



FACULTY SENATE MEETING

May 17, 2021

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
May 10, 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, Natalie Lopez, 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: Beatrice Manneh

GUESTS: Richard Albistegui-DuBois, Craig Chamberlin, Matt D., Jeff Epstein, Barbara Hammons, Cory Lindsay, Anne-Marie Mobilia, Hossna Sadat-Ahadi, Tanessa Sanchez, Netta Schroer, Jon Walker

Please note: All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The video conference meeting was called to order by Senate President Rocco Versaci, at 2:30 PM.

PUBLIC COMMENTS

Hossna Sadat-Ahadi announced she and Luis Guerrero are doing a project this summer called *Decolonize Your Syllabus*. Any faculty interested in participating are welcome and will receive a \$100 stipend for their participation and this is funded by Guided Pathways. The project is meant to assist faculty with creating a more welcoming syllabus for students by removing some of the punitive language that may exist in the current syllabus. Registration: <https://docs.google.com/forms/d/e/1FAIpQLSfDOLmV8SNP-Tbq94i0Zbo19nBkkZWaT2XaUuzAecFRMhBMsQ/viewform>

ANNOUNCEMENTS

Senator and Secretary Molly Faulkner announced *It's Monumental--Ending the Silence* takes place this weekend. The virtual galleries now open include visual art, poetry, essays and short stories written by students, faculty, staff and community members. ZOOM performances take place over the weekend. More information can be found here: <https://www2.palomar.edu/pages/palomarperforms/its-monumental-ending-the-silence-galleries/> Performing Arts music events and dance will take place over the next three weeks.

AGENDA CHANGES - None

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Towfiq

Faculty Senate approval of meeting minutes dated May 3, 2021 (see Exhibit 1).

Abstention: Jackie Martin

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Faulkner Faculty Senate approval of Curriculum actions taken May 5, 2021. (see Exhibit 2).

The motion carried.

B. Committee Appointments – No action required.

Senator and Committee on Committees Chair Anastasia Zavodny said the committee is discussing a possible merge of some smaller committees that only meet as needed and is also discussing a possible structural change to Committee on Committees in terms of the requirement that all members be Senators. These recommendations will be forthcoming. Committee on Committees is also working through an update on the policies and procedures for Committee on Committees specifically on an allowance for ranked choice voting which should help with the committee appointment process. Some robust discussions are occurring regarding the Oversight Committee for Grant Funded Programs and those recommendations should also be provided hopefully by the end of the semester.

C. Senate Resolution on Proctoring Software

Motion 3 MSC: Faulkner/ Towfiq Faculty Senate approval of the Senate Resolution on proctoring software (see Exhibit 3).

No vote was taken on this motion. See Motion 4.

Several faculty members attending the meeting voiced their concerns about the resolution in general and also had issues with some of the language used. The shared comments and concerns of most faculty in attendance included

- The use of video recording students while taking tests is not new (Math Center and DRC).
- Accommodations for students with disabilities, for example, is already often done.
- Security settings on Proctorio can be considered intrusive but the settings can be modified by faculty to make it non-intrusive.
- The tech requirements for using Proctorio is the same for using ZOOM [this statement is inaccurate, but it was voiced during the meeting]
- Proctoring is critical in some classes to prevent students from cheating and as instructors, it is our job to proctor students.
- Students are able to eliminate most technical issues by simply asking for help from the instructor or the online Help from Proctorio.
- If there are real issues around equity access, then it's worth considering how valuable it is as a tool.
- There are more nuanced uses of Proctorio such as not requiring the use of the camera.
- Asking students to download a third-party APP is not unheard of in this online learning environment
- The second WHEREAS places an assumption that faculty claim that students are fundamentally or necessarily guilty of cheating in advance of taking the exam because faculty want to proctor it.
- Proctoring is very common in face-to-face settings.
- Faculty would like to strike a balance between deploying this resolution in ways that aren't discriminatory, that don't reduce equity and access at the same time.

- In the Resolution, language regarding identifying faculty who use Proctorio is intimidating. The language needs to be changed so that faculty understand that support is available for setting some of the features in the software that are currently problematic.
- Some faculty feel under supported by the institution when it comes to documented instances of cheating and plagiarism. It would be helpful to have a more robust set of criteria and a support structure in place to deal with these issues for both faculty and students. This may also reduce faculty's need to use third-party proctoring software.

Senator and TERB Coordinator Lawrence Lawson stated that several faculty members emailed concerns directly to him last week and today and he stated he would share those points during this discussion today. However, Lawson said all those concerns have already been made. Lawson added that the second WHEREAS doesn't say proctoring creates a default assumption of guilt; third party remote proctoring software creates that. Lawson shared that he feels there is middle ground that can be reached. The limited use guidelines of a third-party remote software shared by faculty during the meeting and through email can help reduce inequities and negative impacts for students.

Senator Adam Meehan suggested the class schedule should include the fact that students may be required to download third-party proctoring software. Senator and DE Coordinator Erin Hiro answered that she is pushing for this especially since if a student plans on using an iPad or cellphone to take the class, proctoring software won't work on those devices. At this time, Hiro isn't sure whether this information made it into the class schedule or not.

ASG President Kateri Mouawad reminded Senators according to ASG's recent student survey regarding their own online education, a majority of students do not like using third-party proctoring software primarily due to the privacy issues. Many students are uncomfortable using this software and this software does not prevent cheating. Mouawad recognizes the importance to maintain learning integrity but doesn't feel that using Proctorio is the method to use. Although ASG has not come out with official support of this resolution, the students have spoken out loud and clear that the privacy and equity issues must be of foremost importance and made a priority.

Senate VP Jenny Ferrero explained that the Resolution is not meant to identify faculty using Proctorio to tell them they need to assess students differently. It is meant to provide those faculty with information about how they can use Proctorio in more equitable ways. When this issue came to Faculty Senate, Ferrero, along with other Senators had not heard about some of the reasons why Proctorio is so potentially difficult and damaging and how it creates financial, access and discrimination barriers for students. Ferrero said that faculty who use Proctorio need to know and learn about how settings work in that software.

Senator Lawson suggested tabling the vote for the Resolution until the language can be edited. Lawson asked interested faculty to meet with him within the next week to make any necessary changes.

Senator Susan Miller suggested that research be done to see if Canvas can provide some of the proctoring tools needed for faculty or if there are other alternatives available.

Senator and DE Coordinator Erin Hiro stated the District is under contract with Proctorio until December of this year and there are no funds available to procure any other proctoring software at this time to replace Proctorio through December 2021. The District also has funding available in January 2022, approximately \$18,000, to negotiate a new contract for third-party proctoring software. Senator Hiro plans to send out a survey asking faculty about whether they use Proctorio and if they do, what settings or features do they utilize to proctor their classes. Based on the results of this survey, Hiro will be looking at alternatives that may be less intrusive for the students and more budget friendly.

Motion 4 MSC: Laughlin/Towfiq

Faculty Senate approval to postpone the vote on Motion 3 until May 17, 2021.

The motion carried.

INFORMATION ITEMS

A. Senate Elections Update

Senator and Elections Chair Alexandra Doyle Bauer announced that **Anastasia Zavodny** will fill the part-time faculty Senator position with the term ending May 2024.

Senator Bauer also announced that two full time faculty positions are still available for the term ending May 2024. The following faculty will serve as Senators for the full-time faculty seats with the term ending May 2024:

Lacey Craft
Sergio Hernandez
Teresa Laughlin
Susan Miller
Tina-Marie Parker

B. Gift of Time Award

President Versaci announced that Council selected the 2021 Palomar College Margie Ruzich Gift of Time Award recipient. The award was named after the late Margie Ruzich who was a long serving professor in the Child Development Department and a former Faculty Senate President. Senate Council award it every year to a faculty member who has gone above and beyond the call of duty on behalf of the College. This year, the award is going to **Erin Hiro** who has been instrumental in ensuring that faculty were prepared to meet the special circumstances of this past academic year. While serving as a Senator, Hiro also headed up a group that affects everyone campus wide. In her role as DE Coordinator, she has kept us informed about the latest instructional developments and about best academic practices. Hiro has made herself available to answer questions and help steer faculty as they have had to develop a variety of skills to meet the challenges of these challenging times.

Senator Hiro thanked Faculty Senate and shared she is honored to receive the award.

C. Call for Service-Learning Coordinator (see Exhibit 4)

President Versaci explained that a call for a Service-Learning Coordinator will go out tomorrow with a deadline of May 21.

D. Curriculum Year-End Report

Curriculum Co-Chair and Senator Wendy Nelson shared her Top 10 Year End Report that can be viewed here:

<https://docs.google.com/presentation/d/1cMvFncJyTMgo-hkq9B-3524shapmkU3F1IXyAdsL6MY/edit?usp=sharing>

President Versaci thanked Senator Nelson for this valuable year end report.

REPORTS

ASG (Mouawad)

1. ASG approved up to \$750 to allocate the tech club to purchase bots for their research activities, along with a total of \$750 allocated to our Room Design committee to repaint SU202,203, &204 rooms.
2. We're in the process of forming a faculty award committee and survey committee, with results due later next week.

3. We brought back our Club Camera Policy for further discussion and will determine our vote on it at our next meeting.
4. Our Communications Committee worked on history posts about Asian American and Pacific Islander Heritage Month for our social media accounts. In lieu of this, we have an upcoming our AAPI event on May 21st from 1:00-2:30.
5. Our elections are still going! We did have a minor hiccup with a complaint, but addressed it diligently, and made sure all involved were notified of the process. Results will come out anytime after May 10th . Candidate bios can be viewed on the SL&L website.
6. And of course, we continue on with our Bylaw and Constitution edits, with our goal to be done before the new board members are sworn in. We'll see.

Late addition to reports:

Election results will be available on May 17.

President (Versaci)

Our diversity in faculty hiring workgroup (me, Lawrence Lawson, Hossna Sadat Ahadi) is finishing up suggested revisions to the faculty hiring procedures, which we'll be vetting in DEqCC on 5/14 and then bringing to the Senate for discussion on 5/24. We will also be looking at the faculty sections of AP 7120 to see what changes we should suggest to those; ideally, those will also be part of the 5/14 DEqCC and 5/24 Senate discussions. I had a very productive meeting with Vice President Montoya on 5/3 about the process by which AP 7120 will be revised so that the changes are substantive, that they fully address DEI concerns, and that the authority/purview of various groups is recognized. All signs indicate that the process will now allow the Senate to get the faculty hiring piece set and that there will be a more ample discussion about the DEI Facilitator before AP 7120 continues through the shared governance process.

Also, the Senate-approved document, "Process for Faculty Senate/District Appointments for Grant-Funded Positions," was approved by administration, so I have put it on our website. I created a new item for the left menu called "Faculty Leadership Positions," and have housed it there. Secretary Molly Faulkner is working on a list of leadership positions that Senate appoints, along with their terms, and that will also be housed under this tab.

Late addition to reports:

The work group focused on faculty hiring procedures put together some suggested revisions on our own procedures and those are going to DEqCC this week.

The administration signed off on the document we created for Faculty Senate/District Appointments for Grant-Funded Positions. The document is now available on the Faculty Senate website.

<https://www2.palomar.edu/pages/facultysenate/files/2021/05/Faculty-Appointments-to-Grant-Funded-Positions-050521.pdf>

Senate Secretary Molly Faulkner is creating a complete listing of faculty leadership positions that will also be posted to the website.

SSEC/SEA (Versaci)

SEA next meets on Friday, May 14, though that may change due to the President/Superintendent interviews that week (VP Lakhani and a couple of other members are on the search committee).

SPC (Versaci)

SPC met on Tuesday, May 4. We had a brief discussion on the progress of the Mission-Vision-Values statement; we had a discussion on how and when we should evaluate the new Councils (folks seemed to favor a mid-year assessment, but not to make any changes until at least a year into using the new structure); and Dennis Astl provided an update on the progress for the Athletics projects, and in particular the new football and softball stadiums.

IPC Report (Versaci) No report. IPC next meets on Wednesday, May 12.

SSPC No report.

HRPC No report.

FASPC (Antonecchia) No report.

PFF (Laughlin)

We're hosting an outdoor retirement celebration for all faculty who have retired from Palomar since Fall '19, and all our members are invited! We would love it if you could please join PFF to celebrate our 31 colleagues that have retired since Fall of 2019!

Thursday, May 27

4-6pm

Cocina del Charro in Restaurant Row

1020 W San Marcos Blvd., #50

the outdoor patio

The Palomar Faculty Federation is thrilled to announce the winners of the inaugural awards of "Union Supporter" and "Community Champion." Our winners will be honored at Palomar College's end of the year celebration. In addition, they will receive \$500 and a plaque.

The Union Supporter award is for a PFF member (not an eBoard member) who regularly attends Union meetings, functions and volunteers time when asked. The Faculty nominated for this award were Lisette Lasater, Sari Morris, and Tami Weintraub. Our winner is Lisette Lasater.

The Community Champion is for a PFF member (not an eBoard member) who has worked to make our College and larger community a better place by demonstrating social justice awareness and initiating programs or activities that benefit our students, staff, and/or community members. The Faculty nominated for this award were Amber Colbert, Hossna Sadat Ahadi, Lawrence Lawson, and Nora Kinney-Whitley. Our winner is Hossna Sadat Ahadi.

Food Distribution was last Saturday, 5/8/21. Next food distributions: 6/12 and 7/10.

Negotiations are ongoing.

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)

- Some members on DEqCC attended the Committee on Committees meeting regarding starting a collaborative process with matters related to DEI+Antiracism.
- A workgroup is reviewing the faculty hiring procedures with President Rocco Versaci and updates for all members on DEqCC and Senate are forthcoming.
- DEqCC is planning professional development events for next academic year and when finalized, this will be shared with Faculty Senate, PD, and the entire campus.

Accreditation (Meehan) – No report.

Distance Education (Hiro)

The Distance Education Committee met on May 5 and addressed the following issues:

- a. Committee members assessed their DE goals for the current academic year and suggested that four -- POCR, TERB/DE Partnership, Coursepack and Accessibility Trainings -- should continue throughout the next year. The remaining goals of CVC Home/Teaching College approval and DE website re-organization, have been completed.
- b. The DE Coordinator brought the Senate Proctoring Resolution to the committee for discussion. The DE Committee members generally supported it though some said they would encourage department colleagues to attend the Senate on May 10 for the vote. There was concern that it would fall on the DE Committee to execute the resolution during the summer, which would be difficult.
- c. The Committee also considered a math professor's recommendation of ProctorU to replace the current proctoring system. Members noted it would have the same challenges as Proctorio and would be excluded should the resolution be passed by the Senate. The other concern is the ATRC does not have the budget to pay for ProctorU.
- d. The DE Committee heard a faculty concern about Canvas not being able to handle large videos, which causes problems for student learning. The DE Committee agreed this is a problem as Canvas is not designed to store large videos uploaded to the LMS itself. Instead, faculty should upload to a website such as Youtube or Vimeo or use Canvas Studio for video storage. Those are also the best ways to get videos captioned to adhere to accessibility standards.
- e. The DE Committee members were asked what kinds of training should be offered at plenary in the fall. Among the suggestions were accessibility, Universal Design, authentic assessment, and workshops on POCR and Hyflex class models.
- f. Faculty are encouraged to email the Distance Education Coordinator Erin Hiro at ehiro@palomar.edu with other suggestions for faculty trainings.

Late addition to reports:

Guided Pathway funds are available to pay the cost for @One courses and encouraged faculty to sign up.

Guided Pathways (Nelson) No report.

Policies and Procedures (Lawson) No report. P&P next meets on Friday, May 7.

Budget (Ferro) No report. Budget next meets on Tuesday, May 11.

TERB (Lawson) No report.

Professional Development (Falcone) No report.

AB705 Subcommittee (Anfinson)

The AB705 Support Subcommittee (SSC) reports to both the SEA Council and the Faculty Senate. Here is our report and recommendations for the Spring 2021 semester.

1. The AB705 SSC evaluated ongoing research done on AB705, including research and presentations by the RP Group, PPIC (Public Policy Institute of California), CCRC (Columbia University’s Community College Research Center), CAP (California Acceleration Group), and Palomar College’s IRP.
2. As a result of our research evaluation, we noticed a difference in the definition of throughput used at Palomar College (PC) versus other researchers, in particular, the RP Group. We requested clarification from the AB705 Workgroup, as IRP sits on the Workgroup. IRP gave clarification as to why PC is using a different metric than the RP Group. IRP reports there is discussion at the CCCCCO of sing an expanded metric system wide and that can be used for comparison purposes.
3. The SSC reviewed the new Math Placement Tool and gave input to make it more student friendly. Note: The Math Placement Tool was also reviewed by a group of incoming students that was organized through Guided Pathways. These recommendations were incorporated into the tool and it is ready to go live. See the [Math Placement Tool here](#). It will continue to be refined.
4. The AB705 SSC created the final definition of “gateway courses” at PC and sent them along to the AB705 Workgroup. The definition is below:
 - a. The term “gateway courses” at Palomar refers to the first transfer-level courses that meet English/freshman composition GE requirements and the first transfer-level mathematics or quantitative reasoning courses that meet the mathematics/quantitative reasoning GE requirements of a four-year institution. AT Palomar this also includes the first-level courses in any selected degree/certificate/pathway when successful completion of those specific courses is required to begin on that pathway. This may include common courses that are mandatory.
 - b. Gateway classes welcome students to learn foundational general education skills and first-level courses to succeed in their college careers.

Needs of first-year students	Best Practices that address needs for first-year students	Best practices: department(s) who can potentially do the work
Checklists for first year students; make it easier to navigate and easier to find.	Bridge type programs, FYE activities, connecting to resources such as counseling, tutoring.	Palomar Promise, Starfish, Student Services, Tutoring, Prep for Math, ESL Jam
Assistance in figuring out registration and technology help as needed.	Palomar Preview Days	Outreach and other campus departments
Academic counseling (selecting courses, developing an ed plan, etc.).	Just-in-time information (Canvas, registration, etc.). Example: Discover Palomar	Student Services
Assessment advisors and counseling to assist students		English, ESL, Math, Student Services

selecting their math course that fits their pathway.		
To first get into PC: Counseling webinars, Chat Bot.	Call campaigns to connect to students.	
Once at PC: ASK a Librarian, Andrea/Leti Live, Virtual Help Desk, Chat Bot.	Differentiated orientations.	Already being implemented
Time management and other college success skills integrated into gateway courses.	Starfish: kudos, flags, raise your hand feature, etc.	
Connections to tutoring early.	Using Canvas for communication; example is the tutoring link on Canvas. The group feels strongly we should push more info out through Canvas to existing students.	Tutoring, Starfish

5. Departments and campus divisions are sending their lists of gateway courses to the AB705 SSC Chair, who is compiling them and will share that information with the AB705 Workgroup and Guided Pathways.
6. The AB705 SSC had a deep discussion on what we can do to support our students in the transition back to campus (whenever that occurs). Some ideas that the SSC came up with are:
 - a. Be flexible, especially with absences and schedules.
 - b. Help students feel safe: remind students of campus resources and services on a regular basis. It is OK to be uncomfortable; help students seek help when needed.
 - c. Communicate with students more regularly than in the past.
 - d. Keeping some student services online.
 - e. Have a welcome event(s) to welcome students back on campus.

Final Recommendations from the AB705 SSC

Item 6. Identify and recommend best practices that address student needs in the first year.

Item 7: Identify and recommend non-curricular support activities for underprepared and disproportionately impacted students.

Items
Student Services:
Counseling, to include goal-setting workshops.
More outreach regarding financial aid, especially as students are enrolling.
Peer-led workshops on student success skills such as time management, what office hours are for, etc.
Workshops: discovering campus resources in a scavenger hunt activity. Also continue to have support services do classroom visits.
“Hangout” rooms for specific pathways and majors meeting on particular days.
Campus tours, esp. to show all the support centers available.
Open houses for families to see the school and get introduced to resources.
A Canvas orientation shell with all the Palomar resources listed.
University tours early in their first year to help with goal setting.
Open computer labs just before and at the start of the semester where students can drop by and learn how to access MyPalomar, their Palomar email, Canvas, etc.

Checklists of steps they can take during various stages of their first year.
Communications, Marketing, and Public Affairs
Campus maps of specific supports color coded by type of support.
Instruction:
Umoja and Puente Programs
STEM Core Program
Community work as a group related to their pathway or major. Service Learning.
Connect to community resources.
Summer camps/bridge programs on something related to their pathway/major.
Mentorships: peer or faculty.
Supplemental Instruction and tutoring.

From the governance structure, the role and responsibilities of the AB705 Support Subcommittee are as follows:

Role: The AB705 Support Subcommittee will assist in identifying and implementing academic and non-academic student support services for students enrolled in Reading, ESL, co-requisite support and/or accelerated English and Math courses.

Responsibilities:

1. Promote discussion, understanding, and analysis of AB705 compliance and impact.
 2. Promote discussion, understanding, and analysis of multiple measures.
 3. Evaluate ongoing research connected to AB705, including student success in English, Math, and ESL courses.
 4. Research, identify, and recommend best practices for pedagogy pertaining to AB705.
 5. Continue to research and develop other learning structures/opportunities to meet the needs of underprepared and disproportionately impacted students.
 6. Identify and recommend best practices that address student needs in the first year.
 7. Identify and recommend non-curricular support activities for underprepared and disproportionately impacted students.
 8. Provide input and recommendations to the Student Achievement and Equity Council to include in the Equity Plan.
- As a regular part of our meetings, we complete items 1 through 4; for item 4 we rely on our AB705 departments (English, Humanities, and Reading; ESL; Math) to do most of the heavy-lifting as they are the subject-matter experts.
 - We focused on items 5 – 7 for the purposes of the recommendations in this report.

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 3:45 PM.

Respectfully submitted,

Molly Faulkner
Molly Faulkner, Secretary

Proctoring Resolution Draft 3

Faculty Senate Resolution

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 test and academic integrity is a priority, and

WHEREAS other methods of assessment (such as authentic assessment) exist 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 can be 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 research shows 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 discourages the use of third-party remote proctoring software which includes synchronous or asynchronous video recording (other than for the purposes of verifying test-taker identities) that does not follow current camera policies established for other software use (such as Zoom), 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 the Distance Education committee will investigate software alternatives that are equitable for students but also maintain test and academic integrity, and

RESOLVED that the Faculty Senate will provide faculty 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, and

RESOLVED that the Faculty Senate requires that faculty using third-party remote proctoring software within the limited scope outlined in the forthcoming guidelines accommodate students who cannot or do not meet the technical requirements for using the third-party remote proctoring software, and

RESOLVED that the Faculty Senate will advocate for an on-campus, in-person testing location that follows established safety standards and support online, live proctoring solutions that are equitable, and

RESOLVED that the Faculty Senate calls on the Palomar Community College District to consider ways in which it can address student equity during remote test-taking, and

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.

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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/1GI-9sCB6LePMYS9klsrpeWuGHcG1qVu_Ic0iOa6kY3w/edit

<https://peralta.instructure.com/courses/419/files/2659577/download?verifier=tRAIdEkzYSPuiZfWRVG9xGal2cxNQZwJHFVUmnN5&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>

Applicant for Curriculum Co-ChairWendy Nelson

I would like to apply for the Curriculum Co-Chair Position. My vision for curriculum at Palomar College is faculty led, equity focused, and student centered. The Curriculum Committee has made a lot of progress over the last two years but there is still work to be done and I would like to help lead that work. During the next year, I believe that the transition in leadership in the office of instruction will provide some challenges. Because I have experience, I think I could provide some continuity to the position. In the last two years I have helped the Curriculum Committee accomplish the following goals:

- 1) Revived the GE Subcommittee and updated AP/BP 4025.
- 2) Developed a technical review committee to ensure the accuracy and quality of CORs and programs.
- 3) Provided a process for proposing new programs and meeting Regional CTE requirements.
- 4) Updated the DE addendum and added minimum qualifications to our cross-listed courses.
- 5) Helped connect META and our curriculum processes to the Palomar Pathways Mapper.
- 6) Updated DE Addendum and added DE Modify during pandemic.

In the next two years, I would like to help the Curriculum Committee accomplish the following goals:

- 1) Develop a new META tab to address diversity, equity and inclusion in our curriculum and educate and train faculty how to integrate this into their courses.
- 2) Continue to develop and refine the technical review process.
- 3) Improve the integration of the new online catalog with META.
- 4) Integrate SLOs and curriculum into the same software system.
- 5) Help create a framework to ensure that AP/BP 4021 Program Development, Revitalization and/or Discontinuance benefits our academic programs and our students.
- 6) Create more how-to videos and support for curriculum development and using META.

Lastly, I would like to bring an equity lens to the curriculum development and review process. I think it will start with adding the new tab in META and educating and training our faculty. Once we accomplish this task then we need to ensure that the content of our CORs is taught in our classes and it reaches our students.

Thank you for your consideration.

Applicant for SLOAC Co-Coordinator 2021 – 2023

Mark Bealo

I am interested in being selected to continue in the SLO Co-coordinator position.

We have made tremendous progress this year in getting SLO assessments updated, cleaning up the Nuventive database, refining our processes and streamlining the GE/ILO assessments. I am willing to serve in this capacity again to continue our efforts and progress.

I have been the SLO Facilitator for the Graphic Communications department since the facilitator positions began. I have extensive experience with SLO assessments and have created various training tools and guides for the faculty in the GC department.

Applicants for Guided Pathways Pillar Leads

Lead 1 Applicant

Wendy Nelson (Media Studies)

I am interested in serving as the Pillar 1 Lead (Clarify the Path) for 2021-2022. I volunteered to be a senate representative on the initial GP workgroup that was created to put together an action plan in January 2018 and I have supported the GP initiative since then. I have attended many guided pathways conferences and webinars, helped lead our initial workgroup in developing our guided pathways organizational structure, presented information about Palomar's GP journey at several regional and statewide events, and I have worked with my pillar partners to lead the Pillar 1 activities over the past year (outlined below).

- Worked with faculty to create degree and certificate maps for all of our programs.
- Adapted and transitioned those maps into the Palomar Pathways Mapper.
- Created a landing page for the mapper on the College website.
- Launched the mapper and continue to work on ways to ensure that access to and use of it is equitable for all of our students.
- Worked with CSUSM on the CCC-CSU Pathways project to develop 15 four-year maps for the mapper.
- Began working with Kelly Helming to integrate guided pathways into the Website to create a student-friendly experience - especially for students and families without prior experience with higher education.
- Developing videos for each of the Palomar Pathways (meta majors).
- Began research on creating student success teams in Canvas to support students once they enter one of the Palomar Pathways.

In addition to addressing the exemplary practices in the guided pathways plan, we need to continue to connect and integrate our equity, diversity and inclusion efforts to our guided pathways work. One of the goals of guided pathways is to increase the rate at which underrepresented students earn college degrees and transfer. The work we are doing in Pillar 1 - Providing pathways (maps), examining our onboarding practices, ensuring our website is student-focused and supporting students with success teams, will help Palomar College reach this goal.

Thank you for considering me for this position.

Lead 2 Applicants

Richard Carr, Jr. (English)

I would like to nominate myself for the "Pillar 2: Enter the Path" lead position for the July 1, 2021 to June 30, 2022 term. I am interest in joining this project because I truly believe that guided pathways are the future of higher education, and I believe in its overall mission to help more students be successful in their educational endeavors.

Being a first-generation college student myself, I know firsthand what it is like trying to navigate higher education on your own, and it is a daunting task for most. Even though I always had a natural love for school and learning new things, I had no one in my family that could advise me during my pursuit of a degree. I had to figure out a lot of things on my own. Luckily for me, I was a part of EOPS and had counselors, tutors, and mentors to help me along the way. I took advantage of these resources because I participated in Upward Bound while in high school which taught me to seek out these resources, but many students aren't lucky enough to participate in programs that help set them up for academic success.

One of the goals of guided pathways is to extend that type of guidance and those resources to ALL students, even if you aren't in a program like EOPS. Most students who start at the community college don't come in with a clear path and are tasked with figuring it out along the way. Pillar 2 is where the real work for students begin, as they become face-to-face with the obstacles and challenges of making a successful transition to higher ed. I believe that support services are crucial at this point in their education path, and I am more than willing to help students make that adjustment. I believe I am qualified for this job because I identify with these students and their struggles. I also have previous experience working with students in this demographic, and I have always been passionate about being that guiding light to success, just like those who came before me. I believe that this position would align perfectly with principles of Umoja, which would allow me to better serve Umoja students as well. I am proud to know that Palomar's "Faculty Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion" because our institution needs to uphold these values to better serve our student now and in the future. Our students' success reflects our success as a institution, and I see guided pathways as a progressive step in that direction.

Alex Cuatok (Mathematics)

My name is Alejandro (Alex Cuatok) and I am the current Pillar 2 Lead for Guided Pathways. I am interested in the Pillar 2 Lead position and I hope to continue this role for the next academic year. As stated within the description of Pillar 2, I have completed or continue to monitor all the details stated within Pillar 2. I do hope you can consider my continued role knowing that this is the last grant year for Guided Pathways. This coming academic year is the most critical year for the grant knowing that a person who has done many of the activities to support the goals within Pillar 2 and the experience to continue with the details described can close the loop. I look forward to your response.

Lead 3 Applicant

Glyn Bongolan (Counseling)

This is my letter of interest for the Guided Pathways Pillar 3 Lead for staying on the path. I have been involved with Guided Pathways since its inception at Palomar College which demonstrates not only my knowledge of but also my commitment to Guided Pathways. I am an excellent candidate to lead the activities for Pillar 3 due to my experience with Guided Pathways, with technology, and my experiences as Counseling Chair.

Understanding the various initiatives related to Guided Pathways is helpful to move the objectives forward for the grant. One initiative related to Pillar 3 includes the Strong Workforce Program (SWP). SWP heavily overlaps guided pathways objectives including having a foundation in equity. I was a member of the Regional Oversight Committee (ROC) which oversees SWP for Region 10. Through the ROC, we were constantly examining and disaggregating data by different demographics such as ethnicity, income, and gender to name a few. In SWP, I was also involved in two workgroups related to career pathways and high school partnerships. We looked at pathways beginning in high school via dual enrollment to provide students, who did not see themselves as college material, an opportunity to attend college for free in a safe environment on their high school campus. Dual enrollment is a fantastic strategy to provide equity in not only access to college, but also success in college. I am currently involved in a third workgroup, Pathway Navigation which focuses on initial intake forms, differentiated orientations, and career planning before education planning which is related to keeping students on track.

I have also been directly involved with the development of maps with instructional faculty including uploading a few maps into the mapper tool. The significance of the mapper tool is not only to provide a road map for students to a specific career, but to also allow closer examination of how the college offers its courses for completion in two years. The newest initiative is Degrees When Due (DWD) which has a focus on increasing the degrees awarded to students who either already have the degree but have not applied for it, or who are close to a degree, or who may have an opportunity for reverse transfer as well. Through this initiative, there is also opportunity to examine how courses are offered to not only increase the number of completions, but to also examine data to see how our current scheduling practices may be systematically disadvantaging underrepresented groups. DWD overlaps with our previous work on the Completion Academy, which I was also involved in, which focused on creative ways to offer our programs to reach students who were marginalized by our traditional programming.

In regards to technology, I am very familiar with the various software tools related to Pillar 3. In 2015, there was the Education Planning Initiative (EPI) along with the Online Education Initiative (OEI) and the discontinued Common Assessment Initiative (CAI). As a counselor, I was heavily involved in the education planning initiative (EPI). In EPI, I lead initial efforts in examining Hobson's software before its affiliation with Starfish. I worked not only on an education planning tool, but also a tool with a dashboard for tracking student progress through their journey. Currently, we are examining our opportunities between PeopleSoft and Starfish academic advising tools, degree planning tools, and appointment booking tools.

I am also involved in creating protocols for Starfish Early Alert and Request Assistance to help students stay on track. The program allows faculty to not only help students who might possibly falling off track, but it also allows faculty an intrusive form of communication with students who may not typically reach out for help due to their cultural upbringing or due to their lack of sense of belonging not only to the college but also to education. While request assistance is currently in use, the early alert piece will be reactivated for Fall 2021.

Discover Palomar activities are also embedded in Pillar 3. This year, I led efforts to provide “just in time” services for students which facilitates keeping students on the path. After applying and completing an orientation, students are sent to counseling to obtain an education plan. After the education plan, I set up registration workshops which will continue throughout the summer, career exploration opportunities in the summer, a “get ready for the semester” webinar for students in August, and finally, a one-on-one appointment with a counselor in September to follow up on any additional resources needed in addition to creating a long-term education plan. Counseling will be proactively contacting students throughout the process including the booking of a one-on-one appointment in September. Also, as chair, I have implemented pilots that directly benefit our underserved students. For example, we have implemented online booking, provided 15 minute and as well as full appointments, allowed drop-ins during peak periods, and offered Saturday and extended evening counseling appointments. Two additional projects also involved call campaigns with students. One focused on initiating contact specifically with our Black/African American students to offer services and allow an opportunity to intentionally connect. Another campaign focused on students on probation level 2 to invite them in for an appointment to clear their holds rather than waiting until registration to do so. Again, these are just two examples of proactive strategies to keep students on the path.

Last, as Counseling Department Chair, and as current Pillar 3 lead, I have established relationships with pillar partners including faculty, staff, Counseling and Instructional Deans, Managers, and Directors related to Pillar 3. My current involvement allows me to easily continue moving the Pillar 3 activities forward without an orientation period. I am very interested in continuing this work to help our students in the areas of access and success while keeping an equity minded perspective to advocate for our underserved students.

Lead 4 Applicant

Weston Titus (Health & Kinesiology)

I am writing to express my interest in applying for Pillar Lead 4 "Ensure Learning".

I am interested in this position because I feel that the preparation of our students for further education or work positions that earn a livable wage is a critical mission at the community college level.

The majority of my teaching load at Palomar comes from Health 100, a major GE requirement for many students transferring to a four-year university. While still meeting the SLOs for the course I make it very clear to my students that learning the concepts of creating a healthier future for themselves is more important than memorizing the names of the heart valves, and my course assignments/exams reflect this. I believe that critical thinking and learning to work effectively in groups are more important than the specific details of any single course at the introductory levels.

As an example to all reading this, do you remember the difference between the afferent vs efferent nerves? I am guessing you do not... but you likely passed a general health class at some point in your past in which you were asked to memorize that detail. This level of knowledge is typically only useful if your job requires it, so a brain surgeon or a health professor.

I bring this up to demonstrate why I believe Pillar 4 is vital for our students at Palomar College, who are likely learning things they will not remember in a decade to check a prerequisite box to hopefully earn a degree to be hired for a job they have passion for. I really do not mean this in a negative way, but by creating programs through Guided Pathways that help our faculty align their class curriculum with a broader picture for the student's future I believe we can serve all at Palomar better. I also understand how this could be easier in a HE 100 class compared to a calculus class.

If I was hired for this position I would also stress the importance of maintaining and building new transfer programs for local universities in as many fields of study as possible. This would also include internships with local companies and similar concepts for other sectors of work - clinical, class projects, and outreach services.

COVID -19 has brought many struggles to education, but I believe we have learned some things and gained tools to continue into the future allowing for more inclusion with distance learning, zoom classes, the audio/visual experience to record and post lectures for students that cant make class that day. I believe this is a great asset that we can bring forward with us and I would love to hear others' ideas and opinions on how to do this.

I started my college education at Palomar before transferred to CSUSM and then earned my Masters from SDSU. I am currently finishing my Phd in Sports Performance. I know about the current difficulties of moving from college to college, transferring your credits, finding the new place to buy your parking permit, and all of the hurdles involved with education today outside of the classroom.

Overall if I was hired as the Lead for Pillar 4 I would advocate that our goal as educators is to prepare our students for a successful future, using all of our many resources to do so.

Timestamp	What is your first name?	What is your last name?	What is your Palomar em	Please select one person for the Guided Pathways Pillar 2 Lead.
5/17/2021 15:01:14	Eduardo	Aguilar	eaguilar@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:00:57	Lacey	Craft	lcraft@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:00:27	Will	Dalrymple	wdalrymple@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:00:20	Alexandra	Doyle Bauer	adoylebauer@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:33	Kelly	Falcone	Kfalcone@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:45	Katy	Farrell	kfarrell@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:01:12	Molly	Faulkner	mfaulkner@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:22	Jenny	Fererro	jfererro@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:00:20	Erin	Hiro	ehiro@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:23	Jason	Jarvinen	jjarvinen@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:36	Teresa	Laughlin	tlaughlin@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:00:32	Lawson	Lawrence	llawson@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:50	Natalie	Lopez	nlopez@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:01:01	Beatrice	Manneh	bmanneh@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:00:48	leigh	marshall	lmarshall@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:01:08	Adam	Meehan	ameehan@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:01:34	Susan	Miller	smiller@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:01:10	Kateri	Mouawad	kmouawad@palomar.com	Richard Carr, Jr. (English)
5/17/2021 15:01:28	Benjamin	Mudgett	bmudgett@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:00:41	Scott	Nelson	snelson@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:01:40	wendy	nelson	wnelson@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:56	Candace	Rose	crose@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:47	Sabrina	Santiago	ssantiago@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:36	Elizabeth	Stephens	Estephens@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:01:14	Fariheh	Towfiq	ftowfiq@palomar.edu	Alex Cuatok (Mathematics)
5/17/2021 15:00:24	Rocco	Versaci	rversaci@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:01:09	Reza	Wrathall	lwrathall@palomar.edu	Richard Carr, Jr. (English)
5/17/2021 15:00:35	Anastasia	Zavodny	azavodny@palomar.edu	Alex Cuatok (Mathematics)

Committee on Committees

Supplemental Material / Exhibits – UPDATE

For distribution at Faculty Senate

May 17, 2021

To Senate: This has been updated to reflect the discussion and decisions made at the Committee on Committees meeting May 17, 2021.

ConC Policies and Procedures Update

Background.

The ConC Policies and Procedures were updated and ratified in Senate August 31, 2020. With a year in practice, it has been shown that the current voting requirements have proven to be cumbersome at times. This proposed update would allow for ranked-choice voting, which would greatly improve the Senate meeting flow on large committee appointment meetings.

The other large change proposal is an addition to the expectation of committee chairs, to help improve collaboration, communication, and collegiality between and among our committees. This recommendation is a direct result from the experiences of members of ConC and DEqCC during their recent collaboration on the updated volunteer interest form.

Lastly, a few other minor changes are proposed, including language fixes for flexibility and to reflect the changes to our new volunteer interest form.

Additions are shown in red underlined text; removals are shown in ~~red strikethrough text~~.

Committee on Committees approved the updates to their Policies and Procedures in their meeting today, May 17, 2021.

Committee Structure/ Composition Changes

Background.

Committee on Committees has been reviewing our existing committee structure this past year. The following are current recommendations for proposed changes and updates.

Committee on Committees approved the following in their meeting today May 17, 2021):.

Recommendations:

1. Update composition for Committee on Committees

Approved updating composition to two Senators and three faculty.

2. Update term limits for committee membership

Approved updating term limits for faculty to two-year terms for committees currently listed with one-year terms or no terms listed.

3. Merge three existing committees into one committee

The Academic Standards & Practices Committee, Personnel Standards & Practices Committee, and the Professional Procedures Committee were all approved to merge into one committee. The roles, responsibilities, and meeting schedule are under discussion.

Proposed Updates to Oversight Committee Grant Funded Programs

Background

Faculty Senate currently has an Oversight Committee Grant Funded Programs, however it has been effectively defunct, as no regular meetings nor reports have been found in recent years. In reviewing the committee, ConC recommends expanding the role of this committee to provide assistance to faculty through the grant writing process. Additional recommendations include highlighting faculty-led grant successes and acting as a liaison for district grants with faculty participation.

Committee on Committees is still formulating a formal recommendation at this time.

The full governance structure sheet recommendation appears below.



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: <u>Anastasia Zavodny, on behalf of Committee on Committees</u>				Date: Fall 2017 <u>May 2021</u>			
Proposed Name of Requested Group: Oversight Committee/Grant Funded Projects <u>Grant Resources Committee</u>							
	Council		Committee		Subcommittee		Task Force
Action Requested:		Add		Delete	<u>X</u>		Change
Roles and Responsibilities: This committee will review grant funded projects subject to Senate approval and give its recommendation to the Faculty Senate. <u>This committee will:</u> <ul style="list-style-type: none"> • <u>Provide faculty with guidance and support for applying for and managing grants</u> • <u>Provide a place to highlight faculty-led grant success</u> • <u>Be aware of and communicate to faculty of possible CCCCO grant opportunities</u> • <u>Connect faculty with grant experience to faculty new to grants</u> • <u>Provide grant writing training</u> • <u>Be a liaison to the District grants that include faculty participation</u> • <u>Provide guidance on Palomar College's fiscal processes to managing grants</u> 							
Products: <ul style="list-style-type: none"> • Review grants • Determine the long run liabilities that the college may incur when the grant money expires. • Make recommendation to the Faculty Senate • <u>Create and maintain a website to highlight grant work</u> • 							
Reporting Relationship: Faculty Senate							
Term: Two Years							
<ul style="list-style-type: none"> • Meeting Schedule: As needed or called <u>Twice per month</u> Grant writers must allow 3-4 weeks for Faculty Senate approval. 							
Chair: Senator <u>Faculty, appointed by Senate</u>							
Members: Four faculty members appointed by Senate <ul style="list-style-type: none"> • <u>8 faculty, at-large</u> 							
Other Members: None							

Approved in Committee on Committees:

Approved in Faculty Senate:

Reviewed by:

Committee on Committee

Policies and Procedures

I. Determining Assignments

1. The Chair of Committee on Committees will determine the open committee assignments prior to soliciting volunteers
2. Committee terms will be for 2 years, unless otherwise dictated by the Constitution of the Faculty Senate
3. Committee terms will be staggered to provide continuity:
 1. For committees with an even number of elected members, 50% will be elected each academic year
 2. For committees with an odd number of elected members, 50% +1 will be elected in one year and the remaining seats will be elected in the alternating year
4. Faculty may re-apply for membership on a committee when their term expires, but re-appointment is not automatic nor guaranteed.

II. Soliciting Volunteers

1. The Chair of Committee on Committees will solicit faculty volunteers for committee appointments. In each call for volunteers, the Committee will email all faculty a description of the process by which committee appointments are made by the Senate. This description will include:
 1. A list of openings by committee
 2. Committee meeting location(s)/days/time(s)
 3. A list (or link to list) of current committee membership information
 4. A reminder that Senate will hold an election (or confirmation) for each position (the date of this election/confirmation will also be listed)
 5. A means by which interested faculty may volunteer for open positions
2. Volunteers for committees will be required to provide responses to questions regarding their a short statement of interest and/or qualifications for each submission of interest. ~~This statement~~ These volunteer form responses will be included on the ballot during the election/confirmation. If there are multiple vacancies on the same committee, volunteers must specify the position(s) for which they are interested in volunteering. Volunteers may submit for multiple positions on the same committee.
3. The ~~names and statements~~ volunteer form responses from all faculty volunteers eligible for appointment to any committee will be brought to Senate for election/confirmation at the next Senate meeting. Any faculty volunteers who are ineligible will be notified promptly.

III. Timing of Solicitations

1. For committee membership terms expiring at the end of Spring semester, the Chair of Committee on Committees will:
 1. Notify committee members with expiring membership of their status and inform them of the opportunity to re-apply for membership on the committee. These notifications will be sent in the month of April.
 2. Solicit volunteers for all expiring committee membership terms following the process outlined in **Soliciting Volunteers**. The committee will send no fewer than 2 calls for volunteers to all faculty. The call for volunteers will be open for a period of no fewer than 8 academic days.
 3. Bring the ~~names and statements~~ [volunteer form responses](#) of all eligible volunteers for election/confirmation during the last 2 regular meetings of the Faculty Senate in May.
 4. Send a call for volunteers in August for any positions remaining unfilled as of the last regular meeting of the Faculty Senate in Spring.
 5. Bring forward any volunteer applications received after the last regular meeting of the Faculty Senate in Spring to the first regular meeting of the Senate in the Fall. The Chair of Committees on Committees will verify each volunteer's continued willingness to serve prior to bringing forth the applications.

2. For committee membership terms unfilled at the end of the Spring semester, the Chair of Committee on Committees will:
 1. Solicit volunteers for all vacant committee membership terms following the process outlined in **Soliciting Volunteers**. The committee will send no fewer than 2 calls for volunteers to all faculty. The calls for volunteers will be open for a period of no fewer than 8 calendar days prior to the start of the Fall Semester.
 2. Bring forward all volunteer applications, including those received after the last regular meeting of the Senate in Spring but prior to the August call for volunteers, for consideration in election/confirmation at the first regular meeting of the Senate in the Fall. In the case of those applications received after the last Senate meeting in Spring but prior to the August call for volunteers, the Chair of Committees on Committees will verify each volunteer's continued willingness to serve prior to bringing forth the applications.

3. For committee membership terms which remain vacant after the Fall semester has begun, and for those committee membership terms which become vacant during the academic year, the Chair of Committee on Committees will:
 1. Solicit volunteers for all vacant committee membership terms following the process outlined in **Soliciting Volunteers**. Each call for volunteers will be open for a period of no fewer than 5 calendar days.

2. Bring the ~~names and statements~~ volunteer form responses of all eligible volunteers for election/confirmation to the next regular meeting of the Faculty Senate.

IV. Faculty Eligibility and Duties for Committee positions

1. Unless otherwise specified in the Constitution of the Faculty Senate, all faculty are eligible to volunteer for all committee positions.
2. During the initial call for volunteers at the end of the Spring Semester, the Senate will only consider volunteers whose division matches any divisional representation requirements of the committee position.
3. All unfilled committee positions will be deemed “at-large” during the second call of the Fall Semester and open to faculty from any division. The Senate will strive to appoint members to achieve divisional diversity whenever possible.
4. If a committee member misses more than one-third of the regularly scheduled meetings, the member will lose the position on that committee (and may also lose ~~service points~~ any associated credit for service).
5. If a committee does not have an official position for a faculty member, but the Superintendent/President wants a faculty member to serve on that committee, the Senate will appoint that faculty member through its regular appointment process.

V. Duties and Responsibilities of all Faculty Committee members

1. Attend all regular and special meetings of the committee. Should an absence become unavoidable, promptly inform your Committee Chair.
2. Actively participate, read, and provide feedback on all presentations, reports, and other matters brought before the committee membership.
3. Complete any committee assignments ~~delegated~~ delegated to you in a timely manner.
4. Ensure that regular communication and reports are established between the committee and your Division and Department.
5. Complete an end-of-the-year committee report and evaluation.
6. Promptly notify the Committee Chair should you be unable to continue in your role on the committee membership.

VI. Duties and Responsibilities of Committee Chairs

1. The Committee Chair must ensure roll is taken for each meeting. This information shall be sent to the Chair of the Committee on Committees at the conclusion of each semester.
2. When a committee member is found to be absent for more than one-third of the regularly scheduled committee meetings, the Committee Chair will promptly notify the Chair of Committee on Committees.
3. Meeting Agendas and Minutes are to be made publicly available and posted according to the provisions of the Brown Act.
4. Ensure that regular communication and reports are established between the committee and the Chair of the Committee on Committees.

5. Ensure that all Adjunct/Part-Time Faculty committee members be properly compensated for their service, as outlined in the Contract (Article 15).
6. Should a committee move into an Executive Session, a report out of any Actions taken during that session must be made immediately following the conclusion of the Executive Session, per provisions of the Brown Act.
7. Should a change in membership occur (eg a committee member resigns), the Committee Chair shall notify the Chair of the Committee on Committees promptly.
8. Should a change in committee meeting time, day, and/or location occur, the Committee Chair shall notify the Chair of Committee on Committees promptly.
9. Ensure an end-of-the-year committee report and evaluation is conducted and sent to the Chair of the Committee on Committees.
10. Ensure that documentation sheets are created anytime the committee makes a decision after consultation with another shared governance entity. The documentation sheet(s) shall contain an explanation of the committee's decision and rationale. The committee chair is responsible for ensuring the documentation sheet(s) are shared with the respective consulting shared governance entity and to the committee's respective reporting relationship entity.

VII. Elections and Confirmations

1. In preparing the ballot for elections/ confirmations for Senate, the Chair of the Committee on Committees will:
 1. Include the Name, Division, and volunteer Statement form responses for each eligible volunteer and indicate the volunteer's Division and/or Department when applicable
 2. Ensure all volunteers for any individual committee are displayed together on the ballot
 3. Further ensure all volunteers for any individual position on any individual committee are displayed together on the ballot
2. In conducting the committee appointment elections, the Chair of the Committee on Committees will distribute the ballots, collect the ballots, tally the results, and report these results to the Senate. This voting mechanism may be either paper, electronic, or a combination of telecommunications.
3. In the event of an election between two volunteers for a single position, the volunteer receiving the highest number of votes shall be declared the appointee. In the event of a tie, the vote shall be taken again. In the event that three ballots have been cast, each resulting in a tie, then the Chair of Committee on Committees shall determine an openly transparent means of randomizing the selection of the appointee. This randomization selection shall occur in full view of the Senate membership.

4. In the event of an election among more than two volunteers, the vote shall proceed as a ranked-choice ballot. The Chair of Committee on Committees shall tally the result, with the final report indicating the total votes received for each volunteer each round, round in which each volunteer was eliminated, and final selection of the appointee.
5. In the event of an election where ranked-choice voting is unavailable, then the process for an election among more than two volunteers will proceed such that the volunteer receiving the lowest number of votes on the ballot shall be eliminated, new ballots prepared, and the vote shall be taken again. This process will continue until there are two volunteers remaining, at which point the provisions for elections with two volunteers are to be followed.
6. In the event of an election among more than two volunteers and one volunteer receives 50%+1 of the votes on the first ballot, that volunteer shall be selected and the provisions outlined in VII Elections and Confirmations Point 4 5 shall not apply.
7. In the event the number of volunteers is exactly equal to the number of open positions, the Senate may make the committee appointment by confirmation.
8. The Senate will strive to appoint members to achieve divisional diversity whenever possible.

Ratified in Committee on Committees on: May 17, 2021

Ratified in Senate on: August 31, 2020

Contact: Anastasia Zavodny

Faculty Emeritus Status for Spring Retirees

Section 12 (“Granting of Emeritus Status”) of the Faculty Senate Constitution states that “Emeritus Status shall be granted by formal action of the Faculty Senate to full-time faculty retiring from the District who served for at least twenty years as members of the faculty at Palomar College, with at least ten years of service as a full-time faculty member.”

Retiring Faculty

John Aegerter
Professor
Heath-Kinesiology-Recreation Management
May 31, 2021
21 years of service

Steve Bertram
Professor
Trade & Industry
June 25, 2021
26 years of service

Natarajan Geetha
Professor
Chemistry
May 30, 2021
26 years of service

Jon Panish
Professor
English
May 29, 2021
21 years of service

Melissa Smith
Professor
American Sign Language
May 29, 2021
23 years of service

Benefits Available to Emeritus Faculty (section 16.11 of the Faculty Contract)

- Library borrowing privileges
- Staff parking pass
- Athletic event pass
- Staff discount for performing arts events
- Retention of your existing Palomar email account, unless otherwise determined by the Vice President of Human Resources based on extenuating circumstances such as existing or anticipated litigation or disciplinary related matters that would require issuance of a new email account.
- The opportunity to audit or enroll in up to 6 units per semester at Palomar College, given that there is room available in the class(es).
- The opportunity to teach up to one assignment or .3 load per semester in the discipline from which you retired, to be assigned after full- time overload, and before part-time faculty assignments are made.

Retitling “Adjunct/PT Instructors” to “Adjunct Professor”

Proposal: Retitle

With apologies to William Shakespeare, a name does matter.

The “Professor” title provides distinct advantages:

1. Confers respect and equity, as indicated in the Senate resolution on PT equity
2. Reflects how our students view their instructors
3. Aligns with common practice in California’s other community colleges
4. Recognizes our part-time faculty’s credentials on resumes outside the academic world, where many of our PT work, or when they leave the profession in search of full-time employment

Request: That Faculty Senate make the adjustment

1. Senate is responsible for titling
2. Recommendation is that the title is conferred when a part-time faculty member achieves prioritization
3. Support for this comes from Part-time and Full-time Faculty Senators
4. While not a PFF matter, the leadership of PFF is in support
5. There should be no reason for the Administration to object

Questions?

**Palomar Faculty Senate & Palomar Faculty Federation
Joint Statement of Support for AB 1269**

Whereas Part-Time Faculty comprise 70% of the California Community College system's faculty and teach half the system's classes.

Whereas compensation for Part-Time Faculty is significantly lower than for Full-Time Faculty, often less than half for the same work.

Whereas this disparity has implications that span the purviews of senates and unions.

Whereas parity is a systemic issue best addressed with a systemic solution.

Whereas AB 1269 is historic legislation to ensure pay parity for Part-Time Faculty, so that equal work results in equal pay.

Whereas AB 1269 would derive funding from the State of California, rather than relying upon the budgets of individual colleges.

Resolved, the Palomar Faculty Senate and the Palomar Faculty Federation join together in vocal support for the passage of AB 1269.