people’s business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.”
- Courts and the CA Attorney General have sided in favor of greater public access and narrowly view exceptions
- “There is more to be gained than lost by conducting business in the open”



# Intent of the Brown Act

“The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.”

- Government Code Section 54950



# Who is covered under the Brown Act?



# LEGISLATIVE BODIES

“All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.” -Government Code Section 54953(a)



# Is This a Legislative Body?

The Brown Act applies to all “Legislative Bodies”

• “Legislative Bodies” include:

- 1) “Governing Bodies”
- 2) “Appointed Bodies”
- 3) Certain private entities



## “Appointed Bodies”

- **General Rule:** A commission, committee, board, or other body of a local agency, whether permanent or temporary, decision-making or advisory, created by charter, ordinance, resolution, or formal action of a legislative body.
- **Bottom Line:** Committees created by formal action of a legislative body are subject to the Brown Act.





## Why are local Senates subject to the Brown Act

- “The legally mandated joint action to be taken by the faculty of a community college and a district board in establishing an academic senate constitutes the requisite “formal action” contemplated by [the Brown Act].”  
- Attorney General Opinion No. 83-304 (1983)



## What About Local Academic Senates?

- A “legislative body” includes “a commission, committee, board, or other body of a local agency, whether permanent or temporary, decision-making or advisory, created by charter, ordinance, resolution, or formal action of the legislative body.”
- Is a local academic senate an advisory body of the community college district board of trustees?



# What About Local Academic Senates?

- Title 5, section 53200(b) defines *academic senate*:
  - “an organization...whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.”
- By definition an academic senate is an advisory body to the district board of trustees



# What About Local Academic Senates?

- Title 5, section 53202 establishes the procedures for the formation of an academic senate
- The steps include a vote of the faculty, plus certain actions by the district board after the faculty vote (recognition of the senate, authorization for faculty to establish structures and procedures, etc.)



## What committees are under the Brown Act?

- Standing Committees of a legislative body are **ALWAYS** subject to the Brown Act.
  - Standing committees, irrespective of composition, which have either: (1) a continuing subject matter jurisdiction, or (2) a meeting schedule fixed by resolution or formal action of the legislative body.
- Examples: long-term committees on professional development or curriculum.



# Appointed Bodies – Temporary Advisory Committee Exception

- Ad Hoc: “Made or happening only for a particular purpose or need.”
- A temporary advisory committee **composed solely of less than a quorum** of the legislative body that serves a limited or single purpose, that is not perpetual, and that will be dissolved once its specific task is completed is not subject to the Brown Act.



# Meetings, Agendas and Voting



# Meetings

“All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.”

-Government Code Section 54953(a)





# What is a “Meeting?”

- “Any congregation of a majority of the members of a legislative body at the same time and location to hear, discuss, deliberate, or take action upon any item that is within the subject matter jurisdiction of the legislative body.”  
- Government Code Section 54952.2(a)
- The Brown Act is not limited to “meetings” where a final decision is made!



# Serial Meetings

- “A majority of the members of a legislative body shall not...use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the legislative body.” - Government Code Section 54952.2(b)(1)
- Common Types of Serial Meetings:
  - Daisy Chain
  - Hub and Spoke
  - Email



## Special Meetings – 24 Hours

- A special meeting may be called by the presiding officer or by a majority of the members of a legislative body.
- Written notice of the special meeting must be posted and sent at least 24 hours in advance to each member of the legislative body and to each local newspaper and radio or TV station that has requested notice in writing.
- The body may only consider business identified in the notice (no urgency item additions).



# Emergency Meetings – 1 Hour

- An emergency meeting may be called with one hour advance notice to media outlets.
- An emergency is limited to “a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body.” -Gov. Code Section 54956.5
- The one hour notice requirement is waived for “dire emergencies.”



# Agendas (Timing and Notification)

- The agenda must be posted at least 72 hours in advance of the meeting in a location “freely accessible to members of the public.”
  - 72 Hours can be over the weekend.
- Agendas must state the meeting time and place of the meeting
- The legislative body must mail a copy of the agenda to any person who has filed a written request for such materials. The copies may be mailed at the time the agenda is posted.
- The notice, agenda and supporting documents are public records and must be made available to public
  - Writings, when distributed to a majority of the body by any person in connection with a matter subject to consideration at a public meeting, are public records that must be made available to the public “upon request without delay.” -Gov. Code Section 54957.5



# Agenda (Description of Items)

- Agenda must contain a brief description of the items of business to be transacted or discussed in either open or closed session
  - In general, agenda descriptions need not exceed 20 words per item

Agenda descriptions should provide sufficient information to allow members of the public to decide whether or not to attend the meeting or participate in the agenda item

- Closed session items must include reference to specific statutory authority for the closed session



# Adding an Item to an Agenda (Urgency Items)

- The Brown Act generally prohibits any action or discussion of items not on the posted agenda.
- Urgency Items: When 2/3 of all members present (or all members if less than 2/3 are present) determine that there is a need for immediate action and the need to take action “came to the attention of the local agency subsequent to the agenda being posted.”
- Questions on if item can be added to the agenda
- 1) Is there an immediate need to take action
- 2) did the need to add to the agenda arise after the posting of the agenda



# Voting

- Actions taken by secret ballot, preliminary or final is prohibited.
- All actions taken by the Senate should be in open session and the vote of each individual senator should be noted
- All discussions should be open and public not anonymity in discussions or voting
- Difficult or awkward dialog/discussions do not justify a secret ballot.





# Public Participation (Attend, Observe, Participate)

“All meetings of a state body shall be open and public and all persons shall be permitted to attend any meeting of a state body except as otherwise provided in this article.” - GC Section 54953(a)

- The legislative body must provide an opportunity for members of the public to directly address the body on each agenda item before or during the legislative body’s discussion or consideration of the item.
- Every agenda for a regular meeting must also allow members of the public to speak on any other item of interest within the subject matter jurisdiction of the legislative body (even if not on the agenda).
- The public can talk about anything in the jurisdiction of the group but the body can not act on or discuss an item that is not on the agenda. Chair can clarify facts on the public comment or direct someone to address concerns or put on a future agenda.



# Open Discussions

- The legislative body may not prohibit criticism of policies, procedures, programs or services of the legislative body/agency
- Reasonable regulations on public comment may be adopted (example: time limits for individual speakers)
- The legislative body may remove individuals from a meeting who willfully interrupt proceedings.

-Gov. Code Section 54957.9



# Records and Recordings

- Any recording of the meeting, for whatever purpose is subject to the California Public Records Act.
- It may be erased or destroyed 30 days after the recording
- Any member of the public is allowed to use audio, video recording at the meeting to record the proceedings.



# Closed Sessions

- The Brown Act authorizes closed sessions for specific topics, including:
  - Existing or anticipated litigation
  - Real property negotiations
  - Public employee appointments, evaluation and discipline
  - Labor negotiations
  - Threats to security
- Note: There is no statutory exemption for topics that are embarrassing, difficult, sensitive uncomfortable or controversial



# Emergencies and the Brown Act



# Technology and the Brown Act

- Only posting the agenda on the website will not by itself satisfy the “freely accessible” requirement of the agenda. Need a physical location that is available 24/7 (unless in emergency conditions)
- Agendas must identify each teleconference location and be posted at each location
- Each location must be open and accessible to the public and allow for public participation
  - Example: Hospital bed
  - Example: No participation by cell phone in car
- Agenda must provide an opportunity for public comment from each teleconference location
- At least a quorum of the legislative body must participate from locations within the local agency’s jurisdiction
- All votes must be audible and taken by roll call



# Governor Newsom's COVID-19 Executive Orders: Meeting Process

- Physical presence of members of the legislative body or of the public are not required as a condition of participation in or quorum for a public meeting
- Notice is not required of each teleconference location from which a member will be participating in a public meeting
- Teleconference location does not have to be accessible to the public
- The possibility of members of the public addressing the body at each teleconference conference location is not required
- Agendas do not have to be posted at all teleconference locations



# Governor Newsom's COVID-19 Executive Orders: Emergency Updates

- Executive Order N-35-20 allows all members of a legislative body to receive updates from federal, state and local officials relevant to the declared COVID-19 emergency, including impacts of COVID-19, the government response, and “other aspects relevant to the declared emergency”
- Members may ask questions of those federal, state and local officials who provide the updates in order to stay apprised of emergency operations and the impact the emergency has on their constituents
- Members may not take action on, or discuss amongst themselves, any item of business that is within the subject matter jurisdiction of the legislative body without complying with otherwise-applicable requirements of the Brown Act





# Non-Compliance with the Brown Act

- Law requires “Substantial Compliance”
- Lawsuits- Not likely but possible
- Depending on the circumstances, the decision of the body may be invalidated
  - Before filing a court action seeking invalidation, a person must send a “cure and correct” demand to the legislative body
  - Demand must describe the challenged action, the nature of the claimed Brown Act violation, and the “cure” sought.
  - Legislative body then has 30 days to “cure and correct” the action
- Injunctions against future violations
- A prevailing plaintiff may recover attorneys fees and costs of litigation
- Criminal misdemeanor penalties
  - If a member attends a meeting of the legislative body where action is taken in violation of the Brown Act, and where the member **intends** to deprive the public of information to which the member knows or has reason to know the public is entitled



# Bagley-Keene Act

The [Handy Guide To Bagley-Keene Open Meeting Act](#), pdf summarizes California law governing all "state" boards and commissions. It generally requires these bodies to publicly notice their meetings, prepare agendas, accept public testimony and conduct their meetings in public unless specifically authorized to meet in closed session.



## When in Doubt- Ask

- The ASCCC and the Office of the General Counsel at the State Chancellor's Office provide our colleges with general legal resources and information.
- The information in this presentation is for general background, and does not constitute legal advice.
- Always check in with your local counsel if you have specific legal questions.



# Role of the President

Represents the voice of the body

Makes sure the senate and senate committees adhere to the Brown Act

- Set agendas and post 72 Hours in advance per the Brown Act
- Set up processes for public comment in meetings
- Support and train senate committee chairs in Brown Act procedures
- Addresses any Brown Act Concerns



# Brown Act Resources

- [Open and Public V: A Guide to the Ralph M. Brown Act](#)
- [The Brown Act and Local Academic Senates- ASCCC Faculty Leadership Institute 2020](#)
- [Webinar/Resources- Governor's EOs and the Brown Act for Academic Senates During a State of Emergency](#)
- [The Brown Act and your Curriculum Committee -Rostrum Article](#)
- [CA Attorney General Opinion 33-304 \(1983\)](#)
- [Brown Act- Relevant Sections \(CALCITIES\)](#)
- [Brown Act](#)



## Faculty Senate/PFF Joint Appointment Process – A Proposal

Rocco Versaci & Teresa Laughlin

The five main councils in the new governance structure, which will begin in earnest in Fall 2021, have several faculty positions that need to be appointed. In Senate and PFF meetings in Spring 2020, there was consensus that both groups would work together on these appointments. This document is a proposal for how that might proceed. The faculty positions in question are as follows (and listed on the attached sheets):

### College Council

4 Faculty

1 PT Faculty (advisory)

**Proposal—Senate: 2 Faculty, 1 PT Faculty; PFF: 2 Faculty**

### Institutional Effectiveness Council

4 Faculty

1 PT Faculty (advisory)

**Proposal—Senate: 1 Faculty, 1 PT Faculty; PFF: 3 Faculty**

### Equity, Education, and Student Success Council

5 Faculty

1 PT Faculty (advisory)

2 Counseling Faculty

1 Library Faculty

Umoja rep (may be faculty)

Puerta rep (may be faculty)

Pride Center rep (faculty)

**Proposal—Senate: 3 Faculty; 2 Counseling; 1 Library; Senate ratifies names put forward by Umoja, Puente, and/or Pride Center (up to 9 total); PFF: 2 Faculty, 1 PT Faculty (3 total)**

### Employees, Community, and Communication Council

4 Faculty

1 PT Faculty (advisory)

**Proposal—Senate: 2 Faculty, 1 PT Faculty; PFF: 2 Faculty**

### Infrastructure and Sustainability Council

4 Faculty

1 PT Faculty (advisory)

**Proposal—Senate: 2 Faculty; PFF: 2 Faculty, 1 PT Faculty**

Senate and PFF would put out their own calls for their positions. In addition, the Faculty Senate Council and the PFF Executive Leadership (Co-Presidents & Treasurer) will meet every two

years to reevaluate the above breakdown and recommend either modifications or confirmation of the existing plan to both the Senate and PFF E-Board for approval. This meeting would also be triggered by any change to the number of faculty positions on these councils.

## INSTRUCTIONAL SERVICES

**BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE  
AND GENERAL EDUCATION****References:**

Title 5 Sections 55002, 55061, and 55063;  
Accreditation Standard II.A.3

**Palomar Community College District Policy BP 4025**

## INSTRUCTIONAL SERVICES

**BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE  
AND GENERAL EDUCATION**

The Superintendent/President shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for the District to rely on the expertise of the faculty in these matters as expressed by actions of the Curriculum Committee and ratified by the Faculty Senate and the Governing Board. **District procedures regarding Associate Degrees and General Education will follow from the philosophy and criteria expressed in AP 4025 titled Philosophy and Criteria of Associate Degree and General Education and from the requirements delineated in pertinent sections of Education Code, Title 5, and Accreditation Standards.**

~~The awarding of an Associate degree signifies the District's success in leading students through patterns of learning experiences designed to develop certain capabilities, sensibilities, and insights. Among these are the ability to:-~~

- ~~• Think critically and to communicate clearly and effectively both orally and in writing~~
- ~~• Use mathematics~~
- ~~• Understand the modes of inquiry of the major disciplines~~
- ~~• Be aware of the values and assumptions of their own and other cultures and times~~
- ~~• Intelligently consider ethical problems and~~
- ~~• Develop the desire and capacity for self-understanding~~

~~In addition, the District will ensure that the student possesses sufficient depth in some field of knowledge to contribute to:-~~

- ~~• continuing education~~
- ~~• pursuing a career and/or~~
- ~~• maintaining an abiding interest in the field~~

~~Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both specific to and shared by the various disciplines. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in~~



which they live. Most important, general education should lead students to better understanding of the complexity yet understandability of the world in which they must make places for themselves. In the establishing or modifying a general education program, the District will seek ways to create coherence and integration among the separate requirements.

The District's associate degrees symbolize a successful attempt to lead students through equitable learning experiences designed to develop certain capabilities and insight, including:

- Develop a critical understanding of ethnic, racial, and cultural diversity and be able to participate in a multicultural society.
- Think critically and communicate clearly and proficiently through oral, written, and visual expression.
- Apply and use mathematics in the curriculum in multiple modalities to quantitatively reason within written and oral communications.
- Provide diverse understanding and modes of inquiry of the major disciplines
- Develop an appreciation for the value of ethics, integrity, honesty, self-management, and the welfare of others.
- Advance awareness of student's own capabilities and growth by means of self-reflection and self-validation.

In addition, the District will ensure that its educational programs are consistent with its institutional mission and the purposes, demographics, and economics of its community. Detailed descriptions of these programs will appear in the catalog.

## AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

### References:

Title 5 Sections 55002, 55061, and 55063;

ACCJC Accreditation Standard II.A II.A.3

District procedures regarding Associate Degrees and General Education will follow from the philosophy and criteria expressed in BP 4025 titled Philosophy and Criteria of Associate Degree and General Education and from the requirements delineated in pertinent sections of the Education Code, Title 5, and Accreditation Standards.

~~In addition, the District will ensure that its educational programs are consistent with its institutional mission and the purposes, demographics, and economics of its community.~~

~~Detailed descriptions of these programs will appear in the catalog.~~

The associate degree at Palomar College consists of a minimum of 60 semester units that include 18 units of general education, competency in multicultural consciousness, mathematics, health and fitness, and American history and institutions/California government. The associate degree is awarded to students who demonstrate proficiency in communication; computation; creative, critical and analytical thinking; and community, multicultural/global consciousness and responsibility. In addition, students graduating with an associate degree shall possess sufficient depth by completing at least 18 semester units in an associate degree major listed in the college catalog. Of the total required units, at least 12 semester units must be completed in residence at the college.

The General Education requirements are designed to ensure that students meet the following **General Education Learning Outcomes**:

- Communicate clearly and effectively orally and in writing.
- Reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

- Think critically when reading and processing information; approach issues with an open-mindedness and awareness of one's own assumptions, values and biases; and present sound arguments supported by evidence.
- Develop a critical understanding of ethnic, racial, and cultural diversity and be able to participate in a multicultural society.
- Find and use sound information and work with others to problem-solve, address current and future societal issues, and improve community life.
- Recognize ethical dilemmas, and consider integrity, honesty, and the welfare of others in the ethical decision-making process.
- Apply foundational methods of inquiry of diverse disciplines.
- Integrate and apply learning toward self-development, community service, civic engagement, employment, and engagement through the arts.

### **Associate Degree Requirements**

- 60-degree applicable semester units
- At least 18 semester units of study must be taken in a defined major or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University. These majors along with the general education and district requirements are listed in the Palomar College catalog.
- District requirements to include:
  - Competency in American History and Institutions/California Government.
  - Competency in mathematics.
  - Competency in multicultural consciousness
  - Competency in health and fitness
- General Education requirements to include:
  - Area A: Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.
  - Area B: Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to

help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.

- Area C: Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.
- Area D: Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.
- Area E: Lifelong Learning and Self-Development. Courses in lifelong learning and self-development are those which focus on lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Palomar College District Requirement courses may also be used to simultaneously fulfill the AA/AS General Education requirements in instances where they overlap. No course may be used more than once in any General Education Area.

For example:

1. Math Competency course may also fulfill area A2 (Communication & Analytical Thinking)
2. HE 100 may also cover area E (Lifelong Learning and Self-Development)
3. Courses taken to fulfill American History and Institutions/California Government may also cover area D (Social Science)
4. Courses that are identified as multicultural requirements may also cover areas C (Humanities), D (Social Science) or E (Lifelong Learning & Self Development)

## Proposal for Faculty Senate Community Agreements

Many organizations, groups, classrooms, etc., adopt a set of “community agreements” as a framework for how members are going to relate to each other. The National Equity Project defines community agreements thusly: “A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting so that we can do our best work, achieve our common vision, and serve our constituents well.” In this spirit, I think it would be useful to develop a set of community agreements for the Faculty Senate. If we think this is a good idea, we need to consider the trickiness of this issue in the context of a deliberative body such as ours; specifically, we want to proceed with the understanding that respecting each other does not erase the importance of/responsibility to question and challenge ideas or positions that we find questionable and/or in need of challenge, such as statements exhibiting racism. What follows is a possible starting point; these were taken from lists provided by other committees, individuals, and online resources.

Be visible and stay engaged

Commit to open, honest conversation

Listen respectfully and actively to learn and to understand others’ views

Share airtime and be conscious of time

Lean into discomfort and be brave

Critique ideas, not people

Consider your own identities and make no assumptions

Do not ask individuals to speak for their (perceived) social group

Don’t be complicit to racism, discrimination, and microaggressions

Be an ally for marginalized communities by speaking and acting