



FACULTY SENATE MEETING

November 29, 2021

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
November 15, 2021

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Will Dalrymple, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Leigh Marshall, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Candace Rose, Tanessa Sanchez, Roxanna Vega (ASG), Rocco Versaci, Reza Wrathall, Anastasia Zavodny

ABSENT: Alexandra Doyle Bauer, Adam Meehan, Tina-Marie Parker, Elizabeth Stephens, Fari Towfiq

GUESTS: Cindy Anfinson, Barbara Hammons, Billieanne McLellan, Kitty Stahl, 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

Senator and EEDCC Co-Chair Eduardo Aguilar reminded Senators about the inaugural Social Justice Convening on Friday, January 28, 2022. Senator Aguilar encouraged all faculty to register today. Register here: [Social Justice Convening Registration \(google.com\)](https://socialjusticeconvening.org/)

Senator and PFF Co-President Teresa Laughlin reminded everyone about the turkey giveaway taking place on Saturday, November 20. The PFF, CCE and the Palomar College Foundation all contributed to ensure there are at least 300 turkeys to give away. She encouraged faculty to come and bring toys for the toy drive this year as well.

ANNOUNCEMENTS

Senate Secretary Molly Faulkner announced that Palomar Performing Arts has a symphony orchestra concert this coming weekend. And the contemporary dance ensemble will be performing with Copland's "Our Town" suite. Tickets can be purchased at <https://palomar.universitytickets.com/>

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Aguilar

Faculty Senate approval of meeting minutes dated November 8, 2021 (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Senator and Curriculum Co-Chair Wendy Nelson said no action is required today. She added that faculty need to be proactive in getting new curriculum launched this fall by checking META to see the status. Nelson said the curriculum committee will be discussing replacing the multicultural requirement with the new ethnic studies requirement. Last week the GE subcommittee took a straw vote and it is in favor of making the change. The next step will be discussing that curriculum to get feedback from the curriculum committee. The curriculum committee will have an official vote and then it will come to Senate hopefully before the end of the semester.

Senator Nelson responded to Senators' questions by saying that it is highly unlikely that a majority of our courses that fall in the multicultural category will meet the requirements for the ethnic studies courses because the ethnic study courses are very prescribed. The outcomes are very clear of what it means to get or meet the ethnic studies requirement.

Nelson also said that Palomar has six or seven classes right now that meet the CSU ethnic studies requirement and the UCs should follow suite shortly. Any current multicultural course is not going away and one of the goals of Senate is that we'd like to see DEI infused in all of our courses. All of those courses that currently fall into that multicultural requirement are essentially ahead of everyone else in terms of the content. We are also talking about some other options such as possibly doing GE themes where we would have maybe three or four different themes that a student can select but curriculum is not yet sure what those will look like.

B. Committee Appointments

Motion 2 MSC: Zavodny/Sanchez

Faculty Senate approval of the following committee appointments (see Exhibit 2).

DRC: AP 5140 Meeting – **Gina Sanders**, Math Expert

Instructional Program Review and Planning Committee – **Lisa Cecere**, Faculty

The motion carried.

Senator and Committee on Committees Chair Anastasia Zavodny reminded Senators that the deadline for approving three additional faculty is this week and asked Senators to volunteer to fill those positions today. Senators Molly Faulkner and Susan Miller volunteered.

Motion 3 MSC: Zavodny/Hernandez

Faculty Senate approval of the following faculty for the Instructional PRP Committee.

Senator Molly Faulkner

Senator Susan Miller

The motion carried.

INFORMATION ITEMS

A. Results of Constitutional Clean Up Vote

Senator and Elections Chair Beatrice Manneh reported that she has received 69 responses from faculty for the vote with 97.1 voting “yes.” Senate President Versaci said he would post the updated version on the Senate website.

B. Two Full-time Vacancies on Senate at End of Semester

Senate President Versaci reported that there are two full-time Senator seats coming vacant at the end of this fall semester. Senator Tina Parker is stepping down now since she is out on maternity leave and Senator Candace Rose needs to step down at the end of this semester. Senator Zavodny also added that Senator Elizabeth Stephens needs to step down now for personal reasons. After presenting pros and cons for conducting a special election now or of waiting until spring, Versaci conducted a straw vote and consensus (16-2) is to wait until spring 2022 (March) to send out the call to replace these Senators. Additional discussion took place reminding Senators of the importance of faculty representation in this body and it was decided to make the call now to replace Senator Parker’s seat and Senator Stephen’s seat. Senator Manneh will get a call out now.

C. Part-time Equity Group/Mentorship Program (see Exhibit 3)

Senator Zavodny reminded Senators that one of the part-time equity recommendations was to develop and implement a mentorship program for part time faculty. Zavodny shared the exhibit created by the part time equity work group. In this program, part time faculty can request and be informed about this program. Full time and experienced part time faculty can serve as mentors.

Senator Will Dalrymple said this package or program is in alignment with what is made available to full time faculty. In terms of its practical value, this program is of value to faculty themselves but it also has institutional value. This is an opportunity for instilling a certain amount of Palomar culture and an opportunity for new faculty to get a fuller sense of institutional culture within a given department as well. Dalrymple closed by saying we want to emphasize inclusion, both in its own right and as part of equity more broadly.

Senator Zavodny said this started with a survey from last fall regarding equity and inclusion for part time faculty within the department and the College. The major takeaways that we found from our faculty and the responses from both full time and part time is a lack of inclusivity. It is exacerbated in certain areas and aspects of the College and there are some wonderful departments that do work well with part time faculty and full time faculty. Unfortunately, there are a lot of reports of our part time faculty feeling like they are not welcomed, they’re not a part of the department and they are not seen as equal colleagues. Zavodny went on to say that bringing about a mentorship program is really about fostering that inclusivity and reiterating that we are all equal faculty with equal minimum qualifications for teaching here at the College.

Senator Susan Miller spoke strongly in favor of this faculty mentoring program. As a full time, she has a slightly different perspective as she sees it as imparting Palomar culture. This is an opportunity to pass the torch to younger faculty. She sees this as putting in place a good structure for giving opportunity and of passing on some institutional memory and culture. She understands that sometimes part-time faculty do not get the full recognition they deserve when they are really bringing a lot to the table.

Several Senators shared their support or provided feedback to the content.

Versaci asked Senator Zavodny to make the suggested edits and to bring this item back to Senate for Action on November 29.

D. AB 705 Support Subcommittee Governance Change (see Exhibit 4)

President Versaci explained that with the advent of AB 705, there were a couple of changes. One change was that our Basic Skills Committee became the AB 705 Support Subcommittee. The other change that occurred was the creation of another AB 705 work group that was largely administrative and “off the books.” This group was never officially established and its primary purpose was to do technical work necessary for the implementation of AB 705. Now, we are combining the two groups. We now have a combined smaller group that is largely faculty, including leadership. Versaci summarized the exhibit and some major changes. This group will report to both Faculty Senate and to EESSC, both of which have student representation so a designated student representative is no longer included. The other noticeable change was supporting the effort of paring down the size of these committees to make it easier to actually achieve the goals or work to be completed. Committee representatives already have reporting commitments to other groups so that every single group does not need to be a member of every committee.

Senator Anastasia Zavodny expressed her concern regarding the loss of the Psych, Soc and Business specific faculty positions.

Cindy Anfinson shared there was much confusion between the two groups. She went back and forth between both of them to maintain some continuity since we did not want to let our faculty input go. AB 705 is extremely important because it's an instructional equity initiative strongly rooted in math, English, ESL and reading.

Motion 4 MSC: Fererro/Laughlin

Faculty Senate approval to move back into Action.

The motion carried.

Motion 5 MSC: Laughlin/Faulkner

Faculty Senate approval of the AB 705 Support Subcommittee Governance Change form (see Exhibit 4)

The motion carried.

E. Communication Strategies from Senate to Faculty/Campus

President Versaci began the discussion by reminding Senators this issue is a goal for Senate.

Senator Zavodny shared that some faculty have told her that once they step down from shared governance service, they don't know what's happening anymore. Faculty may not go and spend time digging through Senate minutes to find out. Some sort of “digest” was mentioned that reflects highlights from various representative committees or other important information faculty should know could be helpful.

Senator Eduardo Aguilar supported comments made by Senator Zavodny.

Senate VP Fererro said Comet Connection was launched specifically for communicating information to the campus community. Unfortunately, if the important information is not being provided to Comet Connection, the information can't be shared.

Senator Wendy Nelson questioned communication as a whole on campus and whether the processes can be fixed. In terms of our communication out to the College community, maybe incorporating a reporting method Richard Albistegui-Dubois used while in Senate. Every week or every two weeks, he would write a summary for faculty and staff to read. Maybe a group should sit down and come up with a strategy for getting this information out and review what other colleges are doing and doing well.

Senator Zavodny added that the distribution lists on campus are inconsistently named making it difficult to know which distribution list is best to use for sharing information. She said that Mira Costa has an email digest that come out with photos, short summaries and links to click. This makes it very easy to read updates on important initiatives happening on the campus.

Senator Wendy Nelson said our Communication Office should be collecting this information and should be responsible for reporting it out to the campus and to the community. She believes Senate should push for this improvement.

President Versaci said he supports pushing for the Communications Office to do more. He said he doesn't agree with comments that faculty don't know what is happening when they are provided with this information on a regular basis. Not only is the information posted on the Senate website but the information from Senate is emailed directly to them every week. Some people don't read the communications we send, and nothing is going to make people read it if they're not going to read it.

Senator Zavodny said that our faculty receive approved Senate meeting minutes much later than is helpful in the moment. To offset this, she suggested that we improve Senate meeting agendas by including a more detailed description of agenda items to be discussed.

Senator Lawrence Lawson suggested a podcast each week for the Senate president.

Senator Will Dalrymple said there is a three click rule when designing websites. If a person needs to click more than 3 times, chances are they won't follow through.

REPORTS:

ASG (Mouawad) – No report.

President (Versaci)

Senate VP Jenny Fererro and I attended (virtually) the ASCCC Fall Plenary from Thursday, November 4 to Saturday, November 6. She kept copious notes on various sessions and resolution voting, and those notes can be found [HERE](#).

I met with VP Montoya on Monday, November 8 to touch base about the faculty hiring procedures. He was planning a meeting with others in HR to review a few things. I told him that I want to get the new changes/updates to the Senate on November 29.

Regarding faculty hiring, I let the Chairs of departments that are hiring faculty this term that the District has agreed to pay for additional advertising, so they should ask their selection committees to think about other venues—especially those with a more diverse readership/audience—in which to place job announcements in an effort to attract more applicants to apply.

I've met with faculty members over the tutoring co-location situation. They have been encountering suggested changes to things already decided in their ongoing meetings with STAR Center personnel. I reached out to Jack to organize a meeting for all stakeholders so that we can establish definitively what the plan is going forward and to clarify roles, purview, and communication. I also shared with faculty and Jack the paper [“The Role of Faculty in Tutoring and Learning Centers in the Community College,”](#) which the ASCCC adopted in a resolution at the Fall 2021 Plenary.

I met with VP Kahn and Erin Hiro to discuss a proposal for HEERF funding to cover the costs of both online/Zoom proctoring and in-person proctoring at (most likely) the STAR Center. Erin has completed her part (online/Zoom) and Jack is looking into the hours that STAR is planning to be open in the spring and the costs involved with expanding them.

Based on our discussion at Senate on this matter, I imparted the need for nighttime (i.e., after 6pm) hours and some Saturday hours.

Jenny and I meet with President Rivera-Lacey this Friday, November 12 to go over various issues. We will report out on those conversations at a later date.

College Council (Versaci)

College Council met on Friday, November 12 (before Senate but after reports were due).

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

The EESSC met on Friday, November 5. There was a fair amount of time spent approving updates to various BP/APs, but this proceeded without controversy. We also approved the Governance Change Form for the Instructional PRP Review Committee, configured along the lines as was discussed at our 11/1 Senate meeting (i.e., following the directive for Joint Committees engaged in 10+1+1 work in the new Governance Handbook). This passed in EESSC and was subsequently passed at our 11/8 Senate meeting. The call for faculty positions went out on Wednesday, November 10.

Institutional Effectiveness (IE) Council (Bongolan)

IEPFS Council met on 11/5/2021. Here are a few highlights:

- The Architecture and Interior Design programs presented on moving to the Rancho Bernardo campus. Benefits include working with PUSD's middle college in addition to being relocated closer to the architecture schools in San Diego.
- Budget Committee structure finalized and approved.
- Review of Non-Instructional program review was tabled as VPI Kahn was not present.

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

The ECC met on Friday, November 5. There was much discussion on the idea of consensus and how that should ideally be communicated/achieved, as well as on proposed changes to BP 3950- News Media. The Council also approved changes to the Governance Form.

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

PFF (Laughlin) – No report.

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

- We reached out to Sherry Titus and the subcommittee looks forward to supporting/collaborating with Student Life and Leadership on praxis, and policies to be aligned with DEI+Antiracism for Spring 2022 semester.
- This Friday 11/12/21 we will finalize student keynote speakers and the opening for the Social Justice Convening. Our subcommittee is also working with PCTV on recording keynote speakers, and including presentations from subcommittee chairs for the opening of the convening.
- Co-chairs provided a list of weekly proposed hours and responsibilities for Faculty Senate to review on 11/9/21.

Accreditation (Meehan) – No report.

Distance Education (Hiro) - No report.

Guided Pathways (Nelson) - No report.

Budget (Ferrerro)

The Budget Committee met on Tuesday, November 9. Based on a previous query, VP Borth provided the average salaries for admin: \$123,568.99 (93 FTE), classified: \$75,332.64 (323 FTE), FT Faculty: \$114,878.61 (281 FTE). Faculty members on the committee requested that PT average salaries be examined as well. A HEERF funding update was presented (it was a

direct repeat from the Governing Board meeting on 11/2), as well as an update on the March 2020-June 2021 reimbursement process: as of noon on 11/9, there are 545 pending reimbursements that still need to be processed. About 100 a week are being processed, and Fiscal Services anticipates being able to reimburse everyone before the end of the semester.

TERB (Lawson) – No report.

Professional Development (Guerrero)

AP 3000 ([https://go.boarddocs.com/ca/pccd/Board.nsf/files/C8746S0A11E4/\\$file/Administrative%20Procedures.pdf](https://go.boarddocs.com/ca/pccd/Board.nsf/files/C8746S0A11E4/$file/Administrative%20Procedures.pdf)), which was approved on 4/6/2021 by SPC, revised and approved by College Council on 10/22/2021 went to the governing board on 11/2/2021 is now fully approved as an AP. Given that this AP states "The District is committed for all employees to attend antiracist and equity professional development (PD) training and/or activities each academic year, which will further enhance their knowledge, teaching, and praxis to dismantling systemic and structural racism," the PD office will work in collaboration with other EEDCC and other groups in develop the outline of what does that mean and is desired from the AP. To which then will be worked out with all bargaining units (PFF, CCE, AA, etc.) in terms of impact. Once more details are known, we will report out.

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 (Towfig)

Equivalency committee is reviewing Equivalency Applications.

Student Learning Outcomes (Bealo/Tavakkoly)

The SLO Co-coordinators are working on reviewing the software we use to track assessments, looking into equity for SLOs, and continuing to process SLOs in META – i.e. new courses, course changes, new programs, program changes, program SLO updates, and course reviews. We continue to help faculty report assessments and improve the way we assess GEILOs.

Faculty Service Areas (Mudgett)

FSA has no report at this time.

Credit for Prior Learning (Rose) – No report.

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

Respectfully submitted,


Molly Faulkner, Secretary

Item D. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective Fall 2022:

D.1. ACTION: New Credit Courses - effective fall 2022

	Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/E xit		Reqs.	Originator
A.	AIS	282A	Uto-Aztec Languages of San Diego County IIIA		CSU	Yes	G/P/NP	May be	This course allows students to acquire greater functionality in speaking, reading and writing the language. It also allows students to complete their language requirement in the UC/CSU system who accept Native languages.	(Completion of, or concurrent enrollment in): AIS 181B	Patricia A. Dixon
B.	AIS	282B	Uto-Aztec languages of San Diego County IIIB		UC/CSU	Yes	G/P/NP	No	It is the completion of the third year of Uto-Aztec. This allows students to meet the UC/USC requirement where the course has been articulated.	(Completion of, or concurrent enrollment in): AIS 282A	Patricia A. Dixon
C.	ANTH	103	Bones: Human Osteology		CSU	Yes	G/P/NP	No	Anth 103 will articulate with Anth 5, a human osteology course at UCSD. Anth 103 will be in List C for the AA-T in anthropology, the AA in archaeology, and as an elective for the certificate of achievement in archaeology. This course will prepare students for future coursework in anthropology, biology, forensics, and criminal justice. It will supplement the archaeology program with bone identification in the field courses. In addition, there is also tremendous student interest in the field of human osteology and forensic anthropology.	N/A	Marlo Willows
D.	PHOT	295	Directed Study in Photography		CSU		G/P/NP	No	Class is needed as the step before internships so that photo students can develop a more sophisticated portfolio.	N/A	Amy Caterina

D.2. ACTION: Credit Course Changes - effective fall 2022

	Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/E xit	Justification	Reqs.	Originator
A.	ACCT	201	Financial Accounting		UC/CSU	TRUE	G/NP	No	Remove Pass/No Pass for Graded only; update CPL option. Updates CB25, SG 21, work-based learning, other nonsubstantial updates.	N/A	L. Jackie Martin
B.	ANTH	100	Introduction to Biological Anthropology		UC/CSU	TRUE	G/P/NP	No	Update description to full sentences to match other courses. Updated SG 21, other nonsubstantial updates.	N/A	James D. Eighmey
C.	ANTH	135	Magic, Witchcraft, and Religion		UC/CSU	TRUE	G/P/NP	No	The proposal is to edit the course description to provide more information. Updated SG21, other nonsubstantial updates.	N/A	Anne-Marie Mobilia

November 17, 2021 Curriculum Committee Actions

D.2.	CHDV	120	Health, Safety, and Nutrition	CSU	TRUE	G/P/NP	No	Rewording of the Course Description to be more student-centered. New Objectives matching with California Community Colleges CAP (Curriculum Alignment Project) 8 Addition of lead poisoning to Content/Body of Knowledge Updated Textbooks/Resources and SG21; Added Distance Ed rational. Other nonsubstantial updates.	N/A	Gina Wilson
E.	CSIT	128	Introduction to Data Science	UC/CSU	TRUE	G/P/NP	No	The content of the course remains the same, including textbook, curriculum, labs, assignments and topics covered, including inferential thinking, computation thinking, and real-world relevance. Changes are made to align the Course Outline of Record with Colleges that have been granted General Education/Quantitative Reasoning for this course. This information about aligning curriculum for Introduction to Data Science was presented at the Data Science Conference offered at U.C. Berkeley last spring 2021. Skyline College shared their COR in hopes that more Community Colleges would also be given approval for Quantitative Reasoning in both CSU and IGETC. Updated description, other nonsubstantial updates.	Prerequisite: MATH 56, MATH 60, MATH 115, or MATH 120, or MATH 127, or MATH 135, or MATH 140, or Eligibility determined by the Math placement process. <u>Recommended Preparation: CSIT 175</u>	Terrie Lynn Canon
F.	CSIT	165	R Programming	UC/CSU	TRUE	G/P/NP	No	This course change is adding a Math prerequisite to make sure students are properly prepared to take this course. Updated SG21, work-based learning, other nonsubstantial updates.	<u>Prerequisite: MATH 56; MATH 60, or Eligibility is determined through the Math placement process.</u>	Terrie Lynn Canon
G.	DT	226	Printed Circuit Board Design I	CSU	TRUE	G	No	This proposal is to clean up some errors found in the last revision and update relevant information. Additionally, we are removing the cross listing with Engineering. Other nonsubstantial updates.	<u>Recommended Preparation: Student should have basic knowledge of MS Windows 10 Operating System (OS). This includes the ability to navigate files and directories, install software, locate and open software, and access the Internet through a web browser.</u>	Anita Talone

November 17, 2021 Curriculum Committee Actions

H.	EME	106	Emergency Medical Technician (Lecture)		CSU	TRUE	G	No	We need to update the new prerequisite course. Updated SG21, work-based learning,	Prerequisite: <u>must be age 18 by the first day of class.</u> ; Current American Heart Association CPR for BLS Provider or American Red Cross for the Health Care Provider.; <u>EME 105 with a minimum grade of B</u> and Corequisite (Course required to be taken concurrently): EME 106L; Prerequisite: <u>EME 100 with a minimum grade of B</u>	Sarah DeSimone
I.	ENG	150	Introduction to Linguistics		UC/CSU	TRUE	G/P/NP	No	Updates to the minimum qualifications, credit for prior learning, distance ed, assessment methods, textbook/resources, and SLOs. Answered drop-downs for CB25 and SG21. Provided outline formatting for Content/Body of Knowledge.	Prerequisite: Eligibility for ENG 100 or <u>ESL 110</u> as determined through the English or <u>English as a Second Language</u> placement process.	Leanne M. Maunu
J.	NURS	118-BH	Concepts for Behavioral Health	NURS 118C <u>118-BH; 4.5 lab</u>	CSU	TRUE	G	No	Course number change. Start date updated, SG21 updated	Prerequisite: NURS 117	Julia Robinson
K.	NURS	118-P	Health Concepts for Pediatrics	NURS 118B <u>118-P; 4.5 lab</u>	CSU	TRUE	G	No	Course number change and start date updated	Prerequisite: NURS 117	Julia Robinson
L.	PHIL	142	Contemporary Philosophical Movements		UC/CSU	TRUE	G/P/NP	No	Course Description, minimum qualifications, requisites, credit for prior learning, DE justification, textbooks. Updated CB25, CB26. SG21, other nonsubstantial updates.	Recommended Preparation: Eligibility for ENG 100	Jeffrey Epstein

November 17, 2021 Curriculum Committee Actions

D.3. ACTION: Noncredit Course Changes - effective fall 2022										
Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/ Exit	Justification	Reqs.	Originator

A.	N ABED	901	Literacy/Adult Basic Education I	No	Yes			This proposal is made to adjust course minimum hours from 96 down to 60 to accommodate summer scheduling and to update course SLOs.	N/A	Lawrence Lawson
B.	N ABED	902	Literacy/Adult Basic Education II	No	Yes			This proposal is made to adjust course minimum hours from 96 down to 60 to accommodate summer scheduling and to update course SLOs.	N/A	Lawrence Lawson

D.4. ACTION: Credit Course Deactivations - effective fall 2022										
Subj	Nmbr	Title							Dist. Ed.	Originator

A.	ACS	115	Intercollegiate Golf	UC/CSU	Yes	G/P/NP	No	In the Spring of 2020, the District made the decision to no longer offer Intercollegiate Golf as an official sport at Palomar College. It was decided that the sport would be dropped prior to the 2020-2021 academic year and that the corresponding ACS 115 class would be deactivated. This class is not mapped to any degree or certificate program.	N/A	Daniel Lynds
B.	ACS	120	Intercollegiate Tennis	UC/CSU	Yes	G/P/NP	No	In the Spring of 2020, the District made the decision to no longer offer Intercollegiate Tennis as an official sport at Palomar College. It was decided that the sport would be dropped prior to the 2020-2021 academic year and that the corresponding ACS 115 class would be deactivated. This class is not mapped to any degree or certificate program.	N/A	Daniel Lynds
C.	ACS	160	Intercollegiate Cross Country	UC/CSU	Yes	G/P/NP	No	In the Spring of 2020, the District made the decision to no longer offer Intercollegiate Cross Country as an official sport at Palomar College. It was decided that the sport would be dropped prior to the 2020-2021 academic year and that the corresponding ACS 160 class would be deactivated. This class is not mapped to any degree or certificate program.	N/A	Daniel Lynds
D.	ENGR	226	Printed Circuit Board Design II	CSU	Yes	G/P/NP	No	Removed from DT 226 as cross-listing	N/A	Technical

D.5. ACTION: Requisites - effective fall 2022									
The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2022									
Course Number	Course Title								

A.	AIS	282A	Uto-Aztec Languages of San Diego County IIIA	(Completion of, or concurrent enrollment in): AIS 181B					
B.	AIS	282B	Uto-Aztec Languages of San Diego County IIIB	(Completion of, or concurrent enrollment in): AIS 282A					
C.	CSIT	128	Introduction to Data Science	Prerequisite: MATH 56, MATH 60, MATH 115, or MATH 120, or MATH 127, or MATH 135, or MATH 140, or Eligibility determined by the Math placement process.; Recommended Preparation: CSIT 175					
D.5.	CSIT	165	R Programming	Prerequisite: MATH 56; MATH 60, or Eligibility is determined through the Math placement process.					
E.	DT	226	Printed Circuit Board Design I	Recommended Preparation: Student should have basic knowledge of MS Windows 10 Operating System (OS). This includes the ability to navigate files and directories, install software, locate and open software, and access the Internet through a web browser.					

November 17, 2021 Curriculum Committee Actions

F.	EME	106	Emergency Medical Technician (Lecture)	Prerequisite: <u>must be age 18 by the first day of class.</u> ; Current American Heart Association CPR for BLS Provider or American Red Cross for the Health Care Provider.; <u>EME 105 with a minimum grade of B</u> and Corequisite (Course required to be taken concurrently): EME 106L; Prerequisite: <u>EME 100 with a minimum grade of B</u>
G.	ENG	150	Introduction to Linguistics	Prerequisite: Eligibility for ENG 100 <u>or</u> ESL 110 as determined through the English <u>or English as a Second Language</u> placement process.
H.	NURS	118-BH	Concepts for Behavioral Health	Prerequisite: NURS 117
I.	NURS	118-P	Health Concepts for Pediatrics	Prerequisite: NURS 117
J.	PHIL	142	Contemporary Philosophical Movements	Recommended Preparation: Eligibility for ENG 100

D.6. ACTION: Distance Education - effective fall 2022

The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2022

Course Number	Course Title
A. AIS 282A	Uto-Aztec Languages of San Diego County IIIA
B. AIS 282B	Uto-Aztec Languages of San Diego County IIIB
C. ANTH 103	Bones: Human Osteology
D. ACCT 201	Financial Accounting
E. ANTH 100	Introduction to Biological Anthropology
F. ANTH 135	Magic, Witchcraft, and Religion
G. CHDV 120	Health, Safety, and Nutrition
H. CSIT 128	Introduction to Data Science
I. CSIT 165	R Programming
J. DT 226	Printed Circuit Board Design I
K. EME 106	Emergency Medical Technician (Lecture)
L. ENG 150	Introduction to Linguistics
M. NURS 118-BH	Concepts for Behavioral Health
N. NURS 118-P	Health Concepts for Pediatrics
O. PHIL 142	Contemporary Philosophical Movements

E.1. ACTION: Distance Education and Course Reviews

The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2022.

Subj	Nmbr	Title	Dist.	Originator
A. AIS	180A	Uto-Aztec Languages of San Diego County IA	Yes	Patricia A. Dixon
B. AIS	180B	Uto-Aztec Languages of San Diego County IB	Yes	Patricia A. Dixon
C. AIS	181A	Uto-Aztec Languages of San Diego County IIA	Yes	Patricia A. Dixon
D. AIS	181B	Uto-Aztec Languages of San Diego County IIB	Yes	Patricia A. Dixon
E. CHDV	197D	Child Development Workshop: Parenting Topics	Yes	Laurel Anderson
F. GEOG	295	Directed Study in Geography		Wing H. Cheung
G. GEOL	100	Physical Geology	Yes	Sean Figg
H. GEOL	295	Directed Study in Geology		Sean Figg

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

Table of Contents

Part-Time Faculty Mentor Program Handbook	2
Table of Contents	2
New Faculty Guidelines	3
What is a Mentor?	4
Program Overview	4
Selection of Mentors	4
Part-Time Faculty Mentor Program Recommendation Form	5
Mentor Program New Part-Time Faculty Form	6
Invitation Letter to Mentor Program	7
Mentor Guidelines	8
Responsibilities	8
The Planning Meeting	8
Class Visits	9
Mentor Checklist	10
Professional Development Coordinator Guidelines	12
Administrative Responsibility	12
Recommended Procedures	12
Mentor Program Goal Setting	13

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

Class roster

Department policies

Faculty eServices (MyPalomar)

Field trip procedures

Final grade report procedures

Instructor absence procedures

Instructor evaluations

Payroll procedures

Student Code of Conduct

Student withdrawals, incompletes

Use of course syllabus

Use of guest lectures

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:				



Human Resource Services
1140 West Mission Road
San Marcos, CA 92069-1487

MEMORANDUM

Date: December 13, 2018

From: *Dr. Lisa Norman*
Assistant Superintendent/Vice President
Human Resource Services

Subject: Faculty Hiring Procedure Update

Dear Colleagues,

It has been brought to the District's attention that a memo concerning a change in faculty hiring procedures has been distributed. Please be advised that the District will not be implementing any changes in faculty hiring at this time. The District honors and respects the participatory governance process which requires that any change to District procedures must adhere to Board Policy and existing Administrative Procedures, and must also be processed through the established Policies and Procedures Committee made up of constituent group representatives whose responsibility it is to participate in the review, recommendation and monitoring of Governing Board Policies and Administrative Procedures (AP2410).

With respect to participation in local decision-making, "The Governing Board is the final authority for governance at the Palomar Community College District. The Governing Board delegates authority to the Superintendent/President who in turn solicits and receives input through the shared governance decision-making process (BP2510)."

As such, "Recommendations for the establishment of new, or revision of existing, Governing Board Policy or Administrative Procedure may be submitted by any member of the college community and should be directed to the Superintendent/President or his/her designee" (AP2410). As further indicated in AP2410, "all District Policies and Procedures are vetted through the shared governance process," and "final approval of Board Policy rests with the Governing Board." With respect to hiring procedures, BP7120 provides "the Superintendent/President shall establish procedures to recruit and select faculty, staff, and administrators who have a clear understanding of and commitment to the mission, vision, and values of the institution."

The District will only implement changes to hiring procedures that were made through the established process and procedures.

We look forward to working with all of the constituent groups in addressing recommended changes to existing Board Policies and Administrative Procedures.

Dear David—

I appreciate your sending Lisa Norman's memo of 12/13/18 in order to clarify the District's position regarding faculty hiring and the Senate's purview over faculty hiring matters. To say that I am disappointed with this position would be a gross understatement. I'll labor to keep my comments brief, as this matter will be the first information item on our 11/29 Senate agenda, and I have reached out to ASCCC leadership for guidance; a more full response following next Monday's discussion and the ASCCC reply will be forthcoming, so for now I will just make a few points:

- You cite existing District policies regarding shared governance to support your claim that faculty hiring matters must be vetted by various committees, during which time you said that Senate-ratified changes to faculty hiring policies could be amended, discarded, or added to within those committees (where faculty members may hold a seat or two). As I told you in our meeting, this completely undermines Senate purview over faculty hiring, and I would also remind you that Districts can neither make nor enforce policies that supersede higher authorities. That is, our District cannot enforce policies that violate California Ed Code and Title 5 any more than it can enforce policies that violate our collective bargaining agreement or the Constitution. Yet this is exactly the implicit claim that Dr. Norman made with the memo you now cite, and her (and, apparently, the District's) claim is as specious now as it was then.
- Regarding the "higher authorities" in this particular case, California Ed Code outlines the relationship between academic senates and community college governing boards, and Title 5 outlines "Academic & Professional Matters" (the 10+1), where the "+1" includes any other matter agreed upon locally. In our case, an additional +1 is "faculty hiring policy, faculty hiring criteria, and faculty hiring procedures." Title 5 further outlines how governing boards "consult collegially" with the academic senates, and the Palomar Governing Board has adopted option one: "to rely primarily upon the advice and judgment of Faculty Senate on academic and professional matters" (including, as indicated above, faculty hiring). These provisions set up a system by which academic senates work more directly with governing boards on A&P matters; in fact, the reason that our governance structure flow chart contains an arrow that connects the Faculty Senate directly with the Governing Board is due these stipulations in Ed Code and Title 5. And to be clear, there are many decisions made by the Faculty Senate on A&P matters that do not move through the shared governance process in the way you suggested for faculty hiring procedures.
- Further, Dr. Norman's memo was written when top leadership at Palomar College was non-transparent, non-collegial, and resistant to faculty authority over academic and professional matters. This memo was the cause of controversy and vexation by the Senate for many reasons, not least of which that it ignored the Ed Code/Title 5-established authority of our Faculty Senate as outlined above and also created a barrier between the right to a direct "path" between academic senates and boards of governors on academic and professional matters. Resuscitating it now indicates a giant step backward in faculty-

administration relations, and I expect that the current Senate's response to this memo will be similar to the response when it was originally delivered.

- The Faculty Senate has every interest to work with the administration. Senate Vice President Jenny Fererro and I—representing the Faculty Senate—entered discussions with you, Vice President Kahn, and President Rivera-Lacey entirely in good faith, our intent being to have a conversation with all of you about our changes before moving forward with the Governing Board (again, as is our right). Those conversations led us to believe that we were largely on the same page and merely awaiting some simple but important information from you. By now presenting this memo as the District's response to our changes, you undermine the common understanding and actual practice of Senate purview over A&P matters in the California Community College system. What is more, I have had many conversations with President Rivera-Lacey, and I find this latest development very surprising and completely at odds with the collegiality she has fostered and the respect for faculty that she has demonstrated. When I asked if she was on board with this, you replied that the two of you had “had a conversation,” but I really have to wonder if the presentation of Dr. Norman's anti-faculty memo had our president's full support.

I will keep you, President Rivera-Lacey, and Vice President Kahn apprised of the Senate's response moving forward.

Sincerely,
Rocco

Part-Time Faculty Equity

Shared Governance
For discussion at Faculty Senate
November 29, 2021

Brief Informational History: Part-Time Faculty Equity

Background.

The Faculty Senate began discussions in earnest regarding Adjunct/Part-Time Faculty equity in the Fall of 2020, commencing with an anonymous faculty survey. Based on the survey responses and additional research, the Part-Time Faculty Equity workgroup created a report, *Summary of Findings: Equity and Inclusion for Part-Time Faculty Within Departments and the College*. This report was presented to Faculty Senate and adopted on December 14, 2020.

Additional work on Part-Time Faculty equity continued with the creation of a template for Department by-laws, adopted by Senate on February 22, 2021.

Senator Zavodny, with input from Palomar College's Adjunct/ Part-Time Faculty Equity workgroup and faculty colleagues statewide, presented a resolution to the Academic Senate for California Community Colleges (ASCCC) at their Spring plenary. This resolution, *Create a Paper on Part-Time Faculty Equity* (Resolution 19.01 SP21), was adopted by ASCCC on April 17, 2021. It has been assigned to the ASCCC's Part-Time Faculty Committee for creation.

Additional work on Adjunct/Part-Time Faculty equity continued with the adoption of the following recommendations by Senate on September 13, 2021: official naming convention for Adjunct/ Part-Time Faculty, Mentoring Program for Adjunct/Part-Time Faculty, Recognition of Service for Adjunct/Part-Time Faculty, and Adjunct/Part-Time Equity within Shared Governance. The naming convention was approved September 13, 2021. The Part-Time Faculty Equity workgroup was tasked with implementation of the remaining three recommendations.

Today.

The Adjunct/Part-Time Faculty Equity workgroup's recommendations for the Mentorship Program are an Action Item today. Work is continuing on securing Service Pins for recognition of Adjunct/ Part-Time Faculty service; the District's Human Resources department has indicated they do not have the funding to provide these pins. Data on the number of Adjunct/ Part-Time Faculty eligible is still forthcoming. We are presenting the following recommendation for improving Adjunct/Part-Time Faculty equity within the campus' shared governance system as an Information Item today.

Brief Background: Campus Shared Governance

Faculty Composition.

According to Institutional Research and Planning, there are currently 273 Full-Time Faculty and 615 Part-Time Faculty employed at the college.

In looking to our shared governance system on campus, our composition is as follows:

- There are 25 faculty positions plus 5 named Part-Time Faculty positions on the five new Councils. The named Part-Time Faculty positions are advisory votes only.
- Among the known 45 committees and subcommittees, there are 324 named Faculty positions.
 - 16 are named for “Part-Time Faculty” (this includes 4 positions on Senate and 5 positions on PFF).
 - 58 positions are named for “Full-Time Faculty” (this includes the 23 position on Senate and 5 positions on PFF)
 - 21 additional positions are named for “Tenured Faculty” (these are listed separately than “Full-Time Faculty”). The committees requiring “Tenured” positions are: Evaluations Appeals Committee, Sabbatical Leave Committee, and Tenure Evaluations Review Board (TERB).
- There are currently 166 unique Full-Time Faculty serving on shared governance and 28 unique Part-Time Faculty serving on shared governance. There are a total of 194 unique faculty serving on the 324 Faculty positions.
- It should also be noted that there are additional committees, subcommittees, and workgroups still being created. Therefore these numbers are a current best approximation.

Recommendations

Faculty Senate adoption of the following resolution:

Whereas AB 1725 established Minimum Qualifications for California Community College Academic positions, and

Whereas these minimum qualifications apply equally to both Full- and Part-Time Faculty, and

Whereas faculty roles within Palomar College's shared governance structures are delegated under Title 5 as an Academic and Professional matter under the purview of the Faculty Senate, and

Whereas Palomar College's Faculty Senate has expressed its commitment to advancing equity and inclusion,

Be It Resolved that the Faculty Senate actively adopt and advocate for policies that emphasize equity and inclusion for Adjunct Faculty within the College's shared governance, and

Be It Further Resolved that the Faculty Senate requests the Palomar Faculty Federation to negotiate for equitable compensation for Adjunct Faculty serving in shared governance.