



**FACULTY SENATE MEETING**

April 5, 2021

EXHIBITS



Minutes of the  
MEETING OF THE FACULTY SENATE  
March 22, 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, Kateri Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Sabrina Santiago, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

**ABSENT:** Susan Miller

**GUESTS:** Michelle Barton, 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** - No public comments.

**ANNOUNCEMENTS**

Senate Secretary Molly Faulkner announced that Michael Mufson is holding auditions/interviews on Wednesday, March 24 at 6 PM for *It's Monumental...Ending the Silence*, an upcoming antiracism Virtual Communication Arts Festival happening in May.

Senator and PFF Co-President Teresa Laughlin announced that 406 cars came through the food distribution event held Saturday, March 20. The next event will be on April 17. Laughlin recognized the Women's basketball team and the cheer team for their assistance at the event.

**AGENDA CHANGES** No agenda changes.

**APPROVAL OF MINUTES**

**Motion 1** MSC: Towfiq/Laughlin

Faculty Senate approval of meeting minutes dated March 15, 2021 as amended (see Exhibit 1).

**Abstentions:** Lacey Craft, Leigh Marshall, Elizabeth Stephens, Wendy Nelson

The motion carried.

## **ACTION**

### **A. Curriculum**

**Motion 2** MSC: Fererro/Faulkner

Faculty Senate approval to confirm the actions taken by the Curriculum Committee on March 17, 2021 (see Exhibit 2).

Abstentions: Lacey Craft, Elizabeth Stephens

The motion carried.

Senator and Curriculum Chair Wendy Nelson said she shared Senate's feedback with the Curriculum Committee about curriculum posted to department websites. An option may be to add an interactive link for students to a department's website.

Math prerequisites was also discussed at great length during Curriculum.

### **B. Committee Appointments**

Senator and Committee on Committees Chair Anastasia Zavodny announced that the Professional Development Coordinator job description has been updated and will come to Senate next meeting.

As directed, Committee on Committees reviewed questions asked of volunteers for regular committee assignments. The revised questions are 1) What are the knowledge, skills and abilities you will bring to this committee? And 2) How will you utilize an equity lens in your work with this committee or in what ways do you commit to learning about diversity, equity and inclusion and applying that knowledge to this committee?

**Motion 3** MSC: Zavodny/Towfiq

Faculty Senate approval to confirm the following individual to the Curriculum Committee (see Exhibit 3).

Abstentions: Lacey Craft, Elizabeth Stephens

Curriculum Committee – **Michael Mumford**, MSE 20-23

The motion carried.

**Motion 4** MSC: Zavodny/Aguilar

Faculty Senate approval to accept the results of the ballot for the new council placements (see Exhibit 4).

Abstentions: Lacey Craft, Elizabeth Stephens

College Council – **Lawrence Lawson**, Senator  
College Council – **Joshua Frank Cardenas**, Faculty, Part-Time (advisory vote)  
Employees, Community and Communications Council – **Jenny Fererro**, Faculty  
Employees, Community and Communications Council – **Michael Dudley**, Faculty  
Equity, Education and Student Success Council – **Sabrina Menchaca**, Faculty, Counseling  
Equity, Education and Student Success Council – **Tina Barlolong**, Faculty, Counseling

The motion carried.

On the call itself, Zavodny stated that volunteers were reminded that they must attend the council meetings and must provide regular updates to Faculty Senate. The ballot was discussed in detail and one additional Senator was added as a candidate for the College Council position. The ballot was then emailed to all Senators to cast their votes.

Several rounds of voting took place and Senators recommended that another option for casting votes virtually be explored. Senator Faulkner suggested using BoardDocs and will get training. Senate VP Jenny Ferrero suggested using a point system to replicate rank choice voting to find the top candidate(s).

### **C. Resolution for PT Equity for Area D Meeting**

**Motion 5** MSC: Dalrymple/Zavodny Faculty Senate approval of the resolution for Part-time Equity for the Area D meeting (see Exhibit 5).

The motion carried.

Senator Anastasia Zavodny stated there has been much talk about trying to promote part-time faculty equity at Palomar and this is a systemic California Community College and larger issue. Going into this ASCCC event, we can ask members of the ASCCC Executive Council and other leadership about what they can do to promote part-time faculty equity and we can also share the work being done at Palomar. She said that a member of the ASCCC Executive Council recommended that we bring forward a resolution through Faculty Senate to call on ASCCC to reopen the work that they've previously done in examining part-time faculty and the inequity issues. The exhibit references a paper adopted by ASCCC in 2002, *Part-Time Faculty: A Principled Perspective* written after reviewing a large and lengthy survey sent out to all California community colleges. This ASCCC Executive Council member went on to say that since it's been quite some time since ASCCC performed a thorough investigation into this work, this Faculty Senate resolution could possibly be the launching point to reopen the examination. From this, additional resolutions may come from ASCCC that could lead to improvements in advocacy, changes to legislation and recommendations to local Senates.

Zavodny went on to say that Exhibit 5 represents the recommendations she and fellow work group members, Senators Will Dalrymple and Susan Miller prepared together to discuss today. Zavodny further explained that this resolution is asking ASCCC to reexamine the entire project including all the avenues originally investigated.

Senator Dalrymple recommended that Senators take the time to read the paper as it will show the depth and scope of what is being asked of ASCCC to address. This ask has meaningful long-term and short-term implications for very real people across the state. The paper is not just focused on equity solutions for part time faculty but addresses the issue as part of a system wide endeavor and suggests that we do this in such a way that is productive and forward moving. Despite its size, 68 pages, it's a very positive report and has a lot of positive actions to move us forward.

The exhibit was word-smithed and finalized.

### **INFORMATION ITEMS**

#### **A. Community Agreements for Senate (see Exhibit 6)**

Senate President Rocco Versaci shared Exhibit 6, Community Agreements which showed edits he made to the preamble section of the document. Senators endorsed the additional edits. The preamble will be added to the Faculty Senate's web page.

### **B. Resolution for Area D Meeting** (see Exhibit 7)

Senate President Versaci shared Exhibit 7 showing the ASCCC Area D Spring Plenary Resolutions and asked Senators for questions to be brought to the floor during discussion. Senator and TERB Coordinator Lawrence Lawson questioned the use of the term "cultural competence" since DEqCC is also discussing usage of this term. Senate VP Jenny Fererro shared that these ASCCC Resolutions are just recommendations and not mandates so DEqCC has discretion using this term.

### **C. Accreditation Annual Report** (see Exhibit 8)

Senior Director Michelle Barton shared Exhibit 8, ACCJC's 2021 Annual Report Review that Palomar is required to complete every year. It includes information for enrollments, student academic performance as well as a fiscal report. Within the report, we are required to show our institution set standards metric that show our performance. ACCJC requires stretch or aspirational goals for us to achieve because of the federal requirement for active monitoring institutional performance. Barton brings this report to Faculty Senate every year to review.

Director Barton first focused on the Institution Set Standards for Student Achievement table. She noted that Question 13b. shows the actual successful student course completion rate was 71% in 2018/19 and it rose significantly to 75% in 2019/20 due to the introduction of the EW grade in spring 2020. This will make it difficult to follow trends over the next few semesters. The EW grade existed before spring 2020 but rarely used. Faculty Senate followed the Chancellor's recommendation by extending the deadline to apply for this grade each semester up through this spring 2021 semester.

Barton asked if Senate wanted to update any of the standards or stretch goals on course success rates and then moved to the Certificates section of the document and asked if Senate wanted to increase those goals as well. President Versaci agreed with Senator Faulkner who stated we should hold the course during this COVID pandemic.

Versaci asked Barton if during normal times, is there any downside to have the actuals succeed the stretch goal. Barton stated that during the site visit, ACCJC will review the set standards and goals and determine if they have been set based on a consideration of data and different factors and then examine to see if we are just setting a goal so that we can always achieve it. Barton recommended that Senate maintain the goals that have been set for now but Senate may want to consider lifting the floor slightly for degrees. Enrollments are down but enrollment is down system wide. Senator Sabrina Santiago added that because of offering fewer fact-to-face classes in fall 2021, enrollment will continue to decline.

Senator and PD Coordinator Kelly Falcone asked Barton why do we set our goals low to begin with and if there is no penalty to not reaching goals, why we would we not increase them? Barton stated that when we initially set these goals, we looked at 10 years of data and even some with variables outside of our control. The goals were set conservatively at that time. Over time, the Senate has moved to increase them slowly but not aggressively. Falcone added that we should be using these numbers purposefully and when goals are not met, conversations are triggered to make changes or to figure out how to improve.

Senator and Articulation Officer Ben Mudget asked Barton if this data can be desegregated to look at identifying if our transfer rates are increasing for underserved students. Barton answered yes that the data can be desegregated any way. Senator and DEqCC Co-Chair Eduardo Aguilar said he would be interested in knowing the data for specific populations.

Barton suggested that Senate request information from the program review and planning data. This data provides all the information on course success rates that can be broken down in many ways. The Vision for Success data and equity data is also available. Barton added that she is currently tracking and monitoring many different metrics and she can provide Senate with a report for all the potential metrics that may be most important to Senate. President Versaci will pull a smaller group together to review available metric reports that may be useful to Senate and get back with Director Barton on that matter.

Under the current circumstances and conditions, Senators agreed that the set standards, the floors and the stretch goals Barton presented should remain the same.

Senators Erin Hiro, Sabrina Santiago, Ben Mudgett, Wendy Nelson and Eduardo Aguilar volunteered to meet to determine which data metrics to request from Institutional Planning & Research.

**Motion 6** MSC: Mudgett/Lawson Faculty Senate approval to extend the meeting.

The motion carried.

## **REPORTS**

### ASG (Mouawad)

- ASG welcomed three new members to our team last meeting! Our numbers are growing quite fast, and all our VP roles are now filled.
- VP Hussain, VP of Internal Affairs Therese Mouawad, Senator Vega, and President Mouawad presented the Survey findings to the DE committee, and plans to move forward with discussing in greater detail with TERB and other faculty committees what actionable steps to take to institute student evaluations.
- President Mouawad and Student Trustee Alazar met with Dr. Kahn and other local Mayors/GB members to discuss student concerns and housing insecurities. The conversation was particularly uplifting for ASG as many of the member's prioritizations were in line with student needs.
- ASG discussed ASG awards, commencement, and elections at our last meeting, and have started up our elections committee.
- ICC (Inner Club Council) had successfully hosted the virtual club rush. Students had the chance to view the different clubs on campus. Clubs had a chance to display and educate their club to other students.
- The Communications Committee has been working hard at creating content for Women's History Month and trying to coordinate with the discount app to make it as effective as possible and to get exactly what ASG invested in.
- A student Q&A will be held on March 26, with a follow up that will address any concerns regarding the vaccine and will be held with a medical professional.

### President (Versaci)

Fari, Ben, and I met with Vice President Montoya on Friday, March 12 to discuss Brown Act issues with our Equivalency and Faculty Service Area committees. He initially expressed the belief that neither would be subject to the Brown Act but later confirmed in an email that he was mistaken. He is exploring the possibility of using closed sessions in those committees to address issues of confidentiality.

I met with Luke Lara, Faculty Senate President at Mira Costa, on Friday March 12. We discussed equity issues in general and faculty hiring in particular. He shared many ideas that have been enacted at Mira Costa, including faculty-created equity training workshops and approaches to job announcements, interview questions, and teaching demonstrations.

It was a good opportunity to connect with a campus leader at another college and share ideas/insights about our equity work.

Jenny and I met with President Kahn on Friday, March 12. One item we discussed was funding for DEqCC to cover items like books, conference registrations, guest speakers, etc. Jack requested that DEqCC send him an email with a formal request and estimate. Jenny also mentioned the possibility of the PFF conference fund for conference registrations. One solution would be to augment the Senate budget and create a line item for DEqCC. After Jack receives the request, we will know more about how it will be handled. We also discussed scheduling for Fall '21 and made the request that completely-vaccinated faculty have full access to campus to work in their offices, make copies, etc. Jack was noncommittal, but we will continue to press the issue.

Jenny and I also met with President Kahn and VPs Lakhani, Montoya, and Sivert to discuss a process for faculty-administration collaboration on making faculty appointments to grant-funded positions. That document will come to the Senate for discussion on Monday, April 5.

The diversity in faculty hiring workgroup (me, Hossna Sadat Ahadi, and Lawrence Lawson) met on Tuesday, March 16 to discuss the faculty hiring procedures, a letter to be sent to department chairs, and requests to Human Resources. We are still in process on those, but suggestions regarding the hiring procedures is going to DEqCC and PC3H for input and feedback, and a list of questions has been sent to HR. The procedures and department chair letter will come to the Senate later this semester.

I completed the DEI survey after seeking feedback on the work group's responses from both DEqCC and the Senate.

Finally, I sent out reminders about nominations for the Faculty Service Award and the Scholarly & Professional Achievement Award. Both have deadlines of April 2, which we may need to adjust as that date falls during spring break.

#### SSEC (Versaci)

SSEC met on Friday, March 12. We approved a funding request from Glyn Bongolan for copies of the book *From Equity Talk to Equity Walk* for a counselor's book club/workshop series. VP Sivert gave an update on the college's development of a land acknowledgement statement. This effort is being done in consultation with our American Indian Studies Department and will include other initiatives besides articulating a statement, such as scholarships. We also received updates on the Undocumented Student Support Group, DEI efforts, and the Equity Framework Workgroup.

SPC (Versaci) - SPC met on Tuesday, March 16. Our discussion included the following:

- We reviewed some policies and procedures under first reading. These are available [HERE](#).
- Robert Threatt gave an update on our CARES Act funding/spending. The proposal—which is a work in progress—is to spend the new funds in similar percentages to how previous funds have been spent; specifically, towards 1) Health and Safety, 2) Student Grants, 3) Instruction & Classroom Needs, and 4) PPE & Facilities Preparation.
- Dean Leslie Salas and Vice President Vikash Lakhani gave an overview to the "Degrees when Due" program.

IPC Report (Versaci) - IPC next meets on Wednesday, March 24.

SSPC – No report.

HRPC - No report.

FASPC (Antonecchia) FASPC met on Thursday, March 11. Some highlights:

- We lost 12% of enrollment due to Pandemic.
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- Due to Hold Harmless Revenue- college is being funded at the 17-18 enrollment level (18,342) what we are seeing is 15,214 in 20-21.
- Growth Factor- if we grow more than what college is being funded at right now, we don't get additional funding for that growth
- Scenarios: the college would save \$400k without COLA increases
- Technology Plan report: working on rolling out a plan to inventory all technology software used on campus and a creating a plan to streamline onboarding and discontinuing access to employees no longer employed at Palomar College and improving are of emergency communication.

PFF (Laughlin) No report.

DEqCC – Diversity, Equity, and Cultural Competence (Aguilar/Sadat Ahadi) – No report.

Accreditation (Meehan) – No report.

Distance Education (Hiro) - The following occurred at the March 17, 2021 DE Committee meeting:

- The Committee welcomed new member Tanessa Sanchez.
- The Committee heard a presentation from the ASG on student survey results that included recommendations to improve online learning. The Committee will bring back recommendations for discussion next meeting and updated ASG on the progress.
- Webpage organization: The Committee is reorganizing and updating existing DE-oriented websites to make them easier to find and use. The DE Coordinator will bring back a final draft of the organization for a vote next time.
- Course packs update: A subgroup of the DE Committee is working with the ATRC to create and maintain a list of course packs and their accessibility ratings to help faculty when selecting course packs. The subgroup reported that ATRC will create and maintain the list with the DE Committee reviewing the list yearly. Members also recommended reaching out to regional colleges to see how they handle this task and if we can share resources.
- Zoom Security update: The DE Committee had voted to require Waitlists to protect Zoom security at its March 3 meeting. The ATRC made the change but neither the ATRC nor the DE Coordinator communicated the change. The change was quickly undone to stop Waitlist problems and the committee will ask ATRC to attend the next meeting and review options for Zoom security. The action will include a communication plan.
- Formats in Class Notes: A committee member suggested that the DE Committee recommend requiring Class formats for each class be listed in Class Notes to prevent student/faculty confusion as to when and how the class meets. With fall including new class formats, this could be even more important. The DE Coordinator will bring this up to the VPI of instruction and back to the DE Committee at its next meeting.

Guided Pathways (Nelson) – No report.

Policies and Procedures (Frank & Fererro for Lawson)

BP & AP 2510 read and approved with minimal changes. AP 3415 was sent back for review from constituents and workgroups. BP & AP 3500 was read and approved with minimal changes. BP & AP 3505 as previous. AP 6345 as previous. AP 3000 passed with minimal edits.

Budget (Ferrerro) - The Budget Committee next meets on Tuesday, March 23.

TERB (Lawson)

We continue to review, revise, and approve improvement plans. The process is slower this semester than in previous semesters as TERB is committed to taking more time to ensure the IPs are strong and actionable. We also had a visit



from ASG who presented compelling data on why students would like evaluations at the end of every course, every semester (Fall/Spring). While there are contract implications, TERB is discussing the idea of supplying student surveys at the end of every semester for all classes. A survey to the campus faculty should come out just after Spring Break asking opinions of this idea.

Professional Development (Falcone) - No report.

AB705 Subcommittee (Anfinson) - The AB705 Subcommittee met on Thursday, March 11.

- We reviewed the following research:
  - o [Cal Matters article about AB705](#)
  - o RP Group's January 2021 report on [Enrollment and Success in Transfer-Level English and Math](#)
  - o Public Policy Institute of California's [Data on AB705](#)
  - o [Math Equity Toolkit and Webinar](#)
  - o [Racelighting in the Normal Realities of Black, Indigenous, and People of Color](#) Brief by Wood and Harris III
- We looked at the RP Groups' January 2021 Report - Executive Summary in detail as it gave statewide population data on enrollment and success in math and English for the five fall cohorts from fall 2015 – fall 2019.
- We briefly discussed how the throughput rate is calculated differently in the statewide report than locally. We have requested, through the AB705 Workgroup, if we can get local throughput numbers using the statewide report's definition for comparison.
  - o RP Group's definition of throughput: success as a proportion of the *entire* cohort of students taking any English or math courses.
  - o Palomar's definition: proportion of fall *first-time* students completing transfer-level math or English within one year.
- We are developing a plan on how to increase intensive support for underprepared students. In particular, we are looking at the following areas:
  - o Continue to research and develop other learning structures/opportunities to meet the needs of underprepared and disproportionately impacted students.
  - o Identify and recommend best practices that address student needs in the first year.
  - o Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students.
- We will make recommendations to SEA and Faculty Senate based on the above *after* our April meeting.

Sabbatical Leave (Lawson)

We're gearing up to look at Sabbatical Reports for the Fall 2020 semester. We meet April 15<sup>th</sup> to discuss them and begin the approval/revision process.

Equivalency (Towfig)

The Equivalency Committee met on Tuesday, March 16 from 1:00 p.m. to 2:00. The Committee reviewed a total of four applications. As result, the Equivalency Committee approved three and denied one.

Faculty Service Areas (Mudgett)

FSA will host an open lab drop-in session on 4/20/21 from 1:00 – 2:00pm for faculty to complete their discipline FSA during open lab time. Also, the FSA Committee is discussing the expectations of being a Brown Act committee.

Credit for Prior Learning (Rose) - No report.

**ADJOURNMENT:** The meeting was adjourned at 4:06 PM.

Respectfully submitted,

*Molly Faulkner*  
\_\_\_\_\_  
Molly Faulkner, Secretary

## **Proposal for New Questions on Committee Volunteer Calls/Requests**

Our current form for volunteers to committees asks volunteers complete one required short answer question, as follows: *"Why would you like to join this committee?"*

Committee on Committees approved updating this volunteer form to now include the following two required questions to replace the above:

- *"What are the knowledge, skills, and abilities you will bring to this committee?"*
- *"How will you utilize an equity lens in your work with this committee, or in what ways will you commit to learning about diversity, equity, and inclusion and applying that knowledge to this committee?"*

## ***Volunteer Information for Senate Ballot***

### **Infrastructure and Sustainability Council: Faculty representative**

*(Select no more than one volunteer)*

*(Note: the other faculty position was filled in the Senate meeting on 3/22/21)*

[\*Link to Index\*](#)

[\*Link to Rubric/Notes\*](#)

<b>Volunteer Information</b>	<b>Statement</b>
<p style="text-align: center;"><b>Joseph Lucido</b> <i>Architecture</i></p>	<p>To Whom It May Concern:</p> <p>With over 20 years of professional experience, I have designed everything from museums to an award winning college facility. Architecture has always been a passion of mine. It allows me the freedom to create and express bold ideas in the built environment.</p> <p>Sustainability is at the heart of our architecture program. This can be found in our new collaboration with SDG&amp;E workforce, education and training collaboration. The SDG&amp;E WE&amp;T program collaborates with professional organizations, trade organizations, and training institutions to prepare workers who build, maintain, and operate buildings to meet California’s energy and climate goals. Palomar College students will be part of this initiative. This council can be a voice for our students. A chance for them to lead the conversation on climate change. A chance for them to build an environment that embodies the progressive solutions that will change our community. I would be proud to play a small part in this larger conversation.</p> <p>I have worked with the following Colleges:            East Los Angeles Community College            Los Angeles Southwest Community College            West Los Angeles Community College            Los Angeles Trade Tech</p> <p>And the Following Civic Institutions:            County of San Diego            Port of San Diego            City of Imperial Beach            City of Bellflower            North Board Chambers within the County Administrative Center  <a href="https://sillmanarch.com/portfolio/north-board-chambers/">https://sillmanarch.com/portfolio/north-board-chambers/</a>            Interior Design, Designer of Record</p> <p>Hope this helps !</p>

## **Volunteer Information for Senate Ballot**

### **Equity, Education, and Student Success Council: Faculty representative**

(Select no more than *three* volunteers)

(NOTE: This vote was incomplete at the end of the 3/22/21 meeting)

[Link to Index](#)

[Link to Rubric/Notes](#)

<b>Volunteer Information</b>	<b>Statement</b>
<p><b>Natalia Volodina</b> <i>Biology</i></p>	<p>I am a female and the first generation immigrant and the first in my family to pursue Science and being a college professor so I would like to help other underrepresented people too</p>
<p><b>Leanne Maunu</b> <i>English</i></p>	<p>I have been serving on IPC and SSEC this past year, and would like to continue to be on a council that focuses on work related to both instruction and equity. The intersection between both areas is important, and I would do my best to advocate for students and faculty.</p>
<p><b>Mark Bealo</b> <i>Graphic Communications</i></p>	<p>I am currently the longest standing member of IPC. We have lost valuable members through retirement who were pillars on IPC and stood up against administrative directives that did not serve the best interests of our students. I will continue to carry that torch and ensure their legacy is prolonged.</p>
<p><b>José Briceño</b> <i>Behavioral Sciences</i></p>	<p>I'm interested in advancing equity, diversity, and inclusion at Palomar. I teach race, class, gender, justice studies, and behavioral sciences statistics. I've also taught in the Transitions program, assisting formerly incarcerated students transition to college. I've also served as service learning coordinator, which works to advance student access and success through partnerships with educational and non-profit community organizations.</p>
<p><b>Alexandra Doyle Bauer</b> <i>Library</i></p>	<p>As a full-time faculty member in the Library Department, I have been committed to an antiracist stance both personally and professionally. My dedication to equity and inclusion for all our colleagues, students, and the community as a whole has driven me to participate in many different kinds of learning opportunities. I have participated in webinars, books clubs, and other educational conferences to expand my knowledge about antiracism so I can be a true ally to our wonderful BILPOC community. I will gladly continue this work on my own, as this is work that is never truly finished. For the Palomar College Library I initiated and created the “Antiracism Resources for our Community” LibGuide:  <a href="https://palomar.libguides.com/BlackLivesMatter_SU20">https://palomar.libguides.com/BlackLivesMatter_SU20</a>. I also, in collaboration with other antiracist colleagues, created the LibGuide titled “Equity Teaching Practices &amp; Resources”: <a href="https://palomar.libguides.com/EquityTeaching_FA20">https://palomar.libguides.com/EquityTeaching_FA20</a>. My desire to further assist the College with the important task “to align instruction and student services to maximize equity and success” puts me in the position to help with the important work tasked to this EESS Council. My aspiration to work and live in a community where equity, diversity, and inclusion are part of the overall plan could make me an asset to this EESS Council. By working in both student services (the Library) and Instruction (teaching LT 140) I have the opportunity to see many different sides of the Equity, Education, and Student Success equation. And I hope I can be a small part of the solutions. Thank you!</p>

<p><b>Katrina Tamura</b> <i>ESL</i></p>	<p>I have been working with Non-Credit English as a Second Language students at night and on weekends at Palomar since 2005. My diverse group of students are often marginalized and left out of campus events and services. I am interested in serving on this committee because I have experience, perspective, and motivation that can support its goals. There are many examples of ways I have pursued the goals of this committee as a teacher here over the last 16 years.</p> <p>For example, for several years I coordinated and hosted an event called, " Recognition Night" to allow students the opportunity to participate in an on campus event and receive information about campus programs and services. My coordinator Lee Chen and I worked together to come up with ways to help struggling students in our night program and insure that they were getting information about services only available during the day. During the semester, students would keep a stamp card to record the times they visited an on campus service, such as the tutoring center, library, career center, art gallery, etc. At Recognition night, students would be celebrated for their successes in class and the stamp card was exchanged for school supplies. This greatly added to the inclusion of my students on campus and brought attention to services they would not have known about or tried. This was not just for my class, but for an entire program.</p> <p>In another semester, I worked with a teacher at the Telescope to create an exchange between English speaking journalism students who needed practice interviewing people who speak with accents. This provided speaking practice for my students who volunteered to participate because they wanted to practice speaking English with a peer on campus. Usually, these groups do not interact. This was very centered around promoting inclusion and diversity. In fact, my students were able to partner with the Telescope journalism students to create our own class newspaper.</p> <p>There are other examples like this that demonstrate my dedication to both the goals of the EESS committee and the Faculty Senate. I hope to continue serving.</p>
<p><b>Nicole Siminski</b> <i>ESL</i></p>	<p>As an ESL faculty member and coordinator of the ESL program at the FEC, I am interested in serving as a voice for students as we develop an equity plan. Having served on the Student Success and Equity Council, I am ready to take a more active role in implementing innovative strategies to promote student access, success, and equity particularly among DI students.</p>
<p><b>Betsi Little</b> <i>Psychology</i></p>	<p>Although I am relatively new to Palomar, I have had a variety of experience that may best fit with EESS. In addition to teaching for over 15 years, I have served (at other institutions) as a department chair, Title IV investigator, Interim Dean of Students, President’s council member, at Palomar, served on IPV (1 year) and am an adviser to our Psi Beta and Psych Clubs. Student access and exceptional experience is at the core of my values. I am passionate about my job and who I serve!</p>

<p><b>Ellen Weller</b> <i>Performing Arts</i></p>	<p>I am interested in serving on this Council, and I believe that my experience on the Faculty Senate, IPC, Tenure and Evaluations Review Board and the original Student Equity and Success Task Force has allowed me to develop a "big-picture" paradigm. I came to Palomar College specifically to work with our particular population of mostly underserved students. My teaching philosophy maintains, at its core, the support of students on their individual paths, doing whatever it takes to help them. I have fostered interdisciplinary community here on campus by volunteering my time to provide festive music ensembles for important cultural events at Palomar, including Foundation fundraisers, Veterans Day ceremonies, House of Humans, and Commencement. As a committee member, I believe that my strength is in asking questions about the impact of decisions on various stakeholders. I look forward to bringing a strong sense of community to this important Council.</p>
<p><b>Ashley Wolters</b> <i>Trades &amp; Industry</i></p>	<p>As an educator I strongly believe in the support of all students through a variety of means. Throughout my career I have championed many students, programs and policies to promote diversity, equity and inclusion focusing on students that are underserved and underrepresented. I have done this in a myriad of ways such as modifying discipline policies, recruitment of minority populations into welding classes, and starting additional tutoring for populations that need additional supports. I look forward to helping and serving the EESS council and students of Palomar College.</p>
<p><b>Meirav Lavy Mazor</b> <i>Biology</i></p>	<p>As a new adjunct faculty at Palomar, I am very interested in becoming involved on campus and to make a broader contribution beyond my classroom. As a teacher committed to equity and to inclusive instruction, I am interested in taking my commitment to the next level and to actively assist with strengthening communications and collaborations between instructors, and especially adjuncts, and student services and to ultimately help to develop equity-minded policies that promote student success.</p> <p>In addition to my interest to serve my new community, I will also bring my diverse experience. I worked with students from diverse populations including high school dropouts learning basic skills, immigrants learning language skills, and middle and high school students. Following immigrating to the US, I was exposed to additional ethnically and culturally diverse environments. Through these experiences, I have learned about and recognized the critical role of an inclusive, safe, and supportive atmosphere in peoples' ability to achieve their professional and personal goals. I look forward to the opportunity to contribute my experience to the EESS Council.</p>
<p><b>Elizabeth Stephens</b> <i>Counseling</i></p>	<p>Being able to join the Equity, Education &amp; Student Success council would allow me the opportunity to continue advocating for and being part of a dynamic team that will work tirelessly to ensure all of our scholars have a seat at the table and their voices are not only heard, but are immersed &amp; have inclusion in our council and beyond.</p>

<b>April 5, 2021</b>		
Equity, Education, and Student Success Council		
<b><u>Senator LAST name</u></b>	<b><u>FIRST name</u></b>	<b><u>Faculty representative (select no more than three) Round 1 (continued from 3/22/21)</u></b>
Aguilar	Eduardo	Jose Briceno, Alexandra Doyle Bauer, Katrina Tamura
Craft	Lacey	Leanne Maunu, Jose Briceno, Alexandra Doyle Bauer
Dalrymple	Will	Leanne Maunu, Jose Briceno, Alexandra Doyle Bauer
Doyle Bauer	Alex	Leanne Maunu, Jose Briceno, Alexandra Doyle Bauer
Falcone	Kelly	Leanne Maunu, Jose Briceno, Betsi Little
Farrell	Katy	Jose Briceno, Alexandra Doyle Bauer, Katrina Tamura
Faulkner	Molly	Leanne Maunu, Alexandra Doyle Bauer, Ellen Weller
Fererro	Jenny	Leanne Maunu, Jose Briceno, Alexandra Doyle Bauer
Hiro	Erin	Jose Briceno, Katrina Tamura, Betsi Little
Jarvinen	Jason	Leanne Maunu, Jose Briceno, Katrina Tamura
Laughlin	Teresa	Leanne Maunu, Jose Briceno, Alexandra Doyle Bauer
Lawson	Lawrence	Leanne Maunu, Jose Briceno, Katrina Tamura
Lopez	Natalie	
Manneh	Beatrice	Leanne Maunu, Alexandra Doyle Bauer, Ellen Weller
Marshall	Leigh	Jose Briceno, Alexandra Doyle Bauer, Betsi Little
Martin	Jackie	
Meehan	Adam	Leanne Maunu, Jose Briceno, Alexandra Doyle Bauer
Miller	Susan	
Mudgett	Benjamin	Jose Briceno, Alexandra Doyle Bauer, Katrina Tamura
Nelson	Scott	Leanne Maunu, Jose Briceno, Katrina Tamura
Nelson	Wendy	Jose Briceno, Alexandra Doyle Bauer, Betsi Little
Rose	Candace	Leanne Maunu, Jose Briceno, Alexandra Doyle Bauer
Santiago	Sabrina	Jose Briceno
Stephens	Elizabeth	Jose Briceno
Towfiq	Fariheh	Leanne Maunu, Jose Briceno, Ellen Weller
Versaci	Rocco	Leanne Maunu, Jose Briceno, Alexandra Doyle Bauer
Wrathall	Reza	Leanne Maunu, Jose Briceno, Katrina Tamura
Zavodny	Anastasia	Leanne Maunu, Jose Briceno, Katrina Tamura
(ASG) Mouawad	Kateri	Jose Briceno, Alexandra Doyle Bauer, Katrina Tamura





March 22, 2021

**TO:** ALL FULL-TIME FACULTY

**FROM:** Rocco Versaci, President, Faculty Senate

**SUBJ:** Professional Development Coordinator

We are seeking applicants for the position of Professional Development Coordinator for the Fall 2021 – Spring 2023 term. Please review the job description that follows for the duties of this position. This position will begin July 1, 2021.

The Professional Development Coordinator is a tenured faculty member who is provided with 80% assigned time (10 months) for the management of the Professional Development program. The Faculty Professional Development Coordinator co-leads the Professional Development Program with the staff Professional Development Program Coordinator. From July 1 through plenary the position is compensated at 10 hours per week at the instructor's non-instructional hourly wage rate. (Please note that reassigned time and summer stipends are subject to Union–District negotiations).

- Responsibilities of the PD Coordinator include, but are not limited to:
- Managing/Administering the 3PD Portal (VRC): Ensure the 3PD Portal is working properly, provide training/resources to users, add training, track training, report on training and user completions. Support HR and ATRC on adding training and assigning training. Work with Information Services to troubleshoot user and data issues. The 3PD Portal is a part of the statewide Vision Resource Center, as a part of the VRC, work with the VRC Global Admin team and other college admins to utilize the portal efficiently and effectively, attend monthly and quarterly user group meetings.
- Manage the PD website: Ensure necessary information is presented and updated.
- Participate in PD/Flex at the state level: Attend 4CSD annual conference, serve as the PD contact person to the Chancellor's Office
- Represent Palomar PD to the Community: As a member of NCHEA and SCPDF the PD Coordinator connects with the community in representation of PD.
- Oversee Faculty PD Completion: Ensure all faculty complete their required PD hours, communicate requirement to faculty, track requirement/completion, work with HR/Payroll/Instruction to provide payment for PD, review faculty PD transcripts.
- Developing/Facilitating Professional Development Programs and Workshops: Collaborate across campus to help develop training, including both face-to-face workshops and eLearning modules.
- Collaborate with Campus partners on learning needs: Meet with various groups when learning needs arise. For example, work with Subject Matter Experts to develop Palomar-specific and training needs that arise from external sources such as FCMAT and Accreditation.
- Managing PD Resources: This includes overseeing/managing the PD Budget and advocating for PD resources, such as space needs.

- Planning/Implementation of all-college plenary days: Serving as an Event Coordinator for our all-college plenary days, included but not limited to: Setting the agenda, requesting workshops, researching possible speakers, budget, order food (when on campus), request materials from college partners, serve as event MC.
- Lead New Faculty First Year Experience: PD Coordinator plans and leads the orientation for new FT Faculty, this includes the new faculty orientation at the beginning of August and a series of workshops throughout the Fall.
- Planning/Implementing Employee Recognition Celebration: Work with the PD Committee, constituent group leadership, and HR to design and lead the employee recognition celebration.

A fuller description of the coordinator's duties can be found in Article 10.6 of the PFF contract, available here: <https://www.palomarfacfed.org/contract>

In addition to overseeing Palomar's professional development program, the PD Coordinator also serves on several committees: Professional Development Committee (Co-Chair), (soon to be the Equity, Education, and Student Success Council), Guided Pathways, Title V STEM Grant Committee. Additionally, the PD Coordinator has weekly meetings with the Staff Professional Development Coordinator, and monthly meetings with the Vice President for Instruction and/or the President.

The PD Coordinator is a permanent member of the North County Higher Education Alliance (NCHEA) and rotates as the Director of NCHEA. Palomar held the Director position for 2018-2020 and the next rotation as Director will be the 2-year term of 2024-2026, with serving as Director-Elect during 2023-2024 and the past-Director the following year, 2026-2027. The PD Coordinator also serves on the North County Professional Development Federation (NCPDF) attending monthly meetings and events.

Applicants should respond to this email ([rversaci@palomar.edu](mailto:rversaci@palomar.edu)) and "cc" the Senate Office ([senateoffice@palomar.edu](mailto:senateoffice@palomar.edu)) with a letter of interest. The letter should answer the following questions:

1. What is your Vision for Professional Development at Palomar?
2. What knowledge, skills, and abilities will you bring to this position?
3. What are three goals you would like to accomplish as PD Coordinator?
4. How will you infuse Equity into the Professional Development Program?

The position reports administratively to the Assistant Superintendent/Vice President for Instruction.

The Faculty Senate will consider all applications and in consultation with the President/ Superintendent appoint the Professional Development Coordinator. Applicants may be requested to attend a Senate meeting for a Q&A regarding their application.

## **Faculty Senate/District Appointments for Grant-Funded Positions, etc. Overview/Proposals**

### **Positions Under Scrutiny**

Effective Fall 2021, this process will apply to any grant-funded position that needs to fill faculty positions using a call to faculty if any of the following apply:

- Any grant offered by or coordinated through the Chancellor's Office; or
- Grants with Principal Investigators where multiple disciplines and other faculty positions are represented (PIs are excluded from this process)

Examples of impacted positions include but are not limited to:

- Credit for Prior Learning
- Guided Pathways (Pillar Leads who are faculty)
- Work Based Learning
- Umoja
- Puente
- Others (e.g., Title V/STEM Activity Director, etc.)

### **Process**

Like the District, the Faculty Senate is extremely concerned when faculty take positions with release time and stipends or obtain grant funding for particular tasks and fail to do the assigned work. In addition, both groups are mutually interested in ensuring that the most qualified faculty members are placed in each respective position through a fair and open call. The process will be as follows:

- The Faculty Senate (in the form of its Grant Oversight Committee) and the District will become more proactive in identifying grant proposals that involve faculty appointments. One part of this solution would be to centralize grant proposals on campus.
- The Faculty Senate President, two other Senators, and the relevant administrators will craft the position announcements including term length and, depending on the position, determine what materials applicants must submit.
- The Faculty Senate President and the relevant administrators will put out a joint call for applicants.
- The Faculty Senate and the relevant administrators will have a formal discussion of applicants in Senate meetings (this would address the "after consultation with the chief executive officer or his or her designee" part of 53203 [f]). Candidates will be notified as part of the call that the Senate will be having these discussions (limited to relevant factual information for the position) in a Senate meeting before appointment. Senate would conduct a vote according to its procedures, but the result would be considered "advisory" until accepted by the District. If the District does not agree, then members of the Faculty Senate Council and the relevant administrators will meet until consensus is reached on the appointment. If all avenues of discussion fail to yield consensus, then the District will make the appointment and the Senate President may--if directed by the

Senate body and in keeping with the rights accorded Faculty Senates under California Education Code and Title V--present the case for its choice to the Governing Board.

- In cases where the body providing the grant restricts the nature of faculty participation (e.g., Puente stipulates that the coordinator must be a counselor), the Faculty Senate President and the relevant administrators will put out a call to that particular department for volunteers according to the process outlined above.
- Faculty Senate, PFF, and the District will work together to develop a procedure (by integrating existing discipline procedures from the CBA and Ed Code) for the recall of faculty members receiving release time/stipends who are not fulfilling those obligations. Attention will be paid to the time sensitivity necessitated by any particular grant.
- Representatives from Faculty Senate, PFF, and the District will meet to make sure that all faculty positions—especially those receiving release time or stipends—are accounted for in terms of how they were created/seated.
- The Faculty Senate, PFF, and the District will continue mutual communication regarding this issue and our respective parts in it.