THE **FACULTY SENATE**

PALOMAR COLLEGE

FACULTY SENATE MEETING

May 3, 2021

EXHIBITS

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
April 26, 2021

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, 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, Candace Rose, Sabrina Santiago, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

ABSENT: Natalie Lopez

GUESTS: Jennifer Finn, John Lewis, Kendyl Magnuson, Tina Parker, Jon Walker

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 announced applications for new Senator positions has been extended to May 9. Faculty voting will take place May 10 to 16 and new Senators will be announced May 17 at Faculty Senate.

Senator and TERB Coordinator Lawrence Lawson announced a feedback form regarding student evaluations every semester went to faculty last week. Feedback will be accepted throughout this week so if faculty hasn't completed it yet, please do so this week.

Senator and DE Coordinator Erin Hiro announced she received approval from VP Sivert to test up to five classes for a HyFlex course model in Fall 2021. This course model is a hybrid flexible model that allows students to choose between coming to campus for face-to-face instruction or to view the class live online. She asked faculty to contact her if they have a course that might benefit from using this model. This course model has shown great success over the last ten years at several CSU campuses.

Senator and PFF Co-President Teresa Laughlin announced Political Economy Days are happening today through Wednesday.

AGENDA CHANGES - None

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Fererro

Faculty Senate approval of meeting minutes dated April 19, 2021 as amended (see Exhibit 1).

Abstention: Kateri Mouawad

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Faulkner

Faculty Senate approval of Curriculum actions taken April 21, 2021 (see Exhibit 2).

The motion carried.

Senator and Curriculum Co-Chair Wendy Nelson stated the Curriculum GE work group has recently been discussing how the Ethnic Studies requirement will affect the multicultural requirement. The group is getting very close to creating options that Palomar can go with and hopes that CSU will approve the proposed Ethnic Studies courses.

Nelson added that another Curriculum work group's goal this year was to perform a curriculum cultural audit. The plan is to schedule a summer workshop for faculty where the work group will look at strong workforce data in classes. More information will be shared once plans are set.

B. Committee Appointments

Motion 3 MSC: Zavodny/Towfiq

Faculty Senate approval of the library's selection of Marie Templo-Capule as the library representative, advisory vote, on the Equity, Education and Student Success Council.

Equity, Education and Student Success Council – **Marie Templo-Capule**, Library Faculty, Advisory Vote

The motion carried.

Motion 4 MSC: Zavodny/Towfiq

Faculty Senate approval of UMOJA's selection of Mercedes Tiggs as the UMOJA representative on the Equity, Education and Student Success Council.

Equity, Education and Student Success Council – **Mercedes Tiggs**, UMOJA Faculty

The motion carried.

INFORMATION ITEMS

A. New permission Code/Waitlist Process

Senior Director of Enrollment Kendyl Magnuson and John Lewis, Business Systems Analyst provided a demonstration of how the online waitlist and permission code processes will work symbiotically together on the Faculty eServices page. Magnuson also reviewed enrollment controls built into the system as well as the effects of the census date on those

processes. The new system is currently being piloted for World Languages and for some summer enrollments. The system will roll out in full for fall 2021 enrollment.

Magnuson said use guides were provided to the faculty involved in the test and those faculty are providing feedback so the final training guides will be more comprehensive for faculty. Senators Scott Nelson and Beatrice Manneh, both World Languages instructors said the new system is straight-forward and works well.

Magnuson went on to say that students are not dropped from classes once classes begin. However, if a student doesn't pay, a Hold is placed on their account which keeps that student from registering for classes in the future. Magnuson added that its very important for faculty to tell students to complete a FAFSA form, and if eligible, the fees will be waived through the California Colleges Promise Grant.

John Lewis shared the updated waitlist system that will be used in summer. The system now has the ability to give the student reasons why they are not enrolled in the class through the wait list system. He added that approximately 30% of waitlisted students have some type of Hold on their account and there are a variety of reasons why a Hold is in place. Ongoing messages will go out giving the student several opportunities to fix the error before being removed from the waitlist which would result in opening a spot to another student. Lewis said the waitlist error message will go to the student's Palomar Outlook email account. ASG President Kateri Mouawad mentioned that many students do not check their Palomar Outlook email accounts frequently for important Palomar communications and suggested that these messages get communicated using the text messaging system currently used by Student Services. Magnuson responded saying this is a possibility for the future but didn't want to make any premature promises of when this can happen.

A. **College & Career Access Pathways (CCAP) Agreements & Textbook Costs**

Glyn Bongolan provided an update regarding the dual enrollment team beginning to formalize the textbook selection process for dual enrollment courses in the CCAP Agreement. Under the CCAP Agreement, dual enrollment courses are a no-cost course for the student. In Palomar's CCAP Agreements, the high school pays for the textbooks and Palomar pays for the instructor. The dual enrollment team wants to ensure that the instructors maintain the same textbook for the duration of the agreement (usually three years).

Jennifer Finn from Enrollment Services, the new lead for the Dual Enrollment Program explained that high schools are experiencing difficulties in getting textbooks on time for their dual enrollment students. For budgeting reasons, high schools can't normally purchase textbooks for fall until after July 1. Often, those textbooks won't arrive in time for the beginning of the class. Instructors select the textbooks for these classes and a problem arises when an instructor either changes the textbook from one year to the next or the instruction assignment is changed and the new instructor selects an entirely different textbook. This textbook issue is partly responsible for the decline in dual enrollment classes.

Senator Zavodny, chair of the CALM Committee asked what the consideration would be of trying to convert these courses to OER or ZTC. CALM is pushing and trying to help faculty develop these materials that are more appropriate and to find materials that already exist and pull them together. Bongolan replied saying this may be a partial solution. She went on to say though that department chairs who do these class assignments have a tough time finding a faculty member who is willing to make the drive to high school campuses to conduct face-to-face classes or who do simply not want to teach the class. The instructors may change every year and sometimes those assignments take place just weeks prior to the start of the semester. Bongolan also indicated a lot of dual enrolment instructors are part-time faculty.

Senator Jackie Martin, current chair of the business department said the conversation should start directly with the faculty members who are teaching these classes and asking them to be flexible. Most faculty teaching these classes

enjoy working with the high school students. There may be issues with Third Party Software but this can be resolved by reaching out to the company who will usually negotiate a significant discount.

Senator Falcone stated this is yet another reason why we should be moving towards the increased use of OER textbooks and free textbooks for students. This is another scenario that Palomar really needs to keep in mind especially working towards equity and ensuring that all of the students can participate in classes equally, fairly, and to have the books ahead of time and not burdened by the cost. Falcone went on to say that every time she looks at what the ASCCC is doing, there's always a strong element of support for open educational resources. She would like to see Palomar invest more in the CALM program…having the CALM chair actually be afforded with the opportunity of "time" to invest in leading the program. It's technical work and there is a lot to learn in order to be able to teach people how to use creative commons licenses and how to find and adapt open educational resources. Palomar should be working towards eliminating the challenge that textbooks place on all of the students.

Senate VP Jenny Fererro suggested that a survey go out to faculty and department chairs involved in dual enrollment classes asking for feedback regarding these textbook issues. The work group can get a better idea of the scope of this problem.

Senator Zavodny, in reference to Bongolan's earlier comment regarding a lot of dual enrolled faculty being part-time faculty, questioned whether that practice was placing an undue equity on our part-timer faculty. She would like to see this issue of faculty assignments and part-time faculty equity brought back to Senate for further discussion.

B. Faculty Senate Scholarly & Professional Achievement Award

Senator and DEqCC Co-Chair Eduardo Aguilar announced the recipient of this year's award. Hossna Sadat-Ahadi was unanimously selected by the committee members. Senator Dr. Susan Miller who sat on the committee added that all of the candidates were excellent candidates and she was pleased to read about all of the scholarly work being done here on the Palomar campus by very dedicated faculty.

C. Curriculum Co-Chair & SLOAC Coordinator Announcements (see Exhibits 3 and 4)

Senate President Rocco Versaci announced that two positions, Curriculum Co-Chair and SLOAC Coordinator are coming to an end this spring semester. Versaci shared the announcements and asked for feedback from Senators. The announcements will go out campus wide on Tuesday, April 27 with an application deadline of May 14. Senators will select the positions at Faculty Senate on May 17.

D. ASCCC Spring Plenary 2021 Update (see Exhibit 5)

Versaci asked Senators if they had questions regarding the exhibit and announced that ASCCC Plenary for fall 2021 will be virtual.

REPORTS

ASG (Mouawad)
1. ASG approved $10,000 to be allocated to office and student retention center designs.
2. We approved our first readings our budget for 2021-2022 academic year, approving for the first time a budget that includes intentional deficit spending.

3. President Mouawad met with the DE committee to discuss next actionable steps for student success and course packets. Mouawad and Erin Hiro will meet to work on different solutions to aid students with this issue.
4. On our regular Monday meeting, we confirmed ASG members are to participate in the summer equity retreat on July 14, and student participation for the Fallbrook 40 User groups.
5. The Communications Committee has started on posting for Sexual Harassment Awareness Month, Autism Acceptance Month, and Arab History Month. They are working on a promotional video to engage international students and will move forward with the podcast project—the first episode will be ready to for release soon.
6. We swore in another student—Mussawer Jamili as senator—ASG is now at nearly 20 members!

President (Versaci)
Several faculty members—Will Dalrymple, Jenny Fererro, Hossna Sadat Ahadi, Elizabeth Stephens, Anastasia Zavodny, and I—attended the ASCCC Spring Plenary. Notes from Jenny and me on the sessions we attended are included in this week's exhibits, and an update appears as an information item on this week's agenda.

I also sent to all faculty a link to an article from *EdSource* regarding the enrollment crisis faced by California community colleges. That article can be found here: (https://edsource.org/2021/californias-community-colleges-at-critical-crossroads-as-more-students-opt-not-to-attend/652637).

SSEC/SEA (Versaci)
SSEC/SEA met on Friday, April 23. On the agenda was the following:
- Consider two funding requests from the Math Department (Luis Guerrero & Shelbi Mayo)
- Get information about "Hollaback!" bystander intervention training (Cindy Anfinson)
- Get an update on enrollment efforts (VP Vikash Lakhani)
- Get an update on the Undocumented Student Support Group (Dean Leslie Salas)

SPC (Versaci)
SPC met on Tuesday, April 20. Highlights:
- Michelle Barton gave an update on the Mission/Vision/Values statements for the college.
- Michael Day reviewed a proposal to use Cares Act funding to equip some rooms with cameras and microphones to facilitate hyflex instruction. He said that they were ready to expand beyond the initial group of rooms to about 100 rooms across campus for a total cost of $275,000. Some discussion followed. I voiced concern about spending so much money outfitting the campus for a limited mode of teaching, especially since we are not a primarily online institution.
- VP Ambur Borth went over the budget assumptions being used for budget planning.

IPC Report (Versaci) - IPC and the Prioritization Subcommittee next meet on Wednesday, April 28.

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:
- Special Governing Board Meeting 4/20/21:
  - The main order of business was two workshops, presented by Michelle Barton, regarding Board goals and the College Demographics.
- Campus shared governance meetings:
  - Faculty Senate
  - SPC
  - TERB
  - Budget
- 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.
- What was supposed to be the last Food Distribution on April 17th was so successful that the San Diego and Imperial County Labor Council committed to more! We will be distributing food on the SECOND Saturday of the month through July (5/8, 6/12, and 7/10
- Don't forget Political Economy Days next week, April 26th-28th.

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)
We will be meeting on Friday, April 23, to discuss the process of Student and Employee Complaints about Racism on Campus. A group of DEqCC members convened on April 16 to discuss funding requests for the subcommittee and the group will come up with a proposal. Anastasia Zavodny will be visiting the DEqCC meeting on April 23 and will provide the subcommittee an update regarding the DEI questions in the committee volunteer form.

Accreditation (Meehan) The Accreditation Steering Committee met on Friday, April 23.

Distance Education (Hiro)
The Distance Education Coordinator has asked to test and develop training of hyflex classes. The plan is being developed but will include a few faculty who will help develop and create training for classes called hyflex in which students can decide for each class meeting whether they participate on Zoom or in the classroom. This type of class has been done in other schools for years and has been found to help with enrollment and equity.

The ASG presented concerns to the DE Committee about course packs creating problems for students. DE members felt that part of the problem was a lack of communication and that faculty may need to be reminded about Title 5 obligation of consistent communication in all courses. But the DE Committee will also

look into recommendations to make it easier for students to provide feedback to the school about problematic faculty members as well as provide a student Bill of Rights so that students know about laws such as Title 5. The DE Committee will bring any decision to the Senate.

DE Coordinator Erin Hiro gave a summary of goals in Enrollment Management. She is tasked with creating a plan to check in with faculty who have taught online and might want to continue to do so after COVID. She is also going to offer trainings and information about how to create online-only certificates and programs for interested faculty.

DE Coordinator Erin Hiro reported that Guided Pathways gave the Distance Education Committee $5,000, with a promise of $15,000 more should it be needed, to pay the registration fee of any @One courses that faculty wish to take this summer and next year. Hiro is currently testing a sign-up system and will send an email out to faculty as soon as the payment process is finalized.

Guided Pathways (Nelson)
Pillar 1
- Meta Majors descriptions – we have a new onboarding/meta major advisory group finalizing the meta major descriptions for the mapper.
- Videos – we are using the Pathway Navigation grant to create videos for each of the Palomar Pathway.
- Student Success teams – we met with faculty from Reedley College and reviewed its use of Canvas for success team implementation and will be working on this over the next few months.

Pillar 2
- Career Continuum meetings – The Career Continuum team invited Mira Costa College, Mesa College to look at their internal structure, processes, resources, and partnership within their constituents to help Palomar College make a better decision of its own Career Continuum Program.
- AB705 group – The subcommittee and workgroup came up with Palomar College definition of "gateway" course. The definition also includes "bottleneck" course and "critical" course.
- GP Ambassador development program – Guided Pathways is currently developing and implementing an Ambassador Program to help and follow through with multiple activities supporting the goals and objectives of Guided Pathways. Announcement was sent out to invite students to apply for the 5 positions. Interviews will be held in May and training will occur this summer. Ultimately, the Ambassadors will start in Fall 2021.

Pillar 3
- Examining software options for degree planning such as HighPoint.
- Completed intrusive call campaigns for underserved students and for students on probation level 2.
- Engagement calls to African American/Black students
- Success calls to students on probation.
- Collecting more videos for navigating resources online.
  https://www2.palomar.edu/pages/counseling/videos/
- Counseling has a New Student Education Planning page which includes helping students go through the process of selecting courses, registering, declaring a major, and following up with a one-on-one counseling appointment in the fall.

Pillar 4
- Palomar Excellence in Teaching and Learning (PETAL) - we are working on an online course that will address several Pillar 4 outcomes and will align with the book, "The Missing Course." We are hoping to launch this over the summer and pay faculty to complete the course.
- Career Development training for faculty & students is being explored.

Student Engagement Innovation Grant
Student Engagement Innovation Grant – Student focus/survey groups are currently in the works to receive student input related to Guided Pathways work. Questions are being developed (or already developed) to provide structure and information needed related to the purpose of the student groups. The groups are:
- EOPS Focus Group
- AB705
- Pathway Navigation
- Meta Majors/mapper
- Website

Policies and Procedures (Lawson) – No report.

Budget (Fererro) - No report.

TERB (Lawson) – No report.

Professional Development (Falcone)
- Please remind your colleagues about the PD due date!
  - FT Faculty Completed PD Hours are Due by May 15th
    - As of April 21st, 111 of our FT Faculty have completed their required PD Hours.
  - PT Faculty Completed PD Hours are due by May 1st
    - As of April 21st, 206 PT Faculty have completed their PD hours.
- Reminder: The All-College Employee Recognition Celebration has been scheduled for Friday May 21st from 3-4:30pm.
  - The celebration will be similar to the 2020 celebration, a virtual event celebrating all employees.
  - Matt Grills is taking the lead on planning and is working with a team from the Professional Development Committee- please contact Matt if you have questions regarding the celebration, mgrills@palomar.edu
  - If you are being acknowledged for years of service or constituent awards, you will be asked to send a picture to the PD Office to be included in the presentation.
- 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
- Our annual PD survey will be sent out soon. We value your feedback every year and use it to make improvements to the PD program and ensure we are offering the learning opportunities you need for your job. Please complete the survey when you receive it.

AB705 Subcommittee (Anfinson) The AB705 Subcommittee next meets on Thursday, May 13 from 2 - 3:30.

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfiq) - No report.

Faculty Service Areas (Mudgett) – No report.

Credit for Prior Learning (Rose) - No report.

ADJOURNMENT: The meeting was adjourned at 3:46 PM.

Respectfully submitted,

Molly Faulkner
_____
Molly Faulkner, Secretary

May 3 2021						
Name	**Division**	**FT/PT**	**Committee**	**Position**	**Statement**	**Action:**
Melissa Balcombe	CTE	Part time	Curriculum Committee	Faculty, CTE (19-22)	I am relatively new to Palomar College teaching a class within the new grant-funded program for Military Leadership. I would like to expand my knowledge into other areas of the community college sector and felt like the Curriculum Committee was a great place to start and learn how to take action in advancing issued of equity, diversity and inclusion. The meeting times works with my current schedule.	

Applicant 1 of 2: Luis Guerrero (Mathematics)

To the PD coordinator selection committee:

For consideration of the PD coordinator position I, Luis Guerrero (he/his/el) assistant professor of mathematics, present the following letter of interest.

1. What is your Vision for Professional Development at Palomar?

Make it more equity and antiracist focused. Convince faculty that this is not a requirement that begrudgingly needs to be completed just to avoid getting pay deducted. Rather by fomenting great workshops and training, have faculty change, adapt and evolve their pedagogy and praxis to become the educators our students need post pandemic. This is not just being flexible with technology to teach fully online, hybrid or face-to-face. Rather give all educators at palomar the tools to shape and serve the new generation of post-pandemic students. Not looking at our students through the deficit lens, but rather through their potential lens, and guide them to reach it. Yes we are all content experts in our subject areas, but given that our world around us has also changed we as faculty must also adapt to it. If PD is not there to support this transition, then many of our faculty can fall to old habits, and go back to teaching with pre-pandemic tools that no longer serve our students nor our institution. Can I achieve this? I am not an idealist, rather pragmatics. Set high goals, work endlessly toward them. Realizing the PD coordinator is not alone, rather with the support of the PD committee, the senate's support and other affinity groups this collective vision can be accomplished. We all need to become the change we seek to achieve.

2. What knowledge, skills, and abilities will you bring to this position?

These are big shoes to fill, especially after all of the leadership and great stewardship that Dr. Falcone has given wholeheartedly to our institution. How can one improve or match her skills and abilities? By being mentored and guided by her. I have learned a lot not just in the new faculty training, but also planting the seeds to lead the [plenary session](#) in fall 2019 for the launch of the MATCH initiative. There I had the opportunity to coordinate alongside 18 different faculty and showcase the need for math across the curriculum. Other skills and abilities, were developed as coordinator of MATCH, for example hosting the [national numeracy conference](#) NNN conference during fall 2019, the [student engagement](#) project with IRP and the [HWY 78 Math Fields day](#) math competition hosted twice, once physically at palomar during spring 2020 (the weekend before the pandemic shutdown), and this spring 2021 remotely via zoom. This is a regional event that brings in high school and students from Palomar, Miracosta and CSUSM for a math fun filled day of competition and math talks. The math fields day has been financially supported by NCHEA grants, thus am

aware of the great work this tri-campus alliance does for north county. And would love to be part of the team that makes great regional events continue to happen. In addition, thanks to grant funding via SEA, we will be creating a campus wide book club on grading for equity that will be launched during fall 2021. This along with being presenter of multiple palomar PD workshops from the ongoing MATCH film series to the decolonizing your syllabus whichhas also been presented at not just palomar but state academic senate (ASCCC), Reedley College and CSUSM. I suspect there will be plenty of knowledge, skills and abilities I would still need to learn, but look forward to acquiring them and be a good steward of the PD program if selected.

3. What are three goals you would like to accomplish as PD Coordinator?

A) Infuse more decolonized, antiracist, abolitionist, culturally relevant and equity-minded PD workshops so that all educators at our college can help serve the needs of our post pandemic students.
B) Foment, foster and promote all of the excellence our faculty have to offer. Hoping to invigorate any of our faculty that have fallen to bad habits of 'playing it safe' and rather be inspired to update their skills and teaching praxis to the needs of our current students
C) Collaborate with other affinity groups, PFF and other institutional partners, so that the PD program does have a good idea of the current needs of our institution and faculty so we can all do the best work we are capable of.

4. How will you infuse DEI (Diversity, Equity, and Inclusion) into the Professional Development Program?

As evident by my commitment in trying to find solutions to equity issues in math via the MATCH initiative, to teaching corequisite classes and the bridge to college math 'boot camp.' Alongside my decolonizing the syllabus project with Dr. Sadat Ahadi and Grading for equity book club. I have already submerged myself in DEI work before applying to this position. Being a BIPOC faculty that was also an ESL community college student, helps me view things via a different lens that hopefully informs my decisions and view things with diversity in mind. I do see a lot of need at our institution to offer more inclusion. I can share many stories of when I did not feel included, even in my own department. Hopefully steering the PD program I can help cultivate the great talent, ideas and initiatives that our diverse faculty have to offer, instead of offering just routine training. Hopefully as others have inspired me to take on leadership roles, I can also repay the debt and foment our next generation of DEI leaders.

Thank you for your consideration of my application for the position. If you need any further clarification on any of the information provided above, free feel to reach out.

April 12, 2021

Dear Faculty Senate of Palomar College:

Please consider my application for the position of Professional Development Coordinator for the 2021-2023 term. My vision for Professional Development at Palomar is simple: To capitalize on what is best about our existing and past programs and to streamline parts of the program that faculty find challenging, outmoded, or obsolete.

This is my 16th year at Palomar as a member of the English, Humanities, and Reading Department. In that time, I have served in numerous shared governance roles relevant to the posted position. I have served on various planning councils during my tenure, including the former Student Services Planning Council and the former Financial Services Planning Council. Iserved as Secretary of the Faculty Senate, as a Senator, and as the Co-Chair of the Sabbatical Leave Committee. Relevant to the duty of leading the first-year experience for new faculty, I have served on dozens of TERB committees, as a Chair, as a second member, and as an outside member. I have likewise mentored and evaluated many of our part time faculty members. Outside of the College, I have served on the board of professional organizations, such as the Pacific Ancient and Modern Language Association (PAMLA), whose annual conference offersinvaluable professional development opportunities to those in my discipline and adjacent disciplines. I am an active scholar who regularly participates in knowledge production and professional conferences within my own field. My experience in all of these roles will undoubtedly serve me well were I selected for the PD Coordinator position.

Most importantly, however, I have been in the classroom for the better part of a quarter century, at this institution and at others. As I see it, Professional Development for faculty must be anchored to what is needed in the classroom—to student needs specifically—in an ever and rapidly evolving profession. I would bring my experience as a veteran instructor to bear on my decisions in the role of PD Coordinator.

I have three immediate goals to accomplish as PD coordinator. First, I would like to simplify and streamline the process for registering and completing PD hours. In spite of its many benefits, the 3D Portal isn't what I would characterize as user-friendly or intuitive. I would look for ways to enhance user-experience and improve the PD process for faculty. Second, I would work hard to maintain what is best about Palomar's PD program: namely, I would promote, defend, and extend the self-directed opportunities we are lucky to have as a faculty. Professional Development is, more often than not, discipline specific. As much as possible, it should be discipline and faculty driven. It should be tailored to one's individual career path. Professional Development is not a one size fits all endeavor. Finally, my goal as Professional Development Coordinator would be to develop opportunities that dovetail with pressing national and global concerns such as equity and inclusion. The current program has made many strides in this area, and I would like to build on that progress. I would approach all

of these goals with the following in mind: Professional Development should enhance and reinvigorate one's career; it should be neither burdensome nor cumbersome.

If selected for the position, I would, of course, make Diversity, Equity, and Inclusion paramount considerations in my role as coordinator. In determining the types of opportunities to be offered through PD on campus, to how to allocate various PD resources, DEI must be a top priority. My own experiences as a member of an under-represented minority group will undoubtedly help inform such decisions.

Thank you for your consideration. I have attached a recent CV for your review. Please feel free to follow up with any concerns.

Yours,

Richard Hishmeh, Ph.D.
Department of English, Humanities, and Reading

Richard E. Hishmeh

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Education

Ph.D., English. University of California, Riverside. 2005.
> Dissertation: "Romantic Genius and Literary Celebrity in American Literature"
> Committee: Professors Steven G. Axelrod, Chair; Emory Elliott; Katherine Kinney.

M.A., English. University of California, Riverside. 2000.

B.A., English. University of California, Riverside. 1996.

Books

Writing Up: Reading and Writing for College Readiness. Co-authored with Jason Spangler.
> (BVT Publishing, 2016)

Publications in Academic Journals and Edited Volumes/Collections

Chapter in Edited Volume: "Claiming Their Place: Contemporary Arab American Poetry and Poetics." *The Bloomsbury Handbook to Contemporary American Poetry.* Forthcoming 2021-2022.

Article: "Hemingway's Byron: Romantic Posturing in the Age of Modernism." Hemingway Review: Volume 29.2 (2010): 89-104.

Chapter in Edited Volume: "Strategic Genius, Disidentification, and the Burden of *The Prophet* in Arab-American Poetry." Arab Voices in Diaspora: Critical Perspectives on Anglophone Arab Literature. Ed. Layla Al Maleh. Amsterdam/New York: Rodopi, 2009: 93-121. Print. Cross/Cultures. Ser. 115.

Article in Edited Volume: "The Strategic Voice of Western Poetics in Arab American Poetry." Etching Our Own Image: Voices from Within the Arab American Arts Movement. Eds. Anan Ameri and Holly Arida. Newcastle: Cambridge Scholars Press, 2007: 83-98.

Article: "Marketing Genius: The Friendship of Allen Ginsberg and Bob Dylan." Journal of American Culture: Volume 29.4 (2006): 395-405.

Awarded Honorable Mention as part of the Carl Bode Award for Best Articles published in The Journal of American Culture in 2006 by the American Culture Association.

Article: "The Sadakichi Hartmann Papers: The Ironic Legacy of a Quintessential Bohemian." CRATE: A Literary Journal. Volume 1.1 (2005): 60-67.

Article: "Two Palestinian Lives." Special Issue: "Edward Said: Tributes." Politics and Culture. Edited by Amitava Kumar and Michael Ryan. Volume 4.1 (2004): http://politicsandculture.neu.edu

Book Reviews and Encyclopedia Entries

Review: "Bob Dylan's Chronicles: Volume 1." Modern Language Studies. Volume 35.1 (2005): 99-104.

Encyclopedia entry: "Kahlil Gibran," in The Greenwood Encyclopedia of American Poets and Poetry, Five Volumes. Ed. Jeffery Gray, et al. Westport: Greenwood Publishers, 2005: four pages.

Encyclopedia entry: "Marvin Bell," in The Greenwood Encyclopedia of American Poets and Poetry, Five Volumes. Ed. Jeffery Gray, et al. Westport: Greenwood Publishers, 2005: five pages.

Selected Conference Papers and Presentations

Area Chair and Panel Organizer. "Rhetorical Approaches to Literature." Pacific Ancient and Modern Language Association (PAMLA) Conference. Las Vegas, NV. November 11-14, 2021.

Area Chair and Panel Organizer. "Metafamilies I and II." Pacific Ancient and Modern Language Association (PAMLA) Conference. San Diego, Ca. November is 14-17, 2019.

Area Chair and Panel Organizer. "American Literature 1865-Present I, II, and III." Pacific Ancient and Modern Language Association (PAMLA) Conference. Pasadena, CA, November 11-13, 2016.

Area Chair and Panel Organizer. "Poetry and Poetics I, II, and III." Pacific Ancient and Modern Language Association (PAMLA) Conference. Portland, OR, November 6-8, 2015.

"The Basic Skill Textbook: What We Need...What We Get..." Session title: "Rethinking 'Remediation': New Approaches for the 21st Century." Presented at Pacific Ancient and Modern Language Association (PAMLA) 112th Annual Conference. Riverside, Ca October 31-November 2, 2014.

Panel Chair. "Satire and Humor" Pacific Ancient and Modern Language Association (PAMLA) 112th Annual Conference. Riverside, Ca October 31-November 2, 2014.

Panel Chair. "Film Studies." Pacific Ancient and Modern Language Association (PAMLA) 111th Annual Conference. San Diego, Ca November 1-3, 2013.

Panel Chair. "Rhetorical Approaches to Literature." Pacific Ancient and Modern Language Association (PAMLA) 110th Annual Conference. Seattle, Wa, October 19-21, 2012.

Panel Chair and Presenter: Organized special session panel titled, "Teaching Big Novels in the Developmental Writing? Seriously." Presented paper titled, "Too Far from the Shore? Moby Dick in the Pre-Collegiate Writing Course." Pacific Ancient and Modern Language Association (PAMLA) 109th Annual Conference. Claremont, Ca, November 5-6, 2011.

Panel Chair. "Asia and Pacific Mysteries." Special Session at Modern Language Association (MLA) Conference. Los Angeles, Ca. January 6-9, 2011.

Panel Chair. "Literature and Other Arts: Music." Pacific Ancient and Modern Language Association (PAMLA) 107th Annual Conference. San Francisco, Ca, November 6-7, 2009.

"Following Neruda: Naomi Nye's Poetics of the Dispossessed." Presented at Pacific Ancient and Modern Language Association (PAMLA) 107th Annual Conference. San Francisco, Ca, November 6-7, 2009.

"I'd Like to if You'd Like Me to…Promoting Scholarship at the Two-Year College." Presented at Modern Language Association (MLA) Conference. San Francisco, Ca, December 28, 2008.

"Elvis as My Tour Guide: The Elvis Effect and Commercial Hawaiian Tourism." Presented at Pacific Ancient and Modern Language Association (PAMLA) 106th Annual Conference. Pomona, Ca, November 7-8, 2008.

Area Chair and Panel Organizer. "Poetry and Popular Culture." Oceanic Popular Culture Association (OPCA) Conference. Honolulu, HI. May 23-25, 2008.

"Robert Frost as Children's Author?" Presented at Pacific Ancient and Modern Languages Association (PAMLA) 105th Annual Conference. Bellingham, WA, November 3, 2007.

Area Chair and Panel Organizer. "Music and Videos." Oceanic Popular Culture Association (OPCA) Conference. Honolulu, HI, May 25-27, 2007.

Panel Chair and Organizer. "Poetry and Poetics I and II." Pacific Ancient and Modern Language Association (PAMLA) Conference. Riverside, Ca, November 10 and 11, 2006.

"Trans-Spirituality in Kerouac's American Haikus." Presented at the American Studies Association (ASA) Conference. Oakland, Ca, October 12, 2006.

"The Pound-Hartmann Correspondence: Rethinking Pound's Confucianism." Presented at Modern Language Association (MLA) Conference. Washington DC, December 29, 2005.

Panel Chair. "American Literature to 1865." Pacific Ancient and Modern Language Association (PAMLA) 103rd Annual Conference. Pepperdine University, November 13, 2005.

"Post 9/11 Arab-American Poetry." Presented at Pacific Ancient and Modern Language Association (PAMLA) 103rd Annual Conference. Pepperdine University, November 11, 2005.

"The (very) Public Friendship of Bob Dylan and Allen Ginsberg." Presented at the Popular/ American Culture Associations Conference (PCA/ACA). San Diego, Ca, March 26, 2005.

"Appropriating Rimbaudian Poetics: Bob Dylan Life and Art." Presented at Pacific Ancient and Modern Language Association (PAMLA) 102nd Annual Conference. Reed College, November 7, 2004.

"I'll Let You be in My Dream if I Can be in Your Dream: The Friendship of Allen Ginsberg and Bob Dylan." Presented at "Beat Meets East: An International and Interdisciplinary Conference on the Age of Spontaneity." Co-sponsored by the University of Wisconsin and Sichuan University. Chengdu, China, June 2004.

Panel Chair. "Morphing Music Through Literature and Politics" (Dis) Junctions: 10th Annual Humanities Conference: UC, Riverside. April 2003.

" 'Somewhere Over the Rainbow': The Dark Side of the Moon and Gravity's Rainbow." Presented at the California American Studies Association (CASA) "Imajinorities: who we are/n't," Conference. April 2002.

" 'No, They Not Green, They White': Constructions of the "White Negro and New Masculinity in Easy Rider." Presented at: (Dis)Junctions: The Eighth Annual Humanities Conference: UC, Riverside. April 2001.

Invited Speaker and Honorariums

" 'As Authentic as Anything in Cairo or Beirut': Oriental Rug Fantasies in Southern California."
Presented at *Breaking through the Stucco Facade: Diversity and Southern California's
Fantasy Past.* Co-sponsored by the Institute for the Study of Los Angeles and the Autry
Museum of the American West. Held at the Autry's Historic Southwest Museum. March
19, 2016.

"The Rug Shoppe and The Mission Inn." Presented for *A Symposium on the Mission In*n. Held
at the Historic Mission Inn. Riverside, Ca. March 21, 2015.

"Community College Teaching and Placement Panel." University of Ca, Riverside. May 27,
2008.

"A Panel of New Faculty Hires." Meeting of the San Diego and Imperial County Community
College Association. March 9, 2007.

"Strategic Genius and Arab-American Poetry." Presented at Diwan: A Forum for the Arts.
Celebrating the First Anniversary of the Arab-American National Museum. Dearborn,
MI. April 1, 2006. *Paid Honorarium*.

Readings

"Selections from About Forty Miles Inland." Reading for Poetry Studies and Creative Poetry
Panel. "Gossip From Coast to Coast: Poetry of Talk and Place." Popular/American Culture
Association Conference (PCA/ACA). San Diego, Ca, A

Selected Teaching Experience

Fall 2016   Professor of English. Palomar College.

Fall 2010   Associate Professor of English. Palomar College.
Spring 2016

Fall 2006   Assistant Professor of English. Palomar College.
Spring 2010   Courses taught: Composition and Critical Thinking; Basic Writing;
                         Introduction to Humanities; World Literature; Introduction to
                         Literature; Literature and Ideas; American Literature. Introduction
                         Linguistics.

Fall 2005   Visiting English Instructor, Riverside City College.

Summer 2004-   Adjunct Faculty Member, California Baptist University.
Fall 2007   Courses taught: Literary Criticism and Theory; Major Directors;
                         Survey of Early American Literature; Intro to Literature; Research
                         Methods for English Majors; A Decade in Film; Art and Film;
                         Graduate Seminar in Film Theory, Creative Writing.

Summer 2004   TESOL Instructor, University of California, Riverside, Extension.
                   Intensive English Program for international students.
                         Courses taught: Intermediate Writing; Beginning Reading.

Spring 2003   Teaching Assistant, English Department, University of Ca, Riverside.
                         Survey of 20th Century Literature with Professor Katherine Kinney.

Fall 2002   English Instructor, University of Redlands.
                         Courses Taught: English Writing Tutorials.

Spring 2002   Grader, UC Riverside.
                         Sound Clash: Music, Literature and Identity. Professor Josh
                         Kun.

Fall 2000-   Teaching Assistant, English Department, University of Ca, Riverside.
Spring 2005   Courses taught: Beginning, Intermediate and Applied
                         Composition; Basic Writing (English 4, 5, 1ABC, Writing Center)

Fall 2000-   Associate Faculty Member, San Jacinto Community College, Menifee.
Fall 2003   Courses taught: Freshman Composition; Critical Thinking and
                         Writing; Writing Center Instructor.

Fall 1999-   Teaching Assistant. Religious Studies Dept. UC Riverside.
Spring 2000   Courses taught: Religious Myths and Rituals; Death

Fall 1997-   English Teacher, Sherman Indian High School. Department of Interior,
Winter 1998   Bureau of Indian Affairs. Riverside, Ca.
                         Courses taught: Introduction to Literature; World Literature;
                         British Literature; Native American Literature; Creative Writing.

Fall 2006   English Teacher and Varsity Soccer Coach, Ramona High School.
                      Riverside, Ca.
                              Courses taught: American Literature; Health Academy English.

Academic Honors and Awards

Promotion to Full Professor. Fall 2016.
Faculty Research Award. Palomar College. 2015-2016.
Tenure and Promotion to Associate Professor. Palomar College. Fall 2010.
Honorable Mention: The Carl Bode Award for Best Article in <u>The Journal of American Culture,</u>
       2006.
Graduate Student Association Travel Grant. 2004 and 2005.
University of California, Riverside. English Department Dissertation Fellowship 2003-2004.
Inland Area Writing Project Fellow. 2001-Present.
Outstanding Teaching Assistant Award for Religious Studies Department. University of
       California, Riverside. 1999-2000.

Research Assistantships and Editorial Experience

Editor of Literary Criticism. *CRATE: A Literary Journal,* the inaugural issue, 2004-2005.
Research Assistant under University Professor Emory Elliott and Vice-Provost Yolanda Moses
       on Academic Diversity and Conference Committee project, Summer 2004.
Research and Editing Assistant to the Chair, Professor George Haggerty. Manuscript and article
       preparation. August 2000-Spring 2005.
Research Assistant under Professor John Briggs on project sponsored by Association of Literary
       Scholars and Critics. Survey of Literature in High School Classroom. December 1998-
       May 1999.

Professional Service

Reader of mss. Rocky Mountain Review.
Reader of mss., Pacific Coast Philology.
Executive Committee Member, Pacific Ancient and Modern Language Association 2014-2017.
Site Committee Member, San Diego Conference, Pacific Ancient and Modern Language
       Association, 2013.
Modern Language Association. Discussion Group Executive Committee. "The Two-Year
       College." Elected to Five Year Term. 2012-2017. Served 2012-2014.
Area Chair. "Poetry and Popular Culture." Oceanic Popular Culture Association. 2007-2009.
University Consultant and Presenter on special project for GEAR/UP: The English Articulation
       Project, 2004.

Inland Area Writing Project. Subject A Exam Outreach Consultant. 2003-2005.
Educational Testing Service (ETS). Grader for Subject A Exam. Berkeley, May 2003 and 2005.
Inland Area Writing Project. Fellow and Summer Institute Facilitator for University/High School Partnership. "Teachers Teaching Teachers." 2001-2003.
Treasurer. Graduate Students in English Association. 2001-2002.
Treasurer. (Dis) Junctions: UCR's Graduate Humanities Conference. 2000-2001.

College and Department Service

- Outside Member, Tenure Evaluation and Review Board Committee for Probationary Faculty member, Gina Wilson (Child Development). 2018-2022
- Co-Chair with VP of Instruction, Sabbatical Leave Committee. 2016-2018.
- Outside Member, Tenure Evaluation and Review Board Committee for Probationary Faculty member, Mary Mendoza (ASL). 2016-2020.
- English Department Representative. Adult Education Block Grant. Curriculum Alignment Project. Summer 2016.
- Member, Search Committee. English Department Faculty Hires. 2015-2016.
- Chair, Tenure Evaluation and Review Board Committee for Probationary Faculty member, Katherine Kelp-Stebbins. 2014-2018.
- Member, Sabbatical Leave Committee. 2014-2017.
- Member, Search Committee. English Department Faculty Hires. 2014-2015.
- Outside Member, Tenure Evaluation and Review Board Committee for Probationary Faculty member, Netta Schroer (Psych). 2013-2017.
- Member, Search Committee. English Department Faculty Hire. 2013-2014.
- Member, Search Committee. English Department Faculty Hire. 2010-2011.
- Outside Member, Tenure Evaluation and Review Board Committee for Probationary Faculty member, Cord Taylor (Phys Ed). 2010-2014.
- Member, Professional Procedures Committee. 2010-2012.
- Faculty Senate Representative, Budget Committee. 2008-2009.
- Faculty Senate Secretary/Faculty Council. 2008-2009.
- Faculty Senate Representative, Finance and Administrative Services Planning Council, Spring 2008.
- Member, Search Committee. Dean of Languages and Literature. 2007-2008.
- Faculty Senate Representative, Student Services Planning Council, Fall 2007.
- Faculty Senator, Palomar College Faculty Senate. Fall 2006-Spring 2009.

Professional Organizations

Modern Language Association
Pacific Ancient & Modern Language Association

Professional Development Coordinator - 5/3/21 Vote Results

Senator		Candidate Selection
Aguilar	eaguilar@palomar.edu	Luis Guerrero (Math)
Dalrymple	wdalrymple@palomar.edu	Richard Hishmeh (English)
Doyle bauer	adoylebauer@palomar.edu	Luis Guerrero (Math)
Falcone	kfalcone@palomar.edu	Luis Guerrero (Math)
Farrell	Kfarrell@palomar.edu	Luis Guerrero (Math)
Faulkner	mfaulkner@palomar.edu	Luis Guerrero (Math)
Fererro	jfererro@palomar.edu	Luis Guerrero (Math)
Hiro	ehiro@palomar.edu	Luis Guerrero (Math)
Jarvinen	jjarvinen@palomar.edu	Luis Guerrero (Math)
Laughlin	tlaughlin@palomar.edu	Luis Guerrero (Math)
Lawson	llawson@palomar.edu	Luis Guerrero (Math)
Lopez	nlopez@palomar.edu	Luis Guerrero (Math)
Manneh	bmanneh@palomar.edu	Richard Hishmeh (English)
Marshall	lmarshall@palomar.edu	Luis Guerrero (Math)
Meehan	ameehan@palomar.edu	Richard Hishmeh (English)
Miller	smiller@palomar.edu	Luis Guerrero (Math)
Mouawad	kmouawad@palomar.com	Luis Guerrero (Math)
Mudgett	bmudgett@palomar.edu	Luis Guerrero (Math)
Nelson	snelson@palomar.edu	Luis Guerrero (Math)
Nelson	wnelson@palomar.edu	Luis Guerrero (Math)
Rose	crose@palomar.edu	Luis Guerrero (Math)
Santiago	ssantiago@palomar.edu	Luis Guerrero (Math)
Stephens	estephens@palomar.edu	Luis Guerrero (Math)
Towfiq	ftowfiq@palomar.edu	Richard Hishmeh (English)
Versaci	rversaci@palomar.edu	Richard Hishmeh (English)
Wrathall	lwrathall@palomar.edu	Luis Guerrero (Math)
Zavodny	azavodny@palomar.edu	Luis Guerrero (Math)

May 4, 2021

TO: **ALL FACULTY**

FROM: Rocco Versaci, President, Faculty Senate

SUBJ: Call for Applicants: Four Guided Pathways Pillar Leads

The Faculty Senate is seeking applicants for all FOUR of the Guided Pathways Pillar Leads, each having a term from July 1, 2021 to June 30, 2022. All faculty—full- and part-time—are eligible to apply. According to our posted information about this initiative, "The mission of Guided Pathways is to clarify and demystify the college experience for our students. As such, the Guided Pathways initiative is focused around four pillars (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning), each of which is focused on clarifying and simplifying the college process.

"As Pillar Lead, you will be the point-person for facilitating goal completion and for ensuring the goals in your pillar are being met. You will function as a regular liaison between the Guided Pathways Council and the various college entities represented in your pathway. Pillar Leads will receive a stipend for their work upon completion of the project in each respective semester ($5,000/semester, $2000/Summer)."

For more information about Palomar's Guided Pathways, please click here:
https://www2.palomar.edu/pages/pathways/guided-pathways/

What follows are specific details about each Pillar Lead:

Pillar 1: Clarify the Path
- Programs are organized and marketed in broad career-focused academic and communities or "meta-majors"
- Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
- Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.
- Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.
- Required math courses are appropriately aligned with the student's field of study.

The Lead position for this pillar will be expected to:
1. Act as the main point of contact, track progress, and report to Guided Pathways Taskforce
2. Ensure Guided Pathways Scale of Adoption Assessment (SOAA) is updated and the work is being done for Pillar 1.
3. Attend bi-weekly Guided Pathways meetings

4. Help lead the monthly Guided Pathways meetings
5. Along with the VPI and VPSS approve resource requests
6. Attend Guided Pathways conferences, webinars, and regional meetings
7. Provide presentations to the campus and community about the Pillar

Pillar 2: Enter the Path

- Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.
- Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.
- Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year.
- Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
- The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

The Lead position for this pillar will be expected to:
1. Act as the main point of contact, track progress, and report to Guided Pathways Taskforce
2. Ensure Guided Pathways Scale of Adoption Assessment (SOAA) is updated and the work is being done for Pillar 2.
3. Attend bi-weekly Guided Pathways meetings
4. Help lead the monthly Guided Pathways meetings
5. Along with the VPI and VPSS approve resource requests
6. Attend Guided Pathways conferences, webinars, and regional meetings
7. Provide presentations to the campus and community about the Pillar

Pillar 3: Stay on the Path

- Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
- Students can easily see how far they have come and what they need to do to complete their program.
- Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
- Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career
- The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

The Lead position for this pillar will be expected to:
1. Act as the main point of contact, track progress, and report to Guided Pathways Taskforce
2. Ensure Guided Pathways Scale of Adoption Assessment (SOAA) is updated and the work is being done for Pillar 3.
3. Attend bi-weekly Guided Pathways meetings

4. Help lead the monthly Guided Pathways meetings
5. Along with the VPI and VPSS approve resource requests
6. Attend Guided Pathways conferences, webinars, and regional meetings
7. Provide presentations to the campus and community about the Pillar

Pillar 4: Ensure Learning

- Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
- Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
- Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
- Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
- The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
- The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

 The Lead position for this pillar will be expected to:
1. Act as the main point of contact, track progress, and report to Guided Pathways Taskforce
2. Ensure Guided Pathways Scale of Adoption Assessment (SOAA) is updated and the work is being done for Pillar 4.
3. Attend bi-weekly Guided Pathways meetings
4. Help lead the monthly Guided Pathways meetings
5. Along with the VPI and VPSS approve resource requests
6. Attend Guided Pathways conferences, webinars, and regional meetings
7. Provide presentations to the campus and community about the Pillar

To apply for any of these positions, please respond to this email (rversaci@palomar.edu) and cc the Faculty SenateOffice (senateoffice@palomar.edu) with a letter of interest **by noon on Friday, May 14**. In this letter, be sure to specify which Pillar Lead you are applying for, discuss your interest in this project, and describe your qualifications. In your statement, you should 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 selections for all four Guided Pathways Pillar Leads.

Faculty Senate Resolution on Proctoring Software

WHEREAS the COVID-19 pandemic catalyzed a shift to online, remote learning beginning in Spring 2020 which increased the use of third-party remote proctoring software at Palomar College to facilitate classroom assessment activities, and

WHEREAS the use of third-party remote proctoring software creates a default assumption that all students are guilty, thereby unacceptably lowering expectations for student conduct and achievement, and that other methods of assessment (such as authentic assessment) exists that can both assess student learning and reduce the possibility of cheating, and

WHEREAS a number of educational institutions around the country have restricted or banned the use of third-party remote proctoring software and the CCC Chancellor's Office will no longer fund the use of third-party remote proctoring software, which has an annual cost of more than $18,000, and

WHEREAS the use of third-party remote proctoring software is an invasion of student privacy, can increase anxiety and negatively impact student performance on assessments, places technological and equipment demands on students that have financial impacts, and is an inequitable assessment solution as it disproportionately and negatively impacts BILPOC students, students with certain physical or psychiatric disabilities/limitations, students performing childcare duties during the time of assessment, and others, and

WHEREAS Palomar College's Associated Student Government has shared student concerns about the use of third-party remote proctoring software.

BE IT RESOLVED that the Faculty Senate opposes the use of third-party remote proctoring software which includes synchronous or asynchronous video recording, recording of biometric data, recording of private student spaces, or collection of any other private data by third-party providers in Palomar College courses, and

RESOLVED that before the end of the 2020/21 academic year the Faculty Senate will identify faculty who are utilizing third-party remote proctoring software and provide them with recommendations and guidelines for the limited use of third-party remote proctoring software that can help reduce inequities and negative impacts for students, as well as, alternatives such as utilizing Authentic Assessments.

RESOLVED that the Faculty Senate will ensure that any remaining or future ATRC training on the use of third-party remote proctoring software will include the Faculty Senate guidelines for appropriate usage, and

RESOLVED that this resolution shall be shared with Palomar College's Associated Student Government, Palomar College's Academic Technology Resources Center, Academic Senate for California Community Colleges, and the Chancellor's Office.

Resources Utilized When Researching This Resolution

University of Illinois: For some students with physical disabilities, students with low vision or are blind, students with psychiatric disabilities including anxiety or ADD/ADHD, Proctorio may be inaccessible. For example, the browser lockdown feature can limit the use of text-to-speech conversion tools, and individuals with low vision or are blind may be unable to authenticate their identity during the ID check process. In some cases, faculty can proactively address these issues by turning off certain authentication tools through Proctorio settings.

Resolution on Third-Party Remote Proctoring Software from SFSU: Third-party remote proctoring supports the norm of surveillance and diminishes the norm of a right to privacy. This erosion of privacy may be especially harmful to the academic performance of students from communities that regularly experience enhanced surveillance and policing (e.g., Black, Muslim, and trans students) and may further add to stereotype threat.

New York Times: This semester, though, scared that her involuntary mouth movements would get her flagged for cheating, she went to get medical records to prove her diagnosis and request accommodations. If the majority of her classes didn't require Proctorio, this wouldn't be a concern, she said. But Ms. Navarro feared Proctorio would record her tics and send her professors footage for review. Ticcing happens more frequently for her during stressful situations, like an exam. "Just the fact that professors might have access to seeing me ticcing, over and over again — it feels like an invasion of privacy with something that all my life, I've been pretty good at hiding," she said, speaking from her family home in Alhambra, Calif.

Shea Swauger is a librarian and Senior Instructor at the Auraria Library which serves the Community College of Denver: Algorithmic test proctoring's settings have discriminatory consequences across multiple identities and serious privacy implications. For example, certain test settings flag loud noises or leaving the view of the camera as suspicious. These settings will disproportionately impact women who typically take on the majority of childcare, breast feeding, lactation, and caretaking roles for their family. || Students with black or brown skin have been asked to shine more light on themselves when verifying their identities for a test, a combination of both embedded computer video cameras and facial recognition being designed by and for white people. A Black student at my university reported being unable to use Proctorio because the system had trouble detecting their face, but could detect the faces of their white peers.

College of Canyons

Proctoring guidance (includes a lot of articles first, then asks faculty to critically think about whether or not to use it, and then provides guidance on use)

https://www.canyons.edu/academics/onlineeducation/facultysupport/proctorio.php

Peralta Guidance

This resource discusses alternatives to Online Proctoring Software and Equity Concerns with Online Proctoring Software and

https://docs.google.com/document/d/1Gl-9sCB6LePMYS9kIsrpeWuGHcG1gVu_Ic0iOa6kY3w/edit

https://peralta.instructure.com/courses/419/files/2659577/download?verifier=tRAIdEkzYSPuiZfWRVG9xGaI2cxNQZwJHFVUmnN5&wrap=1

Berkeley: Best Practices for Remote Exams

https://academic-senate.berkeley.edu/issues/coronavirus/best-practices-remote-examinations

Student Petitions

https://www.eff.org/deeplinks/2020/09/students-are-pushing-back-against-proctoring-surveillance-apps

Department Return to Work Safety Plan

Restricted Campus Access April – June 15	Beyond the Blueprint June 16 – Dec. 17	Open Campus Intersession/Spring '22
Planning Phase: Assess area safety, facility, technology, and operational needs and complete the Department Return to Work Safety Plan in accordance with your division's specified timelines	**June 16 – August 15:** Acclimation period intended to ensure we staffed appropriately to optimize the student experience. **August 16 – December 17:** Full operations of Fall term on-site and remote operations. Planning for full return to work in Spring '22	**Jan. 3 – Jan. 28 Intersession:** Implementation of Spring full return plans period for full on-site operations (Note: Plenary is January 27) **Spring '22, Jan. 31 – May 28:** Full on-site operations

The District's current plan is to begin to repopulate the college in conjunction with the state of California's transition Beyond the Blueprint for a Safer Economy, which is scheduled to take effect on June 15, 2021.   As part of the process for developing your department's return to work plan, consider a phased approach.

When planning for a safe return to campus there are several factors that must be considered in order to return to on-site operations. This document is intended to support you in identifying any needs and required actions prior to your return to campus. This form is automated and once submitted, your Dean/Director and Vice President will review, provide feedback, and/or approve for prioritization.

Health and Safety Considerations:

1. Evaluate your area's Personal Protective Equipment (PPE) needs and be sure to communicate your needs/concerns to your Dean/Director or VP to ensure they are addressed in this plan.
   - Classrooms and service areas designated for use will be stocked with extra facemasks, gloves, and face shields. Hand sanitizer stations will also be available in these areas. This is dependent upon continued state and local health and safety guidance.

2. **Important information regarding measures to protect employee health and safety that should be communicated to all employees:**
   - Employees are strongly encouraged to get a COVID-19 vaccine to reduce the risk to the campus community.
   - Employees should not come to work if not feeling well.

- Anyone visiting campus, including employees must complete a temperature and symptom screening or a self-assessment via the Palomar College App (once available).
- All employees must wear facial coverings in the workplace, while operating in shared workspaces, including while operating in outdoor spaces.
- To maximize cleaning and disinfecting for the District, all existing Custodial staff will be assigned to specific areas where in person classes are scheduled, and areas where College staff are working onsite. These Custodial staff members will be on campus during regular operational hours.
- Employees should wash their hands or utilize hand sanitizer frequently and should avoid touching their face.
- HVAC units will be programmed to deliver the highest air flow within each unit's mechanical capacity. Many systems can mix outside air into the supply flow, and where equipped these systems will be programmed to supply the highest rate of outside air within mechanical capacities. A licensed mechanical engineering firm will be specifying any recommended modifications including the highest MERV rating for filters, and auxiliary equipment wherever deemed necessary.

3. **The following measures will be in place to ensure student/visitor safety:**
   - All students/visitors must complete a temperature and symptom screening or a self-assessment via the Palomar College App (once available).
   - Students/visitors should not come to campus if sick.
   - All students/visitors must wear a mask and should maintain six feet of physical distance whenever possible.
   - Students are strongly encouraged to get a COVID 19 vaccine – As of April 15, 2021, all individuals 16 years of age and older are eligible in the state of California.
   - Outdoor services/resources will be made available where possible – Student study areas, "Ask Me" tents to guide students, answer questions, and address student concernsc.

4. **Required signage to be posted in all functional areas:**
   - Signage will be posted at each public entrance to the campus, as well as to any building informing all employees, students, and visitors of the defined safety protocols that they should avoid entering the facility if they have a cough or fever and including .

Department, Discipline, and/or Division:	[ability to add multiple rows]
Contact Person/Dept Chair Name:	First and last name
Contact Person/Dept Chair Email:	Email address
Dean/Director Name:	First and Last
Dean/Director Email	Email address
VP Area:	Select VP area
Campus Location	Select campus location
Location (Building((s)/Room(s)): List all that apply. If your department will be utilizing all of the rooms associated in the department and it is easy to distinguish these rooms, you may describe this. Ex. 1: Instruction Office:	[ability to add multiple rows]

Bldg AA; Room 104. Ex. 2: Veterans Resource Center: Bldg - ST; Room(s) - All rooms in VRC	
Target Reopening Date: Provide the date when any employees will return to work on campus even if some departmental employees continue to work remotely. Additional details can be explained in other fields.	[select date on calendar]
Proposed On-Campus Hours for Employees: Provide the general hours employees will be working on campus. List all necessary areas and their respective hours. Ex: Financial Aid; Mon-Fri; 7:30am-5:00pm	Dept or Service Area/Days/Times [ability to add multiple rows]
Proposed Schedule for Available On-Campus Services: Provide the hours services will be available on campus. List all necessary areas and their respective service hours. Ex: Financial Aid; Mon-Thur; 7:30am-4:00pm. If your department does not provide services, leave this section blank.	Dept or Service Area/Days/Times [ability to add multiple rows]

Operational Considerations (departmental functions):

1.	Please describe which operations are planned to return to campus. As you consider these job functions, be sure to identify all required employees, and develop a proposed schedule for your initial return to work. As you develop your schedule, be sure to consider your workspaces and potential implications on our Facilities and Information Services departments. [Document upload functionality]
2.	Please define what operations will continue to be conducted virtually throughout phase one and two of your transition back to campus. Be sure to identify the employees who will continue to telecommute and determine a timeline for potential return to onsite operations. [Document upload functionality]
3.	Are there any functions in your area that will need to operate in a hybrid capacity? If so, identify employees responsible for those job functions and consider facilities and technology implications for these employees. [Document upload functionality]
4.	Within the last year, many employees removed office equipment (chairs, risers, monitors, etc.) from campus. Please conduct a thorough assessment of what equipment was removed from campus and determine a plan to address these needs. Consider that hybrid employees

may still require these assets at home to support their job functions. Identify resources needed to support hybrid work.

Considerations for Physical Space/Facilities:

Proper social distancing as outlined by the recommendations of the CDC and state and local public health orders are required to the fullest extent possible. Under the California Blueprint for Safer Economy, the guidance is to maintain 6 ft of distance between individuals. This District is awaiting new guidance following the implementation the state's moving Beyond the lueprint for Safer Economy.

1. Identify all physical spaces in which you will conduct onsite operations and provide a comprehensive list below:

2. Does your current work area (office area addressed elsewhere) provide adequate space to maintain appropriate physical distance from other employees and/or students? If not, what adjustments must be made in order to do so? Please do your best to develop a comprehensive list.

3. Does your area have a "front desk" service area? If yes, your area will be retrofitted with plexi-glass.

4. How would you assess the amount of foot traffic your area receives under normal circumstances?
   High (ex. Library, or Admissions and Records), Moderate (Veteran Resource Center, Division Offices), Low (Fiscal Services, Communications Office)?

   What type of measures are required to regulate foot traffic and/or maintain social distancing? –Examples include the closure of waiting areas, utilizing floor decals, regulating entry and exit points, the use of the Sign-Up Genius appointment system, etc.

5. What type of signage is required to ensure that students understand operational expectations in your area? – This may include directional signage, hours of operation, appointment procedure, and any enhanced safety protocols required for your area.

6. Do office areas have adequate space to support current physical distance guidelines? If not, what measures can be put in to place to ensure appropriate precautions are taken? Examples may include rearranging furniture, reducing furniture, utilizing plexi-glass sneeze guards, staggered shifts etc.

7. Is there any required maintenance to your physical space prior to returning to work? If so, please describe.

8. Are there any computer labs or shared faculty/staff or student spaces in your area that require additional considerations to promote a safe return to campus? Examples may include reconfiguration of lab areas to promote distancing, limited use of workstations, reduced capacity, access by appointment only, and enhanced sanitation protocols. If yes, please describe these spaces and what changes may need to made

9. Please list any additional concerns related to your physical workspace/facilities or shared spaces that may impact a safe return to work.

10. Are there any facilities related requests that require purchase of additional resources? Please provide an itemized list, as well as, how they relate to the impact of COVID-19 and your return to onsite operations. Examples may include additional resources to support hybrid work or additional equipment related to required space modifications.

Technology Considerations:

1. For those employees who are returning to campus, assess what, if any, technology resources were removed from campus to support remote work: This may include things like computers or monitors. Make a comprehensive list of equipment that requires reinstallation prior to resuming onsite operations.

2. Are there needs for new or enhanced technology to support a safe return to work? This may include external webcams, monitors with webcams built in, or additional technology to support working in a hybrid capacity. Please develop a comprehensive list.

3. Is there a need for enhanced classroom technology to support a safe return to campus? If so, please describe your needs and why they are required.

4. Are there any other technology related needs or concerns that may impact a safe return to campus?

5. Are there any technology related requests that require purchase of additional resources? Please provide an itemized list, as well as, how they relate to the impact of COVID-19 and your return to onsite operations.

Additional Staffing Considerations:

1. Be sure to communicate expectations to your employees. This includes providing adequate advanced notice of a need to return onsite, health and safety protocols, hours of operation, work location (including hybrid). Employees should be provided at least 10 business days' notice in writing (email is sufficient).

2. Ensure all employees have reviewed district and department safety procedures, protocols and processes under the agreed upon guidelines with the employees – check for understanding. insert link

> 3. Be sure to check in regularly with your employees as they transition back to onsite work to ensure safety protocols are being followed. Discuss any questions and be sure to be supportive and solution oriented, as some employees may have anxiety or hesitation about returning.

Full-time Faculty Considerations:

1. Access to office
   a. For Face-to-Face Instructors (who may have time in between classes or another ONLINE class in a short timeframe and can't get home in time)
   b. What considerations should be taken into account for your area?
   c. Remember to consider the needs of Deaf faculty, etc.
   d. Should faculty plan to hold office hours online until further notice?

Part-time Faculty Considerations:

1. Access to computer/office space in your division
   a. For Face-to-Face Instructors (who may have time in between classes or another ONLINE class in a short timeframe and can't get home in time)
      i. Aside from the PT Faculty Workroom in the NS Building on the main campus, what space is available to provide PT faculty with a COVID-safe workspace?
         1. Do you already have a process in place for reserving space?
      ii. What considerations should be taken into account for your area?
      iii. Remember to consider the needs of Deaf faculty, etc.
2. What will be needed to prepare these spaces? (supplies, PPE, social distancing, signage, etc.)
3. Should faculty plan to hold office hours online until further notice?

By submitting this form, you agree to adhere to all district safety protocols and acknowledge that you've given full consideration to the recommendations provided above.