



**FACULTY SENATE MEETING**

April 25, 2022

EXHIBITS



Minutes of the  
MEETING OF THE FACULTY SENATE  
April 18, 2022

APPROVED

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

**ABSENT:**

**GUESTS:** Leah Brown, Richard Carr, Bill Carrasco, Amber Colbert, Cynthia Cordova, Mike Day, Marlene Forney, David Gray, Adriana Guillen, Barbara Hammons, Kelly Helming, Vikash Lakhani, Julie Lanthier Bandy, Billieanne McLellan, Chris Norcross, Leslie Salas, Mercedes Tiggs, Jon Walker

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

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

**PUBLIC COMMENTS** – No public comments.

**ANNOUNCEMENTS**

Senator and Curriculum Co-Chair Wendy Nelson announced that Media Days starts April 25 and runs through the 28<sup>th</sup>. The event entirely is virtual this year. Blake Morrison, investigative project editor at *Reuters News Service* will be one of the keynote speakers. He also teaches at Columbia Journalism School. Morrison will provide an interactive session asking attendees to participate in solving a mystery related to plagiarism. More information about Media Days can be found here: <https://www.palomar.edu/mediastudies/>

Senate Secretary Molly Faulkner reminded everyone about the concert hour on Thursday, April 21 featuring Carol Seefeldt and Chris Kim. On April 22, *Latin Nights* takes place and will feature a salsa band, dancing and Cuban food and refreshments. This happens in the Performing Arts Center Courtyard. More information about this event can be found here: <https://www.palomar.edu/palomarperforms/event/latin-night-spring-2019/>

Senate VP Jenny Fererro reminded Senators about Tarde de Familia happening on Friday, April 29. For additional information, click here: [Upcoming Events – A.L.A.S.S. \(palomar.edu\)](#)

**AGENDA CHANGES** – No agenda changes.

**APPROVAL OF MINUTES**

**Motion 1** MSC: Laughlin/Towfiq

Faculty Senate approval of meeting minutes dated April 11, 2022 (see Exhibit 1).

Abstention: Eduardo Aguilar  
The motion carried.

## **ACTION**

**A. Curriculum** – No curriculum actions to approve.

**B. Committee Appointments**

**Motion 2** MSC: Zavodny/Towfiq

Faculty Senate approval of committee confirmations for the following faculty positions (see Exhibit 2):

The motion passed.

Faculty Position Priority Committee - **Patricia Boyle**, Faculty at-large

Faculty Position Priority Committee – **Marie Templo-Capule**, Faculty Library

Senator and Committee on Committees Chair, Anastasia Zavodny explained that a faculty position previously approved by Senate on the Hiring Committee for the VP of Finance & Administrative Services has become vacant and needs to be filled immediately. VP Fererro recommended getting a targeted call out right away seeking faculty to fill two positions on that committee...one from instruction and the other from student services. Senator Zavodny will get the call out right away and added that this work done over the summer is compensated for both full-time and part-time faculty. The hiring committee will determine whether the interviews will be conducted face-to-face or virtually.

Senator Zavodny then introduced and summarized the edits on a Governance Structure Request Change form for the Tutoring Committee.

**Motion 3** MSC: Zavodny/Towfiq

Faculty Senate approval of the proposed changes on the Governance Structure Change Form for the Tutoring Committee, as amended to add a student (ASG) representative (see Exhibit 3).

The motion passed.

## **INFORMATION ITEMS**

**A. Cybersecurity & Canvas**

Senate President Versaci began the discussion saying he updated both Mike Day and David Gray regarding the “security breach” discussed at Faculty Senate on April 11 and invited them to the meeting today to further discuss issues.

Versaci asked when a student enrolls in an online class, can an agreement “pop up” be added to Canvas that the student must agree with, in order to proceed with the class. Senator Alyssa Vafaei said students may not even be aware that when watching a class online or even in a classroom, they are not permitted to share their course content with anyone outside of the classroom.

David Gray said ATRC uses a tool called Evaluation Kit that does, under certain circumstances, do a pop up so he said it is at least possible. Gray added he didn’t know if ATRC can find a tool independent of that, that would have the same effect but he is willing to look for one. The pop up could come when the student gets into their dashboard for the first time and the pop up needs language that all faculty are comfortable with. Another option would be to include a statement when the course is first published in Canvas for students to see.

Versaci said the language could mirror the language already in the Student Code of Conduct and understands this isn’t airtight security but would be an agreement that the student would at least be made aware of in a more direct way.

Senator Alex Doyle Bauer suggested this statement could come up when a student is enrolling in classes as well. Senator Wendy Nelson said students need to be reminded about this over and over again and suggested this statement could be added to class syllabi. Senator Zavodny suggested designing and adding a short course (module) that is required to be completed in order for a student to be eligible to take an online class. Senator and DE Coordinator Erin Hiro said the DE Committee could produce language for course comments that faculty could use to remind students they are not allowed to share course contents. VP Fererro said there was a committee formed some time ago that was tasked with developing Palomar dashboard courses included mini trainings students were required to complete. There was APA/MLA style trainings and one on plagiarism. This could be used for this current issue. Senator Eduardo Aguilar suggested adding a brief video or “micro training” for students to view when they first sign into their Canvas account. Students can be reminded about sharing course materials and this could be used to share other important information. Senate Doyle Bauer said the Library maintains the dashboard and it could be enhanced to add this information. Senator and EEDCC Co-Chair Eduardo Aguilar asked if something similar could be done to share Palomar’s DEI and antiracism values with students.

President Versaci asked Senator Hiro to bring this information to the DE Committee and then work with Mike Day and David Gray to determine the best route to take considering all the suggestions just shared. Senator Hiro will report back to Senate with recommendations for moving forward. Senators Lawrence Lawson, Wendy Nelson, Jenny Fererro and Will Dalrymple will work together to create a statement that can be used on a course syllabus.

### **B. “Student First” Website**

Julie Lanthier Bandy provided an introduction while scrolling through the presentation. Kelly Helming began the tour of the new website by explaining that discourse provided by Civilian Agency after they performed a gap study on the information architecture of our existing website concluded that the information architecture was more “employee first” and not so “student first.” Civilian provided recommendations that were incorporated in developing the new design. Kelly Helming shared the new website (not live) both as seen on desktop and a mobile device while explaining the improvements made making it more focused on student navigation. The website is scheduled to be launched in the middle of June. Along with this project, a parallel project is under way to create an “employee first” intranet that will launch soon after.

Chris Norcross said when this new WordPress theme is launched, content that is managed by departments or others will not change. Leading up to the launch, Norcross suggested that sites get cleaned up by removing out-of-date content and update any content that stays. Site administrators will be contacted to assist with updating information for this intranet. Norcross said work is being done to improve search engine results. The multiple ways this work is being done is by asking departments and site administrators to cleanup content and remove links that are no longer current. He also said that Palomar’s search results can be customized or tweaked by ATRC to produce better results. Splitting off the intranet content from the student facing internet will improve searches as well. Additional information can be found here: <https://www.palomar.edu/webredesign>

### **C. Update on/Plan for the Umoja Program**

President Versaci said Dean Leslie Salas reached out to him regarding the Umoja Coordinator positions and Versaci explained the joint agreement in place and the process involved. Versaci asked Dean Salas and VP Lakhani to come to Senate to talk about the program moving forward and to make sure past issues have been addressed and won’t be repeated.

Dean Salas said she’s been developing a program structure for the incoming coordinators which talks about responsibilities and roles. In addition to that, the document outlines an Umoja Advisory Board that would be set up. The intent of the advisory would be to provide support to the coordinators and to everyone involved with the program. One of the prior concerns was not having access to data and Salas said she is now able to get those reports in a timely manner and can share it with the team on a site developed specifically for the work. For the incoming coordinators, training will be provided because it was unrealistic to assume that someone can walk into this position and take it on from the onset. Salas said Kyle Owens and Richard Carr have been helping with some of the coordination components

this past semester. They suggested they remain in place in support roles through the summer and into the fall while the new coordinators can attend the SLI training and get them assimilated to what is done in the program with the assumption that it really will take them about a good semester or longer to learn the program.

President Versaci asked Dean Salas if a decision has been made about selecting two co-coordinators: one co-coordinator from Instruction and one co-coordinator from Student Services since this arrangement presented problems for the Counseling Department in the past. Salas said this hasn't been determined and Senate needs to decide how to move forward because the release time in the MOU allows for .50 release time for this position(s). If Senate wants a .25 split among two co-coordinators, that would be okay. Versaci reminded Senators that the agreement with the District states that Senate President and two Senators would join the relevant administrators to draft the job announcement.

VP Fererro said referencing the MOUs, Umoja is like Puente in that there are affiliated faculty positions that are not the coordinators that are teaching the classes that go along with the Umoja program. Fererro asked if there is a set amount of release time that those faculty get as well. For Umoja, Salas said the English faculty in the program get 10 hours, ancillary duties to support the program.

Senator Lawrence Lawson said that recent co-coordinators Amber Colbert and Mercedes Tiggs came to Faculty Senate last semester with a letter that had some very specific concerns about systemic barriers to data, access to data and issues with compensation. The compensation issue was eventually resolved. They also explained the resistance to change in the program and about widespread cultural change that seeks to dismantle performative allyship and seeks to take accountability for racial insensitivity and address exclusion that is necessary in order to have a successful Umoja program. Lawson asked Salas if any of these issues have been addressed in the restructuring of the program. Salas said definitely yes and that's why, in collaboration with the Umoja community regional representative, Salas asked for advice and guidance on these matters. The advice was to create an Advisory Board who could provide the needed support not just for the co-coordinators but for everyone involved in the program. Salas said that she, along with VP Lakhani both understand they need to be more involved in the program so these problems don't occur in the future. Senator Lawrence asked if Colbert and Tiggs were included in any conversations currently going on for plans for moving forward and Salas said no she hasn't reached out to them.

President Versaci asked Salas how the Advisory Board will be assembled. Salas said this Advisory Board has not been identified yet. She has a draft and it includes outside community members who can be allies of the Umoja program as well as members from the campus who support the program. Senator Susan Miller suggested that Salas consult with the Palomar Black Faculty & Staff Association and the Black Advisory Council who can provide invaluable input.

Senator Eduardo Aguilar suggested that if any discussions occur about the Puente Program, the Puente coordinators need to be included in the discussion.

Versaci asked Salas what the timeline is for creating the Umoja Advisory Board, before or after the co-coordinators are selected. Salas answered that it should be done after the coordinators are in place so they can participate in that selection process. Richard Carr responded and stated that he thought the Advisory Board would be in place and participate in the co-coordinator selection process. He also said that Senate needs to decide which model to go with and to finalize how much resources will be available. Carr said he currently does not have access to the data and that data access is crucial for coordinators. Coordinators must have full access to the data at all times in order to be successful in those positions.

Senator Lawrence Lawson said that Mercedes Tiggs wrote in the CHAT that no one has come to either her or Amber Colbert since they resigned last year for any consultation. Tiggs said she and Colbert have attended several meetings and the narrative has shifted to it being a personality thing. Tiggs said when she and Colbert resigned, they were very clear with their boundaries and not wanting to have anything to do with Umoja and thinks this may have been why no one has come to either of them. Again, in several meetings, Tiggs said the narrative was, it was a personality thing which she feels dismissed their entire resignation letter. Tiggs said they had concerns about particular individuals and

things and those individuals are now being consulted with to work with the program. No replies were ever received by Tiggs and Colbert explaining how issues were going to be resolved moving forward.

President Versaci asked Dean Salas if she previously said that she included Tiggs and Colbert in the new planning discussions. Dean Salas responded that she never said that. Salas said she was told to never contact them or reach out to them and she didn't want to cause any more harm and that's how she interpreted the comment in the resignation letter as well.

President Versaci said there are some unaddressed issues that need to be resolved before moving forward with a call for coordinators. Versaci said Dean Salas to have a discussion with the Palomar Black Faculty & Staff Association and it sounds like both Colbert and Tiggs would be willing to share input. Senators were in support of Versaci's recommendation to Dean Salas to come back to Senate before the end of the semester.

#### **D. CALM Update** (see Exhibit 4)

Senator and CALM Co-Chair Anastasia Zavodny began the presentation with summarizing the exhibit with Co-Chair Bill Carrasco following up.

Senator Scott Nelson acknowledged that precise award amounts aren't available yet due to the delay in sorting out how those awards affect benefits, he asked if there were "ranges" of how much money is considered. Senator Zavodny said that there isn't a system in place yet because the committee is waiting on feedback from the District regarding how these grant awards would affect faculty's benefits. Zavodny said the committee would like to adequately compensate projects but have yet allocated dollars.

Bill Carrasco shared the CALM application for one type of project and explained the award levels noted on the application for that particular project. The top end of a proposed award for this particular type of project was \$5,000. Versaci asked what the top proposed award was for larger projects, and the amount mentioned was \$30,000.

VP Fererro asked if people on the committee were ineligible to apply for project funds, and Zavodny said no, but they were excluded from the conversation about their own projects. Wendy Nelson asked if CALM was a Senate Committee, and Zavodny confirmed that it was.

VP Fererro asked Zavodny and Carrasco to come back to Senate once they have received clarification from the District so the committee can share final award numbers.

Senator Lawson asked Senator Zavodny who is able to either accept or decline a grant awarded to faculty for a CALM project. Zavodny said it is entirely up to that faculty to either accept or decline the award. She said grant calls have been going out now for years. Traditionally, the program was supported through the Foundation. Zavodny doesn't believe Senate ever requested that the chairs come forward to give presentations as such on any of the previous grants. Zavodny has asked if CALM should be regularly included in any kind of updates. Faculty information goes out to the Faculty body as a whole and faculty choose whether they'd like to submit interest or submit application to grants. CALM committee then reviews every application based on its merits and student impact and overall cost savings. Then, the committee accepts the Faculty into the program or doesn't. The faculty member is the one that's always been included in that decision as to whether they do want to go through with the amount of work or not. Traditionally, some faculty start the grants but not finish. All grants have been paid out upon completion.

Senator Beatrice Manneh asked Zavodny who does the evaluations. With the help of Articulation, the committee works to make sure that participating faculty understand how to build textbooks that match the listed textbooks on the CORs for their courses and to ensure that they are of the appropriate level. Some of this is built out in the ZTC training course that all faculty part of the grant will be funneling through to really get an idea of what the expectations are. The committee will be working with the faculty throughout the entire process to link them to any statewide initiative work so that there can be peer reviews within their fields. For the faculty that have peers within the CALM committee, the

committee will be working as peer reviewers. There is still a few open seat on the CALM Committee. CALM is a Senate Committee and reports to Faculty Senate.

## **REPORTS**

**ASG (Mouawad)** – No report.

### **President (Versaci)**

On Thursday, April 14, Senate Vice President Jenny Fererro and I met with Dr. Star Rivera-Lacey, VPHR David Montoya, and a member of the District's legal counsel to discuss how best to proceed with codifying the recently-ratified Faculty Hiring Procedures in relation to AP 7120.

### **College Council (Versaci)**

College Council met on Friday, April. One of the information items was the statement by EEDCC, which was read in Senate on April 4, at the Governing Board meeting on April 5, and sent out to campus on April 6. There was a lot of discussion about how to address the seven requests that concluded the statement.

**Equity, Education, & Student Success (EESS) Council (Versaci)** - The EESSC next meets on Friday, April 15 (before Senate but after reports were due)..

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

**Employees, Community, & Communications (ECC) Council (Ferreiro)** – 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 discussed the creation of DEI accessibility and antiracism course 101 and this work will be a collaboration between EEDCC and PD Taskforce. More information is forthcoming.
- We discussed the upcoming election for EEDCC subcommittee members and currently working on the questions for prospective faculty to complete as part of their application interest. EEDCC will finalize questions by 4/22/22 and share with Anastasia Zavodny to bring to Academic Senate.
- We are discussing faculty disability accommodations needs and researching exemplary models across CCC.

**Accreditation (Meehan)** - No report.

**Distance Education (Hiro)** – No report. Our next meeting is set for Aug. 20 at 2:30 p.m. on Zoom.

Meeting ID: 919 9930 3997

Passcode: 974173

All are welcome to attend.

Here is some other DE information for faculty.

## **Home College status will help students**

Palomar College has officially received "Home College" Status as of last week.

What this means is that a Palomar student can log on to the state's [database](#) of all community colleges' online classes and search for courses they need to graduate. For example: If my journalism course is full but a student needs it to

graduate, they can search this database and find one that equates. What's more, the student can register through the database and the other college's course will show up on the Palomar College dashboard. This will remove barriers for our students to graduate.

The next step is for Palomar to become a "Teaching College" where students outside of Palomar can easily register for our courses through the state's database. This will help us with enrollment.

### **Protecting faculty Canvas content**

Part-time faculty members came to the Faculty Senate with a problem. They said they create content in a Canvas shell but often lose it when a class is suddenly cancelled or transferred to another faculty member.

The solution: We encourage ALL FACULTY to change where they build course content. Instead of building it in the official course shell, which is connected to students and can be cancelled, the ATRC has added a new button to the lower right-hand side of your dashboard that says "Start a New Course."

The Senate recommends that you create your own courses and build content in there at the beginning of every semester. Those courses will remain on your dashboard and will not be erased. Then, use [Course Copy](#) to move that content into the official course.

### **Accessibility**

Even I, as the Distance Education Coordinator, forget where to find the accessibility tools. I have created this [website](#) to help. It contains instructions and screenshots. I recommend using the four accessibility tools to check your course.

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

**Budget (Ferrerro)** – No report.

### **TERB (Lawson)**

We've continued to revise and approve improvement plan for tenured and probationary faculty. Evaluations are a formative process, and the goal of any program of improvement is to support faculty with the resources and experience they need to maintain a standard of excellence. As well, TERB wants to ensure the process is followed and with that formative nature at the forefront of any improvement plan activities.

As a result, as mentioned earlier to Faculty Senate, TERB developed a new position for evaluation committees working under an improvement plan. The Negotiations Team brought the concept to the District, and an MOU was signed. The MOU reads as such:

*The parties agree to the following addition to Article 17, to be incorporated in the 2022-2025 contract when opened for negotiations but effective immediately:*

*A TERB-appointed "evaluations observer" will be added as a monitor to all peer and probationary evaluation committees where the evaluatee is under an improvement plan following the TERB established guidelines. The "evaluations observer" shall be a tenured faculty member who is familiar with evaluation processes. The "evaluations observer" will be invited to and should attend any meeting where the TEC/PRC is convened. The "evaluations observer" shall serve as a liaison between TECs/PRCs and TERB so that TERB can keep track of progress.*

*The intention is to observe the process to ensure it is fair and follows process and to have a knowledgeable faculty member on hand to answer evaluations process questions for the evaluators and the evaluatee. The "evaluations*



observer” would not be an existing member of the TEC/PRC. They would be a new addition to the TEC to serve as an on-hand resource for the TEC/PRC and evaluatees.

In reference to the “TERB-established guidelines,” the committee is currently drafting those, and these *draft ideas* are shared here for feedback from Faculty Senate:

### **Evaluations Observer**

**Purpose:** *The evaluations observer is a TERB-appointed, tenured faculty member added to all tenured (peer) and probationary evaluation committees where the evaluatee is under an improvement plan. Their purpose is to monitor the process and answer process questions for evaluation team members and the evaluatee to help ensure the process is followed and is fair.*

### **Selection Criteria:**

*Evaluations observer selection, a process completed by TERB, is guided by these criteria:*

- *Be approved by TERB*
- *Be a tenured faculty member*
- *Be knowledgeable of evaluation processes germane to the committee in question*
- *Be able to maintain confidentiality*
- *Be able to maintain impartiality with respect to the details of an evaluation (the evaluation observer’s role is to provide guidance on/understanding of process and not guidance on how to interpret evaluation data vis-à-vis the evaluation report)*
- *Not be a member of the evaluatee’s evaluation committee*
- *Not be a member of the evaluatee’s department*

### **Responsibilities:**

- *Maintain confidentiality and impartiality*
- *Answer evaluation process questions that evaluation committees or evaluatees may have*
- *Share any process answers with both the evaluation team and the evaluatee*
- *Provide updates to and ask questions of the TERB Coordinator and/or TERB*
- *Should keep documentation related to their own participation in evaluation meetings*
- *In collaboration with TERB, keep the evaluation process on track if required*

TERB’s goal is to get these guidelines in place for implementation for the first time in Fall 2022. This means that TECs/PRCs and evaluatees that are working with an improvement plan in Fall 2022 will have an Evaluations Observer as a resource.

### **Professional Development (Guerrero)**

The district has finally gotten its allocation of the following funds for PD that are focused on Culturally Competent Professional Development. We ask the senate and any faculty member to share insights and ideas to the PD committee on what type of trainings or events to advocate for. Feel free to just send us an email at the PD office or join us for any of the PD committee meetings (4th Tuesday 2:30-4pm <https://palomar-edu.zoom.us/j/2668158789>).

**AB705 Subcommittee (Anfinson)** - No report.

**Sabbatical Leave (Lawson)** - No report. We meet on the 14<sup>th</sup> of April to review Fall 21 Sabbatical Reports.

### **Equivalency (Towfiq)**

The Equivalency Committee is reviewing Equivalency Applications.

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

**Faculty Service Areas (Mudgett)** - No report.

**Credit for Prior Learning (Rose)** - No report.

**ADJOURNMENT:** The meeting was adjourned at 4:11 PM.

Respectfully submitted,

*Molly Faulkner*

---

Molly Faulkner, Secretary

*Item D. from BoardDocs Agenda*

The following curriculum changes, pending appropriate approvals, will be effective fall 2023:

D.1. ACTION: Credit Course Deactivations - effective fall 2023									
Subj	Nmbr	Title	Impacts	Trns.	Dist. Ed	Grd. Basis	Open Entry/Exit	Justification	Originator
A.	BUS	180	Access Basic	N/A	No	Yes	G/P/NP Maybe	Updated Min Quals, Office technologies, CPL, NO, and Distance Ed; also Work Based Learning, NO, since course has not been offered since its inception.	L. Jackie Martin
B.	BUS	185	Powerpoint for Business	N/A	No	Yes	G/P/NP Maybe	Updated Min Quals, Office technologies, CPL, NO, and Distance Ed; also Work Based Learning, NO.	L. Jackie Martin
C.	CHDV	197A	Child Development Workshop: Cultural and Social Arts	N/A	No		P/NP No	We have not taught this course for years.	Laurel Anderson
D.	CHDV	197B	Child Development Workshop: Health, Safety, and Nutrition	N/A	No		P/NP No	We have not taught this course for years	Laurel Anderson
E.	CHDV	295	Directed Study in Child Development	N/A	No		G/P/NP No	This course has not been taught for numerous years.	Laurel Anderson
F.	CI	89	Plumbing Codes	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone
G.	CI	90	Mechanical Codes	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone
H.	CI	100	Building Codes I	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone
I.	CI	101	Building Codes II	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone

**April 20, 2022 Curriculum Committee Actions**

Subj	Nmbr	Title	Impacts	Trns.	Dist. Ed	Grd. Basis	Open Entry/Exit	Justification	Originator
J.	CI	105	Electrical Codes I	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone
K.	CI	106	Electrical Codes II	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone
L.	CI	115	Nonstructural Plan Review	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone
M.	CI	125	Plan Reading Technologies	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone
N.	CI	130	CalGreen Codes	N/A	No	Yes	G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone
O.	CI	197	Construction Inspection Topics	N/A	No		G/P/NP No	All Construction Inspection Programs have been deactivated; however, the courses in those Programs were never deactivated. All Construction Inspection courses should have been deactivated at the same time, but they were not. If there are no Programs, then we do not need these courses.	Anita Talone

### April 20, 2022 Curriculum Committee Actions

	Subj	Nmbr	Title	Impacts	Trns.	Dist. Ed	Grd. Basis	Open Entry/Exit	Justification	Originator
P.	COUN	100	Introduction to Basic Counseling Skills	<a href="#">Proposal Impact: COUN 100 - Introductio</a>	No	Yes	G/P/NP	No	Other than General Studies: Emphasis in Social and Behavioral Sciences, COUN 100 is no longer a part of a program.	Glyn Bongolan
Q.	DBA	180	Sports Broadcasting	<a href="#">Proposal Impact: DBA 180 -</a>	No	Yes	G	No	Course is no longer taught. All department faculty are in agreement that it should be removed.	Scott Richison
R.	DR	15	English Essentials for Students with Disabilities	N/A	No		P/NP	No	We have not taught the class since Spring 2020. This class cannot be taught online; it if difficult for our DRC students to do this course online. At this time, we refer our students to Eng 100 with support. So, at this time, there is not a need to offer this course.	Leigh Ann Van Dyke
S.	DR	40	Adapted Computer Skills	N/A	No		G/P/NP	No	Deactivate-We have not taught this course since May 2020. This course cannot be taught online, and we do not plan to teach it in the upcoming semester (s).	Leigh Ann Van Dyke
T.	DR	41	Advanced Adapted Computer for Students with Disabilities	N/A	No		G/P/NP	No	This course has not been taught since May 2020. This course cannot really be taught online, and we do not have plans to teach it in the next semester (s)	Leigh Ann Van Dyke
U.	DR	43.1	Software for Students with Vision Loss I	N/A	No		G/P/NP	No	We have not taught this course since May 2020. This course cannot really be taught online, and we do not plan to teach this course in the next semester (s).	Leigh Ann Van Dyke
V.	DR	43.2	Software for Students with Vision Loss II	N/A	No		G/P/NP	No	We have not taught this course since May 2020. This course cannot really be taught online, and we do not plan to teach this course in the next semester (s).	Leigh Ann Van Dyke
W.	HIST	197	History Topics	N/A	No		G/P/NP	No	We have not offered the "Topics" Course Style in many years, and current curriculum needs would require individual topics to be run through curriculum to fit the more modern guided pathways rubrics.	William B. Jahnel
X.	N ESL	976	Accelerated Written Communication II	N/A	No	Yes	P/NP	No	We are not currently offering this course (this is a mirrored version of ESL 106) because the ESL 106 course is transferable for Humanities, and we feel it is better for students to take it for credit than offer it mirrored and allow them to take it noncredit. We would like to deactivate at this time.	Tracy Fung
Y.	PHOT	50	Digital Camera	N/A	No	Yes	G/P/NP	No	This course is a 50 level course and is no longer offered.	Scott Klinger

### April 20, 2022 Curriculum Committee Actions

Subj	Nmbr	Title	Impacts	Trns.	Dist. Ed	Grd. Basis	Open Entry/ Exit	Justification	Originator
Z.	PHOT	136	Digital Darkroom: Black & White	N/A	No	G/P/NP	No	This course has not been offered in years and is no longer relevant for the industry.	Scott Klinger

#### ***Item E. from BoardDocs Agenda***

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

<b>E.1. ACTION: Distance Education and Course Reviews</b>									
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	130	Prehistoric Cultures of North America	Yes	Patricia A. Dixon				
B.	BIOL	295	Directed Study in Life Science		Richard Albistegui-DuBois				
C.	COUN	165	Career Search	Yes	Rose Antonecchia				
D.	DNCE	110	Modern Dance I	Yes	Margaret M. Faulkner				
E.	FIRE	120	Building Construction for Fire Protection	Yes	Wayne Hooper				
F.	FREN	140	Basic French Pronunciation	Yes	William Carrasco				
G.	HE	104	Emergency Medical Responder	Yes	Karl Seiler				
H.	MATH	11	Support for College Algebra	Yes	Craig S. Chamberlin				
I.	MATH	130	Calculus for Business and the Social Sciences	Yes	Craig S. Chamberlin				
J.	PHOT	105	Intermediate Black and White Photography		Scott Klinger				

CURRICULUM – April 25, 2022

BSTEM (business, science, technology, engineering and math)

Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.

SLAM (statistics and liberal arts math)

Completion of intermediate algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures.

## EXHIBIT 4

April 25 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
April Cunningham	L&L	Library	Vice President of Finance and Administrative Services	The approach taken to budgeting and budget projections affects our ability to address systemic exclusion and ongoing under-resourcing of minoritized students, faculty, and staff. By understanding this, I will bring a critical lens to the committee and will be seeking candidates who recognize that austerity is not a sustainable framework for a college seeking to equitably serve students, realize the benefits of diversity, and achieve our goals of inclusion. I am committed to learning more about how fiscal services policies and procedures may be undermining our commitment to DEI and antiracism goals.	I've been a department co-chair in a department with a complicated budget and year-round expenses, so I have some experience with the difficulty of getting current and accurate budget information in order to successfully support students.	



# AP 7120A - FACULTY RECRUITMENT & HIRING PROCEDURES

Approved by the Faculty Senate: April 25, 2022

Approved by the Palomar College Governing Board:

## **References:**

Education Code Sections 70902; 87100 et seq.; 87360; 87400; 87408-87408.6; 87630(b);

Sections 53000 et seq., Title 5, California Code of Regulations

Accreditation Standard III.A

## **GUIDING PRINCIPLES**

The Faculty of Palomar College, in establishing the procedures for the hiring of full- and parttime faculty, is guided by the following principles:

**The Faculty's Role in Shared Governance:** Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board elects to rely primarily on the advice and judgment of Faculty Senate on academic and professional matters. Among these matters are "faculty hiring policy, faculty hiring criteria, and faculty hiring procedures," specifically noted as number 11 in the "10+1+1."

**A Guiding Principle in Shared Governance:** Palomar College's Administrative Procedures (AP) 2510 aptly describes a guiding principle for the faculty's and administration's participation, transparency, and accountability in Shared Governance:

The governance structure and practices embrace the Palomar Community College District values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do.

**Commitment to Diversity:** The Faculty of Palomar College is committed to the goal of diversity and equity in hiring. To that end, while the faculty maintains discipline/subject expertise as a first priority, the elements related to hiring should reflect the faculty's commitment to building diversity as described in both AP 4025 and AP 7120:

In all phases of recruitment and hiring, equal opportunity is afforded to all employees and qualified applicants for employment without discrimination or biases including but not limited to: ethnic group identification, race/ethnicity, color, national origin, religion, socio-economic status, age, gender, gender identity, gender expression, sex, physical or mental disability, sexual orientation, political affiliation, transgender, marital status,

veteran status, medical conditions, union membership or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Applicants not possessing specific qualifications as outlined in the job announcement who feel that their background and experience is equivalent to the minimum requirements are encouraged to apply.

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

**The Goal of the 75/25 Ratio:** In 1988, the California Legislature in Section 70 of AB 1725 (the fundamental California Community College reform bill) found and declared: “Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-time faculty.”

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

## Definitions

- “ANTIRACISM”: a form of action against racism in all aspects of curriculum, pedagogy, praxis, and policy.
- “DEI”:
  - DIVERSITY: Includes but is not limited to race and ethnicity, gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and perspectives. Diversity is imperative as we can learn different lived experiences and perspectives regarding important matters.
  - EQUITY: Elevating and supporting underrepresented and historically marginalized communities. This may include dismantling barriers for them and ensuring they are supported in all aspects of life.
  - INCLUSION: Ensuring that our campus is a place where diversity is welcomed, heard, and where every individual feels a sense of belonging and connection.

Inclusion is important because we must work together to make our campus a better place for students and the overall surrounding community.

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

The Faculty of Palomar College has developed the following procedures for the hiring of full- and part-time faculty. These procedures are generally in line with the College's AP 7120. Where they diverge from that procedure, this document has precedence over AP 7120. The faculty's intention is to maintain the standard of excellence which has been the hallmark of the Palomar College Faculty and to encourage the principles noted above.

## RESPONSIBILITIES OF ALL PARTIES

- **Human Resources**

- **HRS is responsible for the initial screening of applicants and overseeing the recruitment process in compliance with Title 5 regulations.**

- Confidentiality: Each participant in the hiring process is responsible for maintaining the confidentiality of all aspects of the selection process, including written materials, oral discussions, and any other information that relates to the selection process. Such information may be shared only with members of the Selection/Joint Selection Committees, Human Resources Services (HRS), and the administrators involved. Confidentiality must be maintained permanently **except when otherwise required by law.**
- Fairness/Objectivity: Each participant in the hiring process is expected to be objective, fair, equity-minded in their words and actions. Potential conflicts of interest, including personal, professional, and financial relationships with candidates, need to be considered. If they participant cannot be objective, fair, and equity-minded toward all candidates, they should remove themselves from the hiring process.
- Following established policies
- Protecting Palomar College from legal liabilities
- Cooperating and working together as a team: The committee is tasked with various duties that need to be accomplished in a timely manner. If any committee member requests a delay in performing these duties, the voting members of the committee can consider that request and then decide on it by consensus or majority vote.

- Attendance:
  - All members of the hiring committee, including the Compliance Officer, must be present for meetings, interviews, and deliberations.
  - If a voting member of the committee misses any part of an interview or deliberation, that committee member is ineligible for further participation in the hiring process.
  - All members, including the Compliance Officer, must be present for interviews and deliberations, whether those are done face-to-face or remotely through Zoom or some similar method.
  - Each hiring committee will establish its specific policy with regard to attendance at preparatory meetings (e.g., development of announcement and materials, etc.). The committee can decide to conduct some or all of these tasks by email. The Compliance Officer must be included in all of these communications.
- Compliance Officer's role:
  - It is the responsibility of the Compliance Officer to observe and monitor the hiring process to ensure complete fairness and consistency for each applicant and to serve as a non-voting resource person to the hiring committee.
  - The Compliance Officer must be present during all meetings of the hiring committee and included in all hiring committee emails and in whatever platform hiring communications are conducted (e.g., Microsoft Teams, Canvas, etc.).
- Training:
  - Prior to participating as a hiring committee member, members must receive training from HRS on the selection process. Faculty Senate may also offer **training workshops** for faculty members serving on faculty search committees. Such training must occur within one year prior to serving on a hiring committee. Hiring committee training materials are available through HRS.
  - Training shall include the philosophy and commitment to staff diversity as outlined in the District's Equal Employment Opportunity Plan and BP/AP3000, and this training should be inclusive of racial, ethnic, and cultural diversity and implicit bias, the roles and responsibilities of all members of the selection committee, the selection process, interview procedures and techniques (including guidelines on appropriate follow-up questions and reference checks), and the confidentiality of the selection process.

## FULL-TIME FACULTY

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

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

### A Definition of “Consensus” and “Building Consensus”

AP 2510 defines the recommendation process:

“Recommendations shall emerge ideally as a result of group consensus. When consensus cannot be reached, an affirmative vote of 2/3 of voting members present shall determine the recommendation.”

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

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

### Identification of Positions

- Full-time faculty positions are requested by departments or disciplines and then are prioritized by a subcommittee of the Equity, Education, and Student Success Council (EESSC), utilizing the procedure developed by EESSC.
- Full-time positions for counseling and library faculty are identified through a specific formula developed by counselors, librarians, and the District.
- As early as possible, EESSC will publish the priority list of positions to be hired, ideally by May 1.
- With the goal of establishing the strongest and most diverse pools of candidates, a preliminary number of positions to be hired will be determined by the Superintendent/President and submitted to the Governing Board as early as possible, ideally by August 15.

- In the interest of a more efficient process, multiple positions for specific departments may be considered where appropriate. Departments that are designated for multiple positions may forfeit priority consideration in the one to three years following.
- Departments may begin work on preliminary preparations relating to announcements, etc. in order to act as quickly as possible when positions are approved by the Governing Board. These steps will be contingent upon HRS requirements related to training.

#### Applicant Travel Expenses

For full-time faculty positions, Palomar College will reimburse applicants for both first-level interviews (contingent on funding) and second-level interviews (not contingent on funding) for travel expenses incurred during the interview process as follows:

- Applicants who must travel 150 miles or more one way from their residence to the District are eligible for reimbursement with proper verification.
- All expense documentation must be submitted to HRS within 30 days of completing travel. Only original receipts shall be accepted as proper travel expense documentation for reimbursement purposes.
- Reimbursement is limited to \$1,000 per interview level to cover the travel costs incurred by the applicant on behalf of themselves only. Allowable travel costs and associated processes are outlined in the District's travel procedure contained in the Finance and Administrative Services Handbook.
- HRS will include a notice of travel reimbursement, per the specifications above, in the job announcement (see below).

#### Announcements and Recruitment

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

#### Announcements

- The position announcement is developed through a collaborative process involving the department/program, appropriate administrators, and HRS.
- HRS must approve all announcements prior to posting.

- For full-time faculty positions, announcements must receive final authorization from the Selection Committee Chair, Department Chair/Program Director (or designee), Dean of the appropriate division, and the appropriate Vice President.

- For Early Childhood Education Lab School Teachers, announcements must receive final authorization from the Supervisor of the position (or designee).

### *Components*

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

- A description of the position duties, responsibilities, salary, benefits, and terms of employment including classification, working hours, conditions). The announcement should also provide the college's DEI commitment statement, details about the student population that Palomar College serves, and the college's and hiring department's employee demographics.
- Minimum qualifications, as determined by the State Academic Senate and the Board of Governors in accordance with Education Code Section 87356 et seq.
- Preferred qualifications (when listed) that are job-related and consistent with the demands of the discipline/subject area. Departments should carefully consider whether their "preferred qualifications" might create a barrier to a diverse applicant pool and use them only when warranted.
- A provision for determination of equivalency, if applicable.
- Depending on employment unit, a statement regarding required participation in shared governance.
- Additional language required for compliance with federal, state, and District regulations (e.g., Equal Opportunity Employer notice).
- Any application procedures specific to the posted position.
- A statement in accordance with Title 5 that requires that all applicants be "sensitive to and have an understanding of the diverse academic, socio-economic, cultural, (dis)ability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff." Departments/programs will require applicants to explain or submit written materials that provide evidence of such understanding.
- Legal qualifiers established by HRS to comply with federal, state, and District regulations.

- A statement outlining travel reimbursement for both first- and second-level interviews.

#### Advertising and Recruitment

- The minimum advertising duration for full-time faculty positions will be 8 weeks (open until filled). In extenuating circumstances, a six-week advertising period may be authorized by the appropriate Vice President.
- For Early Childhood Education Lab School Teachers, the minimum advertising duration will be 4 weeks (open until filled).
- HRS will actively advertise and recruit within diverse network platforms. The Selection Committee Chair/Department Chair/Program Director (or designee) will confer with HRS to establish venues outside the standard advertising methods and sites.
- Venues additional to the standard will be at the expense of the District.
- Job announcements are advertised through various organizations (e.g., the California Community Colleges Registry, etc.) and through various online sources.
- Transfer opportunities: For eligible positions, notice of transfer opportunities will be distributed internally to provide current employees notice of such positions, subject to provisions of applicable collective bargaining agreements or employee handbooks.
- Wording on announcements: Wording on faculty job announcements will include this statement: “If an applicant’s qualifying degree is in progress but will be conferred before the position begins, then they must also include a written statement from their advisor indicating the anticipated degree conferral date. Should such applicants receive a job offer, that offer will be contingent on conferral of the degree by the position’s start date.”

#### Applications

- All applications shall be submitted to HRS.
- Applications for open positions are available online through the District website.
- Applicants must establish a digital profile (individual user account) in the online system in order to be considered. Applicants may visit HRS for assistance with the first step.
- For assistance with any element of the process, applicants should contact HRS directly.
- The application will contain the following basic components:



- Application form inclusive of educational and professional histories, skills, qualifications, references, and equivalency.
- Conviction history.
- Confidential data for federal and state collection and reporting purposes.
- HRS will accept applications materials until the position is closed.
- Letters of recommendation will be accepted for one week after the position is closed.

#### Pre-Screening

- HRS will pre-screen all applications for completeness and evidence of minimum qualifications prior to forwarding applications to the Selection Committee.
- Completed applications which do not meet minimum qualifications, but which have a completed equivalency form will be forwarded to the Selection Committee for review.
- All applicants with completed applications who meet stated minimum qualifications will be forwarded to the Selection Committee.

#### Selection Committee Formation

- The First-level Selection Committee is composed of the following members:
  - Committee Chair or Co-Chairs (Department Chair/Director or faculty designee[s])
  - Faculty members from the discipline or a related discipline. The committee, at its discretion, may include one community member or faculty member from another institution with expertise in the appropriate discipline.
  - One (1) faculty member from outside of the department
  - One (1) student (optional)
  - One (1) employee from Classified, CAST, or AA (optional)
  - One (1) Compliance Officer (non-voting)
  - All matters pertaining to the “optional” members will be decided via consensus by the First-level Selection Committee Chair and the faculty members from the discipline/department.
- Each voting member has one vote.

- Diversity
  - Per Title 5, 54024.e, “Whenever possible, screening committees shall include a diverse, equity-minded membership that will bring a variety of perspectives to the assessment of applicant qualifications.” The First-level Selection Committee Chair or Co-Chairs will maintain discipline expertise as the primary value in committee formation and will make every reasonable effort to include representation that will advance the Faculty’s commitment to diversity as described in the guiding principles at the start of this document.
- Verification of Committee Composition
  - HRS verifies compliance of Selection Committee membership with applicable Board policies and procedures.

#### Selection Committee Duties

- Selection Committee Chair Duties
  - ~~Pre-screening~~
    - ~~HRS will contact applicants with incomplete applications to obtain missing materials (e.g., missing transcripts, etc.). This includes applicants who do not meet the minimum qualifications and did not complete an equivalency form. Applicants will be given one week to complete their application once notified by HRS.~~
    - ~~Selection Committee Chairs will have access to all applications for the purpose of review.~~
  - Ensuring compliance with District policies and procedures in conjunction with the hiring process.
  - Maintaining committee records.
- All screening criteria, interview questions, teaching demonstrations/skills test/performance demonstrations and their associated scoring rubrics must be approved by HRS.
- Develop screening criteria and scoring rubric.
  - Voting members of the Selection Committee identify screening criteria based on the minimum and desirable qualifications of the position in light of the expected duties and responsibilities of the position.
  - Screening criteria will include an evaluation of the extent to which applicants have and demonstrate sensitivity to and understanding of the diverse academic,

socio-economic, cultural, (dis)ability, and racial/ethnic backgrounds of  
community college students.

- Develop first-level interview questions and scoring rubric.
  - Voting members of the Selection Committee develop job-related interview questions and their ideal answers designed to distinguish candidates who will best meet the needs of students and the department. While there is a required diversity question (see below), committees should endeavor to embed DEI concerns in all questions.
  - Voting members decide the allotted time for the interview.
  - A question related to diversity is required and should allow voting members to assess candidates' attitudes about and level of awareness of diversity in light of the diverse student body found at Palomar College. Ideally, this question should be framed by highlighting the DEI and antiracism efforts at the college, and it should be designed to elicit the candidate's past actions and experiences and/or a behavioral response as opposed to general thoughts on the issue.
- Develop first-level teaching demonstration and scoring rubric. In developing the rubric, the committee should consider the candidate's use of culturally relevant materials and/or pedagogy.
  - Though it is not generally advisable, search committees may elect to hold remote interviews through Zoom or some similar method rather than face-to-face. The search committee should reach consensus on this decision, and it would have to be applied to all interview candidates (i.e., if remote interviews are chosen, then all candidates must be interviewed remotely for the sake of consistency/fairness). In-person/live teaching demonstrations are required at the first-level interview.
  - Voting members of the Selection Committee determine the subject matter, format, and allotted time of the demonstration of teaching, counseling, or librarianship skills required of all faculty candidates. The committee should include, as part of its directions to candidates, a description of the diverse student population that the college serves.
- Develop optional practical skills test or performance demonstration and scoring rubric.
  - The first-level interview process may involve skills testing and performance demonstrations appropriate to the position.
  - Voting members of the Selection Committee determine the subject matter, format, and allotted time of the skills test or performance demonstration.
- Screen applications

- All voting members of the Selection Committee individually screen all applications to select candidates for interview.
  - All voting members of the Selection Committee, using the pre-approved screening criteria and rubric, complete screening forms for each applicant.
  - Select candidates for interviewing
    - The Selection Committee decides the number of candidates it wishes to interview.
    - Candidates are discussed and considered using the scoring rubric and screening forms as guides.
    - The voting members of the Selection Committee will work together to build a consensus on selecting candidates for interviewing.
    - The voting members of the Selection Committee shall, by consensus or by majority vote, select the candidates they wish to interview.
    - It is recommended that the Selection Committee give the “benefit of the doubt” to candidates who may not receive consensus or a majority vote, if the Selection Committee feels enough voting members are interested in having that candidate interviewed. This is the only time in the hiring process where the “benefit of the doubt” can be utilized.
    - The Selection Committee can choose alternate candidates to interview in the event any selected candidate declines to be interviewed. These alternates should be ranked by order of preference. HRS will contact those alternates during the interview scheduling process.
  - Interview candidates
    - HRS provides copies of the interview screening forms and the interview schedule to the Selection Committee.
    - Follow-up questions may be asked as long as they do not lead the candidate to a desired response and stay within the scope of the original question or answer. In addition, information on the application, resumé, or portfolio may be specifically addressed if not included in the original answer (and remains in the scope of the original question).
- ~~○ At the request of the Selection Committee, a candidate who must travel more than 150 miles to interview with the Selection Committee may be interviewed by the Joint Selection Committee within a day of the Selection Committee interview. If the candidate becomes a finalist for the position, these interviews will serve as~~

finalist interviews. The questions used for this interview must be the same as those used for the rest of the finalists.

- Select finalists to forward to the second-level interview
  - After interviews are completed, members of the Selection Committee meet to discuss and evaluate the qualifications of the candidates. The Selection Committee also considers whether the candidates demonstrate appropriate sensitivity to and understanding of the diversity of the Palomar College community.
  - The Selection Committee will forward a minimum of the candidates that is the number of approved positions plus one. Exceptions require approval by the President/Superintendent or designee.
  - The voting members of the Selection Committee will work together to build a consensus on selecting candidates for forwarding to the second-level interview.
  - The voting members of the Selection Committee shall, by consensus or by majority vote, select the finalists for consideration by the Joint Selection Committee.
  - No alternates may be chosen for advancement to the second-level interviews.
  - All recommended finalists must be acceptable to the Selection Committee since only a candidate recommended by the Selection Committee will be hired.
  - If the Selection Committee is not satisfied with the interviewed candidates, the committee will:
    - Review information regarding the candidates and/or the nature of the position; and/or
    - Recommend that a new search be initiated.
  - The Selection Committee Chair forwards the list of the finalists to HRS.
- Choose members who will serve on the Joint Selection Committee (see “Joint Selection Committee Formation” section for details).
- Choose member to perform reference checks.
  - Reference checks are required for all positions.

- At least two voting members of the Selection Committee who are moving forward to the Joint Selection Committee will be chosen to conduct reference checks on the finalists.
- Information gathered through reference checks will be shared with the Joint Selection Committee during deliberations.
- Develop the optional second-level teaching demonstration and scoring rubric.
  - Teaching demonstrations are optional at the second-level interviews. The department responsible for the position will make the determination relating to a second-level teaching demonstration.
  - If a second-level teaching demonstration is desired, the voting members of the Selection Committee will determine the subject matter, format, and time allotted for the demonstration of teaching, counseling, or librarianship skills.
- Conclude the Selection Committee work
  - The Selection Committee works together to fill out the HRS interview report, using specific job-related reasons for why a candidate was not chosen as a finalist.
  - Selection Committee members who are participating in the Joint Selection Committee retain all their materials relating to the applications and interviews.
  - Selection Committee members who are not continuing in the hiring process submit all their materials to the Selection Committee Chair, who will submit them to the Joint Selection Committee Chair at the conclusion of the Joint Selection Committee work. All emails and other digital documents relating to the hiring process must be deleted.

#### Joint Selection Committee Formation

- For the purposes of the second-level interviews, the Joint Selection Committee is composed of the following members:
  - Appropriate Dean, who serves as the Joint Selection Committee Chair
  - College President/Superintendent
  - Chair or at least one Co-Chair of the Selection Committee
  - Vice President of Instruction or Student Services, as appropriate
  - At least two (2) additional voting members from the Selection Committee
  - One (1) Compliance Officer (non-voting)

## Joint Selection Committee Duties

- Joint Selection Committee Chair duties
  - Ensures compliance with District policies and procedures in conjunction with the hiring process.
  - Maintains committee records.
  - Contacts the President/Superintendent and the appropriate Vice President to schedule the second-level interviews and deliberation times.
  - Confirms the list of finalists with the Chair of the Selection Committee and HRS.
  - Convenes the Joint Selection Committee after receiving materials related to the second-level interview from HRS.
  - Performs other duties determined by agreement with the Joint Selection Committee.
- All interview questions and their scoring rubric must be approved by HRS.
- Develop second-level interview questions and scoring rubric.
  - Voting members of the Joint Selection Committee develop job-related interview questions and their ideal answers, designed to distinguish candidates who will best meet the needs of the department and the District.
  - Voting members decide the allotted time for the interview.
- Review the finalists' applications
  - Once HRS has approved all interview materials, the new members of the Joint Selection Committee will be given access to the applications.
- Interview finalists

## Concluding the Full-Time Faculty Hiring Process

- Choose candidate(s) for hiring
  - After interviews are completed, members of the Joint Selection Committee meet in person to discuss and evaluate the qualifications of the candidates.
  - Each voting member gets one vote.

- Each finalist is discussed and assessed relevant to the applications; interviews; reference checks: teaching demonstration(s), skills test, and/or performance demonstration; needs of the discipline/department; and evaluation of the extent to which applicants have and demonstrate sensitivity to and understanding of the diverse academic, socio-economic, cultural, (dis)ability, and racial/ethnic backgrounds of community college students.
- The order of presentation of information and assessments is as follows:
  - Reference checks reports
  - Faculty members' opinions
  - Dean's opinion
  - Vice President's opinion
  - President/Superintendent's opinion
- The voting members of the Joint Selection Committee shall work toward consensus as much as possible in making the final decision in selecting the finalist(s) to whom the tentative offer of employment will be extended. The President/Superintendent will make the final selection to present to the Governing Board.
- The Joint Selection Committee can choose an alternate candidate to hire in the event the selected candidate(s) declines the position.
- If none of the candidates are elected for hire, the Joint Selection Committee will:
  - Review information regarding the finalists and/or the nature of the position; and/or
  - Review the interview pool using the rubric established by the Joint Selection Committee to ensure that other potential finalists have not been overlooked; and/or
  - Recommend that a new search be initiated.
- Conclude the Joint Selection Committee work
  - The Joint Selection Committee works together to fill out the HRS interview report, using specific job-related reasons for why a candidate was not chosen for hiring.
  - All Joint Selection Committee members, including the Vice President and the President/Superintendent, submit all their materials to the Joint Selection Committee Chair, who will then submit them to HRS. The Compliance Officer has the option of submitting their materials to HRS separately.



- All emails and other digital document relating to the hiring process must be deleted.
- The Joint Selection Committee Chair forwards the name(s) of the chosen candidate(s) to HRS.
- Governing Board Review/Approval
  - All offers of employment require approval by the Governing Board.
- Candidate's notification
  - The appropriate Dean extends the tentative offer of employment to the selected candidate(s) and coordinates all necessary intake and orientation procedures with HRS.
- If the selected candidate(s) declines the position or is otherwise unable to be employed in the position, the Joint Selection Committee will:
  - Review information regarding the recommended finalists and/or the nature of the position; and/or
  - Review the interview pool with the rubric established by the Joint Selection Committee to ensure that other potential finalists have not been overlooked; and/or
  - Recommend that a new search be initiated.
  - The pool of finalists for any posted position may be utilized for up to 90 days after an offer of employment has been extended.
- HRS will present the Joint Selection Committee's final recommendation to the Governing Board.

## PART-TIME FACULTY RECRUITMENT AND SELECTION

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

### Announcement and Recruitment

- Establishing the Position
  - Departments shall notify HRS when a position becomes available via the posting request form.
- Advertising the Position

- HRS shall advertise all open part-time faculty positions. The announcement should also provide the college's DEI commitment statement, details about the student population that Palomar College serves, and the college's and hiring department's employee demographics. As well, the announcement shall include a request for the applicant to describe the extent to which they have and demonstrate sensitivity to and understanding of the diverse academic, socio-economic, cultural, (dis)ability, and racial/ethnic backgrounds of community college students.

#### Applications, Screening, and Selection

- All applications shall be submitted directly to HRS, which will accept applications on an ongoing basis.
- Prior to forwarding applications to the appropriate departments for selection, HRS shall conduct a preliminary screen to determine completeness of application and satisfaction of minimum qualifications and/or possible need for equivalency.
- Screening shall include the philosophy and commitment to staff diversity as outlined in the District's Equal Employment Opportunity Plan and inclusive of racial, ethnic, and cultural diversity and implicit bias and which shall include and evaluation to the extent to which applicants have and demonstrate sensitivity to and understanding of the diverse academic, socio-economic, cultural, (dis)ability, and racial/ethnic backgrounds of community college students.
- The Department shall select qualified candidates for interview and conduct all interviews. The Department Chair/Director shall notify the appropriate Dean and Vice President of their selection of part-time faculty. The approved interview report will be turned into HRS to start the pre-employment process for the selected candidate(s).
- HRS shall retain all applications and recruitment materials on file for four years.

#### REVIEW OF THIS DOCUMENT

The Faculty Senate and the District will meet as needed (or at least every other year) to periodically review these procedures and reach mutual agreement on amendments amend as needed. This process will include the following:

- Consultation with Human Resources to ensure that no proposed changes violate California or federal law as regards hiring.
- Collegial consultation—as defined and addressed in the documents under “References” at the beginning of this document California Education Code and Title V, and by the

753 Palomar College Governing Board in BP/AP 2510—with District representatives  
754 (executive-level administration).

EXHIBIT 6

# Student Success Teams

*Faculty Senate Presentation*

# Student Success Teams

## Agenda

- What is Leading from the Middle?
- What are Student Success Teams?
- How do Student Success Teams work?
- Why are we implementing Student Success Teams?
- Project timeline
- Call to action
- How you can get involved



# Student Success Teams

## What is Leading from the Middle?

"LFM is a change-focused leadership development program dedicated to developing and equipping middle leaders from California Community Colleges (CCC) with skills and strategies to “lead from the middle.” Campus-based teams composed of tenured and adjunct faculty, administrators, classified professionals, and researchers engage in experiential learning to explore and apply effective strategies to advance systemic student-centered reform efforts to close equity gaps in student success and completion at their respective colleges."

- [Leading from the Middle Website](#)

Team Members: Dr. Glyn Bongolan, Dr. Nancy Browne, Wendy Nelson, Kineta Rios, Dr. Leslie Salas



# Student Success Teams

## What are Student Success Teams?

"A student success team is an academic and student services team that collaborates to plan and implement data-informed, equity-infused practices along the student journey."

- *Dr. Al Solano, Continuous Learning Institute*

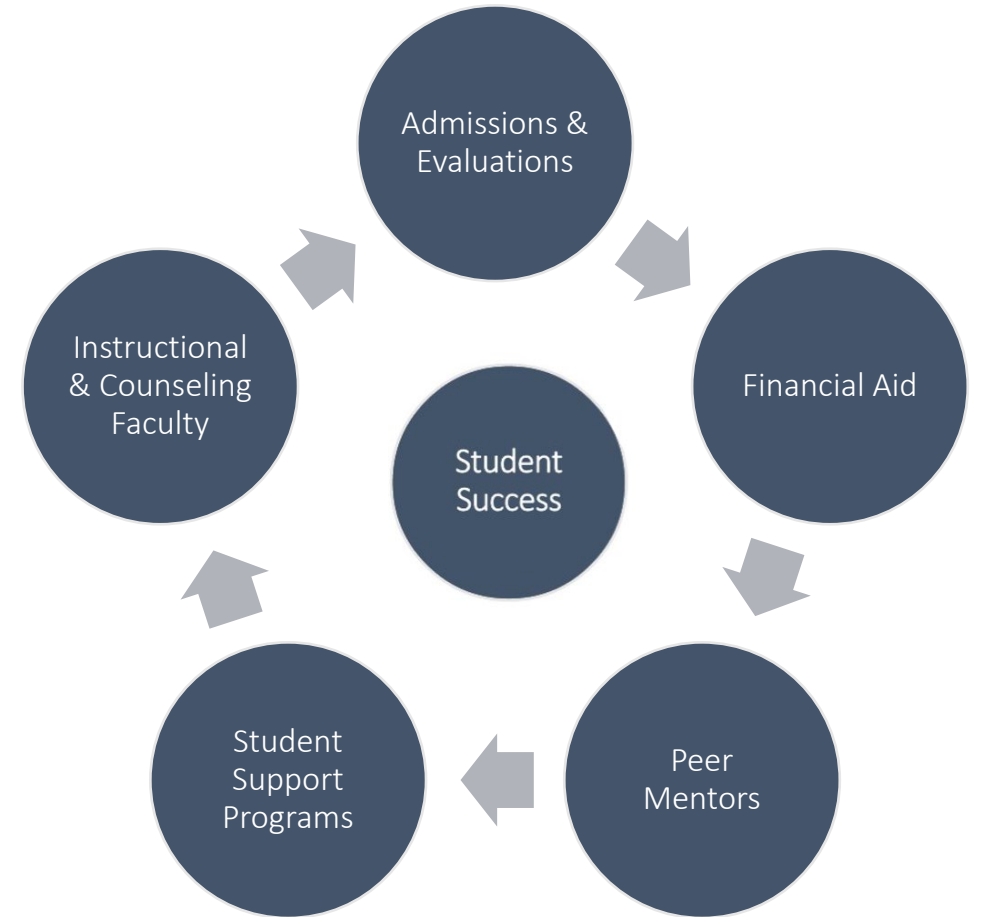


# Student Success Teams

## How do Student Success Teams work?

A student success team for each of our pathways is made up of representatives from across the college working together to:

- Look at data for patterns of where students may be struggling along each pathway
- Orient, communicate and provide specific engagement opportunities based on each pathway
- Create a smooth hand off between departments whereas some team members may serve as a resource to the team or be a direct point of contact for students

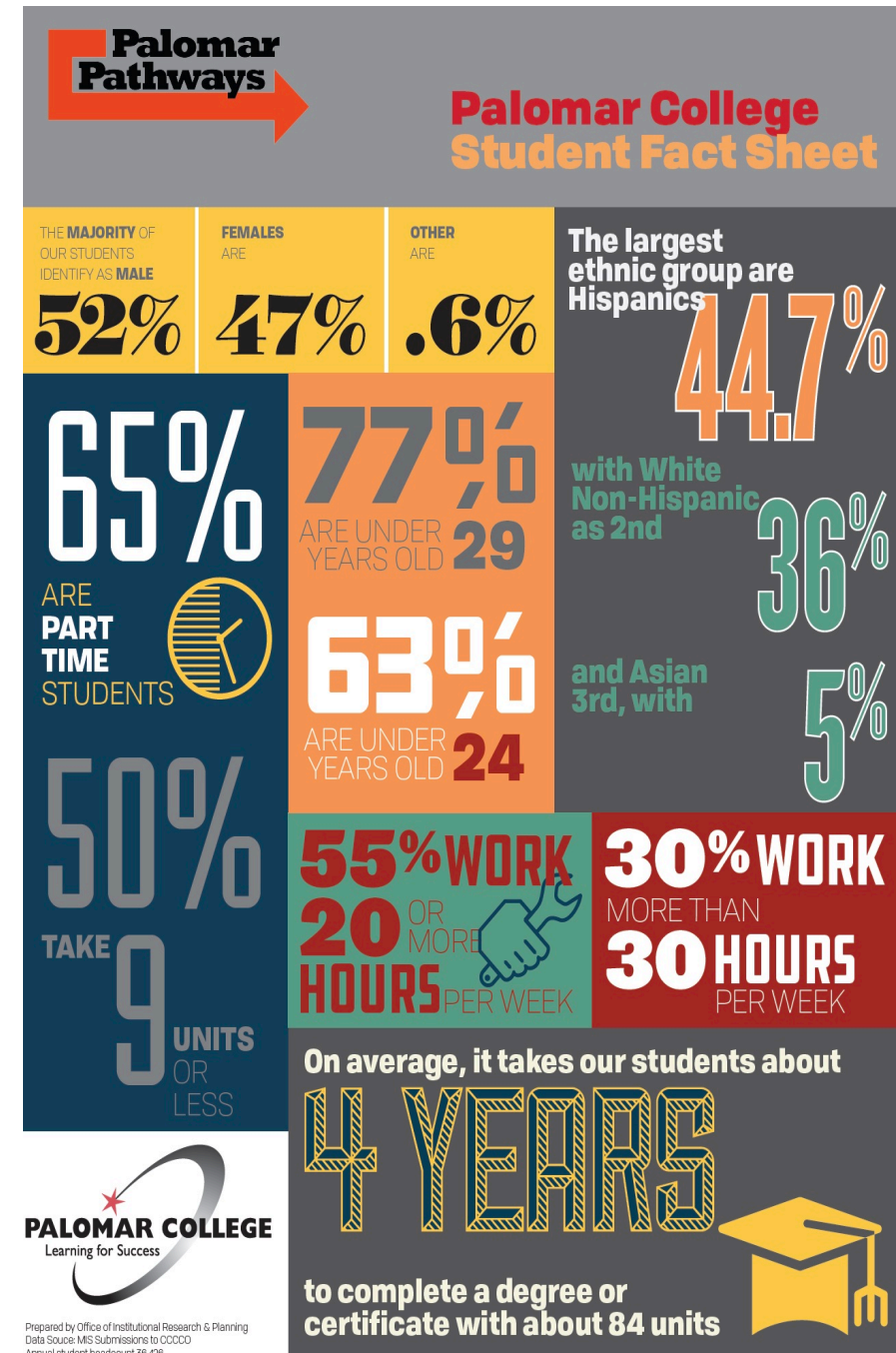




# Student Success Teams

## Why are we implementing Student Success Teams?

Equity gaps in access, success, retention and completion exist which negatively impact the success of Palomar students.



# Student Success Teams

## Project Timeline

- **October 2021:** Established a Palomar College Leading from the Middle (LFM) team to explore Student Success Teams as an institutional strategy and cultural shift to support student access, success, retention and completion.
- **February 2022:** Team attended the LFM Academy. Developed a logic model with steps to institutionalize Student Success Teams including short-term, medium-term and long-term outcomes.
- **March 2022 – December 2023:** Add a home LFM team to research Student Success Team models and help to formalize a structure that makes sense for Palomar College.
- **Spring 2023:** Pilot one Student Success Team



# Student Success Teams

## Call to Action:

We will dismantle current systems of inequity and knock down institutional barriers through the implementation of carefully thought-out Student Success Teams to support our students in accomplishing their goals through their journeys at Palomar College.





# Student Success Teams

## How can you get involved?

- Support this call to action
- Provide input and feedback by completing our survey
- Help to shape the vision of Student Success Teams and work together to meet the needs of our Palomar students



# Thank You!

*Faculty Senate Presentation*

# Palomar Online Proctoring

Faculty Senate  
April 25, 2022

# Palomar Online Proctoring

## How it started:

- Faculty Senate requested we create an online proctoring program for students taking exams in online, asynchronous courses
- Senate voted to phase out Proctorio by June 2022 and replace it with this service

# Palomar Online Proctoring

## How it is going:

- We developed a program where faculty contact us to schedule proctored tests.
- We have a collection of written guides to help faculty, students and staff with the procedures.
- When students take a test, they log on to Zoom, where their identification is checked and then they are placed in a break out room and must share their screens and turn on their cameras.
- Palomar employees serving as proctors quietly go in and out of their breakout room and observe.
- Any concerns about cheating are noted and sent to faculty member.



# Palomar Online Proctoring

## How testing went:

- Good:
  - Allowed for equity
    - Students without a quiet space or high-end technology could still participate
  - Cheating deterrent
    - This makes it harder to cheat on online exams
- Bad:
  - Not Proctorio
    - Testers were hoping for a system that was as good or better than Proctorio
  - High stakes exam
    - Testers say this won't work for high-stakes exams

# Palomar Online Proctoring

## How testing went:

- Studies show there are many ways to cheat.
- This shows the need for authentic assessment.

Level of Proctoring Needed	Proctoring Options
No Proctoring & Limited Cheating Opportunities	<ul style="list-style-type: none"><li>• Authentic Assessments<ul style="list-style-type: none"><li>◦ Case Studies</li><li>◦ Essays</li><li>◦ Research Projects</li><li>◦ Group Projects</li></ul></li></ul>
Moderate Proctoring & Cheating Deterrent	<ul style="list-style-type: none"><li>• Palomar Online Proctoring Program</li><li>• Test Settings</li></ul>
Rigorous Proctoring & Cheating Prevention	<ul style="list-style-type: none"><li>• Online Proctoring Service such as <del>ProctorU</del> (for asynchronous online courses)</li><li>• In-Person Proctoring at the STAR Center (for Hybrid or In-Person Courses)</li></ul>

# Palomar Online Proctoring

## Next steps

- Palomar Online Proctoring is set to launch May 2
- We are looking for faculty to consider using this for their online proctoring needs.
- High-stakes test need money to pay ProctorU.
- There is no money budgeted for Palomar Online Proctoring after this semester.
- There is no money for Proctorio, ProctorU or any proctoring service

# Palomar College Online Proctoring Program

## Faculty Guide: Get Started with Online Proctoring

### What Is the Palomar Online Proctoring Program?

The Online Proctoring Program at Palomar offers faculty online proctoring services for their online courses beyond the end of Palomar's contract with Proctorio. The Online Proctoring Program at Palomar offers virtual proctoring for online assessments via Zoom facilitated by student proctors.

Online Proctoring sessions are held in a Zoom room, where students are placed individually into breakout rooms. They turn on their video in Zoom and share their entire screen in the break out room. Student proctors periodically join each break out room, but do not disturb the test taker. Any issues are reported by the proctor and sent to the test takers' instructor.

### Is the Palomar Online Proctoring Program Right For You?

The Palomar Online Proctoring Program is meant to serve as a cheating deterrent, not an impenetrable cheating prevention service. Here is a [video](#) that addresses the rampant cheating problem and solutions (minutes 23:46 – 30:14) It's important for faculty to manage their expectations around what's possible with the Online Proctoring Program, and choose their proctoring options accordingly:

Level of Proctoring Needed	Proctoring Options
No Proctoring & Limited Cheating Opportunities	<ul style="list-style-type: none"><li>● Authentic Assessments<ul style="list-style-type: none"><li>○ Case Studies</li><li>○ Essays</li><li>○ Research Projects</li><li>○ Group Projects</li></ul></li></ul>
Moderate Proctoring & Cheating Deterrent	<ul style="list-style-type: none"><li>● Palomar Online Proctoring Program</li><li>● Test Settings</li></ul>
Rigorous Proctoring & Cheating Prevention	<ul style="list-style-type: none"><li>● Online Proctoring Service such as ProctorU (for asynchronous online courses)</li><li>● In-Person Proctoring at the STAR Center (for Hybrid or In-Person Courses)</li></ul>

## How Does the Palomar Online Proctoring Program Verify Students' Identities?

Verifying students' identities is an important component of online proctoring for online assessments. When students arrive in the online proctoring session, they will be asked to fill out an Online Proctoring Registration Form to collect their student email and ID number. Additionally, student proctors will verify students' identities by viewing their student IDs or driver's license via the camera in Zoom.

### Common Concerns

I don't want to use Online Proctoring, but I don't want my students to cheat.

You might consider a different type of assessment that doesn't lend itself to cheating very easily. Summative assessments like group projects, written papers, case study responses, or research projects, are a few assessments that don't require online proctoring and are difficult to cheat on, or have someone else do for you.

### Additional Resources

- [Palomar Strategies to Reduce Cheating in Online Courses](#)
- [@One Assessment in Digital Learning Course](#)
- [University of Washington Authentic Assessment Guide & Examples](#)
- [Queens University Matching Assessment Tasks to Learning Outcomes](#)
- [Mueller's Authentic Assessment Toolbox](#)

My students have concerns regarding security and privacy.

The Online Proctoring Program at Palomar is conducted within Palomar's secure Zoom account, and students are never recorded during the proctoring session. Palomar proctors are official Palomar employees who have gone through the hiring and screening process and are committed to Palomar's Mission to respect each of our students' experiences and support them to achieve academic success.

What if my students don't have the technology needed to participate in Online Proctoring?

Students don't need high-powered computers to participate. All they need is a smartphone or basic computer with wireless service and a working camera. Palomar also has computer labs and wifi available on its campuses or students are welcome to come to the [STAR Tutoring Center](#).

I have a student who needs accommodations. What should I do?

Direct the student to the [Disability Resource Center](#), which will assess and guide them to get the accommodations they need.

What should I do if I have a student in a different time zone, or has other extenuating circumstances, and can't make it to an Online Proctoring Session?

We wish the Palomar Online Proctoring Service could be available 24/7, but we don't have the resources. If a student can't make our hours, we recommend faculty meet individually with the student to proctor the test.

My discipline has some specific needs for online proctoring. Who can I talk to about that?

Please contact Ruth Barnaba at [rbarnaba@palomar.edu](mailto:rbarnaba@palomar.edu) in the STAR Tutoring Center.

How do I Access the Online Proctoring Program for My Courses?

To use Online Proctoring at Palomar, faculty can Schedule Online Proctoring and Set Up an Online-Proctored Canvas Quiz. For more information, visit this [website](#).