



FACULTY SENATE MEETING

November 15, 2021

EXHIBITS

Minutes of the
MEETING OF THE FACULTY SENATE
November 8, 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, Candace Rose, Tanessa Sanchez, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Roxanna Vega (ASG), Anastasia Zavodny
- ABSENT:** Tina-Marie Parker
- GUESTS:** Michelle Barton, Mark Bealo, Kelly Falcone, Paul Gabriola, Billianne McLellan, Carole Meagher, Alyssa Vafaei

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

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

PUBLIC COMMENTS

Senate Vice President Jenny Fererro reported the Governing Board passed a resolution that was based on the Senate's resolution to declare the month of June as Pride Month and to fly the Progress Pride flag at all campus sites.

Alyssa Vafaei invited faculty to attend the last faculty spotlight events in DRC. This week, Kelly Falcone will be sharing her Universal Design for Learning and how she uses it in her classes. Richard Albistegui-Dubois is on deck for December. The ZOOM events are on Fridays at 11 am. Faculty can register to attend through the PD website.

Senate Secretary Molly Faulkner encouraged Senators to attend any of the performing arts events occurring weekends over the next month. She also announced that *Little Shop of Horrors* will be the spring 2022 musical and auditions are happening on November 15. <https://www2.palomar.edu/pages/palomarperforms/event/little-shop-of-horrors-auditions/>

Senator Susan Miller said another Queer Café event will be held this Wednesday as well as most Wednesdays. It begins at 3PM and we will be looking at queer representation in media and TV.

ANNOUNCEMENTS

Senate President Rocco Versaci announced that all of the Trustees responded to his invitation to come visit a Senate meeting. The schedule is as follows: 12/6 - Christian Garcia; 2/14 - Roberto Rodriguez; 2/28 - Kartik Raju; 3/7 - Norma Miyamoto; 3/14 - Mark Evilsizer.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Towfiq/Zavodny

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

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Laughlin

Faculty Senate approval of Curriculum actions taken on November 3, 2021 (see Exhibit 2).

The motion carried.

Motion 3 MSC: W. Nelson/Towfiq

Faculty Senate approval of GE Approvals as listed (see Exhibit 3).

Senator and Curriculum Co-Chair Wendy Nelson explained Curriculum has a GE Subcommittee who meet regularly and looks closely at all courses to ensure they meet requirements.

Abstention: Lawrence Lawson

The motion carried.

B. Committee Appointments

Senator and Committee on Committees Chair Anastasia Zavodny reported no committee appointment actions are necessary this meeting.

C. Proposal for Senate Release Time Changes

Senate President Rocco Versaci shared and summarized Exhibit 4 and further explained this redistribution of Faculty Senate release time was discussed in Senate last meeting and has not changed.

Motion 4 MSC: W. Laughlin/ Ferrero

Faculty Senate approval to redistribute Faculty Senate release time as reflected in the exhibit (see Exhibit 4).

Senator and Curriculum Co-Chair Wendy Nelson questioned why the Curriculum Tech Review position is not reflected on this exhibit because she is confident the funding does come from Senate's 2.6 FTE release time. Senator Nelson also advocated for allocating some of the release time to the CALM Chair and said that if any of the 2.6 release time is not available for this, she hopes that some action can be taken to ensure the 2.6 can be increased in the near future. Nelson said that equity is very important and CALM, EEDCC and CPL are all about equity.

VP Ferrero said when Appendix F of the contract is reopened this spring, PFF will be working to try to get more release time for positions but added it has been exceedingly difficult to do over the last couple of years. PFF has an extensive list of requests for Appendix F. Ferrero went on to reassure Senators that since 2017 she has been leading negotiations and at every opportunity, she asked for an increase to the Senate pot as well as release time for those positions that

have their own line item in Appendix F. PFF consistently gets an answer of no. Fererro feels that with a different administration and a different governing board, this could change. Fererro reminded Senators that although there is a need to increase the Senate pot, 2.6 is what is on the books now so Senate must make decisions of how best to use the 2.6 and that is what's being decided today.

Senator and Credit For Prior Learning (CPL) Coordinator Candace Rose asked Senator Fererro why the Senate is providing release time for EEDCC instead of for CPL when CPL came first and the work is 10+1+1 work. Rose asked why not give CPL a .4 and ask PFF to negotiate additional funding for EEDCC. Fererro answered saying that all the positions are being negotiated. EEDCC is a subcommittee of Faculty Senate where CPL is not. The CPL position would most likely be a separate line item (outside of the Senate pot) in Appendix F. And, the District has already indicated that it would be interested in making the CPL position institutionalized.

Kelly Falcone asked why Faculty Senate isn't stepping back on this change and instead putting forward exactly what is needed for all of these positions. Senate should be asking PFF to negotiate for all of them. The shuffling of release time makes it very hard to continue growth in our projects. Falcone encouraged the Senate to keep in mind what is needed to sustain all these programs moving forward and know that divvying out that little pot of money means a lack of inconsistency in whatever we're offering. Falcone asked what Senate could do to join PFF's efforts and suggested writing resolutions outlining Senate needs.

Senator and EEDCC Co-Chair Eduardo Aguilar said that as a leader, he hopes to leave a precedent for the EEDCC community demonstrating that the work is extremely important and allocating funding resources towards this work is showing just how important it is. He asked Senators to show support for this Senate subcommittee by approving an allocation of funds for release time for the leadership of EEDCC.

Senate President Versaci reminded Senators the motion currently on the floor is about redistributing the current release time pot of 2.6. Any discussions regarding lobbying the District for additional release time for other important positions is an important discussion that should take place at another time.

SLOAC Co-Coordinator Mark Beale read the following statement from SLOAC Co-Coordinator Aundrea Tavakkoly:

"It has come to my attention that Senate is proposing to reduce the release time of the SLO co-coordinators to .2 each (we are currently .4 each) to be able to offer .2 each to EEDCC coordinators. The EEDCC coordinators probably are earning that release time, however reducing the release time of the SLO coordinators would be a mistake, and would be problematic in terms of the accreditation report, where our SLO process is being called out. Due to some of the issues we have encountered, and our efforts to address them, continuity with the SLO coordinators is, I believe, essential.

Mark and I are currently (and easily) putting in the work for .4 release time in order to do the work stated in the contract. Currently added to our plate is the Technology task force we are a part of, where we are reviewing the efficacy of Nuventive and Meta and looking for better replacements, as well as the Equity SLO task force that we were planning to bring to Senate this Monday November 8th. With both of these things added, our workload is easily up to .6. If the release time is decreased I foresee a discontinuity in SLO – co-coordinators, and that will reset the clock on all the work that we've been doing, as new SLO co-coordinators will need time to get up to speed. That will easily take at least a semester – in my experience. It's also important to keep in mind that when I applied to be a coordinator, the call had gone out at least twice, if not 3 times, and I was the only applicant on the 3rd round – so unless you already have someone (or 2 people) in mind who want/s to do this work for .2 release time, there may not be any SLO coordinators come fall 2022.

FYI, if the release time is reduced, it might be in the best interest of the college to get a new coordinator come Spring 2022, so that the new person gets the benefit of .4 release time (and Mark) as they come up to speed. I have enough FTEs for spring to be able to step down without affecting my load. I enjoy the work, but right now - with the new task forces - the workload is too much for .4 release time. Also my mom has been in and out of the hospital the last few months, and I was considering dropping a class to reduce my Spring workload – dropping this position may end up being the better option all the way around.”

Mark Bealo continued on saying that when he was considering the amount of work that he and Andrea do and have done, when this reduction in release time came to his attention, he was offended and does not support the change. Bealo said he would resign immediately if this release time for SLO is reduced. In his opinion, it will be a few more years before all the program assessments are brought to a better level. Bealo summarized the responsibilities that both he and Aundrea are tasked with now. He said that he asked VP Kahn for a full-time classified position to deal with the database issues alone so the SLO Co-Coordinators could focus on bringing up SLOs to be more robust or more effectual. In reality, the co-coordinators are not doing this right now.

Senator and TERB Coordinator Lawrence Lawson acknowledged Mark Bealo’s remarks especially since he also experiences similar problems as the TERB Coordinator but said Senate is trying to figure out the math for equity sake, “to put our money where our mouth is” by allocating release time to EEDCC.

VP Fererro said it's important to recognize that Palomar has systemic problems that makes it harder for everybody, not just SLO or TERB Coordinators or Curriculum. In many areas, a lack of classified support where we have vacancies that have never been filled or have been consolidated where something that used to be 100% position for a classified support staff is now .4. All of those issues combined makes tasks that faculty perform that have released time takes more time and more work. When PFF asks for additional release time for existing positions or new positions, we keep running into a sense, on the part of administration that there are lots of faculty with release time who are not doing their jobs. This impacts the negotiations. Fererro doesn’t necessarily agree with that or think it’s accurate but that's definitely a perception. PFF will continue to work cleaning up Appendix F and continue trying to get appropriate release time for positions that need it.

Versaci suggested to table the motion until SLO Co-Coordinators can provide Senate with detailed information about the workload and demands they currently experience in these positions. He also asked Senator Aguilar for a detailed breakdown of what work is being performed for EEDCC as well. Senate can review the information and revisit this item at a later date.

Motion 5 MSC: Towfiq/Hernandez

Faculty Senate approval to table Motion 4 and revisit at a later date once more information is received regarding the SLO, EEDCC and the Curriculum Tech Review positions.

The motion carried.

D. PRP Review Committee Proposal

Motion 6 MSC: Towfiq/Faulkner

Faculty Senate approval of the Governance Structure Group Request change form for Instructional Program Review and Planning group (see Exhibit 5).

Versaci explained this is the simplified version that Senate came up with last Monday. The exhibit was approved by EESSC last Friday. The only change made by VP Kahn was deleting the word “funding” from the Products category.

The motion carried.

INFORMATION ITEMS

A. Accreditation Update & Accreditation Co-Chair Position (see Exhibit 6 and 7)

Michelle Barton stated she wanted to begin engaging Faculty Senate in preparation for the site visit. Barton shared highlights of the ISER and pointed out some topics where the Accreditation team feels there may be some follow up with Faculty Senate and other faculty leadership.

The institutional self-evaluation report is ending December 7. Assuming ACCJC accepts it, we will be required to send it to ACCJC within 60 days of the site visit, which would be December 30 so our target is to get it out is on December 17. We then have a virtual site visit February 28 through March 3. The visiting team will ask for virtual interviews with individuals and they will attend various virtual meetings including Faculty Senate. Barton continued her summation of both exhibits explaining the role that both Faculty Senate and faculty play in the accreditation process including what processes and documents must be made available to their team. The ISER will be coming to Senate to ask questions and to make sure Senators and faculty have the information to actively engage and respond to the accreditation team during the visit.

Additional discussion occurred regarding the confidentiality of faculty who may teach one of the 50 or so classes selected in the review process by the accreditation team. Senator and PFF Co-President Teresa Laughlin was adamant that faculty identity remains confidential and that the accreditation review should not be used for any other purpose including faculty evaluations. Barton responded by saying that the accreditation team is required to maintain that confidentiality.

Senator and Accreditation Tri-Chair Adam Meehan announced that he will be going on sabbatical after the visit. A follow up report most likely will be due within a year after the visit. A new tri-chair will have to be appointed and approved by Faculty Senate.

B. Part-Time Equity Group/Mentorship Program – Tabled.

C. Communication Strategies from Senate to Faculty/Campus – Tabled.

D. ASCCC Fall Plenary Update

Senate VP Fererro asked Senators to review her notes and to forward any questions they may have.

<https://docs.google.com/document/d/1kveWFHfp3LZ0j-hCFxcWDnZ38hzeaeAimFJxXK-Qnq0/edit?usp=sharing>

REPORTS:

ASG (Mouawad)

The ASG continues to meet every Monday. ASG has been working hard on writing up a compensation policy for our by-laws in order to compensate the Executive members of the board, by building and following an accountability measurement grid.

We are also working to improve our goals, and increase awareness by participating in Shared Governance Committees.

The ASG and our Vice-President of Events, Isabella Proano, held a Pumpkin Painting Contest on Thursday, October 21st, in honor of Halloween, and will be awarding 3 contestants with the best pumpkin a small prize for the occasion. We intend to host more on campus and virtual events to promote ASG, Palomar, and student success.

Also, we are intending to host a Thanksgiving Event for Faculty, Staff, and Students. The tentative date is November 18th, a Thursday. Details and flyers to come, so stay tuned!

We hope to see you all at our next event!

President (Versaci)

Senate VP Jenny Fererro and I met with President Rivera-Lacey and Vice-Presidents Kahn and Montoya to discuss the changes to the Faculty Hiring Procedures/faculty portions of AP 7120. This was a follow up to a previous meeting, where Star expressed some concern over the change we proposed regarding who makes the final decision to hire. The upshot of our conversation—which we will bring back to Senate for discussion, likely on 11/15—is that consensus will be actively sought but that the President will make the final call to present to the board. Given that we have collapsed the 2nd and 3rd levels so that the President is now a member of the Joint Selection Committee (and not operating/interviewing separate), this seemed like a workable concession. All agreed that after Star went through a couple of hiring cycles, we could revisit this; she was uncomfortable agreeing to such a big shift this early in her tenure. We also brought up the issue of the District paying for additional advertising (that will happen), removing the stated limit of seven people total in the Joint Selection Committee (that will likely happen), and payment for 1st level interview travel (this will, in my opinion, also happen).

Also, I extended an invitation to the trustees to join us for our Senate meeting. The open dates (hosting one trustee at a time) are 12/6, 2/14, 2/28, 3/7, and 3/21. As of this writing (Wednesday afternoon), I have already received four responses.

At the Governing Board meeting last night, the Board received an update about the HEERF funds and spending. It looks like there is approximately \$15M in unencumbered funds left to be spent by August 2022 (though extensions are available). The District is also going to apply to the State for approximately \$1M to conduct a feasibility study for student housing; the application does not commit the District for anything other than this study. Also, the District passed the resolution to declare June Pride Month and fly the Progress Pride Flag at all of the centers. This was the resolution written by Abbie Cory, Jenny Fererro, and Ben Mudgett, and which the Senate passed on September 13. The resolution passed with four “ayes” and one abstention (Garcia).

College Council (Versaci)

The College Council last met on Friday, October 22, and meets next on Friday, November 12.

Equity, Education, & Student Success (EESS) Council (Versaci)

The EESSC met on Friday, November 5 (before Senate but after reports were due).

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

Employees, Community, & Communications (ECC) Council (Ferro)

The ECC met on Friday, November 5 (before Senate but after reports were due).

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

PFF (Laughlin) – No report.

Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi)

EEDCC will meet on 11/12 & 12/10 from 12:30-2 PM on Zoom.

- Our college's inaugural **Social Justice Convening** which will take place on **Friday, January 28th, 2022, from 9:00-3:00 p.m. virtually.**
- This convening is open for all employees and students at Palomar College. **Faculty and staff** can also [submit their workshop proposal \(due 12/3/21\)](#) which should be aligned with the Educators for Equity, Diversity, and Cultural Consciousness (EEDCC) core values.
- Our **foci** for the Social Justice Convening this year is **Our Heart, Our Community: In Lak Ech**

- Please [register](#) ASAP or before Wednesday, January 26, 2022, to be sent a Zoom link.
- If you have any questions from November onwards, please contact Eduardo J. Aguilar (eaguilar@palomar.edu) and Dr. Lisette Ordorica Lasater (llasater@palomar.edu).
- Please share this information with your divisions, departments, and students!
- Dr. Kahn attended our last meeting and the EEDCC members who will be working with him to create DEI SLOs include Alan Lechusza Aquallo, Tina-Marie Parker, and Michael Mufson.

Accreditation (Meehan)

In preparation for the virtual visit from our accrediting agency, ACCJC, members of the Accreditation Writing Leadership Team (AWLT) will be discussing expectations and responsibilities with the Faculty Senate. The first appearance will be at the November 8 meeting, with additional appearances to follow in December and February.

There will also be an all-campus forum to discuss accreditation, with a focus on governance, on December 2.

The Institutional Self-Evaluation Report (ISER) goes to the Governing Board for second reading and approval on December 7, and the approved report will be sent to ACCJC on December 17.

Distance Education (Hiro)

Here are the highlights from the Distance Education Committee meeting Nov. 3.

- There is a memo from the Chancellor's office about CVC Home and Teaching Colleges that talks about technical changes that will make it easier for colleges to handle student data. That should make it easier for colleges to become Home and Teaching colleges. This will allow Palomar to revisit its goal of being a Home and Teaching College.
- Kelly Falcone announced that she discovered that faculty can learn a lot more about students' actions on Canvas by looking at New Analytics on the right-hand side of a Canvas course. Faculty can also message students by searches such as "message students who have a 60 percent or lower in the class." These tools can be effective for student retention and success.
- HyFlex Training update: They currently have 11 Hyflex teachers for Spring 2022 but more are expected. They hope to have training complete and available to new HyFlex teachers by the end of November.
- POCR: We are making progress on the application with the state to become a local POCR-certified school and have a meeting set for the evaluation.
- From Classic to New Quizzes
 - Faculty are still emailing her with concerns about the expected transition from Classic Quizzes to New Quizzes in Canvas. The migration is burdensome. The DE Coordinator will bring this issue up at local and state meetings and report back on other college's experience with New Quizzes. She has also asked the ATRC to rush training on New Quizzes for faculty to have by the winter break.
- Proctoring Update: The DE Coordinator reported that she is continuing to meet with proctors and others who can give feedback into creating an online proctoring program. She also plans to meet with Rocco Versaci and Jack Kahn about a possible campus-wide proctoring center that handles both on-campus and online proctoring to meet the changing demands of proctoring. The goal is to have this proposal to the administration by December for implementation next spring.
- Accessibility Training update: A former Distance Education Coordinator created a Canvas Accessibility class that needs updating. A few of the DE members are working to update this course. It will be designed to be self-paced and managed by the Distance Education Coordinator.

Guided Pathways (Nelson) - No report.

Budget (Ferrerro)

The Budget Committee next meets on Tuesday, November 9.

TERB (Lawson) – No report.

Professional Development (Guerrero) – No report.

AB705 Subcommittee (Anfinson)

No report. Next meeting is on Thursday, December 9 (we will miss the November meeting as it falls on Veterans Day).

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfiq)

The Equivalency Committee is reviewing Equivalency Applications.

Student Learning Outcomes (Bealo/Tavakkoly) – No report.

Faculty Service Areas (Mudgett)

The Faculty Service Area Committee discussed the professional eminence competency. The committee consulted with the Academic Senate of California Community Colleges (ASCCC), and received the following guidance:

"The use of eminence to grant equivalence to the minimum qualifications is still permitted and there could always be candidates that have such significant expertise that they could teach particular courses in a discipline. The Academic Senate has always encouraged colleges to be cautious when using eminence because candidates are not authorized to only teach certain courses in a discipline, but all of the courses that a district offers in that discipline. For many years and in multiple papers, the Academic Senate has encouraged districts to consider other information beyond eminence to grant equivalence. Ultimately, this is a local decision and districts have the right to use eminence as the sole criteria, but we continue to encourage looking at other aspects of their qualifications before granting equivalence."

The FSA committee supports the purview of the discipline in using eminence as an additional competency. The determination as to whether eminence is met is the purview of the equivalency committee.

Credit for Prior Learning (Rose) - No report.

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

Respectfully submitted,


Molly Faulkner, Secretary

EXHIBIT 2

November 15 2021							
Name	Division	Department	Committee/ Council requested	Position	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?	Action: Confirm
Gina Sanders	MSE	Mathematics	DRC: AP5140 meeting	Math expert	Evaluating a DRC accommodation	Mathematics instructor	
Lisa Cecere	AMBA	Media Studies	Instructional Program Review and Planning Committee	Faculty	At the forefront of instructional planning are the needs of the students, recognizing how true support for their success lies in providing resources and addressing curriculum development that promote inclusion and equity. Fostering diversity integrates strategies that ensure all students can achieve their career goals, identifying and eliminating equity gaps and thereby achieving parity in student outcomes.	My knowledge of and skill in instructional planning comes from working with colleagues on our own program review, curriculum development and years of teaching. I have knowledge of student services from working on SSPC and the importance of accreditation in our planning through my work on ASC. In these and every day that I teach, I look at ways to incorporate diversity in the classroom, from varied types of assessment methods to equitable grading practices to my course content, including films of BIPOC, Latinx and LGBTQ+ artists.	

Part-Time Faculty Mentor Program Handbook



Palomar College San Marcos, CA

October 2021

Adopted from the Palomar College Mentor Program

Part-Time Faculty Mentor Program Handbook

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New Faculty Guidelines

The Part-Time Faculty Mentor Program is designed to assist new Part-Time faculty in their adjustment to teaching at Palomar College and our unique policies and procedures. Ideally, the Part-Time Faculty Mentor Program will help to improve instruction and enhance communication between new Part-Time faculty and experienced faculty. All new Part-Time faculty are encouraged to participate in the program.

A new Part-Time faculty member may be defined as an instructor who has:

- Never taught for Palomar College,
- Never taught a specific course or subject area, or
- Any special circumstances that would warrant participation, as mutually agreed upon by the instructor and the Professional Development Coordinator.

The mentor is chosen for his/her demonstrated experience and availability. Therefore, it is up to the mentor to be available at the new Part-Time faculty member's convenience. The program is designed to be flexible and convenient for the new Part-Time faculty member. During the first meeting, the mentor will determine a convenient schedule and means of communicating with the new Part-Time faculty member. If either participant anticipates any problems with maintaining regular contact with the other, the Professional Development Coordinator should be contacted immediately to facilitate the proper adjustments in the mentoring process.

In no way is the Part-Time Faculty Mentor Program intended to be supervisory or evaluative. The mentor relationship should be collegial, informative, and flexible.

What is a Mentor?

A mentor is an experienced advisor that helps guide, support, and provide resources for desired growth and development. Mentors provide a unique one-on-one learning relationship in the practical aspects of working towards professional goals and success.

Program Overview

Palomar College has a strong commitment to teaching excellence and to its faculty. The Part-Time Faculty Mentor Program facilitates the orientation and induction of new Part-Time faculty members by teaming these new faculty with experienced faculty in a non-supervisory relationship. Faculty mentors are experienced Full- and Part-Time faculty who have been recognized as having special knowledge or skills.

The goals of the Part-Time Mentor Program are as follows:

1. To acclimate new Part-Time faculty to Palomar College
2. To provide instructional support for new Part-Time faculty,
3. To improve communication of curriculum guidelines,
4. To strengthen professional relationships, and
5. To provide experienced faculty the opportunity to develop their instructional support skills.

Selection of Mentors

The success of the Part-Time Faculty Mentor Program depends on the selection of experienced faculty to serve as mentors for new Part-Time faculty. Mentors are expected to allot sufficient time to the mentoring relationship to ensure a successful and valuable experience for the new Part-Time faculty member.

The Professional Development Coordinator will send a call out to all Full- and Part-Time faculty, asking them to recommend colleagues to serve as mentors. Individual faculty may self-nominate to serve as a mentor. The Professional Development Coordinator will collect a list of names of recommended faculty and will contact them to learn if they are willing to serve.

Part-Time Faculty Mentor Program Recommendation Form

TO: Professional Development Coordinator

FROM: _____
Faculty Member/Department

DATE: _____

RE: Recommendation of Faculty for Part-Time Faculty Mentor Program

The following faculty are recommended as mentors:

Mentor Name	E-mail Address	Phone Number

I wish to serve as a mentor.

Mentor Program New Part-Time Faculty Form

TO: Professional Development Coordinator

FROM: _____
Instruction Office

DATE: _____

RE: New Part-Time Faculty for Mentor Program

New Part-Time Faculty Name	E-mail Address	Phone Number

Invitation Letter to Mentor Program

DATE

Dear (New Part-Time Faculty Member),

Welcome to Palomar College! We are pleased to have you join us as a Part-Time faculty member this academic year. In order to make your first term of teaching with us a successful experience, we have designed a special program for you.

Palomar College offers a Part-Time Faculty Mentor Program for new Part-Time faculty members. In this instructional developmental program, new instructors are paired with experienced instructors. The purposes of the program include the following:

1. To help you acclimate to Palomar College,
2. To discuss teaching techniques and other pertinent issues, and
3. To facilitate development of professional goals.

The program is designed for flexibility to meet your needs, schedule and interests. It is neither supervisory nor evaluative. The main goal is to make you feel a part of Palomar College.

We are excited about this program and believe it will be beneficial to you. Your mentor will contact you prior to the start of the term. If you have not been contacted by the end of the second week, please call the Professional Development Coordinator at 760-744-1150, extension 2250.

Sincerely,

Professional Development Coordinator

Mentor Guidelines

Responsibilities

The mentor is the key to the success of the program. If at any time there are problems, questions, or a need for assistance, please contact the Professional Development Coordinator. If professional development hours will be used for these activities, please provide a summary and/or log of hours attached to your final Professional Development contract. **The following recommended list includes ideas, but it is up to the mentor's professional judgment to decide what to include and when.**

The responsibilities of the mentor may include the following:

1. Plan an initial meeting before classes begin, if possible.
2. Schedule two meetings within the first third of the term.
3. Schedule two meetings in the last two-thirds of the term.
4. Make classroom visits, by invitation only, of new Part-Time faculty member.
5. Schedule a final meeting two weeks before the end of the term.

The Planning Meeting

The planning meeting may be the first contact the mentor has with the new instructor. Remember it can be scary and overwhelming to start teaching at a new college—and you can help! The primary objective will be to establish mutual agreement on the objectives of the program and establish a plan for accomplishment. The mentor should familiarize the new Part-Time faculty member by sharing and reviewing the following:

1. Administrative Requirements

Attendance records

Department policies

Field trip procedures

Instructor absence procedures

Payroll procedures

Student withdrawals, incompletes

Use of guest lectures

Class roster

Faculty eServices (MyPalomar)

Final grade report procedures

Instructor evaluations

Student Code of Conduct

Use of course syllabus

Office facilities, keys, codes

2. Instructional Resources:

Academic Technology Resource Center	Assessment Center
Counseling Services	Disability Resource Center
English Writing Center	Library
Math Lab	

3. Tenure and Evaluation procedures.

4. Professional Development policies and procedures

5. Shared governance structures and opportunities.

6. Opportunity to join and participate in the Palomar Faculty Federation (faculty union) and the Faculty Senate (Academic Senate)

In addition to setting objectives, a schedule or calendar should be agreed upon for additional meetings, reciprocal classroom visits, phone conferences, and any other mutually agreeable program elements.

Class Visits

Classroom visitations can be extremely valuable when approached in the right manner. For the record, the role of the mentor is **not** evaluative or supervisory, nor should a critique be volunteered unless it is specifically requested by the new Part-Time faculty member. The primary purpose of the classroom visit is to provide the opportunity for non-directive dialogue about the teaching process. The follow-up discussion should focus upon such things as problems in following the course syllabus, answering questions, discussion of the subject matter, and strategies for teaching future topics.

Two things should be emphasized:

- Be non-authoritative in discussions.
- Be positive, supportive and constructive.

Mentor Checklist

This recommended list includes timelines and ideas, but it is up to the mentor's professional judgment to decide what to include and when.

Prior to the first week of the term:

_____ Contact the new faculty member and identify yourself and the mentor program and arrange a convenient meeting time.

_____ At your first meeting, discuss the Part-Time Faculty Handbook, the mentor's class schedule, as well as Palomar College administrative and instructional policies.

_____ Review the Professional Development policies and procedures as outlined in the PD Workshops and Events booklet. Review the PD contract as specified in the PFF contract.

Beginning of the Term:

_____ Contact the new faculty member to arrange a meeting.

_____ Discuss the first week of classes and share ideas.

_____ Give the new faculty member contacts (other faculty) who could be of assistance.

_____ Arrange a set meeting time for discussions. Fill out the Mentor Program Goal Setting form. If a regular meeting is not necessary, let the new faculty member know that you will keep in contact during the term.

_____ Continue to maintain contact with the new faculty member.

_____ Discuss joint classroom visitation with the new faculty member and invite him/her into your classroom.

_____ Discuss student evaluations and other forms of feedback for instruction.

Middle of the Term:

- _____ Invite the new faculty member to any appropriate college activities.
- _____ Keep the new faculty member apprised of workshops that would be helpful.
- _____ Discuss instructional techniques that have worked for you.

- _____ Continue to maintain phone, personal, or written contact with the new faculty member.
- _____ Continue discussion of instructional techniques that have worked for you.

End of the Term:

- _____ Discuss the administration of final exams and Palomar College's system for filing grades. Provide a walk-through of Faculty eServices/MyPalomar.

- _____ Make sure the new faculty member knows you are available for any last minute questions or assistance.

- _____ Schedule a final appointment to review the term.

Because each mentor relationship will be unique, you may find it necessary to change specific tasks to maintain the mentor relationship.

Professional Development Coordinator Guidelines

Administrative Responsibility

The primary responsibility of the Professional Development Coordinator is to facilitate the successful matching of experienced Full- and Part-Time faculty with a new Part-Time faculty. Therefore, it is necessary for the Professional Development Coordinator to do the following:

1. Work with Full- and Part-Time faculty to select mentors;
2. Maintain all administrative records for the program;
3. Serve as liaison between the Part-Time Faculty Mentor Program participants;
4. Offer guidance to the mentors; and
5. Be responsible for effective communication between all mentor program participants and instructional administrators.

Recommended Procedures

1. Contact all Full- and Part-Time faculty for nomination of mentors prior to the start of each term.
2. Send letters to new faculty explaining the program and its guidelines. This should be done at least one week prior to the new term.
3. Contact the new Part-Time faculty members to discuss mentor assignments.
4. Maintain the Mentor Recommendation and New Part-Time Faculty Forms.
5. Troubleshoot any administrative or relationship conflicts should they occur.

Mentor Program Goal Setting

Faculty:		
Mentor:		
Telephone Number:	Email Address:	
Beginning Date:	End Date:	Total Hours Allotted:

Initial Goal Setting Consultation

Service Date:	Time Spent:	<input type="checkbox"/> Email	<input type="checkbox"/> Telephone	<input type="checkbox"/> In-Person
Goals:				
Action Plan:				
Mentor Reflection:				
Resources:				

Follow Up:

Service Date:	Time Spent:	<input type="checkbox"/> Email	<input type="checkbox"/> Telephone	<input type="checkbox"/> In-Person
Review Action Plan:				
Goals:				
Next Steps:				
Mentor Reflection:				
Resources:				



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Rocco Versaci				Date: 11/15/2021			
Proposed Name of Requested Group: AB 705 Support Subcommittee							
	Council		Committee	X	Subcommittee		Task Force
Action Requested:		Add			Delete	X	Change
<p>Role: The AB 705 Support Subcommittee will assist in identifying and implementing academic and non-academic student support services for students enrolled in Reading, ESL, co-requisite support and/or accelerated English and Math courses <u>review, research, improve, and implement all facets pertaining to AB 705 (aka Equitable Placement and Completion) at Palomar College.</u></p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Promote discussion, understanding, and analysis of AB 705 compliance and its impact. • Promote discussion, understanding, and analysis of multiple measures. • Evaluate ongoing research connected to AB 705, including <u>disaggregated student success data</u> in English, math, and ESL courses. • Research, identify, and recommend best practices for pedagogy <u>and other opportunities to meet the needs of underserved students as pertains pertaining to AB 705. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years.</u> • Continue to research and develop other learning structures/opportunities to meet the needs of underprepared and disproportionately impacted students. • Identify and recommend best practices that address student needs in the first year. • Identify and recommend non-curricular support activities for disproportionately impacted and underprepared <u>underprepared</u> students. • <u>Review, plan, and update all communication to students regarding AB 705. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc.</u> • Provide <u>analysis input</u> and recommendations to the <u>Equity, Education, and Student Success and Equity Council (EESSC SSEC) /Student Equity and Achievement (SEA) Council</u> to include in the Equity Plan. <p>Outcomes Products:</p> <ul style="list-style-type: none"> • Increased awareness of and involvement in underprepared <u>underserved</u> students' instructional and non-curricular needs <u>in relation to AB 705.</u> • <u>Provide recommendations to EESSC regarding the Equity Plan's ability to fund and support AB 705 related activities for faculty, staff, and students.</u> • <u>Implement solutions related to AB 705 implementation and operational issues.</u> • <u>Create and enact a campus-wide communication plan to disseminate AB 705 information to students that is clear, consistent, thorough, and accurate.</u> • Input into the Equity Plan to identify best practices and support activities for students. <p>Reporting Relationship: Student Success and Equity Council (SSEC)/Student Equity and Achievement (SEA) and Faculty Senate <u>and the Equity, Education, and Student Success Council (EESSC)</u></p> <p>Meeting Schedule: Second Thursday of the month from 2:30 p.m. to 4:00 p.m.</p> <p>Chair: Faculty member from the Student Success and Equity Council (SSEC) / Student Equity and Achievement Council <u>elected by the subcommittee</u></p> <p>Members</p>							

Basic Skills Sub-Committee

- ~~Faculty Representatives from the following departments appointed by the Faculty Senate:~~
 - ~~Library~~
 - ~~Reading~~
 - ~~English~~
 - ~~Math~~
 - ~~Counseling~~
 - ~~DRC~~
 - ~~ESL~~
 - ~~Biology, Chemistry, Physics and Engineering, or Geography~~
- ~~Two at large members: Social & behavioral Sciences (Psychology or Sociology) and Arts, Media, Business, and Computer Sciences appointed by the Faculty Senate~~
- ~~One Full Time Faculty representative from non credit CTE, appointed by the Faculty Senate~~
- ~~One Part Time Faculty representative, at large, appointed by the Faculty Senate~~
- ~~Tutoring Committee representative~~
- ~~One Confidential and Supervisory Team representative appointed by CAST~~
- ~~One Classified Unit Employee representative appointed by CCE/AFT~~
- ~~One Student representative appointed by ASG~~
- ~~Supervisor, Teaching and Learning Center~~

- 4 Faculty members from Literature & Languages, with at least: 1 representative from English, 1 representative from Reading and 1 representative from ESL, appointed by Faculty Senate
- 3 Faculty members from Math, appointed by Faculty Senate
- 1 Faculty, at-large, appointed by Faculty Senate
- 1 Faculty, DRC, appointed by Faculty Senate
- 1 Faculty, Counseling, appointed by Faculty Senate
- 1 Dean from EITHER Literature & Languages OR Math, Sciences, & Engineering, appointed by Vice President, Instruction
- Director of Enrollment Services, or designee
- Director of Research & Planning, or designee
- Manager, Teaching Learning Center