THE FACULTY SENATE

PALOMAR COLLEGE

FACULTY SENATE MEETING

September 27, 2021

EXHIBITS

EXHIBIT 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
September 20, 2021

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Leigh Marshall, Adam Meehan, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Tina-Marie Parker, Candace Rose, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Roxanna Vega (ASG), Anastasia Zavodny

ABSENT:

GUESTS: Cindy Anfinson, Sara Beck, Lisa Cecere, Cynthia Cordova, Kelly Falcone, Marlene Forney, C. Harrell, Leah Hoover, Bill Jahnel, Kendyl Magnuson, Kristen Marjanovic, Leann Maunu, Patriceann Mead, Patrick O'Brien, Elizabeth Pain, Scott Richison, Tanessa Sanchez, Netta Schroer, Alyssa Vafaei, Jon Walker, Susan Wyche

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

Senate Vice President Jenny Fererro reminded faculty of the deadline to submit proof of a COVID vaccination to HR. The deadline is October 11. Use "COVID-19 Proof of Vaccination" in the subject line of the email. Include your name, employee ID # and photos of both sides of your vaccination card. Email to: benefits@palomar.edu

Senate Secretary Molly Faulkner announced that Neil Simon's *Fool, A Comic Fable* starts on October 7, live and in person on campus. Tickets can be purchased here www.palomarperforms.com Every Thursday, everyone is invited to tune into concert hour. More information for these free concerts can also be found here www.palomarperforms.com

ANNOUNCEMENTS

Senate President Rocco Versaci announced an email was sent to Senators requesting volunteers to participate in a work group created to design a system to evaluate the new governance structure. If interested, let President Versaci know by noon on Sep 21.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Zavodny   Faculty Senate approval of meeting minutes dated September 13, 2021 (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Faulkner   Faculty Senate approval of Curriculum actions taken on September 15, 2021 (see Exhibit 2).

The motion carried.

B. Committee Appointments

Motion 3 MSC: Zavodny/Laughlin   Faculty Senate approval of the following committee appointments (see Exhibit 3):

The motion carried.

Evaluations Appeals Committee – **Joe Limer**, Faculty, tenured, at-large (21-23)

Academic Review Committee – **Elvia Nunez**, Faculty, Instruction, Library (21-23)

Infrastructure and Sustainability Council – **Sara Beck**, Part-Time Faculty Representative, advisory vote

Senator and Chair of Committees on Committees Anastasia Zavodny said a Senator volunteer is needed for the EAC Committee. Another call will go out today with a submission deadline of September 30. Senator and TERB Coordinator Lawrence Lawson added that if a Senator does not volunteer by the deadline, the seat becomes an at-large seat and will be filled by another faculty member.

C. Governance Change Form DEqCC

Motion 4 MSC: Laughlin/Zavodny   Faculty Senate approval of the changes made to the Senate subcommittee currently called DEqCC (see Exhibit 4):

The motion carried.

Senator and Co-Chair of DEqCC Eduardo Aguilar explained the necessary changes made to the name and scope of the subcommittee.

D. Senate Requests/Recommendations to District re Faculty Hiring

President Versaci explained this list is a product of recommendations made during the recent faculty hiring procedure discussions by Faculty Senate. This list includes additional recommendations not under Faculty Senate purview and may improve diversity in faculty hiring. These recommendations will be forwarded to Dr. Rivera-Lacey and her executive team. VP Fererro added that once this document gets reviewed by the President and her team, Faculty Senate needs to be available to respond with ideas and suggestions of how best to incorporate these recommendations into the process.

Motion 5 MSC: Laughlin/Towfiq   Faculty Senate approval of the document titled "Suggestions to District to Improve Diverse Faculty Hiring" as amended (see Exhibit 5):

The motion carried.

INFORMATION ITEMS

A. Volunteers for Academic Grade Review Panel (see Exhibit 6)

President Versaci shared the exhibit with Faculty Senate and said he will be asking Senator Zavodny to send a call out to faculty requesting two volunteers to sit on the panel.

B. Umoja Program Update

President Versaci reminded Senators that at the last Senate meeting, VP Lakhani shared that the District's plan was to immediately go out for two new co-coordinators for the Umoja program. During a meeting with Dr. Rivera-Lacey on Sep 14, Versaci and Fererro shared Faculty Senate's concerns about the rush to fill those positions and Dr. Rivera-Lacey agreed to postpone the call. The District plans to research the history of both Umoja and Puente and sort out the requirements of moving forward. The President wanted to be assured that students currently enrolled in the program are getting their needs met. She met with the ex-co-coordinators and Richard Carr who felt strongly that students will continue to receive a full experience while in the program. Additionally, Versaci is working and will continue to work with Amber Colbert to possibly start a black student alliance club. Versaci will continue to provide Senate with updates.

Regarding the issue of the Umoja co-coordinators not getting paid for their work in a timely manner, Senator and Curriculum co-chair Wendy Nelson said she would like to see Faculty Senate get involved to improve the NOHE process to ensure that all faculty get paid as promised and on time for extra work performed. Nelson said this is a systemic problem at Palomar and offered to be part of a work group to offer up recommendations to the District.

C. Federal Grants Opportunities (see Exhibit 7**)**

Dr. Susan Wyche, Dean of CTE began her presentation by stating she created the Powerpoint for President Rivera-Lacey and VP Jack Kahn primarily to show them what was happening at the federal level relating to workforce funding that will be coming our way in just a few short months. The Biden Administration, through its American Rescue Plan, has targeted the community college system for this funding.

Dr. Wyche summarized some of the slides listing programs and areas that will be targeted by the federal government for funding grants. Wyche reminded faculty that California Community College Chancellor Eloy Oakley is currently on sabbatical and is now working closely with the US Education Secretary on higher education matters including this upcoming grant program and how best to implement the funding process. Money will be available for improving infrastructure as well as free college tuition programs. Wyche hopes to see an uptick in enrollments and Palomar should have money to spend on those programs. She also stated that Palomar will have to increase and improve their wraparound student services so students can be successful in those programs. Palomar needs to evaluate how do we prepare our college to deal with much more financial activity and hiring activity that comes with being asked to scale up programs.

Regarding timing, Wyche went on to say that Congress wants to get this legislation done before the election year which is next year so they will have it under budget reconciliation by November. Negotiations are happening right now as to the total amount of the final bill. It will take Congress 6 to 9 months to figure out how to get the funds to the agencies and how the agencies will disperse it. Some funds may come in the form of grants or even pots of money moved to the states. The states then figure out how to disperse it. Calls may be going out next spring and then the funds hitting within the next year or two.

To plan for robust and improved institutional processes to support this change, Palomar needs to look at these bills and to ask ourselves, where do we have existing programs that can be modified or scaled up to meet the need. We need to think about staffing and how our current hiring and fiscal processes support this influx.

Dr. Wyche closed her presentation by telling Faculty to get ready to think outside the box.

D. Academic Due Process – Tabled.

E. **Governance Change Forms from College Council** (see Exhibit 8)

President Versaci shared governance change forms that were brought to College Council for first reading. The members were asked to share the documents with their constituent groups for comment. Most of the changes are basic in nature. Regarding the Professional Development Committee, Senators suggested adding something about reporting back to Senate on the faculty portion. Adding the idea of joint committees in the reporting relationship section was also mentioned.

F. **Enrollment Barriers for our Students** (see Exhibit 9)

President Versaci said there is great concern on campus regarding plunging enrollments. Although COVID is a major cause, there are other issues that need to be addressed. He emphasized this is a solutions-oriented discussion and will begin with listening sessions…allowing faculty to share their experiences, observations, and ideas about enrollment issue barriers.

There was lengthy discussion on the matter. To read the full set of notes taken during this discussion, view here: https://docs.google.com/document/d/1F88XzhyH7iYCkOVnRY2EWzCm_EVdp4o_yxdc9fQQiys/edit?usp=sharing Some of the comments were not delivered during the Senate meeting but came in via email to the Senate President and Senate Vice President both before and after the actual meeting.

After the session, Versaci said he will send out one more call to faculty to give another chance to share information. Versaci and VP Fererro are compiling the information and will report back to Senate for next steps.

REPORTS:

ASG (Mouawad) - No report.

President (Versaci)
Jenny and I met with Dr. Star Rivera-Lacey on Tuesday, September 14, to discuss various issues, including the Faculty Listening Session coming up on Thursday, the changes to the faculty hiring procedures, some enrollment concerns, and the issues surrounding the Umoja program. Star agreed that a call should not go out for new co-coordinators until we get more information about the program's history and address ways to ensure both its success and the success of the coordinators (obviously related). Of utmost concern at this point is for the current students, and she has been assured by the outgoing coordinators and others involved in the program that those students will have a meaningful experience.

College Council (Versaci)
The College Council met on Friday, September 10. We reviewed the roles and responsibilities of the council, disbanded SPC and Policies & Procedures (since the CC is replacing SPC and will assume the work of P & P). There was some discussion about creating a work group or task force to review P & P matters before they come to the larger group. We also reviewed other changes to the governance structure necessitated by our shift to new councils. Those changes are on as information in the Senate's 9/20 meeting.

Equity, Education, & Student Success (EESS) Council (Versaci)
The EESSC met on Friday, September 17 (after these reports were due).

Institutional Effectiveness (IE) Council (Bongolan) - No report.

Employees, Community, & Communications (ECC) Council (Fererro)
Employees, Community, and Communication Council met on 9/3. The Council reviewed the scope of work, discussed committees that should report to ECC Council, and discussed potential suggestions for future revisions to the membership.

Infrastructure & Sustainability (IS) Council (Lucindo) – No report.

PFF (Laughlin) - No report.

EEDCC – Educators for Equity, Diversity, and Cultural Consciousness (Aguilar/Sadat Ahadi)
- We as a collective subcommittee would like to change our name to Educators for Equity, Diversity, and Cultural Consciousness (EEDCC).
- Our core values are...As activists to the Faculty Senate, this subcommittee will disrupt the status quo by dismantling and eradicating inequities. We challenge others to be uncomfortable and do the transgressive work towards the shared goal of infusing equity and antiracism throughout our college. We will rebuild, critically question, challenge, engage, reexamine equitable praxis, and validate cultural agency of the entire Palomar College Community with particular attention towards serving students.
- We will be meeting on Friday September 17, 2021 to begin planning our virtual social justice convening.

Accreditation (Meehan) - No report.

Distance Education (Hiro)
Here are the highlights of the Sept. 15 meeting
- Proctoring
    - o Erin Hiro said that the Faculty Senate is asking for the DE Committee to bring forward proctoring programs that will replace Proctorio, which is problematic for invasion of privacy, equity, and technology limitations.
    - o Kelly Falcone suggested that the DE Committee bring forward strategies for dealing with proctoring needs along with programs.
    - o David Gray, from ATRC, told the committee that all proctoring programs have the same challenges as Proctorio
- Unicheck
    - o David Gray told the DE Committee that the college needs to move from the plagiarism checker UniCheck to CopyLeaks because UniCheck was bought by a larger company and the rates increased. The ATRC was hoping the transition could take place over the fall semester. They realized that it would run out this weekend.
    - o The DE Committee Member Crystal Velasco made a motion to direct DE Coordinator Erin Hiro to work with Instruction to find $6,000 to pay to keep UniCheck working through the end of the semester.
    - o Motion approved unanimously.
- Canvas Program Selection
    - o DE Committee members have expressed frustration over a lack of understanding on how the ATRC selects which Canvas programs to fund.
    - o David Gray said he was not sure of the process either and that the ATRC learns about new programs through conferences and conventions or through faculty requests.
    - o There are also concerns about free Canvas add-ons that faculty use in Canvas that are not accessible.

- o The Committee will bring back this issue for further review and consider compiling a list of Canvas add-ons with information on their accessibility and other factors to help faculty in the selection process.
- Canvas Access
    - o Last Spring, the Faculty Senate granted faculty the right to decide who has access to their class. Based on the resolution, the ATRC created an access of "Observer." While this helps with TERB evaluations and some access needs, it is causing problems for Librarians who need to add content.
    - o Committee member Linda Morrow asked that the DE Committee send a recommendation to the Senate to allow faculty to have full control over the level of access to a class.
    - o David Gray cautioned that faculty have asked the ATRC to give students access to other students' grades and may inadvertently violate FERPA rights. He cautioned the DE Committee against granting full access.
    - o The DE Committee will bring this issue back to the Oct. 6 meeting.
- POCR
    - o The POCR process is being tested as part of the application to make Palomar a POCR-certified school.
    - o Testers Linda Morrow, Amy Caterina and Kelly Falcone are participating in this testing cohort and are hoping to have it completed and sent to the state for review in October.
- HyFlex
    - o The HyFlex experiment for four faculty members is going well. The students love the flexibility, and the faculty are learning how to balance the simultaneous Zoom and in-class students.
    - o The only concern of current faculty is every class period so far has had some technology issue.
    - o There is a growing list of faculty members who want to try HyFlex in the spring. The current HyFlex faculty cautioned the next test group should not be too big as to overwhelm the two AV support personnel.
    - o The DE Coordinator spoke with one of them who said he was ready for the challenge.
    - o The coordinator will caution administrators to schedule HyFlex classes carefully so there are no more than two starting at the same time in case there are technology challenges.
- New Discussion Board Redesign
    - o Committee member Kelly Falcone asked the ATRC Rep about a new Discussion board feature that will help faculty. She wondered when training would be available and when it might be turned on David Gray said he would find out and get back to the DE Committee for guidance on the changes.
- Goals
    - o The group worked on goals and collected feedback.
- Action
    - o DE Coordinator Erin Hiro made a motion to elect Crystal Velasco to the position of DE Rep for the CALM committee.
    - o Barbara Hammons seconded the motion, which was unanimously approved.

Guided Pathways (Nelson) - No report.

Budget (Fererro)
Budget Committee met on 9/14 and was presented with the Adopted Budget, followed by a lengthy question and answer period, with many very specific questions being asked by our PFF reps on the committee. Faculty representatives on the committee have requested that there be the ability to review information and use the Budget Committee time to provide guidance and feedback before information is presented to the Governing Board or finalized.

TERB (Lawson)
The semester has started with a bang. We're focused on getting in outstanding reports from previous semester to improve the completion rate for evaluation reports—especially among part-time reports. The pandemic shifted things a

bit, and doing everything digitally has provided some challenges, but it's essential to return all outstanding reports. This semester, after positive feedback last semester, we are continuing our *discussion* of implementing student evaluations at the end of all courses. Our next step is to take this to constituent groups for feedback and ideas. TERB is also exploring the idea of introducing a question in the self-reflection document for evaluations that asks faculty to look at disaggregated success/retention data for their courses and reflect on the numbers vis-à-vis their classroom practices. If this idea moves forward, we will solicit feedback and thoughtful ideas.

We also had a discussion of the optional Dean Form used on Part-Time Faculty Evaluations. There is some confusion about the process. To clarify: deans may ask to see evaluation materials for part-time faculty members before the evaluator assigns ratings (but after they've written the narrative). At that point, the Deans review the material and then complete their Dean Form—which currently has precisely one question (that was vetted by both faculty and admin): "The evaluee adheres to contract guidelines." Deans provide feedback on that question and return the evaluation materials and the signed Dean Form to the evaluator (however, they do not sign the final report because, well, it's not final as there are NO RATINGS). The evaluator then considers their feedback and decides whether to implement it into the report or not, completes the report, and meets with the part-time faculty member (after grades post).

Speaking of improving completion rates for reports <u>and</u> meeting with faculty after grades post, we're looking into a new process where you can meet with evaluees before grades post *and* maintain our promise to students to not share their specific feedback with evaluees before grades post. This potential new process may increase report completions as evaluators won't have to wait until the next semester to submit reports.

TERB is also exploring a web-based survey interface to eliminate the need of sending evaluations to email addresses and potential make evaluations more efficient—especially in face to face or general survey environments. More soon.

TERB also appoint its EAC member for the year, and the outgoing TERB coordinator has asked Senate, PFF, and the President's Office about seating their positions if they have not done so yet.

And speaking of outgoing…if you are interested in taking on the TERB Coordinator role (must be tenured faculty) because you believe in faculty-led evaluations, logistics excites you, you want to get to know your colleagues *really* well, and you are looking for a tough but rewarding leadership experience, please reach out to Lawrence Lawson. He would love to chat with you and make sure there are great applicants for the position come Spring 22.

Professional Development (Guerrero) - No report. The next meeting is Tuesday, September 28.

AB705 Subcommittee (Anfinson)
The AB705 Support Subcommittee met on 9/09/2021, where we went over the following:
- **Action**
  - We approved the May 2021 minutes.
  - We voted on term limits for our SSC.
    - We will randomly assign ½ of the positions to a 1-year term, and ½ of the positions to a 2-year term.
    - Mark Clark, Wendy Metzger, and Cindy Anfinson (all Mathematics Department members) will randomly assign the positions and report back to the SSC.
  - The SSC noted that our scheduled November meeting falls on November 11 (Veterans' Day). The SSC decided to hold an unofficial meeting on Nov. 18 to continue our progress.
- **Readings/Research:**
  - NBER (National Bureau of Economic Research Working Paper: Is Online Education Working?
  - RP Group July 2021: Enrollment and Success in Transfer-Level Math and English for Special Populations
  - CCCCO's July 21 Report: Equitable Placement Spotlight (Implementation and Evaluation of AB705)
  - Resource Library on Strong Start to Finish

- o Vision for Success AB705 Resources
    - ▪ Go to the 3PD Portal - Communities
    - ▪ Click on Communities Home
    - ▪ Click on All Communities
    - ▪ Go to CCC: Equitable Placement (AB705)
    - ▪ Click on Join Community
- **Reports**
  - o Chair reported out regarding the May 26, 2021 presentation to SEA and monthly reports to Faculty Senate
  - o No report from the AB705 Workgroup as that group has yet to meet this semester.
  - o No report from Guided Pathways.
- **Group Work**
  - o This fall the AB705 SSC is looking into closing equity gaps. We started by looking at the big picture. We will zoom in on DI groups later.
  - o We broke out into 3 groups (see below)
    - ▪ Communication, Common Language, Common Advising
    - ▪ Tutoring and other Support Services
    - ▪ Data and Research into programs that help underserved students succeed, and Placement, Enrollment, Scheduling, and appearance in the schedule
  - o Groups selected 1 or 2 priority goals from the May meeting and began creating an actionable plan to eventually send forward.
- **Announcements**
  - o Grading for Equity book club and Becoming HSIs

Sabbatical Leave (Lawson)
We meet for the first time this semester on September 16th. At the meeting, we will begin to review sabbatical reports from AY 21-22.

Equivalency (Towfiq) - No report.

Faculty Service Areas (Mudgett) - No report. The next meeting is scheduled for Tuesday, September 21.

Credit for Prior Learning (Rose) - No report.

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

Respectfully submitted,

Molly Faulkner
_____
Molly Faulkner, Secretary

EXHIBIT 2

Palomar College Advanced Placement Guide

• Students must have the College Board send an official Advanced Placement transcript to the Palomar College Records Office. Credit is awarded for scores of 3, 4, or 5. Students shall not receive duplicate credit for equivalent coursework and AP exams.
• AP credit may be used to meet Associate Degree GE and/or Palomar major course work, CSU GE, and IGETC requirements. Each CSU/UC campus will determine how it will apply examinations toward units and coursework in the major and G.E. (if not certified prior to transfer)
• When included within the Associate Degree for Transfer (AA-T/AS-T), Advanced Placement (AP) credit shall apply toward the lower-division minimum unit requirement for the CSU degree, and if applicable, the minimum unit designation for the CSU major or CSU GE-Breadth requirements.

AP Exam	Score	Palmar Equivalent	Palomar Units	Palomar GE Units	Palomar GE Area	CSU Transfer Units	CSUGE Units	CSUGE/AHI Area	UC Transfer Units	IGETC Units	IGETC Area
Art History	3	ART 100	6	3	C	6	3	C1 or C2	5.3	3	3A or 3B
Biology	3	BIOL 100	6	4	B	6	4	B2+B3	5.3	4	5B+5C
Calculus AB*	3	MATH 140	3	3	A2+Math Competency	3[1]	3	B4	2.6[2]	3	2A
Calculus BC*	3	MATH 140+MATH 141	6	3	A2+Math Competency	6[1]	3	B4	5.3[2]	3	2A
Calculus BC/AB*	3	MATH 140	3	3	A2+Math Competency	3[1]	3	B4	2.6[2]	3	2A
Chemistry	3	CHEM 110+CHEM 110L	6	4	B	6	4[3]	B1+B3	5.3	4	5A+5C
Chinese Language & Culture	3	CHIN 201	6	3	C	6	3	C2	5.3	3	3B+6A
Comparative Government & Politics	3	NE	3	3	D	3	3	D	2.6	3	4
Computer Science A	3	CSCI 114	3	0	NA	3[1]	0	NA	5.3[5]	0	NA
Computer Science Principles	3	CSCI 112	6	0	NA	6[1]	3	B4	5.3	0	NA
English Language & Composition	3	ENG 100	6	3	A1	6	3	A2	5.3[6]	3	1A
English Literature and Composition	3	ENG 100 or ENG 205	6	3	A1 or C	6	6	A2+C2	5.3[6]	3	1A or 3B
Environmental Science	3	NE	4	4	B	4	4	B1+B3[7]	2.6	3[8]	5A+5C
European History	3	NE	6	3	C or D	6	3	C2 or D	5.3	3	3B or 4
European History	4 or 5	HIST 106	6	3	C or D	6	3	C2 or D	5.3	3	3B or 4
French Language & Culture	3	FREN 201	6	3	C	6	3[9]	C2	5.3	3	3B+6A
German Language & Culture	3	GERM 201	6	3	C	6	3[9]	C2	5.3	3	3B+6A
Human Geography	3	GEOG 105	3	3	D	3	3	D	2.6	3	4
Italian Language & Culture	3	ITAL 201	6	3	C	6	3	C2	5.3	3	3B+6A

AP

AP Exam	Score	Palmar Equivalent	Palomar Units	Palomar GE Units	Palomar GE Area	CSU Transfer Units	CSUGE Units	CSUGE/AHI Area	UC Transfer Units	IGETC Units	IGETC Area
Japanese Language & Culture	3	JAPN 201	6	3	C	6	3	C2	5.3	3	3B+6A
Latin	3	NE	6	3	C	6	3	C2	5.3	3	3B+6A
Latin: Vergil	3	NE	3	3	C	3	3	C2	2.6	3	3B+6A
Macroeconomics	3	ECON 101	3	3	D	3	3	D	2.6	3	4
Microeconomics	3	ECON 102	3	3	D	3	3	D	2.6	3	4
Music Theory	3	MUS 103	6	3	C	6	0	NA	5.3	0	NA
Physics 1	3	PHYS 120	4[10]	4[10]	B	4[10]	4[10]	B1+B3	5.3[11]	4	5A+5C
Physics 2	3	PHYS 121	4[10]	4[10]	B	4[10]	4[10]	B1+B3	5.3[11]	4	5A+5C
Physics C: Electricity & Magnetism[8]	3	PHYS 201	4[10]	4[10]	B	4[10]	4[10]	B1+B3	2.6[11]	4	5A+5C
Physics C: Mechanics[8]	3	PHYS 200	4[10]	4[10]	B	4[10]	4[10]	B1+B3	2.6[11]	4	5A+5C
Psychology	3	PSYC 100	3	3	D	3	3	D	2.6	3	4
Seminar	3	NE	3	0	NA	3	0	NA	0	0	NA
Spanish Language & Culture	3	SPAN 201	6	3	C	6	3[12]	C2	5.3	3	3B+6A
Spanish Literature & Culture	3	SPAN 202	6	3	C	6	3[13]	C2	5.3	3	3B+6A
Statistics	3	MATH 120	3	3	A2+Math Competency	3	3	B4	2.6	3	2A
Studio Art: 2-D Design	3	NE	3	0	NA	3	0	NA	5.3[14]	0	NA
Studio Art: 3-D Design	3	NE	3	0	NA	3	0	NA	5.3[14]	0	NA
Studio Art: Drawing	3	NE	3	0	NA	3	0	NA	5.3[14]	0	NA
US Government & Politics[15]	3	NE	3	3	D+US-2[16]	3	3	D+US-2[16]	2.6	3	4+US-2[16]
US History[15]	3	NE	6	3	C or D + US-1[17]	6	3	C or D + US-1[17]	5.3	3	3B or 4 + US-1[17]
US History[15]	4	HIST 101 or HIST 102	6	3	C or D + US-1[17]	6	3	C or D + US-1[17]	5.3	3	3B or 4 + US-1[17]
US History[15]	5	HIST 101+HIST 102	6	3	C or D + US-1[17]	6	3	C or D + US-1[17]	5.3	3	3B or 4 + US-1[17]
World History Modern	3	NE	3	3	C or D	3	3	C2 or D	5.3	3	3B or 4
World History Modern	4 or 5	HIST 108	3	3	C or D	3	3	C2 or D	5.3	3	3B or 4

NE: No course equivalency   NA: Not Applicable   See Footnotes on last page

Notes:

*The maximum credit toward the associate degree is 6.0 units combined.

[1] For the CSU, if a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.

[2] UC limitations include a maximum of 8 quarter/5.3 semester units for both Calculus AB and BC.

[3] Prior to Fall 2009, the CSU awarded 6 units toward B1+B3

[4] Students who completed the exam prior to Fall 2009 may apply 6 units to B1+B3.

[5] Prior to Fall 2018, The UC awarded 1.3 semester units.

[6] The UC unit limitations include 5.3 semester/8 quarter units for English Language & Composition and English Literature and Composition combined

[7] For the CSU, students who completed the exam prior to Fall 2009 may apply GE credit toward B1+B3 or B2+B3.

[8] Environmental Science, Physics C: Mechanics, and Physics C: Electricity/Magnetism earn 3 semester/4 quarter units each on IGETC and will require at least 4 additional semester units to include an Area 5B course to satisfy IGETC Area 5.

[9] The CSU awarded 6 units toward CSU GE C2 prior to Fall 2009.

[10] For Palomar College associate degrees and CSU transfer units, if a student passes more than one AP exam in physics, only six units of credit may be applied to the associate or CSU transfer, and only four units of credit may be applied toward Palomar and/or CSU GE.

[11] The UC limits all AP Physics exams to a maximum of 5.3 semester units/8 quarter units combined.

[12] The CSU awarded 6 units toward C2 up until Spring 2014

[13] The CSU awarded 6 units toward C2 up until Spring 2013

[14] UC credit limitations for all three exams is 5.3 semester/8 quarter units combined.

[15] Passing US Government & Politics and US History exams in combination with a "C" or better in POSC 120 or any other US-3 approved course will fulfill AHI.

[16] For AHI, students must complete any US-1 and US-3 course with a "C" or better.

[17] For AHI, students need to complete POSC 102 or any approved US-2 and US-3 course.

9/9/2021

Palomar College
College-Level Examination Program (CLEP) Guide

Students must have the College Board send an official CLEP transcript to the Palomar College Records Office.

Course credit, major placement, and units granted at Palomar College may differ from course credit, major prep placement, and units granted by a transfer institution.

CLEP credit may be used to meet Associate Degree GE and/or major course work and California State University (CSU) GE requirements.

When included within the Associate Degree for Transfer (AA-T/AS-T), College-Level Examination Program (CLEP) credit shall apply toward the lower-division minimum unit requirement for the CSU degree, and if applicable, the minimum unit designation for the CSU major or CSU GE-Breadth requirements.
UC: The University of California does not accept CLEP credit. **IGETC**: CLEP cannot be used on IGETC.

See notes on last page

CLEP Exam	Min Score	Palomar Equivalent	Palomar Credit	AD GE Credit	AD GE Area	Transfer Credit	CSU GE Credit	AH&I or GE Area
			Palomar College			**CSU System**		
American Government	50	NE	3	3	D	3	3	D
American Literature	50	ENG 225 **or** 226	3	3	C	3	3	C2
Analyzing and Interpreting Literature	50	ENG 205	3	3	C	3	3	C2
Biology	50	BIOL 101	3	3	B	3	3	B2
Calculus	50	MATH 140	3	3	A2, Math Competency	3	3	B4
Chemistry	50	CHEM 110	3	3	B	3	3	B1
College Algebra	50	MATH 110	3	3	A2, Math Competency	3	3	B4
College Algebra-Trigonometry (Ended June 2006)	50	MATH 135	3	3	A2, Math Competency	3	3	B4
College Composition	N/A	NE	0	0	N/A	0	0	N/A
College Mathematics	50	NE	3	3	A2, Math Competency	0	0	N/A
English Composition w/Essay (Ended June 2010)	50	ENG 100	4	4	A1	0	0	N/A
English Literature	50	ENG 210 **or** 211	3	3	C	3	3	C2 (removed F11)
Financial Accounting	50	ACCT 201	4	0	N/A	3	0	N/A

CLEP Exam	Min Score	Palomar College				CSU System		
		Palomar Equivalent	Palomar Credit	AD GE Credit	AD GE Area	Transfer Credit	CSU GE Credit	AH&I or GE Area
French Language Level I	50	NE	6	0	N/A	6	0	N/A
French Language Level II[1]	59	NE	9	3	C	9	3	C2
German Language Level I	50	NE	6	0	N/A	6	0	N/A
German Language Level II[1]	60	NE	9	3	C	9	3	C2
History of the United States I[2]	50	HIST 101	3	3	D+US-1	3	3	D+US-1
History of the United States II[2]	50	HIST 102	3	3	D+US-1	3	3	D+US-1
Human Growth and Development	50	NE	3	3	E	3	3	E
Humanities	50	HUM 100 **or** 101	3	3	C	3	3	C2
Information Systems & Computer Applications	50	CSIT 125	3	0	N/A	3	0	N/A
Introduction to Educational Psychology	50	NE	3	0	N/A	3	0	N/A
Introductory Business Law	50	BUS 115	3	0	N/A	3	0	N/A
Introductory Psychology	50	PSYC 100	3	3	D	3	3	D
Introductory Sociology	50	SOC 100	3	3	D	3	3	D
Natural Sciences	50	NE	3	3	B	3	3	B1 **or** B2
Precalculus	50	MATH 135	3	3	A2, Math Competency	3	3	B4
Principles of Accounting (Ended June 2007)	50	ACCT 201, 202	8	0	N/A	3	0	N/A
Principles of Macroeconomics	50	ECON 101	3	3	D	3	3	D
Principles of Management	50	BMGT 101	3	0	N/A	3	0	N/A
Principles of Marketing	50	BUS 155	3	0	N/A	3	0	N/A
Principles of Microeconomics	50	ECON 102	3	3	D	3	3	D
Social Sciences and History	50	NE	3	3	D	0	0	N/A

CLEP Exam	Min Score	Palomar College				CSU System		
		Palomar Equivalent	Palomar Credit	AD GE Credit	AD GE Area	Transfer Credit	CSU GE Credit	AH&I or GE Area
Spanish Language Level I	50	NE	6	0	N/A	6	0	N/A
Spanish Language Level II[1]	63	NE	9	3	C	9	3	C2
Trigonometry (Ended June 2006)	50	MATH 115	3	3	A2, Math Competency	3	3	B4 (removed F06)
Western Civilization I	50	HIST 105	3	3	C **or** D	3	3	C2 **or** D
Western Civilization II	50	HIST 106	3	3	D	3	3	D

N/A = Not Applicable   NE = No Equivalent

[1] French Level II, German Level II, or Spanish Level II prior to F15 earn 12 units toward CSU admission

[1]If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C2 of GE Breadth, as noted.

[2] For AHI, students must complete POSC 102 or any approved US-2 and US-3 course

Palomar College International Baccalaureate (IB) Guide

IB Exam	Palomar College				California State University				University of California			
	Minimum Score	Total Units	GE Units	GE Area	Minimum Score	Transfer Units	CSUGE Credit	CSUGE Area	Minimum Score	Transfer Credit	IGETC Credit	IGETC Area
Biology HL	5	6	3	B	5	6	3	B2	5	5.3	3	5B
Chemistry HL	5	6	3	B	5	6	3	B1	5	5.3	3	5A
Economics HL	5	6	3	D	5	6	3	D	5	5.3	3	4
Geography HL	5	6	3	D	5	6	3	D	5	5.3	3	4
History (any region) HL	5	6	3	C or D	5	6	3	C2 or D	5	5.3	3	3B or 4
*Language A: Language and Literature HL (any language except English)	4	6	3	C	4	6	3	C2	5	5.3	3	3B+6A
*Language A: Language and Literature HL (any language)	4	6	3	C	4	6	3	C2	5	5.3	3	3B
*Language A: Literature HL (any language except English)	4	6	3	C	4	6	3	C2	5	5.3	3	3B+6A
*Language A: Literature HL (any language)	4	6	3	C	4	6	3	C2	5	5.3	3	3B
*Language B: HL (any language)	4	6	0	NA	4	6	0	NA	5	5.3	3	6A
Mathematics HL	4	6	3	A2, Math Competency	4	6	3	B4	5	5.3	3	2A
Physics HL	5	6	3	B	5	6	3	B1	5	5.3	3	5A
Psychology HL	5	3	3	D	5	3	3	D	5	5.3	3	4
Theatre HL	4	6	3	C	4	6	3	C1	5	5.3	3	3A

NA = Not Applicable, HL = Higher Level

*The IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.

Students must have IB send an official transcript to the Palomar College Records Office

9/9/2021

EXHIBIT 3

September 27 2021					How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	
Name	Division	Department	Committee/ Council requested	Position			Action: Confirm
Betsi Little	SBS	Psychology	Academic Grade Review Panel	At-Large	I think in this particular committee, understanding cultural context is essential in understanding the communication between faculty and student, especially in regards to grades. In this case, in my experience, the power differential between student and professor can appear much great to students of color or historically marginalized populations.	I have been a full time faculty member at 4 institutions over the last 15 years. I have served on Academic committees, have served in Student Life in student discipline settings, and have been a Title IV investigator and a prior institution. I was "brought up" in the student life side of things beginning as a Resident Assistant through the Dean of Student position. I have served on many disciplinary committee, include grade disputes. I think I can bring experience and a different perspective to this group.	
Ben Mudgett	AMBA	Instruction and Business	Academic Grade Review Panel	At Large	I am involved across the District in creating culturally relevant and responsive practices to improve the student experience and reduce equity gaps. I am aware of and sensitive to my implicit biases and call attention to systemic barriers in the dismantling and rebuilding of our college and system.	I sit on the academic review committee where students bring petitions to reconsider practices and policy as a result of their extenuating circumstances that caused hardship in their academic progress toward completion.	
Lesley Blankenship-Williams	MSE	Biology	Academic Grade Review Panel	Faculty, Biology	As I evaluate the grade dispute between and this instructor and student, I will critically evaluate if (1) racism (even subtle) or discrimination was a contributing factor, (2) the instructor's grading policies were fair, equitable and reasonable for our students. For example, if an instructor assigns a failing grade because a student didn't purchase a $1000 license for a program to complete an assignment, and the "need" for said program was not supported by the department, then that might be a case where a student is unable to succeed because of financial barriers. That's an equity issue.	I am a full-time faculty member in the department in question who has taught full time at a community college for 15 years (13 of those years at Palomar). In my time, I've taught two 100-level courses and three different 200-level courses. I've taught mornings, afternoons, evening and even online prior to the pandemic. These experiences have exposed me to the diverse student body that the biology department serves in a variety of instructional modules. Fairness is a cornerstone of our grading system. Components of "fairness" include (1) ensuring that the assessment policies are listed in the syllabus in a detailed and unambiguous way, and (2) consistently enforcing those policies across all students. In other words, ensuring that grading is not arbitrary and capricious. My experience as the former TERB Coordinator provided additional experience at digging deeper to figure out where responsibility lies when two parties are in a disagreement.	
Bill Jahnel	SBS	EHPS	Academic Grade Review Panel	Alternate	As a member of the queer community I have had close contact with inequity both in my life and in the lives of those in the community, which I hope allows my empathy to understand some of the challenges faced by other marginalized groups as well. My field of study has been in American Slavery Studies and the black experience in America from colonization to Reconstruction; I have endeavored to continue to learn through classes such as last year's excellent Africana Studies 101 for Professors and the HSI Book Club this semester. I remain open to understanding possible cultural biases that might play a role in grade disputes, or even among communication style sin general, in this specific example.	I will refer to my first answer for DEI inclusion; I have served as the Chair twice in the Evaluation Appeals Committee, which deals with similarly sensitive topics of dispute with even more intense outcomes as rather than the grade in one class being on the line, it involves the future of a probationary faculty member. My interest and work in Constitutional issues (having served as the chair of the constitution committee for the PFF and overseen two major revisions during my tenure) and dealing with procedural issues (having worked with both Lesley Blankenship-Williams and Larry Lawson as heads of TERB on creating equitable and procedure methods for the EAC) would hopefully prove fruitful in helping inform a procedure that would be equitable for making sure the rights of both professor and student were honored in the dispute.	
James Fent	SBS	Alcohol and Other Drug Studies	Behavioral Health and Campus Wellness Committee	Faculty, Instructional (21-23)	By ensuring behavioral health services are easily available to all students. Reduce stigma around seeking behavioral health services. Perhaps assist with language/script in written materials to ensure inclusion.	I am a licensed marriage and family therapist and certified substance abuse counselor.	
Rosie Antonecchia	Student Services	Counseling	Committee on Service Learning	Faculty, Student Services (21-23)	Service Learning is an activity that helps students who need opportunities to gain experience and confidence in making career decisions via opportunities parents cannot assist them with like other families can. I hope to contribute and learn about the work this committee is already doing to close gaps for our DI students.	I am one of the Career Continuum creation members and I hope to bring and share the information learned from that committee and my experience in the career center to continue to advocate for the existing gaps that are barriers in the student job readiness journey.	
Seth San Juan	SBS	American Indian Studies	Distance Education Committee	Faculty at Large (20-22)	I will continue to advocate for those who are marginalized and silenced.	I will bring my experience and knowledge teaching American Indian Studies and Ethnic Studies to this work	
Jeff Epstein	SBS	Philosophy	Sabbatical Leave	Faculty tenured, L&L (20-23)	Racial justice, equity, and self-examination/critique are central pillars of my engagement with colleagues and students. As a member of Palomar's White Allies group, Co-chair of Behavioral Sciences, and an instructor, I have a demonstrated commitment to equity and antiracism. For example, in meetings with the Dean and VPI, I have requested that the administration remain accountable and transparent in progress made toward meeting the DEI goals. I have completed many anti-bias PD trainings, and I have been working on decolonizing my syllabus (for many years now) and building internal antiracist resources for the department to use in their respective disciplines. Sabbatical leave will support all faculty, but its processes can also be improved to support projects specifically tailored to racial justice (as we did in this past cycle where faculty who took Africana Studies courses received salary credit.) That said, I look forward to further PD trainings in DEI, and would like to create a survey for the committee that seeks specific feedback from BIPOC colleagues on the application process and support structures currently in place that the committee has developed over the years.	I served on the committee for two years, so I understand how every step of the sabbatical process the process works, I know many of the committee members so communication and collaboration have already been well-established. As noted, I have been requesting the Dean of SBS and the VPI to provide chairs and directors with regular updates on Palomar's antiracist progress. I have communicated this with faculty members in my department, then took their feedback back to the Dean and VPI. I supported UMOJA in adding a Sociology course for Fall. I am the faculty mentor for the Philosophy Club which is specifically anchored upon the contributions of non-traditional figures of philosophy, including women racial and ethnic minorities, and LGBTQA+ thinkers. Before the pandemic, I worked with students in unpaid directed studies courses on gender violence, racial and economic equality. My syllabi are constantly revised in terms of assessment, content, and organization in order to further decolonize the syllabus and make it more accessible to all students.	

EXHIBIT 4

PALOMAR COLLEGE
Learning for Success

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3 Approved by the Faculty Senate, ~~12-10-2018~~ 08-30-2021
4
5
6 # FACULTY HIRING PROCEDURES
7
8
9 The Faculty of Palomar College, in establishing the procedures for the hiring of full- and part-
10 time faculty, is guided by the following principles:
11
12 **The Faculty's role in Shared Governance:** Pursuant to rules adopted by the Board of
13 Governors of the California Community Colleges, the Palomar College Governing Board
14 elects to rely primarily on the advice and judgment of Faculty Senate on academic and
15 professional matters. Among these matters are "faculty hiring policy, faculty hiring criteria, and
16 faculty hiring procedures," specifically noted as number 11 in the "10+1+1."
17
18 **A Guiding Principle in Shared Governance:** Palomar College's Administrative Procedure
19 (AP) 2510 aptly describes a guiding principle for the faculty's and administration's participation,
   transparency, and accountability
20 in Shared Governance:
21
22   The governance structure and practices embrace the Palomar Community College
23   District values of supporting inclusiveness of individual and community viewpoints in
24   collaborative decision-making processes; promoting mutual respect and trust through
25   open communication and actions; and fostering integrity as the foundation for all we do.
26
27 **Commitment to Diversity –** The faculty of Palomar College is committed to the goal of
28 diversity and equity in hiring. To that end, while the faculty maintains discipline/subject expertise
   as a first priority, the elements related to hiring should reflect the faculty's commitment to
   building diversity as described in both AP 4025 and AP 7120: ==(NOTE: AP 7120 is currently
   being revised, so changes to the language in that AP will need to be updated here)==
31
32   In all phases of recruitment and hiring, equal opportunity is afforded to all employees
33   and qualified applicants for employment without discrimination on bases including but
34   not limited to: ethnic group identification, race/ethnicity, color, national origin, religion,
       socio-economic status, age, gender, gender identity, gender expression, sex, physical or
35   mental disability, sexual orientation, political affiliation, transgender, marital status,
36   veteran status, medical conditions, union membership or on the basis of these
37   perceived characteristics, or based on association with a person or group with one or
38   more of these actual or perceived characteristics. Applicants not possessing specific
39   qualifications as outlined in the job announcement who feel that their background and
40   experience is equivalent to the minimum requirements are encouraged to apply.

42

43 In defining diversity with a broad list of groups and individual characteristics, the Faculty
44 recognizes the complex dynamics of the goal of diversity, acknowledging that while our
45 differences may be evident in ways that are sometimes overt and obvious, they often become
46 evident in language, tone, and attitude. We are committed to an understanding of diversity that
47 acknowledges both visible and invisible registers of difference, and we embrace the goal of a
48 more diverse faculty in all elements of recruitment and hiring, while keeping in mind the
49 California state laws specifying that no preferential treatment can be given to protected
50 classes.

51

52 **The goal of the 75/25 Ratio:** In 1988, the California Legislature in section 70 of AB1725 (the
53 fundamental California Community College reform bill) found and declared: "Because the
54 quality, quantity and composition of full-time faculty have the most immediate and direct impact
55 on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-
56 time faculty."

57

58 Based on this declaration, the reform bill established the current system goal regarding full-
59 time faculty standards: "the Legislature wishes to recognize and make efforts to address
60 longstanding policy of the Board of Governors that at least 75 percent of the hours of credit
61 instruction in the California Community Colleges, as a system, should be taught by full-time
62 instructors."

Definitions

63

- ANTIRACISM: a form of action against racism in all aspects of curriculum, pedagogy, praxis, and policy.

- DEI:

  DIVERSITY: includes but is not limited to race and ethnicity, gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and perspectives. Diversity is imperative as we can learn different lived experiences and perspectives regarding important matters.

  EQUITY: is when we elevate and support underrepresented and historically marginalized communities. This may include dismantling barriers for them and ensuring they are supported in all aspects of life.

  INCLUSION: ensures that our campus is a place where diversity is welcomed, heard, and where every individual feels a sense of belonging and connection. Inclusion is important because we must work together to make our campus a better place for students and the overall surrounding community.

  • **EQUITY-MINDED:** carrying a perspective to challenge inequities students and communities are confronted by and ensuring equity is at the forefront of decision-making.

64

65

66 The Faculty of Palomar College has developed the following procedures for the hiring of

67 full and part-time faculty. These procedures are generally in line with the College's AP 7120.
68 Where they diverge from that procedure, this document has precedence over AP 7120. The
69 Faculty's intention is to maintain the standard of excellence which has been the hallmark of the
70 Palomar College Faculty and to encourage the principles noted above.
69
70
71 **<u>RESPONSIBILITIES OF ALL INVOLVED PARTIES</u>**
72
73 1. **Confidentiality**: Each participant in the hiring process is responsible for maintaining the
74   confidentiality of all aspects of the selection process, including written materials, oral
75   discussions and any other information that relates to the selection process. Such
76   information may be shared only with members of the Selection/Joint Selection/President's
77   Committees, Human Resource Services (HRS), and the administrators involved.
78   Confidentiality must be maintained permanently.
79
80 2. **Fairness/Objectivity:** Each participant in the hiring process is expected to be objective,
81   ~~and~~ fair, and equity-minded in their word and actions ~~conduct and attitude~~. Potential conflicts
        of interest, including personal,
82   professional, and financial relationships with candidates, need to be considered. If the
83   participant cannot be objective, ~~and~~ fair, and equity-minded towards all candidates, they
        should remove
84   themselves from the hiring process.
85
86 3. **Following established policies**
87

88   4. **Protecting Palomar College from legal liabilities**

89

90   5. **Cooperating and working together as a team:** The committee is tasked with various
91   duties which need to be accomplished in a timely manner. If any committee member
92   requests a delay in performing these duties, the voting members of the committee can
93   consider that request and then decide on it by consensus or majority vote.

94

95   6. **Attendance:**

96

97   a. All members of the hiring committee, including <mark>the compliance officer</mark>, must be present for
          meetings, interviews, and deliberations. <mark>NOTE: The title "compliance officer" is currently being revisited/revised by HR and on AP 7120, so the terminology will be updated here and elsewhere in this document when that change is finalized.</mark>

99

100   b. If a voting member of the committee misses any part of an interview or deliberation, the
101   committee member is ineligible for further participation in the hiring process.

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103   c. All members, including the compliance officer, must be present ~~in person~~ for interviews and deliberations<u>, whether those are done face-to-face or remotely through Zoom or some similar method</u>.

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105   d. Each hiring committee will establish its specific policy with regard to attendance at
106   preparatory meetings (e.g., development of announcement and materials, etc.). The
107   committee can decide to conduct some or all of these tasks by email. The Compliance
108   Officer must be included in all of these communications.

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110   7. **Compliance Officer's role:**

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112   a. It is the responsibility of the Compliance Officer to observe and monitor the hiring
113   process to ensure complete fairness and consistency for each applicant and to serve as
114   a non-voting resource person to the hiring committee.

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116   b. The Compliance Officer must be present during all meetings of the hiring committee and
117   included in all hiring committee emails and in whatever platform hiring communications are conducted (e.g., Microsoft Teams, Canvas, etc.).

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119   8. **Training:**

120 a. Prior to participating as a hiring committee member, members must receive training <u>from Human Resources</u> on the selection process. <u>Faculty Senate may also also offer training for faculty members serving on faculty search committees.</u> Such training must occur within one year prior to serving on a hiring committee. HRS shall provide hiring committee training. Hiring Committee Training materials are available through HRS.

123 b. Training shall include the philosophy and commitment to staff diversity as outlined in the
124 District's Equal Employment Opportunity Plan and BP/AP 3000, and this training should be inclusive of racial, ethnic, and cultural diversity and implicit bias, the
125 roles and responsibilities of all members of the selection committee, the selection
126 process, interview procedures and techniques (including guidelines on appropriate
127 follow-up questions and reference checks), and the confidentiality of the selection
128 process.
129132
130133

131 **FULL TIME FACULTY**

132135

133 These procedures are established for the regular, routine process for hiring full-time faculty.
134 The Faculty recognizes the central role of HRS in the success of these procedures. In every
135 stage of the process, the goal is collaboration in the service of high standards and the growth
136 of a first-rate, diverse faculty.

137140

138 Once the hiring process has commenced, the position can only be cancelled due to a lack of
139 qualified candidates, as determined by a consensus or majority of the voting members of the
140 Selection or Joint Selection Committees.

141144

142145

143 **A. DEFINITION OF "CONSENSUS" AND "BUILDING CONSENSUS"**

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145 AP 2510 defines the recommendation process:

146149

147 ~~Recommendations shall emerge ideally as a result of group consensus. When~~
148 ~~consensus cannot be reached, a majority of those voting shall determine the~~
149 ~~recommendation.~~ Recommendations shall emerge ideally as a result of group
consensus. When consensus cannot be reached, an affirmative vote of 2/3 of voting
members present shall determine the recommendation.

150153

151 Thus, the definition of "consensus" is that the entire committee, using a collaborative decision-
152 making process, comes to an agreement.

153156

154 To "build a consensus" is to encourage the open discussion, active listening, and cooperative
155 behavior that are vital to the collaborative decision-making process.

156159

157160

158 **B. IDENTIFICATION OF POSITIONS**

159162

160 1. Full-time faculty positions are requested by departments or disciplines and then are
161 prioritized by a subcommittee of the <u>Equity, Education, and Student Success Council
(EESSC)</u> ~~Instructional Planning Council (IPC)~~, utilizing the
162 procedure developed by <u>EESSC</u> ~~IPC~~.

163166

164 2. Full-time positions for counseling and library faculty are identified through a specific
165 formula developed by counselors, librarians, and the District.

166169

167 3. As early as possible, <u>EESSC</u> ~~IPC~~ will publish the priority list of positions to be hired,
ideally by May 1.

168172

169 4. With the goal of establishing the strongest and most diverse pools of candidates, a
170 preliminary number of positions to be hired will be determined by the
171 Superintendent/President and submitted to the Governing Board as early as possible,
172 ideally by August 15.

173177

174   5.   In the interest of a more efficient process, multiple positions for specific departments
175   may be considered where appropriate. Departments which are designated for multiple
176   positions may forfeit priority consideration in the one to three years following.
177181

178   6.   Departments may begin work on preliminary preparations relating to announcements,
179   etc. in order to act as quickly as possible when positions are approved by the
180   Governing Board. These steps will be contingent upon HRS requirements relating to
181   training.
182186
183187

184   C. ANNOUNCEMENTS AND RECRUITMENT
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186   A crucial element of these procedures is the goal of flexibility in the steps outlined below.
187   After the positions to be hired are identified and approved, departments will work with HRS
188   to establish appropriate timelines. Considerations relating to discipline expertise and diversity
189   should guide the establishment of timelines between the notification of positions to be hired
190   and the expected hire date.
191195

192   1.   Announcements
193197

194   a. The position announcement is developed through a collaborative process involving
195   the department/program, appropriate administrators, and HRS.
196200

197   b. Human Resource Services must approve all announcements prior to posting.
198202

199   c. Announcements must receive final authorization by the Selection Committee Chair,
200   Department Chair / Program Director (or designee), Dean of the appropriate
201   division, and the appropriate Vice President.
202206

203   2.   Components
204208

205   The position announcement should contain equity-minded language and must include
    the following:
206210

207   a. A description of the position duties, responsibilities, salary, benefits, and terms of
208   employment (including classification, working hours, conditions). The announcement
           should also provide the college's DEI commitment statement, details about the
           student population that Palomar College serves, and the college's and hiring
           department's employee demographics.
209213

210   b. Minimum qualifications, as determined by the State Academic Senate and the
211   Board of Governors in accordance with Education Code Section 87356 et seq.
212216

213   c. Preferred qualifications (when listed) that are job-related and consistent with the
214   demands of the discipline/subject area. Departments should carefully consider
           whether their "preferred qualifications" might create a barrier to a diverse applicant
           pool and use them only when warranted.
215219

216   d. A provision for determination of equivalency, if applicable.

217221

218   e. Depending on employment unit, a statement regarding required participation in

219   shared governance.

221   f. Additional language required for compliance with federal, state, and District

222   regulations (e.g., Equal Opportunity Employer notice).

223227

224   g. Any application procedures specific to the posted position.

225229

226   h. A statement in accordance with Title 5 that requires that all applicants be "sensitive

227   to and have an understanding of the diverse academic, socioeconomic, cultural,

228   disability, gender identity, sexual orientation, and ethnic backgrounds of community

229   college students, faculty, and staff." Departments/programs will require applicants

230   to explain or submit written materials that provide evidence of such understanding.

231235

232   i. Legal qualifiers established by Human Resource Services to comply with federal,

233   state, and District regulations.

234238

235   3. Advertising and Recruitment

236240

237   a. HRS will actively advertise and recruit within diverse network platforms ~~provides assistance, including the identification of appropriate advertising~~

238   ~~media~~. The ~~Department Chair/Director or designee~~ Selection Committee Chair/

239   Department Chair/Program Director (or designee) will confer with HRS to establish

240   venues outside the standard advertising methods and sites.

241244

242   b. Venues additional to the standard will be at the expense of the District

          ~~department/division~~

243246

244   c. Job announcements are advertised through various organizations (e.g., the

245   California Community Colleges Registry) and through various online sources.

246249

247   d. Transfer Opportunities: For eligible positions, notice of transfer opportunities will be

248   distributed internally to provide current employees notice of such positions, subject

249   to provisions of applicable collective bargaining agreements or employee

250   handbooks.

251   <u>e. Wording on Announcements: Wording on faculty job announcements will include this statement: "If an applicant's qualifying degree is in progress but will be conferred before the position begins, then they must also include a written statement from their advisor indicating the anticipated degree conferral date. Should such applicants receive a job offer, that offer will be contingent on conferral of the degree by the position's start date."</u>

252254

253255

254   D. APPLICATIONS

255257

256   1. All applications shall be submitted to HRS.

257259

258   2. Applications for open positions are available online through the District website.

259261

260   3. Applicants must establish a digital profile (individual user account) in the online system

261   in order to be considered. Applicants may visit HRS for assistance with this first step.
262264

263   4.   For assistance with any element of the process, applicants should contact HRS
264   directly.
265267

266   5.   The application will contain the following basic components:
267269

270   a. Application form inclusive of educational and professional histories, skills and
271   qualifications and references, and equivalency.
272

273   b. Conviction history.
274

275   c. Confidential data for federal and state collection and reporting purposes.
276

277   6.   HRS will accept application materials until the position is closed.
278

279   7.   Letters of recommendation will be accepted for one week after the position is closed.
280

281

E. PRE-SCREENING

283

284   1.   HRS will pre-screen all applications for completeness and evidence of minimum
285   qualifications prior to forwarding applications to the Selection Committee.
286

287   2.   Completed applications which do not meet minimum qualifications, but which have a
288   completed equivalency form will be forwarded to the Selection Committee for review.
289

290   3.   All applicants with completed applications who meet stated minimum qualifications will
291   be forwarded to the Selection Committee.
292

293

F. SELECTION COMMITTEE FORMATION

295

296   1.   The First-level Selection Committee is composed of the following members:
297

298   •   Committee Chair or Co-chairs (Department Chair/Director or faculty designee(s))
299

300   •   Faculty members from the discipline or a related discipline. The committee, at its
301   discretion, may include one community member or a faculty member from another
302   institution with expertise in the appropriate discipline.
303

304   •   One (1) faculty member from outside of the department
305

306   •   One (1) student (optional — ~~non-voting~~)

     •   <u>One (1) employee from Classified, CAST, or AA (optional)</u>
307

308   •   One (1) Compliance Officer (non-voting)

     •   <u>All matters pertaining to the "optional" members will be decided via consensus by
        the 1st-Level Committee Chair and the faculty members from the
        discipline/department</u>

309

310   2.   Each voting member has one vote.

311
312   3.   Diversity
313
314   Per Title 5, 53024.e, "Whenever possible, screening committees shall include a diverse, equity-minded
315   membership which will bring a variety of perspectives to the assessment of applicant

316 qualifications." The Selection Committee Chair or Co-chairs will maintain discipline
317 expertise as the primary value in committee formation and will make every reasonable
318 effort to include representation that will advance the Faculty's commitment to diversity
319 as described in the guiding principles at the start of this document.
320320

321   4.   Verification of Committee Composition
322322

323   HRS verifies compliance of Selection Committee membership with applicable Board
324   policies and procedures.
325325

326326

327 G. SELECTION COMMITTEE DUTIES
328328

329   1.   Selection Committee Chair Duties
330330

331   a. Pre-screening
332332

333   1) ~~Selection Committee Chairs will be given the option to have~~ HRS will contact
334   applicants with incomplete applications to obtain missing materials (i.e. missing
335   transcripts). This includes applicants who do not meet the minimum
336   qualifications and did not complete an equivalency form. Applicants will be given
337   one week to complete their application once notified by HRS.
338338

339   2) Selection Committee Chairs will have access to all applications for the purpose
340   of review.
341341

342   b. Ensuring compliance with District policies and procedures in conjunction with the
343   hiring process
344344

345   c. Maintaining committee records
346346

347   2.   All screening criteria, interview questions, teaching demonstrations/skills
348   test/performance demonstrations and their associated scoring rubrics must be
349   approved by HRS.
350350

351   3.   Develop screening criteria and scoring rubric
352352

353   a. Voting members of the Selection Committee identify screening criteria based on the
354   minimum and desirable qualifications of the position in light of the expected duties
355   and responsibilities of the position.
356356

357   b. Screening criteria will include an evaluation of the extent to which applicants have
358   and demonstrate sensitivity to and understanding of the diverse academic,
359   socioeconomic, cultural, disability, and ethnic backgrounds of community college
360   students.
361361

362   4.   Develop first-level interview questions and scoring rubric

363363

364   a. Voting members of the Selection Committee develop job-related interview
365   questions and their ideal answers designed to distinguish candidates who will best
366   meet the needs of students and the department. While there is a required diversity
       question (see below), committees should endeavor to embed DEI concerns in all
       questions.

367

368367

369   b. Voting members decide the allotted time for the interview.

370369

371   c. A question related to diversity is required and should allow voting members to
372   assess candidates' attitudes about and level of awareness of diversity in light of the
373   diverse student body found at Palomar College. Ideally, this question should be
          framed by highlighting the DEI and antiracism efforts at the college, and it should be
          designed to elicit the candidate's past actions and experiences and/or a behavioral
          response as opposed to general thoughts on the issue.

374373

375   5.   Develop first-level teaching demonstration and scoring rubric. In developing the rubric,
       the committee should consider the candidate's use of culturally-relevant materials and/or
       pedagogy.

376375

377   a. Though it is not generally advisable, search committees may elect to hold remote
       interviews through Zoom or some similar method rather than face-to-face. The search
       committee should reach consensus on this decision, and it would have to be applied to
       all interview candidates (that is, if remote interviews are chosen, then all candidates
       must be interviewed remotely for the sake of consistency/fairness). In-person/live
       teaching demonstrations are required at the first level interview.

378377

379   b. Voting members of the Selection Committee determine the subject matter, format,
380   and allotted time of the demonstration of teaching, counseling, or librarianship skills
381   required of all faculty candidates. The committee should include, as part of its
          directions to candidates, a description of the diverse student population that the
          college serves.

382381

383   6.   Develop optional practical skills test or performance demonstration and scoring rubric

384383

385   a. The first-level interview process may involve skills testing and performance
386   demonstrations appropriate to the position.

387386

388   b. Voting members of the Selection Committee determine the subject matter, format,
389   and allotted time of the skills test or performance demonstration.

390389

391   7.   Screen applications

392391

393   a. All voting members of the Selection Committee individually screen all applications
394   to select candidates for interview.

395394

396   b. All voting members of the Selection Committee, using the pre-approved screening
397   criteria and rubric, complete screening forms for each applicant.

8. Select candidates for interviewing

   a. The Selection Committee decides the number of candidates it wishes to interview.

   b. Candidates are discussed and considered using the scoring rubric and screening forms as guides.

   c. The voting members of the Selection Committee will work together to build a consensus on selecting candidates for interviewing.

   d. The voting members of the Selection Committee shall, by consensus or by majority vote, select the candidates they wish to interview.

e. It is recommended that the committee give the "benefit of the doubt" to candidates who may not receive consensus or a majority vote, if the committee feels enough voting members are interested in having that candidate interviewed. This is the only time in the hiring process where the "benefit of the doubt" can be utilized.

f. The committee can choose alternate candidates to interview in the event any selected candidate declines to be interviewed. These alternates should be ranked by order of preference. HRS will contact those alternates during the interview scheduling process.

9. Interview candidates

a. HRS provides copies of the interview screening forms and the interview schedule to the Selection Committee.

b. Follow-up questions may be asked as long as they do not lead the candidate to a desired response and stay within the scope of the original question or answer. In addition, information on the application, resumé, or portfolio may be specifically addressed if not included in the original answer (and remains in the scope of the original question).

c. At the request of the Selection Committee, a candidate who must travel more than 150 miles to interview with the Selection Committee may be interviewed by the Joint Selection Committee and the Superintendent/President or designee within a day of the Selection Committee interview. If the candidate becomes a finalist for the position, these interviews will serve as finalist interviews. The questions used for this interview must be the same as those used for the rest of the finalists.

10. Select finalists to forward to the second-level interview

a. After interviews are completed, members of the Selection Committee meet in person to discuss and evaluate the qualifications of the candidates. The committee also considers whether the candidates demonstrate appropriate sensitivity to and understanding of the diversity of the Palomar College community.

b. The Committee will forward a minimum of the candidates that is the number of approved positions plus one. Exceptions require approval by the President/Superintendent or designee.

c. The voting members of the Selection Committee will work together to build a consensus on selecting candidates for forwarding to the second-level interview.

d. The voting members of the Selection Committee shall, by consensus or by majority vote, select the finalists for consideration by the Joint Selection Committee.

e. No alternates may be chosen for advancement to the second-level interviews.

f. All recommended finalists must be acceptable to the Selection Committee since only a candidate recommended by the Selection Committee will be hired.

g. If the Selection Committee is not satisfied with the interviewed candidates, the committee will:

   1) Review information regarding the candidates and/or the nature of the position; and/or

   2) Review the application pool to ensure that other potential candidates have not been overlooked; and/or

   3) Recommend that a new search be initiated.

h. The Selection Committee Chair forwards the list of the finalists to HRS.

11. Choose members who will serve on the Joint Selection Committee (see "Joint Selection Committee Formation" section for details.)

12. Choose members to perform reference checks

   a. Reference checks are required for all positions.

   b. At least two voting members of the Selection Committee who are moving forward to the Joint Selection Committee will be chosen to conduct reference checks on the finalists.

   c. The Faculty Observer is not permitted to conduct reference checks.

   d. Information gathered through reference checks will be shared with the Joint Selection Committee during deliberations.

13. Develop the optional second-level teaching demonstration and scoring rubric

   a. Teaching demonstrations are optional at the second-level interviews. The Department responsible for the position will make the determination relating to a second-level teaching demonstration.

   b. If a second-level teaching demonstration is desired, the voting members of the Selection Committee determine the subject matter, format, and time allotted of the demonstration of teaching, counseling, or librarianship skills.

14. Conclude the committee work

503   a. The committee works together to fill out the HRS interview report, using specific
504   job-related reasons for why a candidate was not chosen as a finalist.
505504

506   b. Committee members who are participating in the Joint Selection Committee retain
507   all their materials relating to the applications and interviews.
508507

509   c. Committee members who are not continuing in the hiring process submit all their
510   materials to the Selection Committee Chair, who will submit them to the Joint
511   Committee Chair at the conclusion of the Joint Committee work. All emails and
512   other digital documents relating the hiring process must be deleted.
513512
514513

515   ## H. JOINT SELECTION COMMITTEE FORMATION
516515

517   For the purpose of the second-level interviews, the Joint Selection Committee is composed
518   of the following members:
519518

520   • Appropriate Dean, who serves as the Joint Selection Committee Chair

521   • College President/Superintendent
522520

523   • Chair or at least one Co-Chair of the Selection Committee
524522

525   • Vice President for Instruction or Student Services, as appropriate
526524

527   • At least two (2) additional voting members from the Selection Committee
528526

529   • One (1) Compliance Officer (non-voting)
530528
531529

532   ## I. JOINT SELECTION COMMITTEE DUTIES
533531

534   1. Joint Selection Committee Chair Duties
535533

536   a. Ensuring compliance with District policies and procedures in conjunction with the
537   hiring process
538536

539   b. Maintaining committee records
540538

541   c. Contacting the appropriate Vice President and the President/Superintendent to
542   schedule the second-level interviews and deliberation times.
543541

544   d. Performing other duties determined by agreement with the committee
545543

546   e. HRS notifies the Dean and the Chair of the Selection Committee to confirm the list of
547   finalists.
548546

547　　　　　　f.　HRS sends materials related to the second-level interview to the Dean, who then
548　　　　　　　　convenes the Joint Selection Committee.
549
550　　　2.　All interview questions and their scoring rubrics must be approved by HRS.
551
552　　　3.　Develop second-level interview questions and scoring rubric
553
554　　　　　a. Voting members of the Selection Committee develop job-related interview
555　　　　　　　questions and their ideal answers, designed to distinguish candidates who will best
556　　　　　　　meet the needs of the department and the district.
557
558　　　　　b. Voting members decide the allotted time for the interview.
559
560　　　4.　Review the finalists' applications
561
562　　　　　Once HRS has approved all interview materials, the new members of the Joint
563　　　　　Selection Committee will be given access to the applications.
564
565　　　5.　Interview finalists
566
567　　　　　~~a. Two separate second-level interviews are conducted, one by the Joint Selection~~
568　　　　　~~Committee and the other by the President's Committee. The President's~~
569　　　　　~~Committee interview process is described in more detail in the "President's~~
570　　　　　~~Committee's Duties" section.~~
571
572　　　　　~~b~~ a. The Joint Selection Committee interviews all forwarded finalists.
573
574
575　~~J.　PRESIDENT'S COMMITTEE FORMATION~~
576
577　~~For the purpose of the President's Committee interviews, the President's Committee is~~
578　~~composed of the following members:~~
579
580　~~●　President/Superintendent or designee, who serves as the President's Committee Chair~~
581
582　~~●　One (1) Faculty Observer (optional and non-participatory)~~
583
584　~~●　One (1) Compliance Officer~~
585
586
587　~~K.　PRESIDENT'S COMMITTEE DUTIES~~
588
589　　　~~1.　All interview questions and their scoring rubrics must be approved by HRS.~~
590
591　　　~~2.　Develop President's Committee interview questions and scoring rubric~~
592

593   ~~The President/Superintendent or designee is responsible for developing the interview~~
594   ~~questions and scoring rubric, designed to distinguish candidates who will best meet the~~
595   ~~needs of the district.~~
596
597   ~~3. Review finalist applications~~
598
599   ~~The President/Superintendent will be given access to the applications at the same time~~
600   ~~as the Joint Selection Committee.~~
601
602   ~~4. Interview finalists~~
603
604   ~~The President/Superintendent interviews in person all finalists forwarded by the~~
605   ~~Selection Committee, using the pre-approved interview questions and rubric.~~
606
607   ~~5. Join the Joint Selection Committee for deliberations~~
608
609

610   ~~I.~~ **J. CONCLUDING THE FULL-TIME FACULTY HIRING PROCESS**
611
612   1. Choose candidate for hiring
613
614   a. After interviews are completed, members of the Joint Selection Committee meet in
615   person to discuss and evaluate the qualifications of the candidates.
616
617   ~~b. The President/Superintendent joins the Joint Selection Committee as a voting~~
618   ~~member.~~
619
620   ~~c. The Dean remains as the Joint Selection Committee Chair.~~
621
622   ~~d. The Faculty Observer is required to attend deliberations but is not a member and~~
623   ~~may not participate unless invited to comment on factual observation and process~~
624   ~~only.~~
625
626   ~~e~~ **b**. Each voting member gets one vote.
627
628   ~~f~~ **c**. Each finalist is discussed and assessed relevant to the applications, interviews,
629   reference checks, teaching demonstration(s), skills test, performance
630   demonstration, and needs of the discipline/department.
631
632   ~~g~~ **d**. The order of presentation of information and assessments is:
633
634   1) Reference check reports
635   2) Faculty members' opinions
636   3) Dean's opinion
637   4) Vice President's opinion
638   5) President's opinion
639639

640   h e. The voting members of the Joint Selection Committee will work together to build a
641   consensus on selecting the finalist(s) for hire.
642 642

643   i f. The voting members of the Joint Selection Committee shall, by consensus or by
644   majority vote, select the finalist(s) to whom the tentative offer of employment will be
645   extended and will be recommended to the Governing Board.
646

647   j g. The committee can choose an alternate candidate to hire in the event the selected
648   finalist(s) declines the position.
649

650   k h. If none of the finalists are selected for hire, the Joint Selection Committee will:
651

652   1) Review information regarding the finalists and/or the nature of the position;
653   and/or
654

655   2) Review the interview pool using the rubric established by the Joint Selection
              Committee to ensure that other potential finalists have not been overlooked;
              and/or
657

658   3) Recommend that a new search be initiated.
659

660   2.   Conclude the committee work
661

662   a. The committee works together to fill out the HRS interview report, using specific
663   job-related reasons for why a candidate was not chosen for hiring.
664

665   b. All committee members, including the Vice President and the President, submit all
666   their materials to the Joint Selection Committee Chair, who will submit them to
667   HRS. The Compliance Officer has the option of submitting their materials to HRS
668   separately.
669

670   c. All emails and other digital documents relating the hiring process must be deleted.
671

672   d. The Joint Selection Committee Chair forwards the name(s) of the chosen
673   candidate(s) to HRS.
674

675   3.   Governing Board Review/Approval
676

677   All offers of employment require approval by the Governing Board.
678

679   4.   Candidate's Notification
680

681   The appropriate Dean extends the tentative offer of employment to the selected finalist
682   and coordinates all necessary intake and orientation procedures with HRS.
683

703	684	5.	If the selected candidate declines the position or is otherwise unable to be employed in the position, the Joint Selection Committee, including the President/Superintendent, will:
704	685		
705	686		
706	687		
707	688		a. Review information regarding the recommended finalists and/or the nature of the position; and/or
708	689		
709	690		
710	691		b. Review the interview pool with the rubric established by the Joint Selection Committee to ensure that other potential finalists have not been overlooked; and/or
711	692		
712	693		
713	694		
714	695		c. Recommend that a new search be initiated.
715	696		
716	697		d. The pool of finalists for any posted position may be utilized for up to 90 days after an offer of employment has been extended.
717	698		
718	699	6.	
719	700		HRS will present the Joint Committee's final recommendation to the Governing Board.
720	701		
721			
722			

723   702 **PART-TIME FACULTY RECRUITMENT AND SELECTION**

724   The following provisions shall apply to all faculty for part-time positions.

725   **A. Announcement and Recruitment**:

726   **1.** Establishing the Position: Departments shall notify HRS when a position
727   becomes available via the posting request form.
728   **2.** Advertising the Position: HRS shall advertise all open part-time faculty
729   positions. The announcement should also provide the college's DEI
730   commitment statement, details about the student population that
731   Palomar College serves, and the college's and hiring department's
732   employee demographics. As well, the announcement shall include a
733   request for the applicant to describe the extent to which applicants have
734   and demonstrate a sensitivity to and understanding of the diverse
735   academic, socioeconomic, cultural, disability, and ethnic backgrounds of
736   the community college

737   **B. Applications, Screening and Selection**:

738   **1.** All applications ~~packets (including the appropriate application form and~~
739   ~~attachments, transcripts, and other documents/forms as required by the~~
740   ~~appropriate departments~~ shall be submitted directly to HRS;
741   ~~**2.** HRS shall record all legally required applicant information and remove and/or~~
742   ~~redact any confidential data;~~
743   **3.** Prior to forwarding applications to the appropriate departments for selection,
744   HRS shall conduct a preliminary screen to determine completeness of
745   application and satisfaction of minimum qualifications and/or possible need for
746   equivalency;
747   **4.** Screening shall include the philosophy and commitment to staff diversity as

748	outlined in the District's Equal Employment Opportunity Plan and inclusive of
749	racial, ethnic, and cultural diversity and implicit bias and which shall include
750	an evaluation of the extent to which applicants have and demonstrate a
751	sensitivity to and understanding of the diverse academic, socioeconomic,
752	cultural, disability, and ethnic backgrounds of the community college;
753	**5.** The Department shall select qualified candidates for interview and conduct
754	all interviews. The Department Chair/Director shall notify the appropriate
755	Dean and Vice President ~~and HRS~~ of ~~his/her~~ their selection of part-time
756	faculty. The approved interview report will be turned into HRS to start the
757	pre-employment process for the selected candidate(s).
758	~~**6.** HRS shall retain all applications for a minimum of three years.~~
759	
760	HRS shall retain all applications and recruitment materials on file for four
761	years.

731

732

733 **C. OTHER RESOURCES**

734

735   1. BP/AP 3410 titled Nondiscrimination

736

737   2. BP/AP 3420 titled Equal Employment Opportunity

738

739   3. BP/AP 7211 titled Faculty Service Areas and Competencies

740

741   4. BP/AP 4015 titled Minimum Qualifications and Equivalencies

742

743   5. AP 7126 titled Applicant Background Checks

744

745   6. AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal
746   Records

747

748   7. Equal employment opportunity issues (e.g., diversity of applicant pool) are addressed
749   in BP/AP 3420 titled Equal Employment Opportunity and the District's EEO Plan.

        8. BP/AP 3000 titled Antiracism

750

EXHIBIT 5

Starfish Update

Presentation to the Faculty Senate

September 27, 2021

By: Cindy Anfinson, Nancy Browne, and Kineta Rios

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Learning for Success

Updates on Starfish

- Starfish used to be owned by [Hobsons](#).

- Hobsons sold Starfish earlier this year to [EAB](#).
  - EAB is an "educational solutions company."
  - They have products for data and analytics, undergrad enrollment, student success, adult and graduate enrollment, and strategy and operations.

- Locally, Starfish Early Alert was put on pause in Spring 2021 to reassess how Student Services and Instruction can work together to link each student with the appropriate support when an alert is raised by faculty.
  - Make Early Alert an effective tool.

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Re-branding Starfish

- A Palomar College workgroup met Spring 2021 to rebrand Starfish for our campus. The workgroup included 5 faculty members and 2 students.

- Starfish is now called **Comet Connect**.

- Early Alert is now called the **Early Success Initiative**.

- Progress Surveys are now called **Check-Ins**.

PALOMARPOWERED
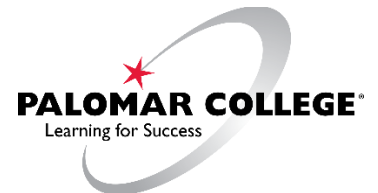
Early Success Initiative Background

- A workgroup was formed to develop a plan for Early Alert (now Early Success Initiative) in Spring 2021.
  - The workgroup had 4 faculty, one CCE and one AA member.

- We are presenting the plan to constituent groups in Fall 2021.
  - These groups include: Faculty Senate, EESS Council, AB705 Support Subcommittee, Guided Pathways, and Chairs and Directors in Fall 2021.

- The Early Success Initiative will go live in Spring 2022.

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Early Success Initiative Plan Draft

Using Comet Connect, faculty teaching in the 16-week sessions have 3 different "check-ins" available during the term.

1. Student Resource Check-In, Weeks 1-3
2. Academic Check-In, Weeks 4-8
3. Student Kudos Check-In, Weeks 9-12

Note: progress surveys are now called "check-ins"

What is different about the Early Success Initiative?
To address the concern that Early Alert resulted in "just another email," these check-ins target student needs during key moments in the semester. We will collect data and review faculty feedback on the 16-week courses, adjust, and consider expanding to other sessions (FT1, FT2, and the 4-week sessions).

1. Student Resource Check-in

- During weeks 1-3, faculty can select students who they wish to send information about accessing technology equipment resources, technology help, and textbook resources.

- Flags that can be issued
  - Technology Equipment Resource
  - Technology Help
  - Textbook Resources

- Low touch support: students will receive a message from Comet Connect with information regarding available resources.

2. Academic Check-in

- During weeks 4-8, faculty can select students who have not been attending class, are at risk of not completing the course, and/or who need tutoring.

- Flags that can be issued
  - Class Attendance
  - Risk of not completing the course
  - Tutoring recommended

- High-touch support: students will receive a message from Comet Connect with available support services and Counseling Services will contact them to schedule a meeting with a counselor.

- How will we close the loop?
  - Counseling will triage via a phone call.
  - Counseling will schedule a counseling appointment with the student, if needed.
  - Counseling will close the loop on Comet Connect.
  - Once a flag has been resolved, faculty can see it on Comet Connect.

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Closing the Loop: Comet Connect Faculty View

MY STUDENTS

Resolve   Comment   Assign   Success Plan   Send Message   Download

Student	View	Connection
joe student	Active and Resolved	All My Students

	Student	Item Name	Status	Created ▾
☐	Student, Joe 011512641	🚩 Student Life and Leadership	Resolved	04-06-2021 by Student, Joe
☐	Student, Joe 011512641	🚩 Palomar Promise	Resolved	04-06-2021 by Student, Joe
☐	Student, Joe 011512641	🚩 International Education	Active	04-06-2021 by Student, Joe

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Learning for Success

3. Student Kudos Check-in

- During weeks 9-12, faculty can select students who have demonstrated hard work and effort, positive changes in academic progress, or who may need an extra nudge to keep pushing towards completion in the course. Students will receive a message from Comet Connect giving them kudos.

- Flags that can be issued
  - Kudo
  - Positive Change
  - You are almost done

- Low touch support: students will receive a kudo message from Comet Connect.

Expanding to Fast Track Sessions

- The current plan is to test the efficacy of the 3 Check-Ins during the 16-week semester.

- We will refine the process with feedback from faculty and students.

- Then we plan to pilot with a FT (Fast-Track) session in the future.

Additional Comet Connect Features

- Request Assistance (formerly Raise your Hand)
- Connect for Success (formerly Palomar Pathways Questionnaire)

Comet Connect has other features that are not currently implemented.

PALOMAR COLLEGE®
Learning for Success

Request Assistance (formerly Raise your Hand)

- This is a feature where students can self-refer to the following services:
  - Career Center
  - General Counseling
  - International Education
  - Palomar Promise
  - Student Life and Leadership
  - Technology Hardware

- In each of these areas, a staff member will answer the request assistance inquiries and connect back to the student.

- This feature is already being successfully used by students!
  - Accessed via Comet Connect through Canvas

Connect for Success
(formerly Palomar Pathways Questionnaire)

- This is a webform that students will fill out as part of their onboarding into the College.

- It is a webform backed by a process to connect students to programs that they are eligible for.

- Participating programs include Enrollment Services, Career Center, DRC, EOPS, ESL, Financial Aid, Puente, STEM Programs, TRIO-NCEOC, TRIO-SSS, Student Life and Leadership, and Umoja.

- Made available to students on October 1, 2021 via Comet Connect on Canvas

Next Steps / Questions

- Launch Comet Connect campaign

- Campus presentations

- Feedback on the [Early Success Initiative Plan Draft, student message templates and faculty message templates](#) via Microsoft Sharepoint/Teams

- Early Success Initiative trainings will be scheduled in early Spring 2022

BP 7250   EDUCATIONAL ADMINISTRATORS

References:
Education Code Sections 72411 et seq., 87002(b), ~~87356~~, and 87457-87460;
Government Code Section~~s 3300-3313 (Peace Officers' Bill of Rights) and~~
3540.1(g) and (m)

~~Educational administrator means an administrator employed in an academic position designated by the Governing Board of the District as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District. Educational administrators include, but are not limited to, the superintendent/president and other supervisory or management employees designated by the Governing Board as educational administrators.~~

An administrator is a person employed by the Governing Board in a supervisory or management position as defined in Government Code Sections 3540 et seq.

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

An educational administrator who has not previously acquired tenure as a faculty member in the District shall have the right to become a first-year probationary faculty member once their administrative assignment expires or is terminated, if the following criteria are met:

- The administrator meets the criteria established by the District for minimum qualifications for a faculty position, in accordance with procedures developing jointly by the Superintendent/President and the Faculty Senate and approved by the Board. The Board shall rely primarily on the advice and judgment of the Faculty Senate to determine that an administrator possesses minimum qualifications for employment as a faculty member.
- The requirements of Education Code Section 87458 subdivisions (c) and (d), or any successor statute, are met with respect to prior satisfactory service and reason for termination of the administrative assignment.
- The District has a vacancy for which the administrator meets minimum qualifications. A vacancy means that a position available within the District and the District has appropriately allocated, budgeted, and prioritized in accordance with District practice.

CCLC suggested language   *Internal suggested changes in aqua*

Date Adopted: 4/14/09; Revised: 12/10/13: Revised:
Replaces all previous versions of BP 7250

Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment. Compensation shall be set by the Board upon recommendation by the Superintendent/President. Educational Administrators shall further be entitled to health and welfare benefits made available by action of the Board upon recommendation by the Superintendent/President.

Educational administrators shall be entitled to vacation leave, sick leave, and other leaves as provided by law, these policies, and administrative procedures adopted by the Superintendent/President.

Every educational administrator shall be employed by an appointment or contract.

The Board may, with the consent of the administrator concerned, terminate, effective on the next succeeding first day of July, the terms of employment and any contract of employment with the administrator, and reemploy the administrator on any terms and conditions as may be mutually agreed upon by the Board and the administrator, for a new term to commence on the effective date of the termination of the existing term of employment.

If the Board determines that the administrator is not to be reemployed when their appointment or contract expires, notice to an administrator shall be in accordance with the terms of the existing contract. If the contract is silent, notice shall be in accordance with Education Code Section 72411.

CCLC suggested language   *Internal suggested changes in aqua*

Date Adopted: 4/14/09; Revised: 12/10/13: Revised:
Replaces all previous versions of BP 7250

BP 7250   EDUCATIONAL ADMINISTRATORS

References:
> Education Code Sections 72411 et seq., 87002(b), 87356, and 87457-87460;
> Government Code Sections 3300-3313 (Peace Officers' Bill of Rights) and
> 3540.1(g) and (m)

Educational administrator means an administrator employed in an academic position designated by the Governing Board of the District as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District. Educational administrators include, but are not limited to, the superintendent/president and other supervisory or management employees designated by the Governing Board as educational administrators.

An administrator is a person employed by the Governing Board in a supervisory or management position as defined in Government Code Sections 3540 et seq.

Date Adopted: 4/14/2009; Revised: 12/10/13

AP 7250   EDUCATIONAL ADMINISTRATORS

References:
> Education Code Sections 72411 et seq., 87002(b), and 87457-87460;
> Government Code Sections 3300-3313 (Peace Officers' Bill of Rights) and 3540.1(g)
> and (m)

Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment. Compensation shall be set by the Governing Board upon recommendation by the Superintendent/President. Educational administrators shall further be entitled to health and welfare benefits made available by action of the Governing Board upon recommendation by the Superintendent/President.

Educational administrators shall be entitled to vacation leave, sick leave, and other leaves as provided by law, these policies, and administrative procedures adopted by the Superintendent/President.

Every educational administrator shall be employed by an appointment or contract of up to four years in duration.

The Governing Board may, with the consent of the administrator concerned, terminate, effective on the next succeeding first day of July, the term of employment and any contract of employment with the administrator, and reemploy the administrator on any terms and conditions as may be mutually agreed upon by the Governing Board and the administrator, for a new term to commence on the effective date of the termination of the existing term of employment.

If the Governing Board determines that the administrator is not to be reemployed when his/her appointment or contract expires, notice to an administrator shall be in accordance with the terms of the existing contract. If the contract is silent, notice shall be in accordance with Education Code Section 72411.

An educational administrator, hired after June 30, 1990, who has not previously acquired tenure as a faculty member in the District shall have the right to become a first year probationary faculty member once his/her administrative assignment expires or is terminated, if the following criteria are met:

- The administrator meets the criteria established by the District for minimum qualifications for a faculty position, in accordance with procedures developed jointly by the Superintendent/President and the Faculty Senate and approved by the Governing Board. The Board shall rely primarily on the advice and judgment of the Faculty Senate to determine that an administrator possesses minimum qualifications for employment as a faculty member.

Date Approved: SPC 12/3/2013
(Replaces current Palomar Policies 27 and 154.1 and Procedure 154.1)

- The requirements of Education Code Section 87458(c) and (d), or any successor statute, are met with respect to prior satisfactory service and reason for termination of the administrative assignment.
- The administrator was not hired prior to July 1, 1990 and/or is not part of the classified service.\

Educational Administrators who were hired prior to July 1, 1990 and were tenured faculty have full retreat right to full-time faculty in their prior discipline.

Refer to the current Administrative Association Handbook for details regarding retreat rights.

Also see BP/AP 7211 titled Faculty Service Areas, Minimum Qualifications, and Equivalencies

Office of Primary Responsibility: Human Resource Services

EXHIBIT 7

Faculty Senate Discussion on Enrollment Challenges

BACKGROUND

For many years, faculty have been recognizing and identifying problems with Palomar systems and practices that negatively impact student experiences and enrollment. After years of conversation, the District paid a consultant (Strata) in 2018 to lead a representative group of Palomar employees in identifying issues. This workgroup developed an action plan to address issues with the enrollment system. The Office of Admissions was tasked by the VPSS to implement the Strata suggestions, but it is not clear whether all or any of the action plan has been addressed to date.

Due partially to significant declines in enrollment since Summer 2020, the Faculty Senate facilitated a renewed discussion around challenges and barriers that impact enrollment negatively at the 9.20.21 meeting. The agenda was circulated the week before, and faculty were specifically notified of this agenda item via email. Faculty who were unable to attend were encouraged to send in their comments via email.

At the meeting, robust conversation occurred. Detailed notes were taken, and all comments that were emailed in were added. The full document containing all comments (many of them duplicative) is being kept updated as emails are received.

The concerns fell into 10 general categories, which are organized in the document in order of frequency of comment: Enrollment/Registration System & Process, Online Schedule, Communication, Scheduling & Cuts, Waitlist System/Permission Roster, Dual Enrollment/K-12 Students, Advertising, ESL Students, Online Learning, and General Comments. Highlights/summary for the most frequently commented on areas are presented below, with links to the full list of comments for each category.

Enrollment/Registration System & Process

Commenters unanimously agreed that the current application and enrollment/ registration system is broken and presents numerous unnecessary barriers and frustration for prospective and current students.

Online Schedule

There were numerous concerns related to the default settings on the online schedule, the inability for students to easily see full classes, and the difficulty of navigating the schedule within eServices.

Communication

Multiple examples were provided of how systems at Palomar often do not easily communicate internally, leading to frustration and shutdown of solutions. Additionally, many concerns were shared related to the lack of ability to easily communicate with students (especially before the semester starts).

Scheduling & Cuts

Faculty who shared were universally distraught over the decision making process used to make cuts and class cancellations, expressing the very real negative repercussions on enrollment caused over the past several years by the way class cuts have been handled.

Waitlist System/Permission Roster

Faculty shared multiple examples of how the new permission roster/waitlist system causes barriers to enrollment.

Dual Enrollment/K-12 Students

Firsthand examples of the difficulty in enrolling K-12 students for classes were shared, with many commenters recognizing the potential market of prospective students that are being lost.

SUMMARY

It is the Faculty Senate's desire that the full list of comments and concerns be read. While sometimes duplicative, the repeated comments in numerous areas highlight the widespread concern of faculty over enrollment barriers. These concerns are not all new, many have been being brought up for years. Firsthand examples and real-life impacts are shared, making these concerns more poignant, as they all represent real students who had negative experiences. The Faculty Senate would like to be involved in problem-solving and creating solutions for our students to help protect the opportunities that Palomar can offer to our students. Suggestions and ideas that were shared at the 9.20.21 meeting and via email are also included in the full document linked above.