



**FACULTY SENATE MEETING**

February 7, 2022

EXHIBITS



Minutes of the  
MEETING OF THE FACULTY SENATE  
January 31, 2022

APPROVED

**PRESENT:** Eduardo Aguilar, 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, Tanessa Sanchez, Fari Towfiq, Alyssa Vafaei, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

**ABSENT:** Lacey Craft, Roxanna Vega (ASG)

**GUESTS:** Dennis Astl, Mark Bealo, Barbara Hammons, Michael Mufson, Diane Studinka, Ryan Williams

**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 COMMENT**

**ANNOUNCEMENTS**

Senator Will Dalrymple said the Part-Time Faculty Equity Work Group met over the Winter break to continue their work and more updates will be coming to Faculty Senate shortly.

Senator and Articulation Officer Ben Mudgett encouraged Senators to provide input to the Academic Senate survey that came out regarding AB 928 passed last fall. The bill is about streamlining transfer so that students don't choose two different ways to transfer. All transfer paths will be in the same pattern but it involves significant changes to the transfer GE. Senator Mudgett said he will go into more detail regarding this change during Curriculum on Wednesday and invited everyone to attend. The ASCCC link is: <https://asccc.org/content/submit-input-ab-928>

Senator and Committee on Committees Chair Anastasia Zavodny reminded everyone that CALM still has significant funding available to fund grants for faculty to CALM their classes. CALM grant request: <https://docs.google.com/forms/d/e/1FAIpQLScrgKyatRrW4Zht0gnmfrN90l-Q-ttDlnPgrzzOIBnkTWMs6Q/viewform>

Senator Alyssa Vafaei shared that Haben Girma, currently the biggest name in disability rights in the US, will be speaking in the Howard Brubeck Theatre on March 14. Her presentation will also be streaming LIVE. More event information will be released by DRC shortly.

Senator Susan Miller reminded Senators of Black History Month in February. Palomar's Black Faculty & Staff Association are sponsoring workshops throughout the month. Additional information can be found here: <https://www.palomar.edu/pbfsa/black-history-month-2022/>

**AGENDA CHANGES** – No agenda changes.

**APPROVAL OF MINUTES**

**Motion 1** MSC: Towfiq/Faulkner

Faculty Senate approval of meeting minutes dated December 13, 2021 (see Exhibit 1).

The motion carried.

**Motion 2** MSC: W. Nelson/Laughlin

Faculty Senate approval of special meeting minutes dated December 17, 2021 (see Exhibit 2).

Abstentions: Lawrence Lawson, Alyssa Vafaei

The motion carried.

**ACTION**

A. **Curriculum** – No action taken.

Senator and Curriculum Co-Chair Wendy Nelson said to be on the lookout for curriculum PD training opportunities beginning this spring.

B. **Committee Appointments** – No action taken.

Senator Anastasia Zavodny said Committee on Committees is continuing to update the master committee listings with an expectation that new faculty members will be needed to fill spots shortly. A replacement for Versaci, as the designated seat for the Senate President on Budget Committee will need to fill since Versaci has a Spring 2022 class conflict during that meeting time on Tuesdays.

**INFORMATION ITEMS**

**A. Election of Faculty Senate President**

President Versaci said the election for Faculty Senate President-elect will take place at the next Senate meeting. Senators were asked to consider running for this seat as Versaci will not be running again. The President-elect will likely do some shadowing over this semester with Versaci.

**B. Request for Faculty Input on new Fallbrook Center Building**

Ryan Williams, Fallbrook’s Education Center Director addressed the Senators. Williams is looking for faculty volunteers who can provide input about the instructional spaces as well as faculty offices and workrooms in the new permanent building going up in Fallbrook. The time commitment is small, probably just one meeting and will most likely occur the week of February 14. Williams said that faculty from cinema or science (labs) would be helpful but any full-time and part-time faculty are welcomed. Senators Zavodny, Towfiq, Dalrymple and Hiro volunteered as well as Barbara Hammons. Williams will get meeting invites to the volunteers shortly.

**C. Department Chair Training**

Interim Dean, Diane Studinka said the current manual for chairs and directors needs to be updated. Currently, the manual really is just a list of resources and doesn’t include other information that could be useful. Dean Studinka is interested in creating three 5 minutes videos to be used as a training tool for chairs. The videos can present “real-life”

tasks, issues or situations. PD Coordinators Luis Guerrero and Matt Grills support the idea and are willing to help make this happen.

Dean Studinka asked if any Senators would be interested in assisting with this project. Senator Zavodny suggested reaching out to PFF who have ombuds who are familiar with this work and have experience in this particular area. Zavodny, Bill Jahnel and Tammy Weintraub are the ombuds for PFF. Senators Wendy Nelson, Jenny Fererro, Teresa Laughlin, Alyssa Vafaei and Ben Mudgett volunteered to provide their perspectives.

#### **D. Equity in SLOs Task Force Proposal (see Exhibit 3)**

Michael Mufson shared the proposed ad hoc task force. It was brought to Educators for Equity Diversity and Cultural Consciousness (EEDCC) committee by VPI Jack Kahn. VP Kahn approached SLO Co-Coordinator separately and then brought all of them together. A consensus was met that the ad hoc work group can gain insight about the equity experience of the students through a particularly focused SLO lens through DEI. This task force will act as an exploratory committee to look into that possibility which may produce positive results including best practices, a White Paper or some kind of guidance. The intention is to apply a DEI lens and depth to the SLO process so it has meaning for the pedagogy for the students and not just satisfying a bureaucratic obligation.

Several Senators shared input that included removing specific names from the form and replacing those with titles or roles. Adding an end date, a meeting time and the reporting relationship (maybe Curriculum ?) should be added to the form. In addition, Senators shared pros and cons of student participation and asked for this to be a consideration.

Versaci asked Mufson to bring these changes back to EEDCC and then Faculty Senate could vote on this proposal next week.

#### **E. Chancellor's Suspension of Graded-Related Regulations (see Exhibit 4)**

Senator Ben Mudgett shared the exhibit and explained the Chancellor has extended the order of suspension of section 55022(a)(2) of Title 5 relating to grades, now in play through the end of this academic year. This suspension allows students to choose P/NP up until the last teaching day of the semester instead of three weeks into the semester. Faculty Senate previously approved this suspension that expired December 31, 2021.

Senator Mudgett said the CSU and UC systems haven't changed their policy on grading options and will now look for a letter grade if the course is a major prep course. It's important for students to know this before requesting a P/NP and be aware that the class will not help satisfy a major requirement. The concern remains that Palomar students need this information to make sound decisions regarding the grades and hope Student Services is getting the messaging out to the students. Versaci will follow up with Director Kendyl Magnuson on the messaging.

#### **F. Canvas and Part-time Instructor Class Cancellation/Reassignments**

Senator Zavodny shared that this issue came up in recent discussions with the Part-Time Faculty Equity Workgroup. When faculty lose a class, their Canvas access ends immediately. This happens quickly and for part-time faculty in particular, who are usually impacted by this, they may have spent a very large amount of time building the shell for the class and may not have been given much warning before their Canvas access is removed. It can be a hassle for part-time faculty to recover their work in Canvas.

Secondly, Zavodny said when courses are reassigned from part-time faculty to full-time faculty to make load, if the part-time faculty has built out the entire class in Canvas, the class material is accessible to the full-time faculty now assigned to teach the class.

Senator Tanessa Sanchez added that she has had courses canceled and then removed from her dashboard without any or little warning to allow her an opportunity to back up or download sometimes hundreds of hours of work and material

that was prepared. Sanchez said she had a course reassigned to another part-time faculty due to some transitions happening in Child Development. This part-time faculty reached out to Sanchez and asked if she could use some of the information and techniques that Sanchez had already created and prepared and found on the Canvas shell. Sanchez then realized that her course was handed over to someone else, and she wasn't notified that her Canvas shell was going to be removed from her dashboard. She knew that there was going to be that transition, however, she was not allotted any time to back up that information. Sanchez said she was expecting that her access would be removed but assumed that the new faculty would get an empty shell to upload or create their own materials and information. Sanchez was not aware that the new faculty assigned to the course would also get all shell content. She was extremely shocked that this is the current practice at Palomar.

Several Senators voiced their own concern and were troubled that faculty's intellectual property rights are being violated with this practice. This loophole needs to be closed and should be included in PFF bargaining, and it seems that this issue came up some time ago as well. Senator and DE Coordinator said this may be an oversight by ATRC. The process can be reviewed and a policy can be written to prevent this from occurring in the future especially without the knowledge and approval of the faculty who originally prepared for the course. Senator Hiro will contact ATRC immediately.

Senator Beatrice Manneh said in her department, this often happens with her and other faculty who teach German. She said it's occurred for many, many semesters now. These faculty actually use it to their advantage to share materials, but obviously with consent.

VP Jenny Fererro said PFF will be following up with this and report back to Senate.

#### **G. Release Time for CPL Coordinator & SLO Co-Coordinators**

Senate VP Jenny Fererro said negotiations took place during the winter break which produced two MOUs involving release time positions. The first MOU states the District will cover the 40% release time or an equivalent stipend for CPL leadership which is a move towards institutionalization of that work. The transition begins now and ends at the end of Spring 2023. Before this expires, PFF will negotiate Appendix F and make it more permanent.

VP Fererro then said the second MOU was brought forward by the District to cover release time for SLO coordinators in the event that Faculty Senate reallocates the existing release time. This is not permanent and the District only agreed to cover this release time beginning Fall 2022 through Spring 2023. It is unknown if the District will continue to cover this release time after Spring 2023. President Versaci said Council will review the allotted Senate release time, make plans for any shifts and report back to Senate.

### **REPORTS**

**ASG (Mouawad)** - No report.

#### **President (Versaci)**

I would like to welcome everyone back to the Spring Semester. As you may have heard, in the wake of the Omicron variant, the District had decided to delay full opening of campus until February 22<sup>nd</sup>, so faculty who were scheduled to teach face-to-face lecture classes will conduct the first three weeks of class online. Senate Vice President Jenny Fererro and I met with President Rivera-Lacey over the break to discuss this issue as well as some others, including the ongoing proposed changes to the Faculty Hiring Procedures. The latest iteration of the plan, which is pending, is to remove all procedures regarding faculty hiring from AP7120 and replace them with a statement referring the reader to the Faculty Hiring Procedures. Once this plan is finalized, Faculty Senate will need to make some adjustments to those

procedures (and, possibly, to the Senate Constitution). Star expressed to both Jenny and me that getting this taken care of is a top priority, as the Senate has been working on this for quite some time.

**College Council (Versaci)** - No report. The College Council next meets on Friday, February 11.

**Equity, Education, & Student Success (EESS) Council (Versaci)** - No report. The EESSC next meets on Friday, February 4.

**Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan)** – No report.

**Employees, Community, & Communications (ECC) Council (Ferrerro)** - No report.

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

**PFF (Laughlin)** - No report.

**Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi)** – No report.

### **Accreditation (Meehan)**

Our peer review visit, which is an essential part of the accreditation process, will be held virtually from February 28 through March 3. In preparation for the visit, it would be great for everyone to engage in a refresher of our higher-level processes. The best way to do this is by attending the [All Campus Forum](#) on Wednesday, February 9, from 3-4 p.m. Please also look out for the upcoming Accreditation Newsletter, which will expand on this information.

**Distance Education (Hiro)** – No report.

**Guided Pathways (Nelson)** – No report.

**Budget (Ferrerro)** - No report.

**TERB (Lawson)** – No report.

**Professional Development (Guerrero)** – No report.

### **AB705 Subcommittee (Anfinson)**

On December 9, 2021, The AB705 SSC reviewed items 5, 6, and 6 on Pages 7-8, Part A of the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans and made the recommendations listed below. (Note: we did not go over Part B as we do not yet know if the College will select Option 2, Option 3a, or Option 3b. Once that decision is made, if Option 3a or Option 3b is selected, we will give input on Part B.

Our recommendations are listed in detail [in this document](#).

Recommendations of special note to the Faculty Senate:

- The CCCCO is suggesting that colleges develop or expand Quantitative Reasoning (QR) options for students. We recommend that the Departments involved be contacted, including the Business Department (BUS 110 and 204), Psychology and Sociology (Psych/Soc 205), and Industrial Technology (IT 108) to discuss corequisite or enhanced options for their QR courses.
- The AB705 SSC strongly recommends we expand our academic support including tutoring and other support labs and incentivizes student participation in these support services.

- The AB705 SSC strongly recommends we integrate basic resources listed by the CCCCCO into gateway courses. Can the new Basic Needs allocation be used to support this work?
- The AB705 SSC strongly recommends that we continue and expand PD focused on high challenge, high support equity-minded teaching practices.
- The CCCCCO suggests we invest in communities of practice for instructors teaching gateway courses. The Math, English, and ESL Departments are already doing this. We support additional funds being made available to continue with this work. The funds will be used (not a complete list) to pay our faculty to attend, to bring in outside speakers and/or training, to provide necessary materials, and to send departmental members to the CAP (California Acceleration Project) conference.

We submitted the recommendations to EESSC on December 10, 2021 for consideration.

**Sabbatical Leave (Lawson)** – No report.

**Equivalency (Towfiq)**

During Winter Break, the Equivalency Committee continued reviewing Equivalency Applications.

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

**Faculty Service Areas (Mudgett)** - No report. The FSA Committee next meets on February 1, 2022.

**Credit for Prior Learning (Rose)**

No Credit by Exam fees for students in spring 2022

- This spring 2022 semester, students will no longer be charged a fee for Credit by Exam. This pilot program by the District will assess the impact on the college and benefit to our students to determine if removing this fee, that equates to the cost of taking the course, will become a permanent policy.
- Per title 5 55050, students cannot be charged a fee for CPL credits earned through all other methods of CPL assessment, such as portfolio review, industry certification or military transcripts.

Palomar College is now one of 52 CA community colleges chosen to be a part of the 2022 MAP (Military Articulation Platform) cohort.

- Beginning in February 2022, Cohort colleges will start using the platform to match their college courses with credit recommendations from ACE and other credit recommending bodies. Once approved by discipline faculty, articulated course credits may be awarded and transcribed.
- The mission of the Cohort is to increase equitable access and completion by making it normal and expected for all military (and other) students to receive all the credit they deserve so they can achieve all their educational goals with existing military (or financial aid) benefits.

Palomar College is leading the way with a SDICCCA Regional Credit for Prior Learning Consortium.

- Consortium Leads:
  - Nichol Roe - Palomar College Associate Dean of Workforce Development and Extended Studies
  - Ben Gamboa - MiraCosta College Associate Dean, Career Education
  - Candace Rose - Palomar College CPL Coordinator
- The purpose of this Consortium is to:
  - Develop regional support for local CPL development

- Identify resources for colleges implementing CPL
- Provide professional development for CPL
- Create a Train-the-Trainer series in collaboration with the Vision Resource Center to help CPL leads implement CPL on their campuses
- Work with the CCCCCO and ASCCC to assist college with CPL and make it accessible to all students

Faculty interested in expanding their CPL course offerings or learning more about this opportunity that will help close the equity gap for our students, can contact the CPL Coordinator, Candace Rose, at [cpl@palomar.edu](mailto:cpl@palomar.edu)

Funds are available to pay faculty for their time to make their courses Credit for Prior Learning eligible.

**ADJOURNMENT:** The meeting was adjourned at 3:26 PM.

Respectfully submitted,

*Molly Faulkner*

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Molly Faulkner, Secretary



February 2, 2022 Curriculum Committee Actions

Item D. from BoardDocs Agenda

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

D.1. ACTION: Credit Program Changes - effective fall 2022						
Program Title	Disci.	Award	Units	Justification	Orig.	
A. <a href="#">Basic Police Academy</a>	AJ	CA	36	The Police Academy Program is being revised to reduce the total hours and units to align with degree requirements and be more consistent with others academies throughout the state. The revised format will remove non-POST content but will offer certain coursework as separate AJ courses that will allow for enrollment by students who are not in the police academy program. The COR, SLOs, and Objectives remain unchanged from the current version of the course.. The revisions also create a Police Academy Preparation course similar to the prep course for the Fire Academy program. This new course (AJ 85) incorporates additional training in Diversity, Equity and Inclusion topics, as well as provides training in foundational skills critical to success in the Police Academy program, to include strategic communication, report writing, and physical fitness preparation. Added AJ 85.	Ed Sprague	
B. <a href="#">Theatre Arts</a>	TA	AA/CA	31-32	This program overlaps with the AA-Transfer degree. This full AA degree offers additional skill-based classes that develop the student's technique, craft and artistry necessary for successful auditioning and application for specialized programs such as BFA and work in the field. Program Requirements: Added TA 108, removed TA 105, TA 107. Added Technical Theatre Emphasis: Added TA 107, TA 192B, TA 102C, TA 102D. Added Performance Emphasis containing the following courses: TA 113A, TA 116, TA 119, TA 173, TA 184, TA 191A, TA 191B, TA 191C, TA 191D, TA 215, TA 216.	Michael A. Mufson	

D.2. Credit Program Deactivations - effective fall 2022					
Program Title	Disc.	Award Type	Units	Justification	Originator
A. Apprenticeship-Electrician	AP E	A.S/CA	56	Classes no longer offered at Palomar College.	Jason Jarvinen
B. Apprenticeship-Sound and Communication Systems	AP SC	AS/CA	40	These classes are no longer offered at Palomar College.	Jason Jarvinen

D.3. ACTION: Credit Course Changes - effective fall 2022											
Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator	
A.	BUS	82	<a href="#">Medical Insurance Billing and Coding</a>	No	Yes	G/P/NP	No	Updating current coding manuals to reflect much desired industry skills and requirements. Updated SG21,work-based learning.	Recommended Preparation: BUS 80	L. Jackie Martin	
B.	ENG	221	<a href="#">Survey of World Literature II</a>	Pre-reqs changed	No	Yes	G/P/NP	No	Pre-requisites changed; required readings changed.	Prerequisite: <a href="#">Eligibility</a> for ENG 100 or <a href="#">ESL 110</a> as determined through the <a href="#">English or English as a Second Language</a> placement process.	Leanne M. Maunu

February 2, 2022 Curriculum Committee Actions

D.4. ACTION: New Noncredit Courses- effective fall 2022										
Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	N ESL	931	<a href="#">Academic Reading for Non-Native Speakers</a>	No	Yes	P/NP/SP	No	ESL deactivated its reading courses a few years ago. However, ESL would like to bring back its reading courses to support students' reading skill development and offer both credit and non-credit versions of these courses. Our special topics and mirrored courses are doing well, so we'd like to add reading courses back.	Recommended Preparation: N READ 950	Lawrence Lawson

D.5. ACTION: Credit Course Deactivations - effective fall 2022										
Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	AJ	115	Patrol Procedures	No	Yes	G/P/NP	No	This course is redundant as any student wanting to go into a law enforcement career/agency will receive this course in the police academy. The course has little value to other students in general.		Kevin Barrett
B.	AJ	140	Criminal Justice In The 21ST Century - Field Study	No		G/P/NP	No	The field study program has not been offered for years. Financial Reasons/Cost to Students and ability to obtain field study sites have waned. COVID has made it impossible.		Kevin Barrett
C.	AJ	211	Fingerprint Identification	No		G/P/NP	No	Fingerprinting ID has become more of digital/computerized, making the materials we used obsolete. Ink and Fingerprint cards are things of the past. The new equipment is cost prohibitive and those who go into a career in criminal justice will receive training from their agencies.		Kevin Barrett
D.	AP E	701	Introduction to the Electrical Trade and Industry, I	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
E.	AP E	702	Electrical Theory, Practice and Blueprint Reading	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
F.	AP E	703	Inductance and Capacitance Theory and Codeology	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
G.	AP E	704	Transformers and Code Calculations, Conduit Bending	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
H.	AP E	705	Introduction to Electronics and Industrial Blueprint Reading	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
I.	AP E	706	Grounding, Electrical Services, and Transformer Theory	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
J.	AP E	707	Electrical Motor Control, Pilot Devices, Starters and Relays	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
K.	AP E	708	Digital Electronics	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
L.	AP E	709	Management, Fire Alarms, High Voltage Testing, and Safety	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
M.	AP E	710	Programmable Logic Controllers	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
N.	AP SC	701	Introduction to the Sound and Communication Technology	No		G/P/NP	No	Program being discontinued.		Jason Jarvinen
O.	AP SC	702	Electrical Theory and Practices DC	No	Yes	G/P/NP	No	Program being discontinued.		Jason Jarvinen
P.	AP SC	703	Electrical Theory and Practices AC	No	Yes	G/P/NP	No	Program being discontinued.		Jason Jarvinen
q.	AP SC	704	Semiconductor Electronics	No	Yes	G/P/NP	No	Program being discontinued.		Jason Jarvinen
R.	AP SC	705	Introduction to Digital Electronics and Signaling Devices	No	Yes	G/P/NP	No	Program being discontinued.		Jason Jarvinen
S.	AP SC	706	Management/Alarms/Codes/Circuits	No	Yes	G/P/NP	No	Program being discontinued.		Jason Jarvinen
T.	AP SC	708	Specialized Systems and Supervision Techniques	No	Yes	G/P/NP	No	Program being discontinued.		Jason Jarvinen

**February 2, 2022 Curriculum Committee Actions**

**D.6. ACTION: Requisites - effective fall 2022**  
**The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2022**

Course Number	Course Title	
A. BUS 82	Medical Insurance Billing and Coding	Recommended Preparation: BUS 80
B. ENG 221	Survey of World Literature II	Prerequisite: <u>Eligibility for ENG 100</u> or <u>ESL 110</u> as determined through the English or English as a Second Language placement process.
C. N ESL 931	Academic Reading for Non-Native Speakers	Recommended Preparation: N READ 950

**D.7. 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. BUS 82	Medical Insurance Billing and Coding
B. ENG 221	Survey of World Literature II
C. N ESL 931	Academic Reading for Non-Native Speakers

**Item E. from BoardDocs Agenda**

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

**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. COUN	120	Quest for Identity and Life Skills	Yes	Thomas V. Ventimiglia
B. DNCE	100	Survey of Dance	Yes	Margaret Faulkner
C. ENG	280	Women and Literature		Abbie Cory
D. ESL	14	ESL Grammar Skills III	Yes	Heather Hosaka
E. GEOG	103	World Regional Geography	Yes	Wing H. Cheung
F. LS/POSC	121	Introduction to Law	Yes	Lakshmi Paranthaman
G. N ESL	912	ESL Grammar Skills I	Yes	Gary Sosa
H. PHOT	197C	Photography Topics: General	Yes	Amy Caterina
I. TA	100	Introduction to the Theatre	Yes	Chris Sinnott
J. HIST	160	History of the Middle East from 600 to the Present	Yes	Travis Ritt

# Committee Confirmations

# EXHIBIT 3

February 7 2022							
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
Larry Moyano	Student Services	Counseling	AB 705 Support Subcommittee	Faculty at-large (22-24)	I'm committed to supporting positive behaviors, fostering sense of belonging for all students and employees, and instilling respect for all peoples.	I counsel students equally regardless of age, gender, sexual orientation, religion, color, ethnicity, disability or citizenship status. In addition, I increase student access and success by providing students with core services to assist them in achieving their educational and career goals. These services include providing at least an abbreviated (SEP) to all students with a priority focus on non-credit students wishing to enroll to earn degrees, CTE, transfer preparation, or career advancement. In addition, I collaborate with community partners to provide students with referrals to essential resources.	
Leanne Maunu	L&L	English, Humanities, and Reading	AB 705 Support Subcommittee	Faculty, English (22-23)	I have been keeping up to date with the antiracism and equity lenses that are a part of the AB 705 pedagogy and its philosophy. In both my classes and committee work, I strive to look at everything through the lens of how items under discussion will impact our students.	I have been serving on the AB 705 Support Sub-Committee (SSC) since its inception three-and-a-half years ago, and would like to continue the work that I have done on that committee by remaining a member.  In my role as Chair of the Dept. of English, Humanities, and Reading, for the last three semesters, I was also a member of the AB 705 work group, which was co-chaired by two of our deans. Since that group is now disbanded, I feel like it is especially important for me to still be on the AB 705 SSC so I can speak to the needs of our department and offer guidance about how AB 705 is impacting our English courses. I also organize and help run our faculty Community of Practice meetings for my department, and draw on the knowledge I have learned from AB 705 to help my colleagues implement AB 705 best practices. Continuing to serve on the AB 705 SSC will ensure that I am also continuing to have discussions with other departments about the work that we are all doing to support our students.  I have also done other work that has prepared me for this role. I served four years on the Basic Skills Committee (the predecessor of the AB 705 Support Sub-Committee), and more recently have participated in the Grading for Equity, and Becoming HSIs, book clubs. In the Summer and Fall of 2021, I also was a part of the Curriculum and Equity cohort group. I have also attended several of the AB 705/California Acceleration Project (CAP) conferences in Sacramento and locally, and continue to attend related webinars.	
Richard Carr	L&L	English	AB705 Support Subcommittee	Faculty, English (22-24)	Palomar's AB705 compliance is equity work in itself. The purpose is to make our classes more inclusive and increase student success regardless of their background.	I've already been on the committee and I felt my contributions were valued. I would like to continue helping our college move forward on these issues.	
Tracy Fung	L&L	ESL	AB705 Support Subcommittee	Faculty, ESL (22-24)	I am ESL faculty member who is deeply committed to DEI work and efforts in our college and in this subcommittee, and I am especially passionate about equitable opportunities for our diverse ESL students at Palomar. The entire AB705 legislation is equity-focused legislation intended to change the way colleges approach English and Math courses and placement, making them more equitable and inclusive, and significant portions of this legislation focus on equitable practices for ESL students. Over the past 4 years, I have attended (and at times, presented or volunteered at) numerous AB705-related conferences and workshops throughout the state, all of which focused on AB705, equity, and antiracism. These inspiring conferences and their keynote speakers and presenters have influenced my approach to our ESL department AB705 work as well as our curriculum and placement practices, and I am committed to continuing to learn and grow in this area. All AB705 work revolves around examining issues related to diversity, equity, inclusion, and antiracism (data, curriculum, placement practices, etc). It has been very rewarding to serve on this committee, knowing that at each meeting we are striving towards making our college more antiracist, equitable, inclusive, and diverse.	I have served on the AB705 support subcommittee from its formation, and I also served on the Basic Skills Committee prior to that. In addition, I have been a member of the AB705 workgroup since it was formed in Summer 2019. As ESL department chair during the implementation of AB705, I worked carefully with my department, IRP, and other groups to bring ESL into compliance with AB705. I have worked extensively on AB705 reporting and documentation. I would like to continue to serve on the AB705 subcommittee and bring to the committee my understanding of the legislation as well as my knowledge of all the work that has been done pertaining to AB705 at Palomar. My advocacy for Diversity, Equity, Inclusion, and Antiracism has been closely connected to my AB705-related work including my work with other faculty on our transferable ESL composition and Humanities courses. I am also involved in my department's extensive DEI work both within our department (ESL dept antiracism and equity meetings and PD) and across the college as we strive to remove barriers for our students. Thanks!	
April Cunningham	L&L	Library	AB705 Support Subcommittee	Faculty, L&L (22-23)	I have been serving on the AB705 Support Subcommittee for the past year and joined originally to contribute to the anti-racist goals of AB705, which I strongly support as a means of reducing the disproportionate impact that compulsory remediation has on the college success, retention, and completion of BILPOC students. As a committee member, I am active in the discussions about how to create structural changes at Palomar that will eliminate the barriers we have created and envision new opportunities to honoring and encouraging our students' efforts.	I see my role as the librarian on the subcommittee as support for the faculty, particularly in ESL and English, who are teaching the mindsets of critically evaluating information and effectively using information, which are my areas of expertise. The Equity and Antiracism lens that I bring to my work as a librarian -- recognizing power-imbalances between creators and consumers of information, critiquing the commodification of information, empowering students to pursue their own lines of inquiry, and recognizing and working to include historically marginalized voices in the academic dialog -- are vital to discussions about how to make college research an emboldening experience that helps students recognize their own knowledge and curiosity rather than an exercise that reinforces the oppressive traditions of higher education.	
Cindy Anfinson	MSE	Mathematics	AB705 Support Subcommittee	Faculty, Math (22-24)	AB705 is, at its heart, an equity initiative. AB705 is the most important initiative I have seen in my career. It is structural reform in a system that has disproportionately impacted millions of students through inequitable placement processes, thereby preventing those students from achieving their goals. AB705 is about opening the door for students and properly supporting them once they are in class. The State of California data shows that the access part of AB705 is well on its way to being done. Students are placing into college-level math and English. The work now is to, as Vice-Chancellor Dr. Aisha Lowe says, "lean into the areas of enrollment and performance." We need to look critically at our disaggregated data to look for which groups are getting left behind, support departments as they research and develop pedagogy to support students, and strongly advocate for the College to provide institutional support for our students. AB705 students are all of our students and they deserve the best we have to offer them.	I have served as chair of the AB705 Support Subcommittee since its inception in Fall 2020. I also served on the AB705 Workgroup since its inception in 2018. I participated with all my department meetings regarding AB705, including committee meetings. I have worked with Wendy Metzger on AB705-related Math PD events (Math Communities of Practice meetings). I served on the Student Equity and Success Council from 2014 through 2020. I served on IPC from 2019 - 2021. I was the FYE coordinator for 3.5 years. I am currently the Activity Director of the Title V/STEM Grant, whose overarching goal is to further success and retention of Hispanic and Low-Income students (federal designations, not mine) in STEM. I have taken the Teaching Men of Color course and the Black Minds Matter course. I took the @ONE course on Equity and Culturally Responsive Teaching and Learning. I attended Palomar College's first Social Justice Convening. I attended the Becoming Hispanic Serving Institution book club, the Grading for Equity book club and related workshops, and the How to be an Anti-Racist book club. I have attended the CCCCO Pathways to Equity webinar series in Fall 2021 and plan to continue in 2022.	
Erin Feld	L&L	English, Humanities, and Reading	AB705 Support Subcommittee	Faculty, Reading (22-24)	When talking about AB 705, the only way it can be approached is by using a diversity, equity, inclusion, and antiracism lens because the reason AB 705 exists is because of issues with these things in higher ed. I will always have at the forefront of my thoughts and work for this subcommittee on - is what we are doing or proposing best for all students. Who could be marginalized from our decisions and how can we prevent that?	My dissertation work completed in May 2021 was specifically on AB 705. In it, I specifically talk about the concerns of equity and racism that AB 705 is trying to remedy and why equity and racist concerns existed pre-AB 705. It is my goal to continue looking at the issues students face now that AB-705 has been implemented with the background from my research.  My recent PhD coursework also included classes specific to race and racism in higher education and gender and educations, so I have knowledge on these issues I can bring to the workgroup.	
Kellie Miller	L&L	English	Guided Pathways Advisory Taskforce	Faculty, At-Large	As an instructor, I prioritize utilizing an Equity and Antiracism lens by constructing the curriculum in my courses around a wide range of cultural perspectives and by holding weekly class discussions around issues of inequality and cultural injustice in order to raise awareness about these topics. I will dedicate these approaches to my work on the committee in order to ensure that discussions are held to identify, address and resolve issues of inequality and discrimination and to make certain that students are supported with equity.	I have gained valuable experience and knowledge working with and assisting students to accomplish their academic goals as an instructor. I have seen firsthand where students have struggled and faced challenges to complete their coursework and remain on their academic tracks and I have worked with these students to provide additional opportunities and to develop strategies for students to complete assignments. I also have experience addressing matters of diversity, equity, inclusion and antiracism practices by constructing curriculum in my classes that incorporates a wide range of perspectives, texts, and discussion focused on issues of cultural inequality. I would like to lend my knowledge and experiences as an instructor to the Guided Pathways Advisory Taskforce so that I can assist students further in developing and maintaining their goals and to also ensure that the proper tools and resources are also accessible.	

Candace Rose	AMBA	Media Studies	TERB	Faculty , at-large (20-22)	I have participated in DEI and Antiracism education through PD workshops such as Decolonizing Your Syllabus, accessibility training and course design, Strong Workforce Institute, and equity training for hiring diverse faculty, and will continue to engage in discussions and trainings to further my DEI learning. I am committed to incorporating DEI and Antiracism principals and industry data into my Cinema courses, and invite guest speakers of color to share with my students, their experiences in the film and television industry.	My experience with the Faculty review process includes currently serving on two TEC committees, both as a member and the Chair. I've conducted multiple PT faculty and peer evaluations over the years, and as the Chair of Media Studies, I provide input in the evaluation of all of our faculty. I also have experience serving on committees such as a Curriculum and Faculty Senate that prioritize sensitivity to and action towards advancing DEI and Antiracism in our campus culture. I welcome the opportunity to work with my colleagues through an equity lens, to advance our evaluation processes for the benefit of faculty and our students.
Krystal Rypien	MSE	Biology	Title V Steering Committee	Faculty, Arts (20-22)	I have found the Title V committee to be engaging and I appreciate how its work directly benefits our students. I enjoy collaborating with other STEM and non-STEM faculty, and working to advance issues of equity, diversity, and inclusion.	I have served on this committee for several years, and would like to re-join now that I have returned from my sabbatical. I am a STEM faculty, and have experience with many of the students the grant is targeted towards.
Erin C. Feld	L&L	English, Humanities, and Reading	Tutoring Committee	Faculty, Reading	Tutoring must be made easy to access for all students, and that is the focus I will have in mind on this committee - are we creating or breaking barriers for students to receive academic support through tutoring.	I have served on the Tutoring Committee in the past, and I have also been on a workgroup that was looking at the merge of the Reading Lab, Writing Center, ESL Tutoring, and STAR Tutoring. In that work, the needs of the students has always been my highest priority and what I will always advocate and fight for.



**GOVERNANCE STRUCTURE GROUP REQUEST**

<b>Request submitted by:</b>					<b>Date:</b>		
<b>Proposed Name of Requested Group:</b> Equity in SLOs taskforce							
	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>	X	<b>Task Force</b>
<b>Action Requested:</b>	X	<b>Add</b>		<b>Delete</b>			<b>Change</b>
<p><b>Role:</b> To work with the faculty senate to help develop a guide for incorporating equity in SLO's at Palomar College.</p> <p><b>Products:</b> To develop an equity-based philosophy and approach for the writing, collection, assessment, analysis, and action-plan for Student Learning Outcomes. This may be in the form of a white-paper or briefer statement which will set principles to reflect an ideology consistent with the DEI work of the Palomar College Faculty Senate.</p> <p><b>Timeline:</b> Draft to be completed by Spring 2023.</p>							
<b>Reporting Relationship:</b> Curriculum Committee							
<b>Meeting Schedule:</b> TBD							
<p><b>Chair:</b> TBD</p> <p><b>Proposed Members:</b></p> <ul style="list-style-type: none"> <li>• (3) faculty from the Educators for Equity, Diversity and Cultural Consciousness Subcommittee (EEDCC)</li> <li>• (1) Faculty from professional development:</li> <li>• (2) SLO Coordinators</li> <li>• Curriculum Co-Chair</li> <li>• (1) faculty from the SLOAC Committee (Optional)</li> <li>• (1) Student (Optional)</li> <li>• Vice President of Instruction</li> </ul>							

Reviewed by College Council:

First Reading:

Approved:

Chairs & Directors, ADAS, DAAs and others!

As you know last week, we made changes to the spring schedule to accommodate our modified return to work plan. Thank you so much to all who made it happen including the ADAs, chairs, deans, BSAs, and our manager of instruction Richard Loucks.

During all of this, we are still needing to move forward with fall 2022 planning. You may recall in December; we had discussed requiring a larger proportion of classes to be face-to-face as it is our desire to both meet students' face-to-face needs but also allow for new and innovative distance education pedagogies.

This goal has proven to be difficult for several reasons:

(1) Enrollment is down all throughout California and According to the CA Department of Finance, Overall enrollment is predicted to decline overall 9% in the next several years, ranging from 6% in Fresno to 19% in Los Angeles County (San Diego County is reported to decrease about 11%).

- In our fall planning, we see a significant difference in the face-to-face opportunities we offered and students enrolling in them
- Cancellations are also about 70% F2F classes

(2) Enrollments at the high school level are also struggling.

(3) Students are not as eager as anticipated to be vaccinated as they indicated they would be previously.

(5) Planning a more optimistic face-to-face schedule has major implications if we need to make changes again in the fall term. We will not have the human or financial resources to continue to make these kinds of big shifts.

### Recommendations for Fall scheduling

(a) At this time, we ask each dept, chair and dean to plan for the proportion of distance education and face-to-face that makes the most sense for your area.

(b) We urge you to examine the data enclosed which lists (a) A comparison of F2F and DE for Fall of 21 in terms of success rates and (b) overall grades in courses in the last two years. Focusing on proportions of FWs may give you some insight into planning. The pandemic contributes many variables that can influence these differences, so also please be cautious with overgeneralizations as well. Research and Planning and Instruction are glad to talk about trends though!

While there will be no overall reduction in FTEF allocation (19% reduction etc.), I am asking the deans to work collaboratively with chairs to plan conservatively as going through numerous cancellations is not helpful to students or faculty. We can always add classes if there is a need (we added several courses this spring for example).

Thank you all for all you do. Looking forward to the next steps.

Cheers, Jack

### Count of Classes

Row Labels	Active	% of Active	Cancelled	% of Cancelled	Grand Total
CPPEN	9	0.9%			9
DIST/ONLINE	477	49.4%	10	28.6%	487
ESC	40	4.1%	5	14.3%	45
FEC	16	1.7%			16
MAIN/ONLINE	387	40.1%	17	48.6%	404
OFFST	19	2.0%	2	5.7%	21
RAMON	1	0.1%			1
RBEC	17	1.8%	1	2.9%	18
<b>DE</b>	<b>966</b>		<b>35</b>		<b>1001</b>
CPPEN	20	3.8%	3	3.5%	23
DIST	1	0.2%			1
ESC	86	16.1%	27	31.4%	113
FEC	17	3.2%	13	15.1%	30
MAIN	330	61.9%	25	29.1%	355
OFFST	55	10.3%	8	9.3%	63
RAMON	1	0.2%	1	1.2%	2
RBEC	23	4.3%	9	10.5%	32
<b>FTF</b>	<b>533</b>		<b>86</b>		<b>619</b>
<b>Grand Total</b>	<b>1499</b>		<b>121</b>		<b>1620</b>



EXHIBIT 5

Row Labels	Active	% of Active	Cancelled	% of Cancelled	Grand Total	% Cancelled of Those Offered at Each Center
CPPEN	9	0.90%			9	
DIST/ONLINE	477	49.40%	10	28.60%	487	2.05%
ESC	40	4.10%	5	14.30%	45	11.11%
FEC	16	1.70%			16	0.00%
MAIN/ONLINE	387	40.10%	17	48.60%	404	4.21%
OFFST	19	2.00%	2	5.70%	21	9.52%
RAMON	1	0.10%			1	0.00%
RBEC	17	1.80%	1	2.90%	18	5.56%
<b>DE</b>	<b>966</b>		<b>35</b>		<b>1001</b>	
CPPEN	20	3.80%	3	3.50%	23	13.04%
DIST	1	0.20%			1	0.00%
ESC	86	16.10%	27	31.40%	113	23.89%
FEC	17	3.20%	13	15.10%	30	43.33%
MAIN	330	61.90%	25	29.10%	355	7.04%
OFFST	55	10.30%	8	9.30%	63	12.70%
RAMON	1	0.20%	1	1.20%	2	50.00%
RBEC	23	4.30%	9	10.50%	32	28.13%
<b>FTF</b>	<b>533</b>		<b>86</b>		<b>619</b>	
<b>Grand Total</b>	<b>1499</b>		<b>121</b>		<b>1620</b>	