



FACULTY SENATE MEETING

March 8, 2021

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
March 1, 2021

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Alexandra Doyle Bauer, Katy Farrell, Molly Faulkner, Jenny Fererro, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Natalie Lopez, Beatrice Manneh, Leigh Marshall, 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: William Dalrymple

GUESTS: Hossna Sadat Ahadi, Rachel Alazar, Cindy Anfinson, Stephanie Curry, Leslie Marovich, Patricia Menchaca, 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 and Committee on Committees Chair Anastasia Zavodny asked Senate President Rocco Versaci why he sent out the recording of the last Faculty Senate meeting to all faculty since this isn't common practice. President Versaci stated that he was getting questions from faculty about fall 2021 COVID planning. VPI Shayla Sivert reported on the proposal for fall 2021 to Faculty Senate but wasn't releasing the information until it was finalized. Versaci wanted faculty to know what the proposal was looking like. Senator Zavodny added that she is not aware of meeting recordings being posted at this time and asked if all future Senate meeting recordings could be posted. Senate Secretary Molly Faulkner stated she has been posting the recordings to BoardDocs under the "Agenda" tab and will continue to do so. Senator Susan Miller commented that she received a lot of feedback from faculty regarding this matter and she appreciates that Senate is keeping faculty informed. That recording can be found here: <https://palomar-edu.zoom.us/rec/share/Cs54nSq6TSbAHhpN-GWwPWw0uTb8Vy1atKfpO51nazQdlIZBwe0yZO8euCgE003s.KHUjM8tbkPPNuZVc>

ANNOUNCEMENTS

Senator and TERB Coordinator Lawrence Lawson reported there is a CTA conference next week called *Advancing Equity on Campus & the New Deal for Higher Education* that has a focus on part-time and full-time equity at different campuses. Link to register: <https://cft.zoom.us/meeting/register/tJlscemgpzwsHNStrBTAYsYaRkUkGXNL5jIT>

ASG President Kateri Mouawad announced that Palomar is hosting Math Fields Day on March 6. *Bravura* is having their annual literature and poetry contest going on until March 17. Mouawad asked that faculty share this information with students.

AGENDA CHANGES

President Versaci announced that following approval of minutes, Information Items A and B may be moved forward on the agenda as the presenters join the meeting.

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Miller

Faculty Senate approval of meeting minutes dated February 22, 2021 (see Exhibit 1).

The motion carried.

INFORMATION ITEMS

A. Brown Act Presentation (see Exhibit 2)

President Versaci introduced presenter Stephanie Curry. Stephanie has been a faculty member at Reedley College for 20 years and holds master's degrees in history from Purdue University and library science from Syracuse University. Stephanie was hired as a librarian and has served on almost every committee on her campus. She has participated on her Academic Senate for 19 of her 20 years, served 11 years on leadership and served six years as president. Stephanie is currently on a release position as Reedley's Guided Pathways Coordinator.

The Brown Act of 1953 came out of a long history in California of back side deals where deals were given to people without a public hearing. The Act declares that public commissions, boards and councils and the other public agencies in California 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. The idea of open and public is the heart behind the Brown Act. There is very few reasons why any discussions can occur in a closed session and almost nothing in the Academic Senate area that is included here. The whole idea is that when we elect or appoint persons to a board, we are not giving them the right to decide what's good for "the people. "The people must remain informed so they may have control over the instruments (boards) they've created and to make sure that these boards are doing things that are above board and out in public during a public meeting. This applies to all legislative bodies that includes governing bodies, appointed bodies, and some private entities.

In 1983, the Attorney General stated in a legal writing that an Academic Senate is legally mandated to follow the Brown Act. Our Board of Trustees, appointed or elected, fall under the Brown Act and any group that they commission (Academic Senate) is also under the Brown Act. Academic Senate is an advisory body to the Board of Trustees which means in our state regulations and Title V, Academic Senate is the only group in statute that can go directly to the Board of Trustees with recommendations. It was noted that Faculty Senate often makes recommendations to the College or to the Chancellor. The mere fact that the statute reads that Academic Senate "can" make formal recommendations or provide advice to the Board of Trustees, that alone makes it fall under the Brown Act. In addition, a college cannot just create an Academic Senate. The board, our Board of Trustees, must create an Academic Senate and since this Senate is in an advisory role, we must follow the Brown Act requirements.

Curry went on to say that bodies that report to the Board of Trustees is technically the only body, other than a body representing students (confirmed by Senator Wendy Nelson), that is covered by the Brown Act. Campus committees, advisory boards, councils on campus are not required to follow the Brown Act because they do not advise or report directly to the Board of Trustees. Many of these groups, however, do follow ideas taken from the Brown Act just to be more transparent but are not truly required by law to do so.

Senate committees that have a continuing subject matter jurisdiction (i.e., long-term committees on professional development, curriculum, equivalency, 10+1+1) or that has a meeting schedule fixed by resolution or formal action of the Senate is a Brown Act committee. If it's an ad hoc committee where you're just getting people together and saying we want you to do something for this amount of time and we want you to produce this product, it is not a Brown Act committee. A temporary or advisory Senate committee is created for a particular purpose or need, and its membership cannot exceed more than one-half of the Senate quorum. It's always a good idea to look at your governance structure and identify publicly which Senate committees are under the Brown Act.

There's always much confusion on campus about which committees or councils should follow the Brown Act. Many of these campus committees report to the college President and not the Board of Trustees. That is the significant difference.

Senate President Versaci requested clarification regarding Senate committees primarily Senate Council. Curry stated that executive councils that just create agendas and tasks like that generally don't fall under the Brown Act because they don't have a continuing jurisdiction over a subject matter, and they don't have specific dates and times of those meetings defined by resolution.

Senator and Articulation Officer Ben Mudgett inquired about FSA Discipline committee as to whether it is under the Brown Act. Curry suggested that it should follow.

Regarding meeting logistics, Curry stated that all meetings shall be open and public, and all persons should be permitted to attend any meeting. A meeting is a majority of the members together in the same location to hear, discuss, deliberate or take action. Decisions do not need to be reached to call it a meeting. Senate should not do what we call serial meetings. This is when one member says to another member that he or she has a great idea about this thing, and I think we should vote this way. Then that person goes to the next person and discusses it and then you've started daisy chaining the conversation. You're making decisions about documents and items and things like that without being in the presence of the meeting. Communicating via email falls into this category as well.

Agendas must be posted in a public place at least 72 hours in advance including weekends and be available 24/7. It must state the meeting time and name and title of the physical meeting location (COVID 19 Executive Order in place). The agenda should also be widely distributed. The agenda item should contain a brief description of the item but shouldn't exceed 20 words. Closed session items do not apply.

The expectation of a vote (action item) should be noted on the agenda. Secret ballots are not allowed. All actions taken by the Senate should be an open session and the vote of each Senator should be noted somewhere. The Senate can move information items to action during the same meeting if 2/3 of the body approves to suspend the rules and make the item an action item. A Google doc voting method is acceptable to be used for voting if anyone can see how each Senator voted and this should be reflected somehow in the meeting minutes.

Senator Fari Towfiq asked Curry about the Equivalency process and the expectation that the applications are confidential. Towfiq added that Palomar's Human Resources requires Equivalency committee members (a Senate committee) to sign a confidentiality form. Curry stated that this is a clear conflict because that committee should be following the Brown Act and any application for equivalency would have to be made available in a public area. Curry suggested seeking a review from general counsel or ask Human Resources to get a legal opinion on this matter and also maybe FSA Committee practices should be included. Curry also added that making these non-Senate committees, that would allow the committees to function in confidence.

Regarding Senate meeting recordings, those must be made available to the public and maintained for 30 days. Anyone can record the meeting and share it with whomever they choose.

During a closed session, the Brown Act authorizes topics that include 1) existing or anticipated litigation, 2) real property negotiations, 3) public employee appointment, evaluation and discipline, 4) labor negotiations and 5) security threats which never apply to Faculty Senate.

The intent of the Brown Act is to make meetings open and public. If there is substantial compliance, it is rare for a lawsuit to be filed for non-compliance.

Senator Anastasia Zavodny asked Curry about Faculty Senate Council meetings. She shared that the faculty constitution talks about the roles and matters that Council performs and it's more than just set the agendas. It also indicates that it is a regularly occurring meeting. Curry does not believe that it falls under the Brown Act because it doesn't have a specific jurisdiction of a full subject matter, like curriculum and it doesn't have a specific date and time. Curry confirmed that when the Council met specific days and times in the past, most likely those meetings should have been following the Brown Act.

ASG President Kateri Mouawad asked whether Brown Act meetings could exist via video conferencing post COVID. Curry replied that most likely that would not be allowed as the public must all be in the same room. New regulations will allow for more technology use.

Senator Lawson asked Curry about the space provided for a meeting that falls under the Brown Act. Curry stated that she is not aware of any space requirement but if a member of the public wants to make a public comment, they must be given that opportunity to speak.

B. Two STEM Positions & Grant Extension

President Versaci shared that Palomar's Title V STEM grant that was scheduled to end in September 2021. Because of COVID, those funds won't be exhausted come September and a one-year extension will be requested. Two STEM positions funded by this grant also expire at the end of this academic year. Cindy Anfinson and Wendy Metzger hold the positions. He went on to say that we are now discussing whether to extend these positions to both Cindy and Wendy or to go out for a call for the two positions. These two positions fall under the "gray" area that Senate does not have sole jurisdiction over these positions. We are discussing this process with administration to come up with clear guidelines. After discussing this situation with VPI Sivert and Dean Menchaca, the consensus is that we extend the two positions to coincide with the end of the grant.

Cindy Anfinson went on to explain that the grant was awarded in 2016 and it is shared with CSUSM. The total award was for \$2.3 million and Palomar gets about \$500k per year and CSUSM gets about \$150k per year. The Department of Education allows colleges to request a no-cost extension for a year six. The primary reason for the carry-over of funds is the pandemic. Funds were primarily used for activities and tutoring and counseling in the STEM Center. When Palomar was shut down last spring, STEM let go of all of the student employees and short-term hourlies, and with no tutoring over the summer and very little in fall 2020, there are funds leftover.

Next, VPI Sivert shared that this jurisdictional issue mentioned by Versaci has been discussed with President Kahn, VP Lakhani and other members of the executive team in respect to the appointment of faculty to different kinds of positions, especially with grants. There have been no issues with this grant in respect to administering the grant so there is a level of support for continuing the positions without going out for a new call.

VP Patricia Menchaca stated it was very important to extend the sixth year to these two positions for many reasons. Whenever a new faculty coordinator is hired, while their main role is to ensure that everything that is occurring is academic and professional, there's also additional nonrelated work that includes understanding the expenditure guidelines as presented by the government. Palomar is held accountable to getting the work accomplished and it's a long learning curve to understand those guidelines. The objectives of the grant that can also put us into a position where we can be audited and must pay the money back for not completing the work. Menchaca is in favor of continuing the positions as they are to help ensure that Palomar is completing those objectives as agreed to with the Department of Education.

ASG President Mouawad asked if there was a current opportunity for ASG to have a voice in how the funds are used. Anfinson replied that the information was provided during the initial application process and the Department of Education approves certain activities and timelines and certain goals that the program must hit. Any changes to that information would have to be pre-approved. The Department of Education has not communicated any new information about revising activities due to COVID.

Motion 2 MSC: Fererro/ Faulkner

Faculty Senate approval to suspend the meeting rules and move this item to Action today.

The motion carried.

This informational item was added to Action below.

Motion 3 MSC: Mudgett/Fererro

Faculty Senate approval to move to Action.

The motion carried.

ACTION

A. Curriculum – No Curriculum action necessary.

B. Two STEM Positions & Grant Extension

Motion 4 MSC: Towfiq/Faulkner

Faculty Senate approval to support the extension for the Title V/STEM Activity Director position for Cindy Anfinson and STEM Program and Curriculum Coordinator/Math Acceleration Lead position for Wendy Metzger for an additional one-year term ending September 2022.

Abstention: Kateri Mouawad

The motion carried.

C. Committee Appointments

Motion 5 MSC: Zavodny/Fererro

Faculty Senate approval of Anita Talone as the faculty co-chair for the Dean of CTEE Hiring Committee.

The motion carried.

Senator and Committee on Committees Chair Anastasia Zavodny reminded Senators that the faculty positions for the new councils have been approved by Faculty Senate and PFF. Splits were made for each of the council's in terms of how many Senate would be appointing and how many PFF would be appointing. Zavodny believes that PFF has sent out their call for volunteers for those positions today. There was some discussion at PFF about overlapping of the calls. There is also a timeline concern to get this information out since this month does have spring break.

Senate President Versaci shared the breakdown (see Exhibit 3). The PFF e-board voted that their two-college council faculty member representatives will be a co-president and one member would be a member of the e-board or staff. Versaci asked Senate to entertain a motion that would designate the Faculty Senate President and the Vice President as the appointees for the two faculty seats selected by Faculty Senate. Versaci went on to say that currently the college council will replace SPC. Faculty Senate has two positions on SPC: the Faculty Senate president and the past president. Versaci suggested since the VP does get some release time and the past president doesn't. He also didn't see any need to make any more name designations to the other Councils. The Senate president is already designated as a tri-chair of the Equity, Education & Students Success Council and is not included among the five faculty there.

Senator Zavodny questioned whether both the Senate President and the Senate VP should both be named as the designees. At some point, there may be a Senator that is more in tune or in alignment with the types of discussion that Senate might wish to appoint to that position.

Senator Lawrence Lawson also supported a Senator appointee being named along with either the Senate president or VP. Both Senate President and VP already have a lot of responsibilities and meetings to cover and he would like to see the second seat go to a Senator.

The new governance handbook can be viewed here.

[https://go.boarddocs.com/ca/pccd/Board.nsf/files/BXAPL964F4F0/\\$file/GovernanceStructure_and_Participation_Handbook.pdf](https://go.boarddocs.com/ca/pccd/Board.nsf/files/BXAPL964F4F0/$file/GovernanceStructure_and_Participation_Handbook.pdf)

Motion 6 MSC: Laughlin/Faulkner

Faculty Senate approval to designate Senate president or Vice President as a designee to the college council and a sitting Senator as the second seat on that council.

Abstention: Kelly Falcone

The motion carried.

After the motion was passed, Senator Zavodny wanted to point out that the part-time faculty noted on the list represents an advisory vote only. Versaci added that the Faculty Senate calls for faculty positions will be going out to and opened for both full and part-time faculty to participate.

The new councils will start in earnest in fall 2021 but must be seated and start some planning this semester before the old ones are disbanded.

Senator Zavodny will get the call out and it will be similar to how we did the call for DEqCC in the sense that there will be information listed about each of the councils and the position and it will request a statement by the volunteer.

Because of the number of positions, a separate or longer Faculty Senate meeting may need to be called to approve the positions.

D. BP/AP 4025 Revisions (see Exhibit 4)

Senator Wendy Nelson reported that these revisions are not on the agenda for the Policies & Procedures meeting this Friday, March 5 so these can be discussed at the Faculty Senate meeting on March 8.

E. Community Agreements by Senate (see Exhibit 5) – Tabled.

REPORTS

ASG (Mouawad)

- President Mouawad and Vice President Abeeha Hussain intends to present the student survey summary of findings at TERB at their next meeting. Senator Karen Galaviz is moving forward with launching another survey to gauge what information about the vaccine students need and will additionally ask for other student needs that haven't been met. ASG will allocate funds to help meet those needs, be it school supplies, student interaction, etc.
- ASG's AD-hoc bylaws committee is continuing to bring forward drafts of the ASG bylaws each meeting for improvement. ASG is open to recommendations on how to make their governing documents more equitable.
- ASG held their spring retreat on February 22 and confirmed for March 05 where several presenters will discuss leadership/skill building. All students are welcome to participate.
- Vice-president of Communications, Carissa Anderson, and the communications committee are working to market Math Fields Day, *Bravura*, and other campus wide events. Please inform your students of these events as well.
- Vice-president of Club Affairs, Taylor Bergeson, is working to give Zoom premium accounts to presidents of each respective club.

President (Versaci)

I met with two representatives from DEqCC—Lawrence Lawson and Hossna Sadat Ahadi—to discuss the next steps in plans to improve diversity in faculty hiring. We are working on three documents to eventually bring to DEqCC and Senate for discussion and approval: 1) a “best practices”/suggestions letter that will go to department chairs 2) a set of suggested revisions to the existing faculty hiring procedure and 3) a list of issues/asks to present to HR. The three of us plan to meet sometime during the week of 3/8 to share and discuss our individual work on our assigned tasks.

SSEC (Versaci) - SSEC met on Friday, February 26 (after this report was filed but before the 3/1 Senate meeting).

SPC (Versaci) - SPC next meets on Tuesday, March 2.

IPC Report (Versaci) - IPC met on Wednesday, February 24. Some highlights:

- The school is working on a change to fee payments whereby instead of having two weeks after registration to pay, there would be a set date by which all fees are due.
- The team addressing the various issues involving wait lists and permission codes is close to coming up with recommendations/solutions.
- VP Sivert discussed the tentative/developing plan for face-to-face class scheduling for Fall 2021 (the same presentation that she made at the 2/22 Senate meeting).

SSPC – No report.

HRPC – No report.

FASPC (Antonecchia) – No report.

PFF (Laughlin) - I have been actively involved in the shared governance and union meetings including:

- Eboard meets every second and fourth Thursday from 4-6 pm. The meeting agendas and minutes can be found here: <https://www.palomarfacfed.org/agendas-minutes>
- Governing Board Meetings:
 - 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 meeting: we found out we were on enhanced monitoring from ACCJC and the P1 enrollment report shows we are 18% down in enrollments year over year in the fall.
 - o The weekly update on the COVID19 situation: Our very own Lesley Williams gave a very interesting and helpful lecture on how the COVID19 infects people and what we can do to protect ourselves. It was really great!
 - o Faculty Senate
 - o SPC
- Negotiations are starting up again. We met with the District on 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 Board members: We have regularly scheduled meetings with Governing Board members monthly.
- Food Distribution was February 20, 2021, we served 351 families. 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.

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

DEqCC will be meeting on 2/26/2020. Will be discussing short and long-term goals as well as possible professional development workshops.

Accreditation (Meehan) - No report. The Accreditation Steering Committee meets Friday, February 26 at 11am.

Distance Education (Hiro)

The DE Committee will meet March 3 at 2:30 p.m.

Meeting ID: 981 0039 1117

Passcode: 017020.

Everyone is welcome.

Guided Pathways (Nelson) – No report.

Policies and Procedures (Lawson) – No report.

Budget (Ferrerro)

President Kahn visited the Budget committee and provided an update on our annual fiscal report to be submitted to ACCJC each spring- ACCJC wants us to continue to make progress over the next two years to avoid triggering more enhanced monitoring. Kendyl shared the P-1 Report, which included the data that Fall 2020 is down over 18% from Fall

2019. VP Borth provided information on the proposed Budget calendar for the upcoming year, as well as the budget assumptions and how they impact the multi-year projections.

TERB (Lawson) – No report.

Professional Development (Falcone) – No report.

AB705 Subcommittee (Anfinson) – No report.

Sabbatical Leave (Lawson) – No report.

Faculty Service Areas (Mudgett) – No report.

Credit for Prior Learning (Rose)

These are the objectives on the CPL Scope of Work that have been completed by the CPL Coordinator, Candace Rose, since last fall, 2020.

Objective 1: Integrate CPL into Palomar campus culture

CPL campus events/meetings

- Fall and spring plenary CPL workshops
- Fall CPL updates - workshop with current CPL faculty
- Informational presentations to counselors
- Ongoing weekly meetings with the CPL Counselor, Tina Barlolong
- Meetings as needed with AO

Faculty engagement

- Ongoing work with faculty to identify CPL eligible courses

CPL Processes

Working with colleagues in IS, student services, instruction, admissions, records and evaluations, cashier's office

- Transcript
 - CPL is now transcribed and meets title 5 requirements
- Student Survey
 - Developed six questions about CPL as part of our current AB705 intake survey to identify potential CPL students and inform them of this opportunity
- Petition Form
 - GT form - working with BSA developer
 - Form is currently in the testing phase set to roll out in March
- CPL Database
 - 99 CPL eligible courses currently coded and identified with type of assessment
 - This database feeds directly into our GT form
- ACE IDs for evaluations TES system
- CPL and META (Curriculum database)
 - CPL is part of the review process in META
 - Moving forward, reports in META can be run to identify CPL courses

Informing students

- CPL Website updates working closely with ATRC
- CPL point of contact for students to guide them through the petition process

Objective 2: Continue to institutionalize CPL at Palomar College.

Continue to integrate CPL into shared governance

- Serve on the Curriculum Committee and report out CPL
- Serve on Faculty Senate and report out on CPL
- Report out to GP

Objective 3: Continue to ensure that Palomar College incorporates superior practices in CPL and share with regional and state partners.

Collaborate with CCCCC, ASCCC and CCCs

- Currently serve on the CCCCC CPL Workgroup
- Conducted several CPL Interviews
- Regional, state and national workshops
 - Presenting in and/or coordinating approx 20 events from Fall semester through March 2021 (not including the Palomar workshops listed above)
- Individual meetings and email correspondences with approximately 30 colleges/organizations throughout the state and nation to answer questions about our CPL processes and implementation

Military partners to establish CPL opportunities

- CPL partnership with the MC Communications and Electronics School
- Future partnership with CPPEN Training for Intel Data Engineers

ADJOURNMENT: The meeting was adjourned at 4 PM.

Respectfully submitted,

Molly Faulkner, Secretary

A. ACTION: Distance Education and Course Reviews										
The following courses have completed the course approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below. These proposals are effective Fall 2020.										
Subj.	Num	Title	Impacts	UC/CSU	Dist. Ed.	Grd.	Opn Entry/E	Justification	Reqs.	Orig.
1	COUN 100	Introduction to Basic Counseling Skills	CSU	No		G/P/NP	No	Adding DE	Yes	Glyn Bongolan
2	WELD 140	Qualification of Welders	CSU	No		G/P/NP	No	DE Modify for Hybrid	No	Kevin Powers

EXHIBIT 3

Mar 8 2021						
Name	Division	FT/PT	Committee	Position	Statement	Action:
						VOTE for 1:
Crystal Lane Ferguson	L&L	Part time	Distance Education	Faculty, Part-Time (19-21)	I have a deep passion for Palomar College and want to serve anyway I can. I am particularly interested in distance education. For a long time, I was resistant to moving toward distance education, but I now believe that high-quality distance education offerings are a matter of equity. At another community college where I teach, I was the first faculty member in our department to be certified to teach online and was a leader in our department for writing our distance education amendments and constructing a canvas shell for our most often offered course, public speaking. I have also done quite a bit of culturally responsive online pedagogy training and believe in finding OER and low cost course material options to embed in courses. I love to figure out the best ways to get information to students and how to support faculty in those pursuits for distance education. I have experience teaching public speaking both face to face and fully online to fully Deaf cohorts. I deeply value accessibility for all students. I look forward to the opportunity to serve Palomar college in this capacity.	
John Armenta	L&L	Part time	Distance Education	Faculty, Part-Time (19-21)	Even absent a pandemic, teaching Distance Education courses has its own set of problems for adjunct faculty that full-time faculty do not have to deal with such as not having access to a fast internet connection or a quiet place to record lectures and meet with students. But of course teaching DE classes also helps adjuncts in many ways such as cutting down our commuting times across multiple campuses. As an adjunct faculty representative on the Distance Education Committee I will consider the effects of current and proposed policies with an eye on how they may uniquely benefit or harm adjunct faculty members.	
Melinda Finn	AMBA	Part time	Distance Education	Faculty, Part-Time (19-21)	I'm very interested - and have put a lot of time and effort into making my online classes as effective and engaging as possible. This is such an important area for us to keep up with the newest technologies and research about what makes online learning most effective.	
Tanessa Sanchez	SBS	Part time	Distance Education	Faculty, Part-Time (19-21)	I am committed to students receiving an equitable, inclusive, and accessible opportunity to achieve academic success. My hopes are to expand opportunities of support for faculty and students, assist in evaluating technology, collaborate on initiatives, and serve as a resource for distance education and the issues pertaining to online education. My experience with standards and practices, humanizing, faculty mentoring, current and inventive applications within Canvas, and best practices upheld in POET permits me opportunities to respond with realistic expectations, empathy, and dedication to the cultivation and appreciation of learning through a fair and evaluative process. I want to help future education.	
Samantha Marshall	SBS	Part time	Distance Education	Faculty, Part-Time (19-21)	I feel that I would be a great fit for this committee due to my interest in bettering distance education through awareness of the needs of the students, due to existing diversities in educational background, access to technology, and motivation for education. As an instructor of research based courses, specifically statistics for psychology and sociology, I feel that my lens and skillset can be of great benefit to any decision-making body. I have completed committee work at MiraCosta College and San Diego State University, and would love to be a part of the governance process here at Palomar College.	
Crystal Lane Ferguson	L&L	Part time	CALM	Faculty, Counseling (19-21)	I love Palomar College and I want to serve in anyway that I can. I was a student here and this was my first adjunct teaching position when I finished my masters years ago. Now I am back as an adjunct and thrilled to become part of the campus community. I am extremely interested in equity, particularly in this season of distance education. I have been teaching using open education resources and inexpensive educational resources for many years now. I am always interested in finding better ways to make our courses more accessible and equitable for our students. I strongly believe that more open educational resources and better open educational resources will make for better online course delivery for now and more accessible courses when we are more face-to-face. I am thrilled for the possibility of the opportunity to serve on this committee.	

March 8, 2021				
Distance Education Committee				
		Round 1	Round 2	Round 3
<u>Senator LAST name</u>	<u>FIRST name</u>	<u>Faculty, Part-Time (19-21)</u>	<u>Faculty, Part-Time (19-21)</u>	<u>Faculty, Part-Time (19-21)</u>
Aguilar	Eduardo	John Armenta	Tanessa Sanchez	Tanessa Sanchez
Craft	Lacey	Select if choosing to vote for none of the above.	Tanessa Sanchez	Tanessa Sanchez
Dalrymple	Will	Crystal Lane Ferguson	Crystal Lane Ferguson	Tanessa Sanchez
Doyle Bauer	Alex	Melinda Finn	Melinda Finn	Melinda Finn
Falcone	Kelly	Tanessa Sanchez	Tanessa Sanchez	Tanessa Sanchez
Farrell	Katy	Tanessa Sanchez	Tanessa Sanchez	Tanessa Sanchez
Faulkner	Molly	Melinda Finn	Melinda Finn	Tanessa Sanchez
Fererro	Jenny	Tanessa Sanchez	Tanessa Sanchez	Melinda Finn
Hiro	Erin	Tanessa Sanchez	Tanessa Sanchez	Tanessa Sanchez
Jarvinen	Jason	Tanessa Sanchez	Tanessa Sanchez	Tanessa Sanchez
Laughlin	Teresa	Melinda Finn	Melinda Finn	Melinda Finn
Lawson	Lawrence	Tanessa Sanchez	Tanessa Sanchez	Tanessa Sanchez
Lopez	Natalie	Samantha Marshall	Samantha Marshall	Samantha Marshall
Manneh	Beatrice	Crystal Lane Ferguson	Crystal Lane Ferguson	Melinda Finn
Marshall	Leigh	Crystal Lane Ferguson	Crystal Lane Ferguson	Melinda Finn
Martin	Jackie	Crystal Lane Ferguson	Crystal Lane Ferguson	Samantha Marshall
Meehan	Adam	Crystal Lane Ferguson	Tanessa Sanchez	Tanessa Sanchez
Miller	Susan	Samantha Marshall	Samantha Marshall	Samantha Marshall
Nelson	Scott	Tanessa Sanchez	Tanessa Sanchez	Tanessa Sanchez
Nelson	Wendy	Melinda Finn	Melinda Finn	Melinda Finn
Rose	Candace	Samantha Marshall	Samantha Marshall	Samantha Marshall
Santiago	Sabrina	John Armenta	Tanessa Sanchez	Tanessa Sanchez
Stephens	Elizabeth	Tanessa Sanchez	Tanessa Sanchez	Tanessa Sanchez
Towfiq	Fari	Melinda Finn	Melinda Finn	Melinda Finn
Versaci	Rocco	Tanessa Sanchez	Tanessa Sanchez	Tanessa Sanchez
Wrathall	Reza	Samantha Marshall	Samantha Marshall	Samantha Marshall
Zavodny	Anastasia	Samantha Marshall	Samantha Marshall	Samantha Marshall
(ASG) Deven	Kyle	Crystal Lane Ferguson	Crystal Lane Ferguson	Samantha Marshall

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