



FACULTY SENATE MEETING

April 12, 2021

EXHIBITS

Minutes of the
MEETING OF THE FACULTY SENATE
April 5, 2021

APPROVED

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

GUESTS: Summer Aguirre, Amy Fulgium, Leanne Maunu, Tina Parker, Hossna Sadat Ahadi

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

Hossna Sadat Ahadi announced the deadline to nominate any student, staff or faculty for the regional award for the San Diego Chapter American Association for Women in Community Colleges is noon, April 6, 2021.

Sadat Ahadi also reminded faculty that the Empowered Women and Affinity Group at Palomar College will have an inaugural Empowered Women of the Year Award. An email with additional information will be going out soon.

Sadat Ahadi invited everyone to attend a NCHCA event called *Hearing and Healing Women of Color Narratives* on April 29 from 5 to 6 PM. Please share this link with faculty, staff and students.

<https://www2.palomar.edu/pages/calendar/event/hearing-and-healing-women-of-color-narratives-2/>

ANNOUNCEMENTS

Senator Susan Miller announced a fast-track stats class started April 5. The class is designed to reach out to students who have had bad math experiences or who may have anxiety about math.

Senate President Rocco Versaci announced that we received six nominations for the Senate's Scholarly and Professional Achievement Award and the nomination period is now closed. Nominees have until April 16 to get materials submitted. Senators will be needed to review the materials and to select a winner.

Versaci also shared that he extended the nomination period to April 16 for the Faculty Service Award.

Senator and Accreditation Officer Ben Mudgett shared that there is a new piece of legislation that is trying to push forward efforts to align the California Community College course numbering. Senate VP Jenny Fererro added that this

particular legislation was mentioned at Area D but unless there is funding behind it, we aren't anticipating that it will go anywhere.

AGENDA CHANGES Information Item B will precede Information Item A.

APPROVAL OF MINUTES

Motion 1 MSC: Towfiq/Laughlin Faculty Senate approval of meeting minutes dated March 22, 2021 as amended (see Exhibit 1).

Abstention: Kateri Mouawad (Advisory)

The motion carried.

ACTION

A. Curriculum – No action required.

Senator and Curriculum Chair Wendy Nelson announced that a list will be sent out this week that includes all of the courses that need to be reviewed before October. She asked everyone to keep an eye out for that list.

Senator Nelson also mentioned the work group is getting close to completing the mapping project for transfer degrees with CSUSM. A meeting is scheduled for Friday, April 9 at 2:30 and department chairs and faculty are invited to attend.

B. Committee Appointments

Senator and Committee on Committees Chair Anastasia Zavodny stated the new proposed questions to be asked of committee volunteers (see Exhibit 2) will be revised and brought back to Faculty Senate at a later date for approval.

Motion 2 MSC: Zavodny/Fererro Faculty Senate approval to accept Abbie Cory as the Pride Center faculty representative for the Equity, Education and Student Success Council.

Equity, Education and Student Success Council - **Abbie Cory**, Faculty, Pride Center

The motion carried.

Motion 3 MSC: Zavodny/Laughlin Faculty Senate approval to accept Cynthia Cordova as the Puente faculty representative for the Equity, Education and Student Success Council.

Equity, Education and Student Success Council – **Cynthia Cordova**, Faculty, Puente

The motion carried.

Motion 4 MSC: Zavodny/Laughlin Faculty Senate approval to accept Joseph Lucido as the faculty representative for the Infrastructure and Sustainability Council (see Exhibit 3).

Infrastructure and Sustainability Council – **Joseph Lucido**, Faculty

The motion carried.

Senator Zavodny reminded Senators during the last Senate meeting, Senate wasn't able to complete the vote for the three faculty representatives to serve on the Equity, Education and Student Success Council. At that meeting, four rounds of voting took place but the last round was rolled back for procedural reasons. The ballot Zavodny presented today reflected the results at the conclusion of the third round. Only Senators who voted in round three during the last meeting were eligible to vote in today's fourth round. Senators Miller and Martin are ineligible to vote today. Zavodny emailed the current ballot to Senators.

Motion 5 MSC: Zavodny/Laughlin

Faculty Senate approval to accept the results of the ballot for the three faculty positions serving on the Equity, Education and Student Success Council (see Exhibit 4).

Equity, Education and Student Success Council - **Leanne Maunu**, Faculty
Equity, Education and Student Success Council - **Jose Briceno**, Faculty
Equity, Education and Student Success Council - **Alexandra Doyle Bauer**, Faculty

The motion carried.

INFORMATION ITEMS

A. Approve PD Coordinator Announcement (see Exhibit 5)

Senators discussed Exhibit 5 and made suggested edits. Senator Wendy Nelson stated Senate might consider sending a single call out listing all possible positions giving faculty an opportunity to see what positions may be currently available or positions that will become available soon.

President Versaci will make the suggested edits and provide a final version for Action next week.

B. "Equity & Culturally Responsive Online Teaching" Class Update

Leanne Maunu began by saying she found the @ONE month-long class extremely informative, useful and enjoyable. Tina Parker added the class focused on the syllabus and teaching practices specifically designed for online teaching. Mauna stated their final project was to create a liquid syllabus that is cell phone friendly for students and can be sent to students before the class begins. Along with creating the welcoming liquid syllabus, Maunu took part in discussion boards, activities and other assignments which required about 10 hours of work each week.

Senator and Professional Development Coordinator Kelly Falcone announced @ONE is scheduling this same class hopefully in June. Currently PD has funding from Guided Pathways to enroll five faculty. Additional funding for 20 more faculty has been requested as well. Senator Falcone added @ONE offers some no cost, self-paced courses and many other guided courses with costs ranging from \$35 up to \$255. Falcone hopes more funding can be made available from other sources to help facilitate more opportunities for faculty to have fees covered.

Senate Vice President Jenny Fererro shared she has taken several of the @ONE classes and they have all been well worth the time and money. She found it helpful in terms of reframing how she teaches online and appreciated the fact that her "classmates" were fellow community college faculty. Fererro also recommended taking the *Humanizing Online Teaching & Learning* course.

Tina Parker shared her concern in regard to communicating with her students, many of them don't know how to access their Palomar email account or even don't know they have a Palomar email. Senator Wendy Nelson added Palomar is

beginning to use Admithub to text students but doesn't know to what extent. ASG President Kateri Mouawad agreed many students do not realize they have a Palomar email account nor do they know they have access to Office. Senator Falcone added Admithub has yet to be integrated into PeopleSoft or Canvas so it's not available to faculty at this point. Falcone added Remind, another texting app which is currently available to faculty and can be integrated with Canvas, has an annual cost of about \$18,000. Currently, the DE Committee is identifying all the various platforms or tools Palomar pays for that assists with student communications and determining which tools are the most useful.

Senator Falcone stated the students don't understand Outlook and they don't use it but they do understand Gmail. Students at CSUM are all on Google so they use Gmail. Our students have been using Gmail as part of the Google Apps for their k-12 education so they are very familiar with it. Falcone would like to see Palomar step back and look at what the students prefer to use to communicate.

Senator Jackie Martin addressed ASG's concerns about students using the free version of Office 365 and do students know that when they log in to eservices, they can change their preferred email provider for future communications. Mouawad responded by saying these matters, along with texting communications are being discussed with VP Lakhani. And, if students don't know they have a Palomar email account, changing it to a preferred provider is moot. Mouawad supports the idea of using Gmail as a more effective way to communicate with students.

For further consideration, President Versaci suggested student email and texting communications be added to a future Senate meeting agenda.

C. Proposed Process for Grant-Funded Faculty Appointments (see Exhibit 6)

President Versaci shared he and VP Fererro met with President Kahn, three VPs and representatives from the State Senate and the Community College League to review the document. Both the ASCCC president and the CEO of the Community College League confirmed there are no official guidelines for how this process works and both the Senates and the districts have authority over the matter. They are looking to our document and/or process as a model for other schools to use moving forward.

VP Fererro added she felt like the document was pretty self-explanatory. The goal was to create a system where Faculty Senate had a strong voice in selecting faculty for these sorts of positions, while recognizing the district is providing the compensation, release time or the stipend through the grant. There is a joint interest in ensuring the job gets done. We needed to have a process by which, if somebody has a position and wasn't doing anything, how that would be handled and reach mutual consensus.

Senator Ben Mudgett shared his support that Senate is interested in providing some oversight of grants making sure they're successful and making sure their academic and professional matters are paramount and protected. He is concerned that timing, primarily delays, may become a bigger issue. Mudgett hopes the framework is designed to support the grant for success and to further support innovation. President Versaci recognized Senator Mudgett's comments and went on to add there is a systemic problem requiring Senate to act retro-actively. The Grant Oversight Committee was created in hopes of learning about potential grants earlier on, to reduce delays and to become more proactive in the entire process.

Senator and Credit for Prior Learning (CPL) Coordinator Candace Rose asked that CPL be removed from the document since that grant is ending.

Senators asked and received clarification within the document. One important matter is when a faculty lead must be identified in the application process and whether that lead needs to be approved before the grant is actually awarded. In this scenario, the lead would be identified and approved prior to receiving the grant. Fererro added this proposal

covers matters once a grant has been obtained and there is release time faculty positions associated with it. The Senate's interest is to have a faculty voice in appointing faculty to these positions. There may be situations where a faculty member is heavily invested in applying for a particular grant and once its awarded, applies for the lead position with release time and may not be selected for that release time position. Senator Candace Rose stated this is somewhat of a change and faculty should be made aware of this prior to applying for the grant. Senator Rose also cautioned there may be times Senate Council (the approving body) may need to meet during the summer to approve the lead who will receive release time.

Senator Jackie Martin mentioned there are many small grants coming through, especially for Career Tech Ed that are initiated by the chancellor's office. Often times, smaller grants include multi-disciplines as well where faculty receive small stipends. The application period may be a matter of a few weeks. To include these types of grants into this approval process may cause unforeseen issues and delays.

Senator Falcone stated the language needs to be carefully written to be more specific of what types of positions this will apply to. This process is really just for faculty positions with contract load ramifications.

VP Fererro asked Senators to send any additional concrete language edits to President Versaci so they can be incorporated into the document and then brought back to Action next week.

D. Structural Student Dissatisfaction with Asynchronous Courses

ASG President Kateri Mouawad reported this matter was not approved by ASG during their meeting today so this will be brought back to Faculty Senate next week.

E. Update on Area D Meeting

President Versaci reported the Senate's Resolution relating to part-time faculty equity was presented to ASCCC. They were aware of this issue and stated a previous attempt to update turned out to be problematic because there was a lot of things in that original paper that crosses over into union concerns. What they determined in 2013 is that updating the paper would really drain it of its most meaningful parts. It was suggested that writing a new paper may be better. This will require a longer timeline. Two individuals were interested in assisting with this project and Versaci put them in touch with Senator Zavodny to try to put something together before April 9 which is the deadline to bring a resolution to the spring plenary.

Senator Zavodny reported the updated resolution is almost complete and will keep President Versaci informed. VP Fererro reported the fall plenary will also be virtual this year.

REPORTS

ASG (Mouawad)

- 1) ASG discussed AP 3415 Immigration Enforcement Activities at our last meeting (04/22).
- 2) We continue to approve our first and second readings of our bylaws and constitution amendments.
- 3) On Friday, March 26, we held a student Q&A, were we had most questions about reopening in the Fall, especially how professors and faculty would adapt. We will have a follow up Q&A regarding the vaccine and COVID-19 related issues.

President (Versaci)

Jenny Fererro and I attended the ASCCC Area D meeting on Saturday, March 27. Various issues were covered, including the Fall '21 Area D meeting and Plenary (likely still online), overviews of several different bills under consideration, and

information on elections & voting for the upcoming Spring Plenary. Jenny requested that there be some place where all of the CCCs' plans for Fall '21 be posted (online vs. face-to-face). I asked that such info also include each schools' enrollment dates for Fall '21. We also presented our Part-time Equity resolution to the group. Some questions came up about the resolution, most having to do with previous attempts to update this paper. Specifically, earlier attempts to update the paper ran into problems. ASCCC President Dolores Davison said that there was a similar resolution in 2013, and it was determined that rewriting the paper would result in removing all of the areas of union overlap and would weaken the conclusions in the paper. At that point, the ASCCC had committed to a series of articles in the *Rostrum*. It was suggested that rather than "update," the resolution would be better as a call for a new paper/study. There was consensus that this was an important topic, and two other individuals—David Morse (Long Beach City College) and Michael Gladych (College of the Desert) wanted to work with Anastasia to get this resolution into better shape to move forward for Spring Plenary. We made sure that everyone had each other's email addresses.

Also, we have six nominees for the Scholarly & Professional Achievement Award, and I will be contacting them the week of 4/5 to submit their supporting materials. We will also need to form a committee to select a winner. We have received no nominations for the Faculty Service Award, so I will send out another call this week, extending the 4/2 deadline.

SSEC/SEA (Versaci) - SSEC/SEA next meets on Friday, April 9.

SPC (Versaci) - SPC next meets on Tuesday, April 6.

IPC Report (Versaci)

IPC met on Wednesday, March 24. Kendyl Magnuson and John Lewis presented a new plan for waitlists and permission codes that gives faculty more control/responsibility over the process. If faculty members are interested in testing it out in their summer classes, they should email John at jlewis1@palomar.edu. I will ask if they can present at a future 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:

- Governing Board Meetings:
 - We have had a couple of special board meetings. Nothing earth shattering
 - The next Board Meeting is 4/6/21
- Campus shared governance meetings:
 - Budget meeting: Concerned about the “cliff.” At the eBoard meeting on 3/25, some were concerned that the District is making decisions based on the worst-case scenario rather than something more realistic. In addition, there is concern about the endless cutting of classes and programs. One member reported that even high enrolled classes in small programs are being cut to the point that the programs will have trouble continuing.
 - Faculty Senate
 - SPC
 - Benefits
 - TERB
- Negotiations are up and running.

- Interaction with members: I have had with several meetings with members regarding various concerns about hiring practices, working conditions, and contract interpretation. I attended a department meeting to help mediate.
- 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.
- The March 20 Food Distribution served 406 cars. The next Food Distribution is April 17th. After that, we may have to regroup. The SDICLC is pulling back somewhat, but the Feeding San Diego group still wants to participate.
- The CFT convention was virtual and not nearly as good as the face-to-face conventions of the past, but we had many great speakers including Khalil Gibran Muhammad, Kamala Harris, and Alex Padilla.

If you have concerns about these or any other issues, please email me at tlainelaughlin@gmail.com.

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

DEqCC met on Friday, March 26, and the subcommittee reviewed the Faculty Hiring Procedures which will be presented to Faculty Senate by Dr. Rocco Versaci. The subcommittee is also reviewing DEI language being incorporated in the volunteer committee/subcommittee/council questions and this will also be shared with Anastasia Zavodny when completed.

Accreditation (Meehan) - No report.

Distance Education (Hiro) – No report.

Guided Pathways (Nelson) – No report.

Policies and Procedures (Frank & Fererro for Lawson) – No report.

Budget (Ferro)

Budget committee has been meeting regularly under our new VPAS, Ambur Borth. At the meeting on 3/23, budget assumptions were presented again, showing an anticipated deficit that increases in 2024/25 when the hold harmless ends. The enhanced revenue masks the structural deficit until that cliff year. Palomar has been allocated \$17.2 million in HEERF II (Higher Education Emergency Relief Fund) and \$30.4 million in HEERF III, with about \$1.3 million in other COVID-19 allocations available. The committee also reviewed \$200K in potential one-time requests to come from the restricted lottery funds. Requests were primarily for equipment for instructional programs.

TERB (Lawson) – No report.

Professional Development (Falcone) – No report.

AB705 Subcommittee (Anfinson) – No report.

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfig) – No report.

Faculty Service Areas (Mudgett) – No report.

Credit for Prior Learning (Rose)

The new Credit for Prior Learning electronic petition form is now available and will replace the old, paper credit by exam form and process. This form walks students, faculty and staff through the entire petition process for all four methods of CPL assessment: credit by exam, portfolio review, industry certification and military transcripts.

Students can access this form by going to the Credit for Prior Learning website, under the heading, "How do I apply for CPL using the CPL Petition Form?": <https://www2.palomar.edu/pages/cpl/>

All students must meet with our CPL Counselor, Tina Barlolong, when they start this petition process. This ensures that the students are making an informed decision regarding CPL credits, that they have an education plan on file, and that the form is filled out accurately. Students, staff and faculty will also be guided through this new process by the Credit for Prior Learning Coordinator. PD workshops and tutorial videos for students, staff and faculty will also be available soon on the CPL website.

ADJOURNMENT: The meeting was adjourned at 3:50 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

EXHIBIT 2

April 7, 2021 Curriculum Committee Actions
 The following curriculum changes, pending appropriate approvals, will be effective Fall 2021

A. ACTION: New Credit Programs - effective Fall 2021					
Program Title	Disci.	Award	Units	Justification	Orig.
1 Drone Operator I	GCIP	C.A. 8-15	10	To help students gain employment as operators in fields that deploy UAS by giving them an entry level understanding of piloting and control systems, regulations, and applications.	Mark J. Bealo

B. 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 2021.					
Subj.	Num	Title		Dist. Ed.	Orig.
1	DBA 230	Digital Audio Avid Pro Tools		Yes	Scott Richison
2	EME 206L	Introduction to Paramedic Training (Laboratory)		Yes	Sarah DeSimone
3	EME 208L	Trauma Skills (Laboratory)		Yes	Sarah DeSimone
4	N MEDC 901	Medical Professions Preparatory Module I		Yes	Sarah DeSimone
5	NUTR 100	Introduction to Nutrition and Food Professions		Yes	Solange Wasef
6	NUTR 120	Food and Culture		Yes	Solange Wasef



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.

Faculty Professional Development falls under the Faculty Senate’s purview: pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board has elected to rely primarily upon the advice and judgment of Faculty Senate on policies for faculty professional activities (#8 on our list of 10 + 1 + 1 academic and professional matters).

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.
- Provide weekly reports to the Faculty Senate.

A fuller description of the coordinator's duties can be found in Article ~~10-6~~ 10.5 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), Instructional Planning Council (soon to be incorporated into 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~~ Southern California Professional Development Federation (NCPDF) attending monthly meetings and events.

Applicants should respond to this email (rversaci@palomar.edu) and "cc" the Senate Office (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 faculty Coordinator/Lead 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)
- Note: this process will not apply to faculty members receiving hourly stipends for work done through a grant. If such a position has the title of "Coordinator" or "Lead," then Senate and the relevant administrators involved will consult to see if this process should apply.

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. It is incumbent upon all of those involved in a particular grant or grant writing process—especially those faculty members involved—to notify the Senate at the earliest stages so as to facilitate the timely application of this process when faculty release time positions are expected to be a part of the grant.
- 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.
- If a grant is extended, Senate and the relevant administrators will confer to see if the faculty coordinator/lead position should be confirmed for extension or if a new call should go out.
- If the situation arises where a deadline must be met during a time when faculty are off contract, the Senate will make every effort to hold a special meeting to conduct its responsibilities outlined in this process.
- 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 Coordinator/Lead positions—~~especially those receiving release time or stipends~~—are accounted for in terms of how they were created/seated and listed in Appendix F of PFF/District Contract where applicable.
- The Faculty Senate, PFF, and the District will continue mutual communication regarding this issue and our respective parts in it.

ASSOCIATED STUDENT GOVERNMENT

MAILING ADDRESS:
1140 W MISSION ROAD
SAN MARCOS, CA 92069

TELEPHONE:
(760) 744-1150 x 2594
WEB SITE:
[HTTPS://WWW2.PALOMAR.EDU/ASG/](https://www2.palomar.edu/asg/)



OFFICE LOCATION:
SU BUILDING, ROOM 203

EXTENSION OF STUDENT LIFE &
LEADERSHIP
DIRECTOR: SHERRY TITUS
EMAIL STITUS@PALOMAR.EDU

April 9, 2021

Sent Via E-Mail

President Rocco Versaci et al
Palomar College Faculty Senate

Re: Structural Student Dissatisfaction Regarding Asynchronous Course Layout.

Dear President Rocco Versaci and the Faculty Senate:

The ASG has received student remarks that have highlighted the need for further administrative overview for Asynchronous classes. These comments have been edited to preserve anonymity, and are in no way catered to disrespect the professor as a person; rather, these comments aim to provide insight as to where the course structurally is at fault.

I. STUDENT REMARKS

- “When the online system was shut down, the professor did not extend our due date for the amount the site was down” ... “This caused the whole class major stress and confusion and prevented anyone from enjoying any sort of spring break.”
- “Over the last few months, we, the students of [REDACTED PROFESSOR] course, have gained personal experience with indifference and its incompatibility with the enriching, encouraging environment that Palomar College claims to foster.” [REDACTED PROFESSOR], through a lack of communication, organization, and consistency, displays his total indifference towards the education of his students.
- "This class has been the least organized and supported class I've ever taken. While I expected difficult material, I did not expect to spend 30+ hours a week trying to complete assignments and still be behind. The lectures from Pearson are substandard at best. They lack the ability to provide relevant examples for assignments and leave students unprepared for completing assignments much less quizzes/exams” ... “I feel as a student it is not unreasonable to expect relevant lectures, manageable workload per the credit amount, and

examinations that reflect material taught within a meaningful timeframe. However, this class lacks all of the above and I fear we will not receive any of this for the duration for the semester. Palomar has set each one of us for failure for this class since day one by not holding their instructors accountable for their classes.”

- “There is no formal lecture, it is an online only class, however I feel the service we are required to use is failing us as students. The Pearson site that this professor, or the school, has chosen to use is completely unacceptable. How are we supposed to learn a very complex [REDACTED COURSE], when the "lectures" consist of one 20–30-minute video per section, where another professor, who we have no contact with, does the most basic examples possible of a problem, while the HW, is exponentially more difficult. The videos also do not cover the entire sections of the book, yet we are asked to do problems that we have not been taught.”
- “Pearson presents a learning style that feels self-paced, narrow, and above all - tedious. It shifts the focus from questions and calculations to patterns and input. This learning style needs to be supplemented by lectures and multiple perspectives, conversations, and demonstrations to the subject.”
- “One aspect of this course that’s heavily faulted is the way it’s designed for us students to learn, it hurts the overall comprehensibility and applicability of the learning material. Specifically, all of our learning material is delivered to us on Pearson through lecture videos, video exercises, and homework. While the material itself isn’t too difficult, it’s hard to learn from because the difficulty from problem to problem doesn’t transition cohesively at all. This is crucial to my overall opinion since the professor doesn’t do any of the actual teaching himself. This means that it’s on us students to try and learn from the examples to try and learn as much as we can before struggling and then relearning whatever we can through the Professor’s office hours.”
- “Going from the lecture video into the video exercises and homework (particularly the former) feels like just starting to learn basic punching technique and then being put in the ring with Bruce Lee; the gap of difficulty between the lecture problems and the equivalent video exercises is extreme and unreasonable for someone just learning the new topics, and what is rewarded in this class is not effort and creative problem-solving but copying off of the example problems in the homework module, which can contradict the respective lecture video completely. Furthermore, difficult problems completely unmentioned by the class regularly appear not only in the homework but quizzes and exams as well.”

II. STANDARDS

Given that the cost of tuition is usually many times higher than the textbook price, it is generally desirable for the professor to assign the textbook that will (in his/her opinion) offer you the best educational experience and therefore, the best return on your tuition investment.

As denoted by California state law, ASG fully understands that faculty and professors have the right to design their course as they see fit, including the expectations of the course. We also

understand that the syllabus acts like a contract between students and faculty, and therefore both parties must adhere to the syllabus.

This leaves students at a great disadvantage when there is no specification for student and faculty interaction, and the learning deficient that occurs when professors and faculty outsource their teaching abilities to third party teaching software. Often professors will host office hours to make up for the lack of content, but as indicated above, this does not suffice for upper-level courses that are very complex and heavy in content.

The ASG does not seek to request restrictions on the standards of syllabus; rather we aim to give professors more teaching rights by requesting additional material and interaction be specified in the syllabus if they choose to outsource their class to third party technology.

Per Title V Course Quality Standards, the ASG requests this to be implemented in curriculum oversight conducted by the respective committees:

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter.

Title V also specifies that course quality is specified by the Distance Education page. Under this section, ASG requests that further oversight be required before approval of course standards.

Per § 55100, the “district governing board has established local policy or procedures specifying the relationship between contact hours, outside-of-class hours, and the calculation of credit hours consistent with section 55002.5 Any portion of a course conducted through distance education includes regular effective contact and substantive interaction between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

III. RESOLUTION

Per Title V requirements, the ASG requests further action be taken regarding Asynchronous courses and third-party software by oversight groups to ensure communication and supplemental material is provided on by the faculty/professor to the student to ensure students success and learning, as is in line with Palomar College’s vision to keep student retention to keep students on ‘the path,’ as laid out by Guided Pathways.

ASG trusts that the Faculty Senate of this educational institution is committed to a complete, fair, and transparent review of the aforementioned matters. As such, we hope that the information contained herein, which reflects the position and opinion of the Students of Palomar College, will provide critical insight to help ensure that the best decision is made and that the voices of the Students have been properly heard.

Very truly yours,

THE PALOMAR COLLEGE ASSOCIATED STUDENT GOVERNMENT

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Senator

Tyesha Tate
Senator

Braeden Schulman '21
Delegate

Natalie Scales
Delegate

Juanita Perez
Delegate

Jon Walker
Delegate

Tia Cherabie '22
Delegate

DRAFT

Resolution of Support for Candidacy of Anastasia Zavodny as South Representative

Whereas Anastasia Zavodny has been a long-time member of this body and has been engaged in many aspects of shared governance;

Whereas she has shown herself to be an advocate for Part-Time faculty equity at both the college as well as state level;

Resolved that the Faculty Senate of Palomar College support her in running for the Academic Senate for California Community Colleges' Executive Committee position of South Representative.