THE FACULTY SENATE

PALOMAR COLLEGE

FACULTY SENATE MEETING

April 26, 2021

EXHIBITS

Exhibit 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
April 19, 2021

APPROVED

PRESENT: Eduardo Aguilar, Will Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, 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, Ben Mudgett, Scott Nelson, Wendy Nelson, Candace Rose, Sabrina Santiago, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Jon Walker (ASG), Reza Wrathall, Anastasia Zavodny

ABSENT: Lacey Craft

GUESTS: Wing Cheung

P**lease 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 – None

ANNOUNCEMENTS

Senator and Elections Chair Alexandra Doyle Bauer reminded Senators that nominations are open for new Senators.

Senator Will Dalrymple shared he attended the ASCCC Spring Plenary last weekend and especially liked a session titled *Structural Inclusion & Academic Senate's Examining Constitutions, Bylaws, Policies and Processes*. Throughout the session, there was persistent support for part-time faculty at the state level.

Senator and Committee on Committees Chair Anastasia Zavodny reminded Senators the CALM Committee has extended the application deadline for a CALM Implementation Grant. The deadline date is set for April 25.

Senator Zavodny also commented on the ASCCC Plenary sharing that ASCCC recognizes faculty as faculty and that there is no distinction between full-time faculty and part-time faculty. Also, Faculty Senate's Resolution to create a paper on part-time faculty equity was passed and the work will begin soon.

Senate VP Jenny Fererro reminded Senators another PFF negotiations listening session is Thursday, April 22 at 3 PM.

Senator and TERB Coordinator Lawrence Lawson announced TERB created a campus-wide feedback form for all faculty to complete regarding student evaluations. The link is (https://forms.office.com/r/kY3FsA31rf), and TERB will be looking for feedback that started today.

Senator and PFF Co-President Teresa Laughlin announced Political Economy Days will be April 26 to April 28. More information will be emailed this week.

Senator Laughlin added PFF is seeking volunteers for an additional food distribution event that will take place on Saturday, May 8th.

AGENDA CHANGES - None

APPROVAL OF MINUTES

Motion 1 MSC: Faulkner/Towfiq   Faculty Senate approval of meeting minutes dated April 12, 2021 as amended (see Exhibit 1).

Abstentions: Eduardo Aguilar, Erin Hiro, Wendy Nelson, Sabrina Santiago, Jon Walker

The motion carried.

ACTION

A. **Curriculum –** No Action necessary.

B. **Committee Appointments**

Senator Zavodny reported Committee on Committees met and approved the new form questions for committee volunteers. The two new questions will be 1) what are the knowledge, skills and abilities you will bring to this committee, and 2) how will you utilize an equity and antiracism lens in your work with this committee or in what ways will you commit to learning about diversity, equity, inclusion and antiracism.

Motion 2 MSC: Zavodny/Faulkner   Faculty Senate approval of the two new questions for the committee volunteer form.

The motion carried.

Motion 3 MSC: Zavodny/Towfiq   Faculty Senate approval to confirm the faculty position to serve on the Finance & Administrative Services Planning Council (see Exhibit 2).

Finance & Administrative Services Planning Council – **Sergio Hernandez**, Faculty, at-large (19-21)

The motion carried.

Motion 4 MSC: Zavodny/Miller   Faculty Senate approval to accept the results of the ballot for committee volunteers (see Exhibit 3).

Institutional Effectiveness, Planning and Fiscal Stewardship Council: Part-time Faculty representative (advisory vote)
Shane Bradner, Part-time Faculty

The motion carried.

C. Process for Grant-Funded Faculty Appointments

Motion 5 MSC: Lopez/Hiro   Faculty Senate approval of the process for grant-funded faculty
                                                appointments (see Exhibit 4).

Abstentions: Kelly Falcone, Sabrina Santiago

Senate President Rocco Versaci reviewed the exhibit showing edits made that were suggested by Senators and faculty. The next step for the document will be for President Kahn to take this back to administrators for approval.

The motion carried.

INFORMATION ITEMS

A. New permission Code/Waitlist Process – Tabled.

B. Reactivate Grant Oversite Committee

Senate President Versaci reminded Senators President Kahn wants to centralize the entire grant process which will eliminate some problems such as faculty being assigned to or overseeing a grant and Senate not aware of it until after the fact. Versaci asked Senators if the current grant oversite committee should remain intact. Senator Zavodny responded stating if this committee is taking on broader responsibilities, it may be appropriate to revisit the committee scope, format and purpose. She went on to say that Committee on Committees discussed this issue today prior to this meeting and determined this may be the time to reconstitute the committee in terms of its composition and charge.

Senator Teresa Laughlin, currently the chair of the Grant Oversite Committee, agreed with Senator Zavodny but stated she isn't in a position to take on the role as chair of a much larger in scope committee. This maybe an opportunity to create a grants office that is supported by more than just faculty. Versaci suggested this may just be that this committee will only stay focused on the faculty piece of the grants.

Senator and Curriculum Co-Chair Wendy Nelson added if the committee chair ends up taking on more responsibility, it maybe should come with release time if its warranted.

Versaci said this issue will go back to Committee on Committees to come up with a firm proposal of what direction this committee should take. Senator and Articulation Officer Ben Mudget volunteered to be part of this discussion and said that it would also serve the campus well to have this sort of communication structure and awareness about this work which may produce more successful outcomes for grants at Palomar.

Versaci will report back to President Kahn to provide an update on this matter.

C. Peer Online Course Reviewer Certified Instructor (POCR) (see Exhibit 5)

Senator and DE Coordinator Erin Hiro shared that before she became the DE Coordinator, there was a grant that paid for a process where faculty would take one of their online courses and put it through self-analysis, review and then work with a professional course designer to make the online course adhere to state standards. Part of the "Home College" CVC approved by Senate was that we wanted our courses to have priority on the lists so when students are looking, Palomar courses are at the top because they have the "seal of approval" by the state. The course shows up on the list as a "badge" course. To have a course with this designation, the instructor must go through POCR with that

course. The DE Committee put together a proposal to become a POCR certified faculty and funding through the Cares Act will be available by the end of the semester.

Hiro displayed the exhibit and reviewed steps one through six and asked Senators for feedback.

Senator and PD Coordinator Kelly Falcone said the work group met with CVC who added an additional step which requires CVC reviewers to approve the course and confirm that is aligned.

Hiro stated this is not mandatory for all classes. This can give faculty tools they need to make the online experience better for students. Hiro has personally gone through this process with her classes and said it's made her a more effective and efficient online teacher.

Hiro will bring back this information item to Faculty Senate at a later date.

D.   Proctoring Policy (see Exhibit 6)

Senator Hiro explained that faculty have come to the DE Committee asking for a policy on proctoring because they are getting student complaints about having to download this software and students often don't understand how to use it. The DE Committee is being asked to come up with an explanation of how it works.

Hiro displayed and reviewed the exhibit which listed technology requirements, instructions for using Protorio, technology help, resources for both students and faculty and FAQS and she asked Senators for feedback.

VP Fererro added that she took a class at Palomar where Proctorio was used and said she has never been so stressed out about taking a test. She added that the fact that students must use a computer in order to take an exam using Proctorio is a barrier for some students. Using a process like this that is not student-centered and student-friendly goes against being an equity minded campus. Fererro asked if there were other options available.

Hiro responded by saying there are many colleges who have banned the use of Protorio but Palomar is currently under contract with Proctorio. There are many faculty at Palomar who like it and who feel like it is the only way to ensure rigor and security in testing.

Senator Falcone agreed with Fererro's concerns and asked Senate to have more conversations about how this is affecting our students. Also, Falcone recommended having a broader conversation with the District about programs Palomar has, what the District pays for and what is best for the students. In her own research, Falcone read that black students are having difficulty using Proctorio because the system doesn't recognize their face. Falcone also said that recently, because of this issue and others, the Chancellor's Office stopped paying for Protorio but the District picked up the payment of about $18,000 per year.

Hiro said this policy provides resources for faculty and reminds them they need to let students know before the course starts to ensure students have the necessary technical requirements.

Versaci asked how many sections actually use Proctorio and Falcone and Hiro said that information is not available. The DE Committee is planning on sending out a survey to faculty to gather this data.

Senator Susan Miller added she appreciates having some type of online test security and uses Proctorio in her classes and has good experience with it. She added there are lenient settings you can set in Proctorio as well to make it less stressful for students. She added she has never experienced an issue with Proctorio not able to recognize the faces of her students but if there is real racism built into the program, she would use another option made available to her.

Senator Fari Towfiq shared her good experiences using Proctorio and stated she does provide resources to her students about using the program and keeps her Proctorio settings at moderate. If a student does not have a camera, she makes

other arrangements for the student to take the exam. She is willing though to use another proctoring system if it should become available.

Senator Candace Rose commented that if even one student could not use Proctorio because of the color of their skin, Palomar should not be using it. She also asked that the use of Proctorio be suspended until they can fix their facial recognition issue for students of color.

Senator Lawson added this issue folds in with our community agreements actively combating racism and discrimination.

VP Fererro voiced that she would like to see Faculty Senate take a stronger lead for suspending Proctorio on campus and asking DE to come up with and to make recommendations for other proctoring services.

Senator Zavodny expressed her agreement with other comments and said the Senate could make a statement that services such as Proctorio should not be used and should actively encourage and develop other resources to help faculty to transition away from Proctorio. To the point of faculty not experiencing many of these issues in their classes, the students who are going to have those problems may have found out about the use of Proctorio and left the class immediately so that they would not have to go through that process. It's hard to capture that data as information but that's information we need to consider. Zavodny added that our student population is a diverse population and we may inadvertently already be hindering student success by having these policies in place. If so would support a stronger resolution out of Senate to move away from Proctorio in particular and programs like it.

Senator Will Dalrymple suggested that some of these issues may be moderated or tempered just by the way faculty deploys the system. There could be recommendations for faculty in terms of the way they set it up and introduce it to the students.

Versaci asked for a small group of Senators to author a statement or resolution regarding the use of Proctorio at Palomar. Senators Hiro, Lawson, Zavodny, Falcone and Fererro will meet and report back to Senate by the end of the semester.

REPORTS

ASG (Mouawad)
1. ASG had been hard at work to prepare for the upcoming ASG elections. Please inform your students (if applicable) that they can run for any position within ASG. Positions that will be open to run for include: President, Vice President, Vice president of Club Affairs, Vice president of Events, Vice President of Internal Affairs, Vice President of Finance, and Vice President of Communications, including any senate and delegate position.
2. ASG will be involved in user groups for the Fallbrook 40 Vision meeting to provide student input and advocacy.
3. Our communications committee continues to honor women's history month on our social media and is working on providing more student engagement through online events.
4. Our Room Designs committee is finalizing their budget for redesigning ASG offices, providing a fresh start for the new ASG board when Palomar campus opens.
5. We went through the first reading of our 2021-2022 budget, and first and second reading of our bylaws and constitution. (On a personal note, I'm more excited to be done with these governing documents than graduating).

President (Versaci)
Senate VP Fererro and I met with President Kahn on Friday, April 9. The main topic of conversation was the impact of the Governor's order to begin reopening the state on our fall schedule. Both Jenny and I expressed hope that we would, like many of our area schools, offer more face-to-face classes, and that some modification to the "block scheduling" model would be needed to facilitate this. Jack said that he was looking to "plan optimistically" and that we would know more after the District met with members of the County on Tuesday, April 13. We again reiterated the importance of allowing fully vaccinated faculty to have unfettered access to their offices in the fall. However, my initial optimism at this meeting has, less than a week later, eroded somewhat (see IPC report below).

I connected with VP Montoya about the revisions to BP/AP 7120 and voiced my concern about how revisions to these policies and procedures would mesh with Senate authority over faculty hiring and the current work that we are doing on that front. I clarified for him the position our Governing Board has taken to "rely primarily upon the advice and judgment of Faculty Senate on…faculty hiring policy, faculty hiring criteria, and faculty hiring procedure." He told me that the antiracist hiring projects workgroup that Jack had formed over the summer was no longer operational and that the 7120 revisions would go through the committee/council process, beginning with EEOAC, then HRSPC, then SPC. We had a long discussion of past interactions between Faculty Senate and Human Resources, particularly as they have related to hiring, and he asked if there were meetings/groups on campus that he should be aware of/come to. We set up monthly 1-on-1 meetings to discuss ongoing matters, and he provided me with a list of faculty on the above committees/councils. I reached out to those individuals to make sure that they understood the Senate's role in faculty hiring, to let them know that we are working on revisions to our procedures, and to be attuned to discussions of 7120 and how revised elements of that BP/AP may overlap with areas under our purview.

The ASCCC Spring Plenary is being held Thursday, April 15, through Saturday, April 17; Jenny and I will be attending various sessions over the course of those days. An update on the sessions that we attend will be part of next week's report.

SSEC/SEA (Versaci) - SSEC/SEA next meets on Friday, April 23.

SPC (Versaci) - SPC next meets on Tuesday, April 20.

IPC Report (Versaci)
IPC met on Wednesday, April 14. Highlights:
- Adam Meehan provided an update on accreditation. He said that they're expecting to complete the draft of the Institutional Self-Evaluation Report (ISER) by the end of April. He also reviewed Standard IIA (Student Learning Programs & Support Services – Instructional Programs) and IIB (Student Learning Programs & Support Services – Library and Learning Support Services).
- Dean Chauderlot gave an update on the new "Global Studies" program that originated in the Economics, History, and Political Science Department. The program proposal will continue to Curriculum and then Senate before moving on.
- VP Sivert gave an update on Fall '21. The main points:
  - The schedule will be available on April 26. Enrollment for Summer and Fall will continue to be linked and will open on May 3.
  - There will be no significant changes to the block schedule.
  - Class sizes for the F2F classes will likely go up from 50% to 67% (and perhaps higher as the Covid situation/directives change).
  - The current fall schedule has 23% F2F classes. Department Chairs will work with Deans to bring some additional classes back. Depending on room availability, this may go as high as 50%, but this number might also change depending on any changes to the Covid situation/directives. Priority will be given to asynchronous classes and synchronous classes with start times close to the block periods.
  - Campus access for vaccinated employees in the fall will continue to be discussed.

- The Faculty Prioritization Subcommittee also met following IPC. The deans presented their Faculty Position Request recommendations to the subcommittee for prioritization. There are four of ten spots already prioritized—Business, Biology, Psychology, and Child Development—since these positions were either halted or failed earlier, and the previous subcommittee moved that they would come back for the next hiring cycle. Currently, we are over the FON, but the final numbers are not in yet, so the District wants to have a list ready to go in case we get the go ahead to hire. The committee members' rankings are due by 9am on Friday, April 23.

SSPC – No report.

HRPC – No report.

FASPC (Antonecchia) – No report.

PFF (Laughlin) – No report.

DEqCC – Diversity, Equity, and Cultural Competence (Aguilar/Sadat Ahadi)
DEqCC meet on 4/9/2021. We discussed DEI questions for the volunteer form for committees.
The DEqCC membership agreed that we should be included in the BIPOC or BILPOC conversation. Various DEqCC members will meet on 4/16 to discuss a budget for our Spring 2022 conference and asking for money for other needs for our members. We revised our Mission statement and got a final version that will soon be presented to the senate. In our next meeting, we will discuss the revision of the name of the subcommittee as well as the creation of a DEqCC website on the Palomar College website.

Accreditation (Meehan) - No report.

Distance Education (Hiro)
The next Distance Education Committee meeting will be held on Wednesday, April 21, at 2:30 p.m. on Zoom. The meeting ID is 981 0039 1117 and the passcode is 017020. All are welcome to attend.

Guided Pathways (Nelson) – No report.

Policies and Procedures (Lawson) - Senator Lawson missed this P&P meeting due to illness, and this report was provided by Senator Fererro:

First Readings:
- BP/AP 2435- Evaluation of the Superintendent/President
    - o No changes were suggested, so Teresa on behalf of PFF and I on behalf of Senate asked that this be taken back for more work to reflect the inclusion of faculty, staff, and students in the evaluation process.
    - o It's been bumped from 1st reading and Lawrence will be invited to an ad hoc group with HRS and GB to work on this.
- AP 5017- Responding to Inquiries of Immigration Status
    - o has been modified from CCLC recommended language to reflect needs of Palomar
- AP 6430- Bids and Contracts
    - o no discussion
- BP 3725- Accessibility of Electronic and Information Technology and Acceptable Use
    - o This wasn't presented ahead of the meeting, so it will be emailed out.
Second Readings:
- We approved BP/AP 4025- Philosophy & Criteria for Associate Degree & General Education and AP 4253- Credit for Prior Learning

Updates:
- AP 7120- Recruitment and Hiring
  - It's been reviewed by HRS and is going to the committees/councils, then will come to P&P in May before going to SPC. VP Montoya said he had reached out to Rocco.
- BP/AP 7310- Nepotism
  - will be reviewed by HRS

Budget (Fererro)
The Budget Committee met on Tuesday, April 13, and committee members received a more detailed review of the budget assumptions that we had previously seen. Major takeaways are that we are maintaining our Medium College status in the projections, and that the hold harmless is going away in 2024/25. CalPERS contribution rates are decreasing (CalSTRS rates haven't been received yet). Questions and discussion included the following topics: center status for Fallbrook and RB, why salary assumptions increase each year even though retirements are not replaced, enrollment predictions, a request to share line items before the budget book is published, concern over the CPI increasing more than COLA, and that budget reports are incorrect during budget development. VPHRS Borth seems eager to provide information and collaborate.

TERB (Lawson)
TERB has wrapped up improvement plan season. The committee spent a lot of time guiding committees on the plans to ensure the actions therein were appropriate and measurable. At its recent meeting, TERB began to revise its improvement plan forms in order to build greater accountability tracking into the forms and provide a mechanism for committees and evaluees to clearly understand when the goals of the plan have been achieved. In addition, TERB is crafting and approving evaluations calendars for AY 22-23. The new calendars include a longer time period for student evaluations to be completed to allow for greater flexibility. Last, TERB has created a campus-wide feedback form for all faculty to complete regarding student evaluations. The link is here (https://forms.office.com/r/kY3FsA31rf), and TERB will be looking for feedback starting Monday, April 19th. Last, AY 22-23 will be the last year Lawrence Lawson will serve as TERB Coordinator, so if you're interested in taking on this important role, Lawson is always happy to chat with people about the position.

Professional Development (Falcone)
- Reminder PD Due date for PT Faculty is May 1st and Full-Time Faculty is May 15th.
- The PD Office will soon be sending out the Annual PD Needs Survey. The annual survey is a requirement for Title 5 and the feedback we receive is very valuable for helping us improve. Please complete the survey when you receive it!
- The PD Coordinator call has been sent out and ends April 30th. If anyone is interested in the position and has some questions, please reach out to Kelly, kfalcone@palomar.edu.

AB705 Subcommittee (Anfinson)
- The AB705 Support Subcommittee met on 4/08/2021.
- We had a great discussion how we can help our students return to campus (when that occurs). Some key ideas that came up included flexibility (absences, schedules, how we schedule classes, mix of classes offered, how we offer services); making students feeling safe health-wise, communication with students even more than previously regarding class deadlines, student services, etc.; discuss it is ok to feel uncomfortable and support their feelings; and potentially having a welcome event to welcome students back to campus.
- We approved the March 2021 minutes.
- We reviewed the following article based on research out of Columbia University's Community College Research Center (CCRC):
  - https://www.insidehighered.com/blogs/tackling-transfer/connecting-dots-scaling-remediation-reform-promote-equitable-transfer
- Reports from members of the AB705 Workgroup and Guided Pathways.

- The Subcommittee decided to look more closely into the difference between the AB705 Support Subcommittee and the AB705 Workgroup. We will make recommendations after our May meeting.
- The chair brought back more information on why Palomar's definition of throughput differs from the statewide definition used by the RP group. Palomar's definition puts the focus on the placement process as it includes first-year students only. The RP Group's definition also has some restrictions on student goals and students in the lowest GPA band.
  - RP Group's definition of throughput: success as a proportion of the *entire* cohort of students taking any English or math courses.
  - Palomar's definition: proportion of fall *first-time* students completing transfer-level math or English within one year.
- The Subcommittee members reviewed the new math placement tool and made valuable recommendations.
- We reviewed our work from the March 2021 meeting on increasing intensive support for underprepared students.
  - We identified items that will be recommended to SEA and Faculty Senate.
  - We discussed which items need funding.
  - We discussed which departments/programs each item falls under.
- We will make recommendations to SEA and Faculty Senate based on the above in a May 2021 meeting.

Sabbatical Leave (Lawson) - The committee is currently reviewing applications for sabbatical for AY 22-23.

Equivalency (Towfiq) - No report.

Faculty Service Areas (Mudgett) – No report.

Credit for Prior Learning (Rose) – No report.

ADJOURNMENT: The meeting was adjourned at 3:45 PM.

Respectfully submitted,

Molly Faulkner
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Molly Faulkner, Secretary

Exhibit 2

April 21, 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 Advertising and Marketing	BUS	C.A. 8-15	12	Parts of this content overlaps with E-Marketing. However, this is a smaller certificate that is designed to be "stackable". In other words, students can quickly pick up the skills needed for a job in Advertising, Marketing, and Media and it leads to an AA Degree in Business Administration with an emphasis in Advertising, Marketing, and Media.	Mary Cassoni
2 Business Management	BUS	C.A. 8-15	12	This is a CTE certificate as part of the Business Administration degree redesign. This sequence of courses is also an emphasis area of Business Management in the General Business A.S. degree.	Mary Cassoni
3 Small Business Entrepreneurship	BUS	C.A. 8-15	8.5-12	This emerging field is represented by the Doing What Matters in the Gig Economy Initiative.	L. Jackie Martin

B. ACTION: Credit Course Technical Corrections - effective Fall 2021									
Subj	Nmbr	Title	Impacts	Trnsf.	Dist. Ed.	Grade Basis	Open	Justification	Reqs.	Originator
1 CSIT	275	Advanced Python Programming	No	UC/CSU	Yes	G/P/NP	No	should be 2.5 hours lecture and 1.5 hou	Prerequisite/Concurrent: CS	Duy Nguyen
2 NURS	218	Alternative Dispute Resolution	No	CSU	Yes	Grade Only	No	Changed units from 9 to 8, lab from 16.5 to 13.5	Prerequisite: NURS 217 and NURS 203	Juliane Van Houten

Exhibit 3

THE FACULTY SENATE

P A L O M A R   C O L L E G E

April 27, 2021

TO: **ALL FULL-TIME FACULTY**

FROM: Rocco Versaci, President, Faculty Senate

SUBJ: Curriculum Co-Chair

We are seeking applicants for the position of Curriculum Co-Chair 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.

Curriculum 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 curriculum matters, as listed in several items on our list of 10 + 1 + 1 academic and professional matters.

The Curriculum Co-Chair is a tenured faculty member who is provided with 60% assigned time (10 months) and shares the duties with the Superintendent/Vice President for Instruction. These duties are as follows:

- Regularly review with the Curriculum Committee the college's long- and mid-range goals and objectives.
- Identify and review the Curriculum Committee's goals, focuses the Committee on their achievement, and produces a year-end report.
- Establish/chair standing and/or workgroups/ad hoc committees as needed (GE, cultural audit, mapper)
- Certify curriculum each year.
- Lead the Curriculum Technical Review subcommittee which meets on the 2nd & 4th Wednesday of each month.
- Set the agenda and run the Curriculum Committee meetings on the 1st & 3rd Wednesday of each month.
- Provide training and offer Curriculum/META workshops for faculty.
- Serve as a member of the Accreditation Committee and the Faculty Senate.
- Attend Instructional Scheduling Meetings as the faculty representative.
- Work on additional curriculum-related projects with Superintendent/Vice President for Instruction.
- Bring curriculum matters to the Faculty Senate for discussion and approval, and submit to the Senate a year-end report.

Applicants should respond to this email (rversaci@palomar.edu) and "cc" the Senate Office (senateoffice@palomar.edu) with a letter of interest **by noon on Friday, May 14**. The letter should answer the followingquestions:

1. What is your vision for Curriculum 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 Curriculum Co-Chair?
4. How will you infuse DEI (Diversity, Equity, and Inclusion) into the Curriculum review process?

The Faculty Senate will consider all applications and appoint the Curriculum Co-Chair. Applicants may be requested to attend a Senate meeting for a Q&A regarding their application.

Exhibit 4

THE FACULTY SENATE

PALOMAR COLLEGE

April 27, 2021

TO: **ALL FULL-TIME FACULTY**

FROM: Rocco Versaci, President, Faculty Senate

SUBJ: Student Learning Outcomes Assessment Cycle (SLOAC) Co-Coordinator

The Faculty Senate is seeking applicants for ONE Student Learning Outcomes Assessment Cycle (SLOAC) Faculty Co-Coordinator, for a term beginning Fall 2021 and running through Spring 2023. The SLOAC Co-Coordinator will receive 40% assigned time and must be filled by a full-time faculty member.

Please review the specific duties that will be divided between the SLOAC Co-Coordinators:
- Lead the College in meeting the College's annual SLO and SAO goals.
- Coordinate Learning Outcomes Subcommittee meetings and report to the Curriculum Committeebringing SLOAC matters for action.
- Coordinate SLO Facilitator activities.
- Assist faculty/staff in completing assessment cycles, entering data into Nuventive (formerlyTracDat), and developing regular assessment cycles for courses and programs.
- Address accreditation requirements and prepare accreditation reports.
- Communicate with the College about SLOAC goals, activities, and progress.
- Develop and coordinate SLOAC PD opportunities.
- Integrate assessment into program review and planning process.
- Work with Guided Pathways leads to integrate assessment into Guided Pathways Pillar 4, EnsureLearning.
- Manage the Nuventive (formerly TracDat) database and SLOAC website.
- Assist in the integration of SLOACs into Canvas, Meta, and other software.
- Coordinate GE/ILO assessment planning and implementation.
- Represent SLOACs on the Curriculum Committee, Institutional Planning Council, and theAccreditation Steering Committee.

To apply for this position, please respond to this email (rversaci@palomar.edu) and cc the Faculty Senate Office (senateoffice@palomar.edu) with a letter of interest **by noon on Friday, May 14**. In this letter, discuss your interest in learning outcomes and describe your qualifications. In your statement, please consider the following statement, which comes from the Faculty Senate Antiracism Statement that was adopted on 10/26/20: "Be it resolved that, in matters related to district and college governance structures, the Faculty Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion."

At our Monday, May 17 meeting, the Faculty Senate will review the applications and make its selection for SLOAC Co-Coordinator.

Exhibit 5

Notes for Spring Plenary – Thursday, April 15 through Saturday, April 17

If sessions included a PowerPoint presentation (and most did), they are available here:
https://2021-springplenary.pathable.co/agenda#/?limit=20&skip=14&sortByFields[0]=startsAt&sortByOrders[0]=1&uid=ur5LumNDmJDaReDxp
Just click on the title of a session, and then click on the "Files" tab that appears on the right side of the page.

Thursday, 4/15

Welcome Session
ASCCC President Dolores Davison gave an overview to things that have been happening, including:
- Progress of Culturally Responsive Curriculum, Student Services, & Student Support
  - Path of the Ethnic Studies requirement
  - Rising Scholars Network/Justice Involved Students
  - Examination of Public Safety Curriculum and Campus Police Efforts
  - CTE Engagement with New Partners
- Equity Driven Systems
  - DEI implementation task force
  - Diversity summit in September
  - New EEO regulations & requirements
  - Hiring modules available in Canvas
  - OER initiative
  - Faculty Engagement Leadership Academy (FELA)
  - Examination of minimum qualifications around diversity and Ethnic Studies
- Pending legislation, including AB 417, AB 421, AB 927, AB 928, AB 1040, & AB 1111
- Campus reopenings, which touched upon Governor Newsom's announcement, guidance from the Chancellor's Office, safety protocols, Brown Act impact, and regional variances. ASCCC will continue to provide updated information on this as it becomes available.
- Upcoming events (available at www.asccc.org/calendar/list/events), including:
  - Webinars on PT faculty nexus workshops
  - Guided Pathways
  - CTE leadership
  - Disciplines list
  - Faculty Leadership Institute (6/16 – 6/18)
  - Curriculum Institute (7/7 – 7/9)

Regina Stanback-Stroud Diversity Award Presentation
This session began with the presentation of the above award to our very own Dr. Hossna Sadat Ahadi! The presenter, Dr. Regina Stanback Stroud, gave an outstanding introduction, and

Hossna—in her acceptance speech—made an impassioned case for all of us to work toward equity in our institutions and our pedagogies, and she gave big shout-outs to Palomar. The rest of the session was a presentation by Dr. Roberto D. Hernandez (San Diego State) entitled, "Decolonizing Community Colleges: Understanding History to Reimagine the Present." It was a powerful and wide-ranging talk in which he examined the colonial history of higher education, canon formation, an "unpacking" of Ethnic Studies and its importance, and the impact of all of these factors on community colleges.

Why OER Are the Answer to Everything

- https://asccc-oeri.org
- OER ensures inclusion
- https://www.cccoer.org/edi/looking-for-images-that-reflect-edi/ diverse images
- 5Rs....
    - Retain – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
    - Reuse – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
    - Revise – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
    - Remix – the right to combine the original or revised content with other open content to create something new (e.g., incorporate the content into a mashup)
    - Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)
- Open pedagogy
    - Students create content, co-creation of assignments and rubrics, collaboration vs. "don't cheat"
    - http://openpedagogy.org/
    - https://milnepublishing.geneseo.edu/openpedagogyapproaches/
    - https://wikiedu.org/
- Resolutions related to OER

The Economic Imperative: Diversity, Inclusion, and California's Demographic Shifts

- How do we respond to these changes? How do we build on the social and cultural capital of students in the CCC system to ensure that opportunities for success are equitable? How do we reimagine our curriculum, practices, supports, and services to address economic disparities and meet workforce needs?
- 3 Aspects of the Economic Imperative
    - The labor shortage
    - The skills gap
    - The education gap/obligation gap
- Demographic shifts:
    - POC will become a majority of the American working class in 2032.
    - Aging workforce ("gray tsunami")

- - - ■ Increased demand for in-home and skilled nursing care
    - ○ CA's wealth gap continues to widen
  - ● Climate change
    - ○ Impact on the labor market- elimination of jobs, creation of others
    - ○ Shifts require expanded training programs
  - ● Structural racism and gender discrimination
    - ○ Continue to be fundamental forces in our economy
    - ○ Structural racism shapes the status and power of POC in the labor market
    - ○ Interventions must ensure access
  - ● Shifts in economic power
    - ○ Shifting power from people to firms → shrinking middle class, erosion of unions
    - ○ Hourglass economy
    - ○ Need to rebuild the middle class with collaborative workforce development
  - ● Impact of COVID-19
    - ○ New normal for work and school

Revisiting the Promises of AB705: What Data Tells Us about the Impact of AB705 on Students of Color

Data was presented regarding the impact of AB705 on students of color, followed by suggestions and discussion about how we can continue to help our students succeed. Main takeaways:
- • More students from underrepresented groups are taking transfer-level English and math
- • More students from underrepresented groups are succeeding in transfer-level English and math
- • Fewer students overall enrolled in credit English and math statewide
- • Access to transfer-level coursework has increased
- • There is progress but equity gaps persist
- • Impact of Covid has been that fewer first-time students have enrolled in English and math

Friday, 4/16

The Local Senate Role in Transforming Campus Culture

The College Tapestry: The Local Senate Role in Transforming Campus Culture
- ● Reflection on campus culture and changes to traditions
- ● Actualization of values and beliefs
  - ○ Master plans
  - ○ Governance structures
  - ○ Frameworks- Guided Pathways
  - ○ Assessment
- ● Guiding principles and common values
  - ○ How are the surveys used?
  - ○ Are you doing anything with survey data?
  - ○ How does the data reflect the college's values, mission, and vision?

- - Is the college breaking down systemic barriers and addressing antiracism and decolonization?
- [CCCCO Call for Action on June 5, 2020](#)
- Transformation- name it, label it, address it!
  - Educate yourself
  - Call out systemic racism
  - Decenter whiteness and name hate and terrorism where it is found
  - Be pro Black
  - Don't wait for the bandwagon- stand with, support, and defend AAPI community
  - Love and embrace BIPOC students, colleagues and communities
  - Call in passive dissenters
  - Be an ally and allow space for the work
  - Be a co-conspirator to disrupt and interrogate, expect discomfort
  - Be an accomplice to act to build and advance the work

Area D Meeting
Area D Representative LaTonya Parker went through the resolutions from the 3/27 Area D Meeting that will come up for voting on Saturday.

Equity Committees at CCCs: Best Practices and/or Challenges
This interactive session included a presentation/discussion about the work of equity committees. It included a "jamboard" with several prompts and responses on there. The link to see the questions and results can be found here: https://jamboard.google.com/d/16UBclab-tQWRC4mitbhRoEw6WG-nf90OGzn4scSETLI/viewer?f=0
There was much discussion about the burden placed on faculty of color, as well as the problems with the expectation that those faculty primarily serve on equity or equity-related committees.

Decolonization and Equity in Remote Learning and Distance Education
- Students face many barriers in the online environment
  - Digital equity
  - Environment
  - Cameras
  - Bandwidth (literal and figurative)
  - Eradicate equity deficits in our sphere of influence, advocate for change
  - Don't make assumptions about students' lived experiences
- [RP Group Data](#)
- Top strategies to support students
  - Flexibility in deadlines and requirements
  - Regular student check-ins
  - Increased availability and accessibility
  - Leveraging technology
- Acknowledge challenges students experience

- - Compounded by COVID and pandemic pressures and the racial and political climate in the US currently
- Dr. Bettina Love [video clip](#)- "What has the pandemic shown us about schools?"
- New focus on the importance of linking/connecting student supports and what's happening in our classroom instead of just telling students to go see a counselor or contact financial aid.
  - Intrusive supports
  - Reaching out, don't wait for students to ask for help
  - No longer relying on "it's all in the syllabus" for resources- helping students be aware of and access information all throughout semester in various ways
  - Student hub in Canvas linked to all student services that is embedded in all classes
- Ensuring that all students have the same access and equipment and know how to use the equipment
- Collaboration between student services and instruction
  - Holistic approach
  - Ask
  - Build trust
  - Avoid punitive teaching
  - Provide students with support for housing, food and classroom resources
  - Pair high expectations with high levels of support
- Revising assignments based on student feedback and results- don't just roll syllabi over each semester
- Embed affirmations in your teaching, not just in your syllabus- think about the examples you use in class, etc. Do they validate your students? Don't just give shout outs to one group of students, as that creates greater marginality.
- [Community agreements/environmental learning agreements](#)
- [From Safe Spaces to Brave Spaces](#)
- Addressing structures of online learning
  - Consider role of Faculty Senate in PD and student preparation & success (in our 10+1)
  - Example- we stopped dropping students for not meeting pay deadline during COVID- will we keep doing that once we're back to "normal"?
  - Support students in their 9+1
- Review your student outcomes data without bias- what is it telling you?
- What are your areas for growth?
- Continually seek feedback from students- anonymously, course feedback, content feedback, use technology to do so: Mentimeter, Padlet, Google forms
- Students and colleagues have complex lives outside the classroom- be authentic with others to build trust

Saturday, 4/17

<u>Resolution Voting</u>

Voting commenced at 9am and concluded at around 2:30pm (with a break for lunch). The resolution that our Part-time Equity Group worked on and that was amended after the March 27 Area D meeting passed as part of the Consent Agenda. Other notable resolutions that passed include the following:

- 3.01 – Include Cultural Competence in Faculty Evaluations
- 9.01 – Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements
- 9.02 – Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies
- 9.05 – Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative
- 9.06 – Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F
- 9.07 – Defining Ethnic Studies and its Four Core Disciplines

Some of these—like 3.01 above—are less prescriptive than they sound and suggest that local senates "look into" the issue at hand (or language along those lines). The full list and text of the passed resolutions and amendments can be found at