



Minutes of the
MEETING OF THE FACULTY SENATE
April 4, 2022

APPROVED

PRESENT: Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Beatrice Manneh, Leigh Marshall, Adam Meehan, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Tanessa Sanchez, Fari Towfiq, Alyssa Vafaei, Rocco Versaci, David Williams (ASG), Reza Wrathall, Anastasia Zavodny

ABSENT: Eduardo Aguilar, Teresa Laughlin

GUESTS: Michelle Barton, Leah Brown, Cynthia Cordova, Mark Evilsizer, Mireya Gutierrez-Aguero, Melissa Haickel Bagaglio, Barbara Hammons, Leanne Maunu, Billieanne McLellan, Lisette Ordorica Lasater, Tina-Marie Parker, Hossna Sadat Ahadi, Mercedes Tiggs

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 – No public comments.

ANNOUNCEMENTS

Senate Vice President Jenny Fererro announced that the San Diego Chapter of the American Association for Women of Color is accepting nominations from each college for the 2022 SDCAAWCC Women of the Year Awards. Each college can have a winner in each of the following categories: Student, Faculty, Classified, and Administrator. Please nominate as many people as you like as we want Palomar to be well represented for the amazing women doing work for our College community. Nominations are due by April 5 using the following link: <https://forms.gle/uhbNqdtEcRplX1Cp8>

Senator and Articulation Officer Ben Mudgett said as a co-facilitator of the San Diego/Imperial Queer Alliance, he is leading the policy and advocacy group and forming a coalition to help the research team change the way LGBTQ data is collected. He asked that any interested volunteers to help with this project should contact him directly.

Senator Mudgett also announced that he attended the LGBTQ funding meeting last week. There is now an AB132 \$10 million trailer bill to help fund the support of LGBTQ students. (See the 2021-22 Categorical Programs Allocation Report Volume 2 [link](#) and see table of contents #4. LGBTQ+ program allocation memo).

Senator and DE Coordinator Erin Hiro reminded Senate of their approval from Fall 2020 to allow Palomar to become a CVC-OEI Home College and Teaching College. The last hurdle was just cleared recently so the switch for the Home College is ready and will become active shortly. More work is required in order to get Palomar live with the Teaching College.

Senator Hiro also announced that Palomar's online proctoring is close and she's looking for faculty who use Proctorio and who might want to go to online proctoring to test it next week and to provide feedback. Email her at ehiro@palomar.edu

Senate Secretary Molly Faulkner reminded Senators of the 8 Plus 88 concert hour on Thursday, April 7 from 1 to 2 pm in the theatre. On April 8, there is an Applied Music Recital from 12:30 to 1:30. April 9, Palomar Chamber Singers along with the Palomar Symphony Orchestra will be performing at 7 PM in the theatre as well. More information can be found here: <https://www.palomar.edu/palomarperforms/>

Senator Alyssa Vafaei said she's been collaborating with colleagues across other departments to bring DRC into other events around campus. Katrina Rivera, a disabled Latina activist will be coming to Palomar on April 14. <https://www2.palomar.edu/pages/drc/files/2022/03/EquitySpeakerSeriesCatarinaRivera.Accessible.pdf>

Senator Susan Miller reminded Senators about the Palomar Pride event taking place on May 11. It will be a carnival atmosphere with music, food and fun things to do. If any department is interested in setting up a table, click here: https://docs.google.com/spreadsheets/d/1cA7mVo8J8TZluekpMzYk3uUUGtXdP_xuKmkMkH-UewE/edit#gid=1888308970

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: W. Nelson/Towfiq

Faculty Senate approval of meeting minutes dated March 21, 2022 (see Exhibit 1).

Abstention: Alexandra Doyle Bauer

The motion carried.

ACTION

A. Curriculum

Senator and Curriculum Co-Chair Wendy Nelson said no action was required. She said Curriculum will be discussing the math competence requirements for the AA degree on Wednesday, April 6. There is a required change which will have a big impact on the students. The meeting is from 3 to 5 PM and anyone is welcomed to come.

B. Committee Appointments

Motion 2 MSC: Zavodny/Faulkner

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

The motion carried.

Faculty Position Priority Committee - **Candace Rose**, Faculty, AMBA
Faculty Position Priority Committee – **Jason Jarvinen**, Faculty, CTE

Motion 3 MSC: Zavodny/Manneh

Faculty Senate approval of the following committee confirmations:

The motion carried.

Faculty Position Priority Committee – **Cindy Anfinson**, Faculty, MSE
Faculty Position Priority Committee – **Jenny Ferrero**, Faculty, SBS

Senator and Committee on Committees Chair Anastasia Zavodny said there is still a need to fill faculty positions immediately on the Valedictorian Selection Committee and the New Programs Committee. Senator Zavodny said she also needs faculty volunteers for hiring committees for both the VP of Instruction and the VP of Finance.

Motion 4 MSC: Zavodny/Manneh

Faculty Senate approval of the following committee confirmation:

The motion carried.

Valedictorian Selection Committee – **Lawrence Lawson, Faculty**

C. Hyflex Proposal/Resolution

Motion 5 MSC: Hiro/Sanchez

Faculty Senate approval of the resolution on HyFlex (see Exhibit 3).

The vote is delayed until April 11, 2022

Senator Lawson said HyFlex classes fall into the online category and veterans and international students can't take a HyFlex class unless they already have 9 face-to-face units. Senator and DE Coordinator Erin Hiro said the Chancellor's Office is working on a special designation for HyFlex but it hasn't been finalized yet.

Senator Scott Nelson asked Senator Hiro if the state, other colleges or is Palomar thinking about offering asynchronous HyFlex classes or other HyFlex options. Hiro explained that for her and other faculty at Palomar teaching HyFlex classes, there is the live class (synchronous) online with ZOOM, along with an asynchronous component. This is the true definition of a HyFlex course but is optional here at Palomar. The key is flexibility and student choice. Senator Nelson asked Senator Hiro to edit the resolution to make this clear.

Senate Vice President Jenny Ferrero thanked Palomar faculty who piloted this method and modality. She expressed concerns with the first two resolves because there isn't flexibility in how those are worded and doesn't know if enough information is known yet for Senate to permanently endorse or even adopting HyFlex, or to encourage administrators to promote HyFlex as "the" solution for getting more students back on campus. She would be in favor of the resolution if the first two resolves were worded in a way that encouraged continued exploration of HyFlex and gave departments and faculty flexibility to choose HyFlex. She thinks the resolution is worded in a way that puts Senate in a position to be stating something that confidently can't be stated yet. If these suggested changes were not made, Senator Ferrero would not vote in favor of the resolution as it now reads.

Senate President Rocco Versaci agreed with VP Ferrero's comments and added that the commitment to fully embrace this possibly may be at the expense of other options including adding more money towards face-to-face classes or adding more money towards more HyFlex classes. This resolution may be taken as a push for financial backing of just HyFlex classes.

Senator Hiro said the language can definitely be softened in the resolution. This document is not designed to make faculty adopt HyFlex. This is designed to make the administration pay attention to it because they don't want to deal with it right now by putting up obstacles to allow it. If faculty wants more classes on campus, everyone needs to be in support of creative ways to make that happen and that is what this is about. Hiro added that faculty will need to be trained in teaching HyFlex and wants administration to pay for it. Senator Hiro said as the DE Coordinator she needs to be proactive and push for creative ways to teach classes "post-COVID." Some types of classes will look and feel different.

Senator Tanessa Sanchez supports HyFlex but said many students aren't even aware of HyFlex classes being offered at Palomar. While Palomar tries to meet students' needs, students must be well informed. It's about offering an option to both faculty and students who may not be ready to come back face-to-face or who prefer online teaching and learning.

Senator Alyssa Vafaei said she doesn't feel this is a matter of having to choose between face-to-face or HyFlex. HyFlex is face-to-face and a creative way to help students get back on campus. She said HyFlex is not new. She took HyFlex classes in 2005 at Sacramento State and appreciated the option of going to campus for the class or staying home to be in the class and it worked well for her. Senator Vafaei said there is this fear that faculty will be teaching to an empty classroom but this isn't true. Students are logged in or there in person. DRC fully supports HyFlex and having options for students and this is one of the ultimate examples of implementing universal design for learning. Palomar is all about equity of access to education and this is it. Students have flourished in this virtual environment because their homes are accessible to them when the Palomar campus is not.

Senator Leigh Marshall said she attended the Area D meetings and said this was a hot topic there. Basically, the issues were that institutions were pushing the HyFlex on faculty without providing proper training and the other was academic freedom...telling faculty how to teach their classes.

Senator Lawrence Lawson reminded Senate that ESL, specifically international students, HyFlex classes are not face-to-face classes according to the State and this needs to be fixed.

Senator Anastasia Zavodny asked for the current count of classrooms that can accommodate HyFlex classes and then asked how the College will decide which classes will have access to those rooms. Senator Hiro said there are approximately 30 classrooms wired for HyFlex. Many meeting rooms have also been updated using Herff funding. There are efforts being made to ensure that every department has access to a room ready for HyFlex.

Consensus was reached asking Hiro to take the document back to DE to make changes this week and bring the resolution back to Senate on April 11.

INFORMATION ITEMS

A. Becoming HSI Book Club Recommendations (see Exhibit 4)

Cynthia Cordova, assistant professor and Puente counselor/co-coordinator said she came to Senate to share information about the Hispanic Serving institutions (HSI) Book Club. There have been many calls to action over the last few years for DEI antiracist effort. In the midst of all of that, she noticed there wasn't anything actually taking place for Hispanic Heritage Month and didn't know why. Her colleagues explained to her that it's kind of up to individuals to make that happen. This forced Cordova to ask if the College was really serving the populations they say they are serving. Cordova did some research and asked her colleagues to help form this book club. Funding for the book club came from the Equity Council and PFF. Cordova explained the learning process, the creation and then recommendations outlined in the document to become a better HSI.

Senator Lawson asked Cordova what she needs from Faculty Senate to support the efforts. Cordova said that for right now, she is sharing this information with different groups on campus and soliciting volunteers to make things happen. Eventually, she would like to see if Faculty Senate would support and adopt the recommendations and then push for these efforts to become institutionalized by the College.

Hossna Sadat Ahadi said in 2018, she brought outcomes to Faculty Senate for Black Minds Matter Book Club. And although most Senators were in support, only one change was made two years later and that was not because of the book club but because of the wokeness of the institution. Palomar is still reluctant to create systemic changes at the institution. Sadat Ahadi encouraged Faculty Senate to hold the institution accountable for implementing recommendations made by the Black Minds Matter Book Club and now the HSI Book Club and DEI committees' recommendations.

Senator Lawson said a group of Senators should meet to come up with a resolution in support of the recommendations of both book club recommendations to present to the institution which can be the roadmap for moving forward. Volunteers are Senators Wendy Nelson, Lawrence Lawson, Anastasia Zavodny, Jason Jarvinen, Jenny Ferrero, Alyssa Vafaei and Tanessa Sanchez.

B. Update from EEDCC

Hossna Sadat Ahadi, Co-Chair of EEDCC made the following statement:

Palomar College employees have recently experienced anonymous threats of bodily harm and other violent acts privately and on social media due to their racial identity, DEI, social justice, and antiracism work. These threats have continued with no signs of abatement, and we are horrified and dismayed at both the threats themselves and the lack of transparency with handling such critical matters. Social justice, DEI, and antiracism has become the greatest threat to white supremacy and colonialism, and these attempts to silence progress and change is history repeating itself. Historically, we know lack of action is complicity, and this inaction places people and systems on the wrong side of history and results in individuals and communities to live in fear.

We again invoke the concept of In Lak 'Ech, or "you are my other me:" an attack on one member of our campus community is an attack on us all, and it impacts the entire institution. If an employee cannot feel safe on campus or in their own home as a result of work performed to fulfill the College's mission, our existing policies and procedures have failed and require revision.

Palomar College leadership must take immediate action to protect the physical and emotional well-being of employees under threat, build solidarity from the entire college community, and enact policies and procedures that respond nimbly to counter-act incidents as they occur. These threats are acts of domestic terrorism intended to reverse the great work of employees on behalf of the most vulnerable and marginalized students in our society, and ultimately to undermine the mission of our college and our educational system. College leadership must address this situation with courage and not give in to a regime of fear and silence. Let us learn from the narratives and experiences of those who have experienced inequities, discrimination, racism, and sexism for the sole purpose of dismantling them. These threats denigrate the entire community college system and the call to action we have been charged with. All members of our district are expected to support and stand in solidarity with DEI efforts at our campus.

As the Educators for Equity, Diversity, and Cultural Consciousness, we invite Faculty Senate to join us in solidarity to take a public stand against people who threaten others' lives, and to join us in our pursuit of creating a safe and supportive environment for all employees to do DEI work.

We call on College leadership to be the leaders that they have been tasked to be; to implement policies and procedures that will allow the district to address threats against faculty with a sense of urgency, and to publicly recognize the trauma and harm these threats have caused to the targeted faculty and their families. What follows is not a complete list, but a starting point for change we as a campus so urgently need:

- *Acknowledgement and transparency of threats to Palomar employees*
- *Swift and public condemnation of threatening and hateful attacks*
- *Response with urgency to support employees*
- *Immediately draft a plan to respond to these threats, which will then be brought to all constituent groups for feedback and input*
- *Proactive and intentional actions to provide protection and safety by creating and implementing practices to cultivate a physically and psychologically safe environment, rather than a reactive approach that places burden on targeted employees*
- *Develop a safe reporting mechanism in collaboration with EEDCC and HR to keep a record, provide support, and accountability*

- *Align intention with action for social justice, DEI, and antiracism work and Palomar employees who conduct/embody these efforts for the Palomar College community*

In the words of bell hooks, “sometimes people try to destroy you, precisely because they recognize your power—not because they don’t see it, but because they see it and they don’t want it to exist.”

Senator Lawson thanked Sadat Ahadi for bringing the statement to Faculty Senate and reminded Senators of what Trustee Miyamoto said a few weeks back at Faculty Senate about the permanency of BP/AP3000 Antiracist DEI initiatives on campus in the face of the possibility of a new governing board. She said it was not permanent. The people who are listening to carry this work forward, its important to continue those efforts.

C. Review of Annual ACCJC Report (see Exhibit 5)

Michelle Barton said every year Palomar submits a fiscal report and an annual report to ACCJC. In the annual report, Palomar identifies what our institution set standards are and the stretch goals. Every year, she comes to Senate to ask Senate to look at items to see if any changes are requested. Because Palomar has had a significant hit on enrollment and the approach used as a result of the pandemic for assigning specific withdraw grades, Barton recommended that Senate does not revise or modify this set standards or the goals. Barton went on to say that because we don't quite know the impact of the decrease in enrollment on some of the outcomes metrics down the road. Barton explained the report with Senate and explained a correction she made after the document was sent to Senators last week.

Senate President Versaci confirmed Michelle’s Barton recommendation to keep the report as is with no changes or adjustments.

D. Student Engagement Proposal from ASG (see Exhibit 6)

ASG representative David Williams provided an overview of his presentation. Williams said ASG feels like there is a lack of student engagement as a result of COVID. One of the ways ASG feels may increase engagement is by addressing class enrollment management. Right now, the schedule is considered static, limiting students to 19 units per semester. ASG recognizes that exceptions are made but often students are unaware of how to get through that petition process. ASG would like to see this changed to dynamic, meaning a student could go into their account online and add classes to their current semester when their current units (maybe after a 4 week course or intersession course is over) to add more units to that same semester. In other words, not waste any “weeks” during a semester when a student could actually be enrolled in and taking 19 units throughout the entire semester.

Senator Wendy Nelson asked Williams if he was aware of other colleges making this change. Williams said that while attending an ACCJC Conference, he heard other colleges were considering this change as well. He said that some comments were made that in some instances, students can bypass CCCApply to take courses at other community colleges. He also said that ASG recognizes that ED Code may need to be changed.

Several Senators voiced their support for this change and asked what Senate could do here at Palomar to help remove barriers. Williams asked if Senate could get feedback from faculty to see who supports a change and then start from there. Senator Ferrero asked Williams if there was a way to determine how many students are attempting to take more than 19 units a semester and to collect that data to present in pursuit of institutional buy in. Ferrero also said that students taking that many units may most likely need additional support to be successful in the classroom so infrastructure for that support is also needed and well planned for. Williams said that student success is ultimately the most important and added that the current face-to-face campus tutoring this semester has been exceptional for students.

E. “Better Know a Trustee”

Palomar College Trustee Mark Evilsizer thanked Faculty Senate for inviting him to the meeting today. Due to time constraints, Trustee Evilsizer deferred his time to allow for a full presentation by ASG.

REPORTS

ASG (Mouawad) – No report.

President (Versaci)

I resent the call for Accreditation Steering Committee Co-Chair (closing date Friday, March 25) and send out a call for the Curriculum Co-Chair (closing date Friday, April 8). Both will be for one-year terms to finish out the current position holders' terms (Adam Meehan and Wendy Nelson, respectively). Unfortunately, there were no applicants for the Accreditation position, so I will put that call out once again.

Senate VP Jenny Ferrero and I met with President Rivera-Lacey on Monday, March 21 (with VPHR David Montoya) to discuss the Faculty Hiring Procedures and on Friday, March 25 as our regular, monthly meeting. The topics for the latter meeting were both the Faculty Hiring Procedures and a request for an update on the action plan regarding Campus Police following the campus forum on 5/27/21.

There will be an informational item on the Governing Board's April 5 agenda regarding the Faculty Hiring Procedures. I will provide them with an overview of the topic, the Senate's role in faculty hiring, a summation of/rationale for the changes we made, and our desire to explore options regarding where/how these procedures are housed and how they fit into shared governance. As to this latter item, Jenny and I will be meeting with President Rivera-Lacey, Vice President Montoya, and District Counsel sometime during the week of April 11 to discuss.

The Area D meeting was held virtually on Saturday, March 19. Jenny attended the early session and Senator/Councilmember Leigh Marshall attended the afternoon session (when resolutions were being discussed). She provided the following notes on two resolutions that generated debate:

- **Competencies:** The discussion was based on the idea that we should be using competency statements instead of tying competencies to particular disciplines. The example given was that there are other classes outside of English that could meet the "written expression" requirement; that is, a business writing course could meet the requirement for competency in written expression, thus allowing a student to more easily continue the pathway towards their own specific career goal.
- **Hyflex:** The main concerns were that institutions seemed to be pushing Hyflex on their faculty without training, which forced use of Hyflex could violate academic freedom (faculty not wanting to teach via Hyflex), and the negative impacts of Hyflex modalities on the quality of education. Also, for-profit companies have become involved due to technology.

College Council (Versaci) - College Council met on Friday, March 25.

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

The EESSC met on Friday, March 18. We approved the governance change for the AB705 Subcommittee, and we heard a proposal from DRC Director Shauna Moriarty for a new governance committee, the Access and Universal Design Committee. There was some discussion over the size of the proposed committee, which listed eighteen members.

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

Employees, Community, & Communications (ECC) Council (Ferro) – No report.

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

PFF (Laughlin) – No report.

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

We are meeting on 3/25/22 to discuss Zoom Security, DEI+ Antiracism statement that will be shared with faculty senate on 4/4/22, and how we need to promote/incentivize departments across campus to put on events that feature/speak to the intersectional identities of our students.

Accreditation (Meehan) - No report.

Distance Education (Hiro)

The DE Committee is set to meet April 6 at 2:30 p.m. We will discuss a possible expiration on distance education certification, proposed DE policy changes coming from the state, and HyFlex next steps. We will also get a status update on Palomar Proctoring, which is set to launch in late April. Everyone is welcome to join the meeting via Zoom Meeting. Meeting ID: 919 9930 3997
Passcode: 974173

Guided Pathways (Nelson) – No report.

Budget (Ferrerro) – No report.

TERB (Lawson) – No report.

Professional Development (Guerrero) – No report.

AB705 Subcommittee (Anfinson) - No report.

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfiq)

The Equivalency Committee is busy with reviewing Equivalency Applications for our full time positions.

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

Faculty Service Areas (Mudgett) - No report. FSA next meets on Tuesday, April 5.

Credit for Prior Learning (Rose) - No report.

ADJOURNMENT: The meeting was adjourned at 3:55 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

Item D. from BoardDocs Agenda

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

D.1. ACTION: Credit Program Deactivations - effective fall 2022

Program Title	Disc.	Award Type	Units	Justification	Originator
A. Archaeological Surveyor and Lab Assistant	ANTH	CA	21	We are only going to offer the Field Technician Certificate going forward. The Excavation Certificate has been changed to field technician and the survey certificate will be dropped.	James D. Eighmey
B. Assistant Teacher	CHDV	CP	16.5	We have replaced this certificate of proficiency with a certificate of achievement.	Laurel Anderson
C. Business Management	BUS	AS/CA	32-33	This degree has been revamped into the General Business Degree with the Emphasis area of Business Management.	Mary Cassoni

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	135	California Indian Arts	Yes	Patricia A. Dixon
B. BUS	138	Business Ethics	Yes	Lakshmi Paranthaman
C. BUS	170	Word for Business - Basic	Yes	Jackie Martin
D. BUS	175	Excel Basic	Yes	Jackie Martin
E. CFT	159A	Chair and Tables/Prototype Construction I	Yes	Jennifer Anderson
F. COMM	105	Race, Gender and Media Effects	Yes	Wendy Nelson
G. DNCE	127	Spanish Flamenco I		Margaret M. Faulkner
H. DNCE	128	Spanish Flamenco II		Margaret M. Faulkner
I. DNCE	140	Dance Improvisation I		Margaret M. Faulkner
J. DNCE	141	Dance Improvisation II		Margaret M. Faulkner
K. DNCE	271	Classical Ballet Production I		Margaret M. Faulkner
L. DNCE	287	Classical Jazz Production II		Margaret M. Faulkner
M. DNCE	297	Experimental Projects in Dance		Margaret M. Faulkner
N. EME	215	Field Internship		Sarah DeSimone
O. HIST	102	History of the United States Since Reconstruction	Yes	Matthew T. Estes
P. MATH	106	Concepts of Elementary Mathematics II	Yes	Tracy Johnson
Q. RE	100	Real Estate Principles	Yes	Lakshmi Paranthaman
R. RE	105	Real Estate Finance	Yes	Lakshmi Paranthaman
S. RE	115	Real Estate Practice	Yes	Lakshmi Paranthaman

F.3. ACTION: Math Competency: Option #1 is affirmed, and the Curriculum Committee is committed to revisiting High School Algebra II and exploring alternative quantitative reasoning courses taught on behalf of other disciplines for additional quantitative reasoning options to be effective F23/24.

Option One: Curriculum Committee Recommendation (voted on and approved at the March 16 Curriculum Committee meeting):

Intermediate Algebra or equivalent* or any transfer-level math**, or BUS 204, or PSYC/SOC 205 with a grade of "C" or better.

Math Competency is satisfied with a grade or 'C' or better in high school Algebra II, or Integrated Math 3, or the equivalent (documentation required).

**"transfer level math" is MATH 100-245, excluding MATH 197

Catalog Language:

Intermediate Algebra or equivalent* or any transfer-level math**, or BUS 204, or PSYC/SOC 205 with a grade of "C" or better.

Math Competency is satisfied with a grade or 'C' or better in high school Algebra II, or Integrated Math 3, or the equivalent (documentation required).

**"transfer level math" is MATH 100-245, excluding MATH 197

EXHIBIT 3

April 11 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
Adriana Guillen	L&L	World Languages	Valedictorian Selection Committee	Faculty - short term position	In order to best serve this committee as a short-term volunteer, it is fundamental that I, as a member, stay informed about the best practices for equity and antiracism so that the decisions and perspectives I bring to the committee are in accord with these issues that trickle down to our college and could influence the selection of the valedictorian speaker. I would continue to commit to my learning about Diversity, Equity, Inclusion and Antiracism most of all through my participation in relevant workshops that are and have been offered through Palomar College's Professional Development, as well as externally, especially as they arise in my discipline of languages.	As a part of the World Languages Department and volunteer on the CALM committee, I have developed my skills in diversity, equity, inclusion and antiracism. My service on the CALM committee has included work and dedication to making classes at Palomar more affordable for students. As an instructor of languages, I regularly teach and make decisions about how to represent the diverse populations and speakers of Spanish around the world. My perspective as a Spanish teacher and the knowledge that encompasses teaching Spanish requires a keen eye into diversity, equity, inclusion and antiracism, and if chosen as a short-term volunteer, I would bring this perspective to the Valedictorian Selection Committee.	
Christine (Tina) Barolong	Student Services	Counseling	Faculty Position Priority Hiring	Faculty Student Services or At large (22-24)	As a counselor, I will commit to lifelong learning and understanding about diversity, equity, inclusion and antiracism by listening to understand the needs and challenges that we face within our campus community, especially with our student body. I will advocate for new hires that exhibit beliefs and practices that are aligned with Palomar's commitment to contributing to a campus that is diverse, equitable, inclusive & antiracist.	I'm currently part of the subcommittee through EESSC to identify practices/procedures for librarians & counselors. I would like to ensure that, as some of the counselors and librarians are considered non instructional, our voices and concerns are included in future discussions regarding faculty hiring processes since we serve the students at large and are pressed with having to establish processes and procedures to ensure student success to completion of degrees and/or transfer. I believe that counselors' roles are integral to student success. It is important that our faculty considers that representation along the race and ethnicity is equally important to our students' success. With the many legislative changes that are coming down through the state, it will be important to analyze and understand the needs of the students and keep that vision front and center as we decide on future faculty hirings in our district.	

April 11 2022				Vice President Instruction				
Name	Division	Department		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		
Marlene G. Forney	L&L	Library	Vice President of Finance and Administrative Services	I would be open to reviewing credentials of all applicants with care valuing diverse experiences equitably. Any experience documenting they've managed/explored funding with attention to the needs of all constituencies will be critical in my review.	As a former Dept. Chair I've worked with College budget processes given our Library Dept needs for service area operation and also in completing our PRP. Given our unique role the Dept regularly processes purchases and subscription contracts with multiple vendors in addition to general college suppliers. These responsibilities have resulted in extensive coordination with various Fiscal Services staff. At times even with the College's legal support team. My work at previous academic and public institutions has also informed my knowledge base re a variety of fiscal years, contractual scenarios and community inputs.			VOTE for 1
Mark Bealo	AMBA	Graphic Communications	VPI	They are part of my way of life.	I have served under wonderful VPI's as well as those leaving much to be desired. I have seen the aftermath of poor leadership and wish to help the new administration move forward to best meet the needs of our students and community.			
Wendy Nelson	AMBA	Media Studies	VPI	I think the most important way that I will bring an equity and antiracism lens to this hiring committee is to start by taking an inventory of my own feelings. I will use that self-reflection to ensure that inherent biases do not influence my decisions throughout the hiring process.	Because of my positions during the last 20 years as SLO Coordinator, Dept. Chair, Guided Pathways Lead and Curriculum Co-Chair, I have worked closely with the VPI and I understand the position very well. I will bring all of this knowledge to hiring process.			
Ben Mudgett	AMBA	Business/Articulation	VPI	I am always reflecting, evaluating, and putting into action critical consciousness of implicit bias, intersectionality and positionality. I am guided by my passion of dismantling systemic barriers in the rebuilding of an inclusive college where we provide a safe, inclusive learning environment where sense of belonging validates the multiplicity of identities our students, faculty, staff, and administration bring to the learning experience. I am committed to the development of equitable hiring practices informed by BPA's 2000 Antiracism policy this committee will put into place all the way from the screening, to the development of committee approved question criteria, to the interview logistics, and selection process.	As the Articulation Officer, I have a direct reporting relationship with the Vice President of Instruction in the collaboration of academic and professional matters that intersect the 10+1+1 pathway design with our partners and community stakeholders. I co-chair the GE subcommittee where we recently updated BPA/P 4025, Philosophy and Criteria of the Associate Degree to be explicit in the philosophy and criteria in developing a critical understanding of ethnic, racial, and cultural diversity and be able to participate in a multicultural society. I also worked closely with Ethnic Studies and American Indian Studies in the curriculum design for the new CSU Ethnic Studies GE area. We were successful in all proposals being approved, the only college in the state with 100% success! I helped facilitate the GE subcommittee discussion and recommendation of replacing the multicultural requirement with the Ethnic Studies requirement where the subcommittee and Curriculum unanimously agreed to the recommendation. I also recommended four general education options for our students to choose from to provide more flexibility, reduce unit accumulation, and increase time to completion... aligned with the Vision for Success and Strategic Master Plan. I also worked with the Curriculum Committee Cultural Audit this past year in identifying opportunities to make diversity, equity, and inclusion more explicit on our course outline of records, and as a business faculty member, I participated in the decolonization of the syllabus last semester where my materials are provided as reference sources. I've also called my course to be ZTC, one of the first business faculty to do so.			
Jason Jarvinen	CTE	Cooperative Education	VPI	Equity and Antiracism are critical to consider when hiring for a position as senior and important as vice president of instruction. I would pay careful attention to applicants' responses to the DEI prompt on the Palomar College Job Application, as well as to how they demonstrate that commitment in their other application materials. I am committed to continuing to learn about Diversity, Equity, Inclusion, and Antiracism. I learned an incredible amount from the Becoming Hispanic Serving Institutions and Grading for Equity book clubs and I'll continue to engage with these initiatives on campus.	I would bring experience with Palomar College's hiring processes. I have experience hiring part-time faculty for the Cooperative Education and Apprenticeship disciplines. In the past, I have also sat on hiring committees for the vice president of finance and administration and CTEE dean. I bring a commitment to Diversity, Equity, Inclusion and Antiracism and I learn from Diversity, Equity, Inclusion, and Antiracism efforts into my teaching (e.g. transparent assignments).			VOTE for 1
Stacey Trujillo	L&L	Department of English, Reading and Humanities	VPI	In June 2020, the Chancellor's office "called for our system to actively strategize and take action against instructional racism." Serving on the hiring committee is one way I see myself responding to the request to "help us implement the "Call to Action" and to "hold us accountable" through addressing equity in hiring at the institutional level." Palomar's own Educator's for Antiracism Call for Action identifies hiring as a key element of to "develop a culture of Antiracism at Palomar College" yet according to the progress report on Palomar's DEI webpage, the two action steps related to hiring are only 25% complete. Clearly, we know where we need to improve. My participation on this hiring committee will aim to "institutionalize diversity, equity and inclusion" through the hiring of a new Vice President for Instruction who understands the importance of teaching. I am looking for a candidate who will enhance the teaching culture we have established already at Palomar. Since the goal of our DEI and Antiracism work is to improve outcomes for our students, the Vice President for Instruction is a key intervention we can make to further this goal.	I bring to this committee the perspective of a first generation, Latina, community college graduate who also lives with physical disabilities. In many ways, I share the intersectionality of our student's lived experience. Awareness of, and sensitivity to, the experience of our students is the foundation of my teaching and I strive to make my classes, both online and on campus reflect these values. This is the perspective I brought while serving my department on the current hiring committee searching for two new full-time faculty members. This is the second hiring committee I have been on for my department, and I have learned and developed so much from collaboration with colleagues on this committee. I look forward to continuing this important work through our search for the next Vice President for Instruction.			
Kevin McLellan	L&L	Speech/ASL	VPI	My Equity and Antiracism lens working with the Hiring Committee: - I will look for opportunities to hire and expand diversity in our administrative ranks and campus at large. - I will voice any concerns I have about comments or behaviour from fellow committee members that are unresponsive or contrary to the Equity and Antiracism goals and values. - I will work to develop interview questions and materials that will provide the hiring committee with insights into the interviewee's values, experiences, goals and priorities toward Equity, Inclusion, Diversity and Antiracism. - I will be open and sensitive to the view of other committee members and interviewees. - In addition to learning about Diversity, Equity, Inclusion and Antiracism in my own life as a Deaf person, and having a Black/White biracial marriage, along with parenting African-American children, in preparing them to be successful in facing the challenges of Diversity, Equity, Inclusion and Racism. I also regularly attend professional workshops tackling these complex issues. These issues are a priority in my life, my professional career, my family's life, and are strong values in American Deaf Culture which encompasses all races and human diversity. Hopefully, with all of our continued efforts, these crucial matters will become even more of a priority and cherished values of the larger surrounding community as a whole, to benefit us now and generations to come.	Being a Deaf person who has worked at Palomar College for 42 years, the concepts and goals of Equity, Inclusion, Diversity have always been challenges to achieve in my life and career. In 1973, just six years after the overturning of the American Anti-miscegenation Law, (particularly against White/Black marriages), I, a white, male citizen of Ireland, entered into a marriage with an African-American woman. The law had changed, but most people's minds had not. Even here in San Diego, we found it very difficult to rent a place to live. Being Deaf, discrimination and prejudice were not new to me, but now they had become even stronger and harsher elements in my life, and in our lives together. My wife and I agreed that we would probably face less discrimination had we both been Black. Our mix was obviously too great for some people to bear. I may not have heard all the insults, but I have been spat at and attacked by bullies and labeled a "traitor to the white race" as well as being called other hateful names I'd rather not mention, but I'm sure you can imagine. My lens for Diversity, Equity, Inclusion and Anti-racism, has been formulated over my life-time as a Deaf person, during my many years of a "mixed" marriage, and preparing my African-American children for their future challenges in facing racism and prejudice. These concepts of Diversity, Equity, Inclusion and Anti-racism permeate all aspects of my life, my daily thoughts, and my career in teaching Deaf Studies which embraces all human diversity, and which also has a long history of discrimination and dehumanization.			
Julie Van Houten	MSE	Nursing	VPI	The questions can be tailored to identify and eliminate racism. I seek out and attend many different professional development opportunities to continually learn about diversity and inclusion and ways to prevent racism.	Nursing is a unique department on campus. I will advocate for the best candidate for the position who can unite the college and reflect our student population.			VOTE for 1
Jenny Ferrero	SBS	Child Development	VPI	I believe it's important to search for administrative candidates who are a good fit for Palomar's DEIA focus, and who would assist us in continuing the work that has been started. As an active member of several DEIA affinity groups and bookclubs, I continue to prioritize my learning and development in these areas in order to improve my own practices and best serve our students as well as work collaboratively with my colleagues as we continue to grow together as an institution.	As a former department chair, active participant in shared governance and faculty leadership, and a longtime faculty member, I have had extensive experience working closely with our previous VPI's. I have a vested interest in ensuring that Palomar selects a new VPI who will be a good fit for Palomar, a strong advocate for faculty and programs, and a collaborative, honest communicator. Faculty need to trust their administrators, and the VPI plays a vital role in the future of our programs and departments. We need to make sure we have a VPI who can help us build and grow, not out and shrink, and who has a strong focus on DEIA and social justice work in order to best serve our students and community.			
Barbara Baer	SBS	Economics, History and Political Science	VPI	Our next VPI needs to be fully cognizant of the changes that are positive occurring on the campus, in our student body and with our employees. I have taken several trainings, was part of the Equity in Grading Book club, and attended a DEI Leadership conference with CFT, and will continue my education. I hope (and expect) there to be further opportunities on campus and through CFT and will avail myself of them. PFF, and my role as Co-President, has committed itself if assisting the campus in this effort, and I will strive to continue that role in the coming year.	I am highly organized, cognizant of the needs of faculty through my union work, understand both full and part time faculty's role in instruction, fair and honest, and willing to put in the time necessary that this committee would require. I served on the presidential search committee so I fully understand the time commitment. As for DEI experience, I have worked in the union to ensure that we are committed to assisting campus DEI efforts as well. I have served on the EEOAC and been attending the CFT DEI Leadership conference. I was a member of the Equity in Grading Book club and am working with a sub-group from that club this spring. I will continue to my learning in this area. I am also committed to equity, diversity and anti-racism at our college and if appointed to this committee will help make sure our new VPI is too.			VOTE for 1
Patrick OBrien	Student Services	Counseling	VPI	I will utilize the knowledge I obtained participating in the How to Become and Anti-Racist and HSI Books clubs as well as the Black Minds Matter series by Dr. Luke Wood.	I've been at Palomar College for 20 years and have experience participating and chairing multiple hiring committees for classified, faculty and administrators. The most recent hiring committee I served on for an administrator was for the VP of Student Services.			VOTE for 1
Alyssa Yafaei	Student Services	Disability Resource Center	VPI	I work hard to bring an equity and Antiracism lens to my personal and professional life every day. I study on my own to keep my mind active on these topics. I serve on committees (DE), subcommittees (EEDCC), and councils (ISC) that provide me the opportunities to both practice what I learn and believe, and to have my views challenged when off course by my incredible equity and Antiracism colleagues. I have worked for the Disability Resource Center for 6 years now at Palomar College, and my lens brings an often left out perspective in DEIA work, and that is disability and access equity.	Along with my experience in serving the DE Committee, the EEDCC Subcommittee, the Infrastructure & Sustainability Council, and this Faculty Senate, I bring the knowledge of laws and policies regarding disability and accessibility, as well as Universal Design for Learning. While these are important to the institution as a whole, in particular they are critical categories of information for the area of instruction.			

April 11 2022		Faculty, AMBA							
Hiring Committee: VPI									
Senator LAST name	Senator FIRST name	AMBA (VPI) [1 (Most favorite)]	AMBA (VPI) [2]	AMBA (VPI) [3 (Least Favorite)]	CTE (VPI)	L&L (VPI)	MSE (VPI)	SBS (VPI)	Student Services (VPI)
Aguilar	Eduardo								
Craft	Lacey								
Dalrymple	Will	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Kevin McLellen (Speech / ASL)	Select if choosing to vote for NO ONE.	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Doyle Bauer	Alex	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Fererro	Jenny	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Select if choosing to vote for NO ONE.	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Faulkner	Molly	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Hernandez	Sergio	Wendy Nelson	Mark Bealo	Ben Mudgett	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Patrick O'Brien (Counseling)
Hiro	Erin	Wendy Nelson	Ben Mudgett	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Select if choosing to vote for NO ONE.	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Jarvinen	Jason	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Laughlin	Teresa	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Select if choosing to vote for NO ONE.	Jenny Ferrero (Child Development)	Patrick O'Brien (Counseling)
Lawson	Lawrence	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Kevin McLellen (Speech / ASL)	Select if choosing to vote for NO ONE.	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Manneh Marshall	Beatrice Leigh	Ben Mudgett	Mark Bealo	Wendy Nelson	Jason Jarvinen (Cooperative Education)	Kevin McLellen (Speech / ASL)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Patrick O'Brien (Counseling)
Meehan	Adam	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Miller	Susan	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Kevin McLellen (Speech / ASL)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Mudgett	Ben	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Select if choosing to vote for NO ONE.	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Nelson	Scott	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Patrick O'Brien (Counseling)
Nelson	Wendy	Wendy Nelson	Ben Mudgett	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Sanchez	Tanessa	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Towfiq	Fariheh	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Kevin McLellen (Speech / ASL)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Patrick O'Brien (Counseling)
Wrathall	Reza	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Kevin McLellen (Speech / ASL)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Patrick O'Brien (Counseling)
Vafaei	Alyssa	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Kevin McLellen (Speech / ASL)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Versaci	Rocco	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Select if choosing to vote for NO ONE.	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
Zavodny	Anastasia	Ben Mudgett	Wendy Nelson	Mark Bealo	Jason Jarvinen (Cooperative Education)	Kevin McLellen (Speech / ASL)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Alyssa Vafaei (Disability Resource Center)
ASG: Mouawad	Marie-Therese	Mark Bealo	Wendy Nelson	Ben Mudgett	Jason Jarvinen (Cooperative Education)	Stacey Trujillo (English, Reading, & Humanities)	Julie Von Houten (Nursing)	Jenny Ferrero (Child Development)	Patrick O'Brien (Counseling)

Benjamin Mudgett
 Articulation Officer and Associate Professor
 Application for Curriculum Co-Chair

My vision for Curriculum at Palomar College is to be:

- Inclusive of the salient identities of our students and the intersections of race, gender, and sexuality
- Mindful of the language we use in the development of curricula as we decolonize and remove the dominant heteronormative lens from our praxis
- Inquisitive in the investigation of effective general education that is meaningful to the students we serve and prepares them for employment and/or transfer
- Authentic in the development of learning outcome assessment practices
- Collaborative in the building of coalitions to increase time to completion, decrease unit accumulation, and eliminate equity gaps in degree and transfer attainment
- Diligent of distance education standards within curricula
- Responsive to impending legislation including:
 - AB 928 Student Transfer Achievement Reform Act
 - AB 1111 Common Course Numbering
 - AB 927 Expansion of Baccalaureate Degree Programs at California Community Colleges
 - AB 1705 (Introduced by Irwin and pending legislation) Seymour-Campbell Student Success Act of 2012 amendments per AB 705
 - Title 5 pending changes impacting minimum requirements for the Associate degree and other curricular related matters

Knowledge, Skills, and Abilities

I am a standing member of the curriculum committee and I have served on curriculum committees within my career for over fifteen years. As the Articulation Officer, I am acutely aware of curriculum policy at the local, regional, and statewide policy. Moreover, I understand the brevity of our work both intersegmentally across the community college and our four-year partners and meeting the needs of industry in our region. I serve as a technical reviewer on the committee's technical review subcommittee, and I am the Co-Chair of the committee's general education subcommittee. I have extensive experience collaborating with faculty in curricula design and implementation.

Three goals I envision for the committee to accomplish during the 2022/2023 year include:

1. Develop a plan to address AB928 Student Transfer Achievement Reform Act and AB1111 Common Course Numbering
2. Continue to scale out the cultural audit of the course outline of record
3. Revamp general education learning outcomes that are measurable and accessible by the institution to evaluate the effectiveness of general education for continuous improvement

Diversity, Equity, and Inclusion

I will continue leading efforts to ensure Palomar curriculum is representative of the students we serve. I look forward to scaling out these efforts under the framework of the previous curriculum cultural audit modeled after the regional Faculty Institute where faculty learn to identify disaggregated data to better understand each student's performance and areas of improvement and where in the curriculum these improvements can be targeted. I also anticipate collaborating with SEA money and the new \$10M LGBTQ+ funding intended to support the students we serve through the development of curriculum and programs that serve all of our students.

Faculty Senate HyFlex Resolution

March 22, 2022

Approved by Senate April 11, 2022

WHEREAS the Distance Education Committee has launched a new class format called HyFlex, which stands for Hybrid-Flexible during the Fall 2021 and Spring 2022 academic year.

WHEREAS the Palomar College definition of a HyFlex class format allows for students to choose whether to attend class in person or synchronously each and every class session.

WHEREAS the Palomar College faculty teaching HyFlex can modify asynchronous, synchronous, and face-to-face modalities to meet the definition of HyFlex.

WHEREAS the HyFlex format is being adopted throughout the state and is already used around the world.

WHEREAS HyFlex training has already been created and implemented for faculty who choose to teach in this course format.

WHEREAS HyFlex works within the college's goal of Universal Design and Accessibility in all of its courses.

WHEREAS HyFlex courses allow for equity among students who may not have the resources or ability to consistently attend class in one modality.

WHEREAS HyFlex is recommended by both the Distance Education Committee and the Disability Resource Center because it provides equity in accessibility to Palomar students.

BE IT RESOLVED that the Faculty Senate endorses faculty having the option to teach courses designated DE in the HyFlex format now and in the future, and

RESOLVED that the Faculty Senate will encourage administrators to continue to implement, expand, and financially support the training and development of HyFlex as an extension to the DE course offerings, and

RESOLVED that the definition of HyFlex use consistent language in written, visual, and promotional materials for faculty and students to understand the choice and options built into the teaching and learning modality, and

RESOLVED that this resolution shall be shared with Palomar College's Associated Student Government, Palomar College's Academic Technology Resources Center, Academic Senate for California Community Colleges, and the Chancellor's Office.

Faculty Senate HyFlex Resolution

March 22, 2022 PRELIMINARY

WHEREAS the Distance Education Committee has launched a new class format called HyFlex, which stands for Hybrid-Flexible during the Fall 2021 and Spring 2022 academic year.

WHEREAS the Palomar College definition of a HyFlex class format allows for students to choose whether to attend class in person or synchronously each and every class session.

WHEREAS the Palomar College faculty teaching HyFlex can modify asynchronous, synchronous, and face-to-face modalities to meet the definition of HyFlex.

WHEREAS the HyFlex format is being adopted throughout the state and is already used around the world.

WHEREAS HyFlex training has already been created and implemented for faculty who choose to teach in this course format.

WHEREAS HyFlex works within the college's goal of Universal Design and Accessibility in all of its courses.

WHEREAS HyFlex courses allow for equity among students who may not have the resources or ability to consistently attend class in one modality.

WHEREAS HyFlex is recommended by both the Distance Education Committee and the Disability Resource Center.

BE IT RESOLVED that the Faculty Senate endorses faculty having the option to teach courses designated DE in the HyFlex format now and in the future, and

RESOLVED that the Faculty Senate will encourage administrators to continue to implement and expand and financially support the training and development of HyFlex as an extension to the DE course offerings as a solution for getting more students back on campus and helping with the recovery from Covid-19, and

RESOLVED that the definition of HyFlex use consistent language in written, visual, and promotional materials for faculty and students to understand the choice and options built into the teaching and learning modality, and

RESOLVED that this resolution shall be shared with Palomar College's Associated Student Government, Palomar College's Academic Technology Resources Center, Academic Senate for California Community Colleges, and the Chancellor's Office.

PART 1 - ROLE:

Purpose of Reassignment:

Weekly/Monthly Schedule of Activities:

Specific Responsibilities/Duties :

Expected Measurable Outcomes (Outcomes Definition):

PART 2 - EVALUATION:

Rate on a Likert scale where 5 = Strongly Agree and 1 = Strongly Disagree

Responsibility/Duty 1:

5 4 3 2 1 N/A

Comments:

Responsibility/Duty 2:

5 4 3 2 1 N/A

Comments:

Responsibility/Duty 3:

5 4 3 2 1 N/A

Comments:

Outcome 1:

5 4 3 2 1 N/A

Comments:

Outcome 2:

5 4 3 2 1 N/A

Comments:

Outcome 3:

5 4 3 2 1 N/A

Comments:

PART 3 – OVERALL RATING

Standard Performance

Needs Improvement

Unsatisfactory

Comments:

ATTN: Faculty Senate

During our EEDCC meeting on Friday, March 25th, it was brought to our attention that one of the ways our colleagues have been targeted for their DEI & Antiracism work has been through the sharing and editing of their course/presentation content. A question was raised about policies regarding the sharing of instructional materials, particularly recordings and screen captures, and whether they exist at Palomar College.

- As a DRC Counselor, I shared that we have department recording agreements that students with these types of accommodations must abide by, or else face consequences. An older version is titled the [Audio Recording Agreement](#), and was used in pre-pandemic times.
- Upon further discussion with one of my EEDCC colleagues, it occurred to me that Palomar's [Standards of Student Conduct \(AP 5500\)](#) might also have language which addresses this particular method of harassment. You'll find that item 21 addresses the unauthorized sharing of course content; and items 10 and 11 address the issues of harassment and bullying, and point to BP/AP 3430 for additional details.
- And finally, I recalled that we created an updated version of our recording agreement at the DRC when we moved into online teaching and Zoom recordings became a protected accommodation under accessibility law. The newest version is titled [DRC Recorded Lecture Agreement](#), and it includes the California Ed Code (#78907) regarding the unauthorized sharing of course content.

It appears like this issue brought forward at EEDCC is generally covered under Ed Code, and sort of under AP 5500. I'm not sure how informed faculty and students are on these policies, nor how well the policies are enforced by our institution. Please let me know if you need any further information. In my opinion, policies/codes regarding the unauthorized sharing of course content could be more explicit and visible, along with the consequences, at Palomar College. And as individuals find new ways to harass and bully/threaten our students and colleagues, do these policies need an update?

Regards,

Alyssa Vafaei
DRC Counselor