



**FACULTY SENATE MEETING**

August 29, 2022

EXHIBITS



Minutes of the  
MEETING OF THE FACULTY SENATE  
August 22, 2022

APPROVED

**PRESENT:** Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Sergio Hernandez (online), Erin Hiro, Jason Jarvinen, Lawrence Lawson, Leigh Marshall, Leanne Maunu, Ben Mudgett, Scott Nelson, Wendy Nelson, Alyssa Vafaei, Elena Villa Fernandez de Castro, Anastasia Zavodny

**ABSENT:**

**GUESTS:** Melissa Bagaglio, Ryan Davis, Barbara Hammons, Nicole Siminski

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

**CALL TO ORDER** The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:40 PM. The meeting was also streamed live on ZOOM.

**PUBLIC COMMENTS** – No public comments.

**ANNOUNCEMENTS**

Faculty Senate Secretary Molly Faulkner encouraged Senators to audition for a play that's coming up and was created by Michael Mufson. For more audition information, go to [www.palomar.edu/palomarperforms](http://www.palomar.edu/palomarperforms)

Faculty Senate Vice President Jenny Fererro reported that Palomar's student food pantry is running extremely low on breakfast items and snacks. She encouraged Senators and guests to donate.

Senator and PFF Co-President Lawrence Lawson said PFF meets Thursday, August 25 at 4pm in MO-111. PFF will meet face to face the 4th Thursdays of the month and online the 2nd Thursdays of the month. All meetings will have virtual attendance options for non-eBoard members.

**AGENDA CHANGES** – No agenda changes.

**APPROVAL OF MINUTES**

**Motion 1 MSC:** Faulkner/Zavodny

Faculty Senate approval of meeting minutes dated May 23, 2022 as amended (see Exhibit 1).

Abstentions: Kelly Falcone, Molly Faulkner, Erin Hiro

The motion carried.

**Motion 2 MSC:** Maunu/Mudgett

Faculty Senate approval of meeting minutes dated June 6, 2022 (see Exhibit 2).

Abstentions: Will Dalrymple, Molly Faulkner, Elena Villa Fernandez de Castro

The motion carried.

**Motion 3 MSC:** Doyle Bauer/Zavodny Faculty Senate approval of meeting minutes dated June 27, 2022 (see Exhibit 3).

Abstentions: Will Dalrymple, Molly Faulkner, Jenny Fererro, Erin Hiro, Jason Jarvinen, Leigh Marshall, Alyssa Vafaei, Elena Villa Fernandez de Castro

The motion carried.

## **ACTION**

### **A. Curriculum**

Senator and Curriculum Co-Chair Ben Mudgett reported no curriculum actions to approve.

### **B. Committee Appointments**

Senator and Chair of Committee on Committees Anastasia Zavodny announced no committee confirmations or voting was needed. Senator Zavodny asked Senate about considering the digital voting practice and Senators were in favor of this.

## **INFORMATION ITEMS**

### **A. Faculty Emeritus Status for Spring Retirees (see Exhibit 4 and 5) - Nelson**

President Nelson reviewed the list of faculty who retired in Spring 2022 and explained the criteria for earning this status.

**Motion 4 MSC:** Fererro/Faulkner Faculty Senate approval to move this Information Item to Action.

The motion carried.

**Motion 5 MSC:** Fererro/Maunu Faculty Senate approval of granting emeritus status to the following faculty (see Exhibit 4):

The motion carried.

**Michael Arguello** – Professor, History  
**Kevin Barrett** – Professor, Administration of Justice  
**Patricia Dixon** – Professor  
**James Gilardi** – Professor  
**Robert Jones** – Professor  
**Leah “Jackie” Martin-Klement** – Professor  
**Wendy Metzger** – Professor  
**Fergal O’Doherty** – Professor  
**Susan Snow** – Professor  
**Cynthia Torgison** – Professor  
**Anne Voth** – Professor

**Motion 6** MSC: Fererro/Faulkner

Faculty Senate approval to move this Information Item to Action.

The motion carried.

**Motion 7** MSC: Fererro/Faulkner

Faculty Senate approval of granting emeritus status to Kathleen Grove (see Exhibit 5):

The motion carried.

### **Kathleen Grove – Professor, Sociology**

#### **B. Educators for Equity, Diversity, and Cultural Consciousness (EEDCC) Committee Co-Coordinator Vacancies - Nelson**

Senate President Nelson announced that the only EEDCC co-chair has resigned. One of the co-chair positions needs to be occupied by a Senator. Release time is now available beginning either this Fall or next Spring. Current committee members Michael Mufson and Patricia Menchaca have both volunteered to co-chair the committee. Senators agreed that one of these volunteers should consider applying for a vacant Senator seat or an exception to this requirement will be discussed later by Senate.

#### **C. New Education/Facilities Long Range Plan Taskforce (Exhibit 6) - Nelson**

President Nelson said the new Educational and Facilities Long Range Plan Task Force will steward the development of the College's new Educational and Facilities Long Range Plan, Master Plan 2035. Nelson pointed out that an additional faculty member was added to the taskforce representing the institution's work related to DEI/AA. This and other faculty positions appointed by Faculty Senate will also be needed. These particular faculty positions will be open to all faculty. Senator Zavodny will get a call out to faculty this week.

#### **D. Committee Structures (Exhibit 7) – Zavodny**

Senator Zavodny shared and summarized the exhibit. Zavodny explained that researching these committees was difficult especially since governance structure forms for most of the committees can't be found. She said there is no centralized location that houses the oversight or management of all the committees. Zavodny would like to see all of Faculty Senate committees updated this academic year and to formalize integrating Brown Act requirements where applicable. She would also like to formalize a template for agendas and minutes and meeting modality for all committees.

Vice President Jenny Fererro said legal counsel for the District stated the only bodies who fall under the Brown Act are the Governing Board, Faculty Senate, Curriculum and ASG and doesn't include any subcommittees of these bodies. President Rivera-Lacey discussed the need for committees (Governing Board, Faculty Senate, Curriculum and ASG) that fall under the Brown Act meet on campus in person and voting must take place in person as well. Senator Lawson added this was also the guidance given to PFF from President Lacey-Rivera.

President Nelson has asked College Council to revisit the Governance Structure Form for much needed updates so committees can provide good consistent information. Some Senators supported the suggestion that all subcommittees of Faculty Senate who have standing meetings should also fall under the Brown Act. Senator Zavodny said that

subcommittees do make decisions that do not come through Faculty Senate and because of that, they too should be required to follow the Brown Act.

Senator and Curriculum Co-Chair Ben Mudgett shared that many of these committees are doing valuable and difficult work on DEIA efforts. Some of the work is not embraced by community groups who will do anything possible to stop this important work. Its important to make sure these committees are following the proper rules so their work does not get under mind simply because the committee wasn't following Brown Act rules.

President Nelson said she will revisit this issue with President Rivera-Lacey.

Nelson asked Committee on Committees to create a plan to implement the recommendations shown today during the presentation.

**E. Revisit 21-22 Goals (Exhibit 8) - Nelson**

President Nelson reviewed the goals from 2021-2022 and explained the status of each. Current goals and new goals will be discussed at the Senate retreat later this semester.

**F. Senate Expectations (Exhibit 9) - Nelson**

President Nelson shared the exhibit explaining what is detailed in the faculty constitution. The three expectations are 1) to attend Senate meetings regularly 2) to stay informed about state and local policies relating to the welfare of the College and 3) to serve on at least one academic, Senate, ASCCC, or governance committee throughout their tenure on Senate.

**G. Senate Retreat – possible dates - Nelson**

President Nelson said a Senate Retreat is expected this Fall but the date has not been set yet. She is waiting until some of the vacant Senator seats are filled. Another possible option is to hold this retreat during one of Senate's regular Monday meetings.

**H. PT Faculty Workgroup Report (Exhibit 10) – Dalrymple**

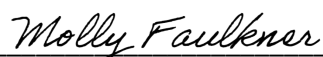
Senator Will Dalrymple, Senator Anastasia Zavodny, Senator Shelbi Hathaway and Nicole Siminski presented updates on recent PT successes for three groups: the PT Equity Workgroup of the Faculty Senate, PFF Negotiations, and the PFF Parity Project. New to this semester include gains in compensation and healthcare in Negotiations and a new website for the Parity Project at [www.parityforpalomar.org](http://www.parityforpalomar.org).

**I. Snacks at Meetings - Nelson – Tabled.**

**J. Reports - Nelson – Tabled.**

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

Respectfully submitted,

  
\_\_\_\_\_  
Molly Faulkner, Secretary

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Name	Division	Department	Committee	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 and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	Given the core values of the EEDCC subcommittee, what would make you an effective member of EEDCC?	What would you do within your role on the EEDCC Subcommittee to stay current on matters of diversity, equity, inclusion, accessibility, and antiracism while engaging and inspiring others in this work?	What do you see as the biggest challenge(s) to advance diversity, equity, inclusion, accessibility, and antiracism at Palomar College? How could this subcommittee help the college address these challenges?	Action: Confirm
Amanda Fierro	L&L	English	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Faculty, at large (22-23)	<p>To utilize an equitable and anti-racist lens in my work on this committee, I will consistently work with my colleagues to identify biases present within the work we do, practice accountability, and commit to actions to enforce equity and anti-racism. I will commit to learning about diversity, equity, inclusion, and antiracism by seeking out resources to keep my perspective informed and work with others to determine the appropriate practices to employ when considering diversity, equity, inclusion, and antiracism.</p>	<p>The knowledge, skills, and abilities that I bring to this committee is six years of experience working in higher education and advocating for equitable, diverse, inclusive, and anti-racist resources within the academy. I have participated in several trainings on DEIA and trainings and actively employ various methods and practices in my courses to enforce DEIA. I have collaborated with other faculty to modify curriculums and developed classroom strategies with a DEIA focus.</p> <p>I am also currently pursuing a doctorate degree with a focus on DEIA in higher education.</p>	<p>I believe my strong commitment to the values of DEIA will make me an affective member of EEDCC. By joining this committee, I hope to continue to develop my knowledge around DEIA practices within the classroom and college environment in hopes to help students and colleagues succeed in this area. My prior experience working with DEIA practices in the past could also be of us in this space as I can help others work to modify their pedagogical practices to reflect DEIA.</p>	<p>To stay current on matters of diversity, equity, inclusion, accessibility, and antiracism I will seek out resources to help myself and colleagues practice this work in their classrooms and within the college environment. I will also personally practice DEIA self-reflective methods in order to ensure I too am developing the skills to foster an environment that is DEIAA for students and faculty.</p>	<p>One of the biggest challenges to advance DEIAA at Palomar College may be students' or faculties' misinterpretation of what DEIAA requires. Some students may struggle with the idea and need it explained to them as it is practiced within courses and around the campus environment. Similarly, faculty may struggle to find methods and practices that best suit their courses while trying to integrate DEIAA materials.</p>	

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Name	Division	Department	Committee	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 and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	ACTION
Mark Clark	MSE	Mathematics	AB705 Support Subcommittee	Faculty Math (22-23)	Much of this committee is dedicated to DEI/AA and is my main goal in participating. Helping students through proper placement and quality support programs for all students.	I am currently the co-AB705 coordinator for the math department and am charged with leading our work in implementing AB705. I have also helped organize the Grading for Equity book club last Fall semester.	
Alyssa Vafaei	Student Services	Disability Resource Center	Comets Affordable Learning Materials Committee (CALM)	DRC representative	As a disability professional I spend every waking moment, and sometimes in my dreams, fighting for and promoting equity for disabled students at Palomar College. Over time, particularly throughout the pandemic, I have learned about the significant intersectional identities that cross with disability, and how our students are multiply impacted by racist, sexist, homophobic, and ableist systems at play in higher education, and Palomar College is no exception. I take these system-impacted and justice-impacted lenses with me to every table where I am invited, and to some where I am not.	I believe the CALM Committee is justice and access-oriented, and I want to help strengthen their team with numbers and with the accessibility and usability frameworks used by the Disability Resource Center. When course materials are made accessible and usable to disabled students, there is typically the added bonus of said materials becoming more accessible to non-disabled students too.	
Alyssa Vafaei	Student Services	Disability Resource Center	Distance Education Committee (DE)	Faculty, DRC (22-24)	As a disability professional I spend every waking moment, and sometimes in my dreams, fighting for and promoting equity for disabled students at Palomar College. Over time, particularly throughout the pandemic, I have learned about the significant intersectional identities that cross with disability, and how our students are multiply impacted by racist, sexist, homophobic, and ableist systems at play in higher education, and Palomar College is no exception. I take these system-impacted and justice-impacted lenses with me to every table where I am invited, and to some where I am not.	I believe the DE Committee is justice and access-oriented, and I want to help strengthen their team with numbers and with the accessibility and usability frameworks used by the Disability Resource Center. When course materials are made accessible and usable to disabled students, there is typically the added bonus of said material becoming more accessible to non-disabled students too.	
Tracy Johnston	MSE	Mathematics	Evaluations Appeals Committee (EAC)	At large, tenured, full time, 22-24	It is important to make sure that any evaluation complaints are based on and considered through the lens of what the person's professional responsibilities are, how they conducted themselves, and the guidelines they were provided by their department. We need to consider the possibility of cultural misinterpretations or similar types of problems that lead to poor communications or lack of understanding between the groups. We should ask the questions: Is this a real problem? Was it appropriately addressed by the committee? Were alternative solutions sought and applied? Were real efforts made to fix the problem? Did the appellant meet their responsibilities?	I have served on this committee before on several appeals. I have learned more about DEI/AA since then and believe I am more sensitive to the possible problems/biases people might unconsciously bring to the issue.	
Steve Perry	MSE	Computer Science and Information Technology	Food Services Subcommittee	Faculty, at-large (22-24)	I will request that there is a diversity of ethio/cultural food groups that are considered	I have served on this committee 2 times over the past 20 years.	
Christopher [Chris] Sinnott	AMBA	Performing Arts	Professional Development Committee (PD)	Faculty, AMBA (22-24)	I look hope to continue advocating, collaborating, promoting, and providing DEI/AA-oriented PD Activities designed for all employees (full- and part-time, CAST, Faculty, and beyond). We need to lead by example in our content and our actions.	Following my parents examples, I have led a life in service and dedication towards the advocacy of Diversity, Inclusion, Antiracism, Disability-Awareness / Anti-"Ableism," LGBTQIA+Equity. In my roles as a student, professional theatre designer, and professor, my primary objective is to find and produce productions that inspire empathy, respect, and tolerance for one-another. My teaching philosophy is centered on the simple principle that knowledge and success can only thrive in an environment of mutual trust and respect. With this philosophy, and the tools of my trade, I have a wealth of experience and practical examples from which I can draw upon when designing, collaborating, or revising any PD activity.	
Lisa Casas	SBS	Early Childhood Education Lab School	Professional Development Committee (PD)	Faculty, SBS (22-24)	I will utilize my knowledge and outreach with the diverse community we serve in Escondido to navigate the conversations and topics within the committee. It is important that all communities are represented equitably.	I am currently the Site Supervisor for our Escondido ECELS which provides me with a great deal of knowledge regarding the ECELS, Escondido campus, and the community. I feel that I can bring value to the committee by bringing awareness to the needs of the ECELS and Escondido campus in regards to PD activities. I appreciate the opportunity to work on the committee.	

## **PALOMAR COMMUNITY COLLEGE DISTRICT STUDENT GRADE DISPUTE POLICY AND PROCEDURES**

### **I. POLICY**

Recognizing the importance of the integrity of the grading process, by dictate of the California Education Code, it is the policy of the Palomar Community College District to limit the assignment of final grades to each instructor, except in cases where an instructor has clearly violated § 55025 of the California Education Code (Title V). Students may dispute final grades only when the student can provide proof that § 55025 of the California Education Code (Title V) has been violated. See below for definitions. Without such proof, only the instructor who assigned a final grade can choose to change that final grade. Students can seek resolution of their dispute as outlined in the Student Grade Dispute Policy and Procedures. Students must initiate the dispute within one semester of the final grade being submitted. Students may ask any faculty, staff, or administrative member of the District for guidance in following the procedure, but students are responsible for proving their own case for a grade dispute.

### **II. DEFINITION OF TERMS**

*Grade Dispute* A claim by a student that his/her final grade was given by the instructor in violation of Title V, § 55025.

*Instructional Day* A day when classes are scheduled, excluding summer and intersession and Saturdays and Sundays.

*Semester* One fall or spring semester as defined by the District calendar. For purposes of the grade dispute procedure, summer and intersessions do not count as semesters. Grade disputes for classes that take place in spring, summer, or intersession must be initiated no later than the fall semester immediately following summer. Grade disputes for classes that take place in fall must be initiated no later than the following spring semester.

Title V, § 55025 states:

“In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with this article. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency.” The California Education Code may be found at [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

When determining whether or not a mistake, fraud, bad faith or incompetence has occurred, all parties need to consider the legal meaning of these terms, defined in Black’s Law Dictionary as:

***Mistake*** Some unintentional act, omission, or error by the instructor.

***Fraud*** An intentional perversion of the truth for the purpose of inducing another to part with something valuable or to surrender a legal right.

***Bad Faith*** Synonymous with fraud, neglect, or refusal to fulfill some duty or contractual obligation, not prompted by an honest mistake as to one’s rights or duties.



***Incompetence*** Lack of ability, legal qualification, or fitness to discharge a required duty.

### III. INFORMAL GRADE DISPUTE RESOLUTION PROCEDURES

Before initiating formal grade dispute procedures, the student shall attempt to resolve the dispute informally by meeting with the instructional faculty member who issued the grade in dispute and instructional administrator. The student may dispute grades only when there is evidence that Title V, § 55025 has been violated. The intent of the informal grade dispute procedure is to strongly encourage and support all possible attempts to resolve the dispute with the faculty member.

The student should follow the process described below in an attempt to informally resolve his/her dispute.

- a. The student must make the initial dispute to the instructor of record for the class in question within one semester of the final grade being submitted. If the instructor is on contract, the instructor has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- b. If the student has not resolved his/her dispute with the instructor, to proceed, the student must present his/her dispute to the chair of the department that offered the class of the grade in question. The department chair has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- c. If the student has not resolved his/her dispute with the instructor and department chair, to proceed, the student must present his/her dispute to the academic or counseling dean of the division. The dean has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- d. At levels b, and c listed above, the department chair or administrator in question does not have the authority to change the grade that was issued by the instructor. Rather, his/her role is to hear the dispute as presented by the student and earlier involved faculty members/administrators. If, after consultation with the instructor and department chair, the dean feels that Title V, § 55025 may have been violated, the student can request that the Vice President for Instruction pursue the Formal Grade Dispute process outlined in section IV.
- e. In cases where the instructor of record for the class in question is on sabbatical or other leave, the dispute calendar will be extended until the semester that the instructor returns, within one calendar year. In cases where the instructor is on leave for more than one calendar year, or is unavailable for return or contact, another faculty member may substitute for the instructor, as specified in Title V, § 55025.
- f. If no violation of Title V, § 55025 is found by the department chair, or academic or counseling dean, the instructor's decision is final, and no formal grade dispute will proceed. The academic or counseling dean involved will inform the student, instructor, and department chair in writing of the finality of the instructor's decision and the completion of the grade dispute process within 15 instructional days, excluding summer and intersession.

#### IV. FORMAL GRADE DISPUTE RESOLUTION PROCEDURES

If the academic or counseling dean finds that there is a potential case of a violation of Title V, § 55025, the student may file a request with the Vice President for Instruction for a formal review by the Vice President of Instruction. The student must initiate the dispute process within 15 instructional days, excluding summer and intersession, of receiving from the academic or counseling dean notice of a potential case of a violation of Title V. Grade disputes pursued after this time will not be accommodated.

Students must complete the Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website), including the following typed and signed information in their request for a formal review:

- a. A clear and concise statement of the dispute that must include details of the specific violation of Title V, § 55025.
- b. The name of the instructor, course ID, section number, and semester of the class of the disputed grade
- c. Identification of the resolution, corrective action, or remedy being sought.
- d. A detailed summary of the actions already taken to resolve the issue, including dates and times for meetings that occurred during the Informal Grade Dispute procedure.
- e. Copies of all documents, assignments, or related materials indicating that Title V, § 55025 has been violated.

The Vice President for Instruction, upon receiving the student's request for a formal review will follow the process outlined below.

#### V. FORMAL REVIEW

- a.
  - i. Review the request submitted by the student.
  - ii. Receive a signed written statement from the instructor, department chair, and academic or counseling dean, specifying all relevant facts as discovered during the Informal Grade Dispute Procedure and the reasoning and evidence for Title V, § 55025 violation.
  - iii. Hear testimony, examine witnesses, and receive all evidence pertaining to the case, as determined to be necessary.
  - iv. Evaluate testimony and evidence in terms of Title V, § 55025.
- b. Upon conclusion of the consideration of the formal grade dispute resolution request and all evidence, the Vice President for Instruction will make a recommendation to the Superintendent/President of the District.
- c. The Superintendent/President of the District shall review the recommendation of the Vice President of Instruction and make a final decision within 15 instructional days, excluding summer and intersession.

- i. If the Superintendent/President's decision is to change the grade, the new grade determined by three faculty members selected by the department chair shall be the final grade assigned. When possible the three faculty members determining the grade will be the department chair and two other faculty members from the discipline in question. The faculty members will determine a new grade based on the information they have available, as well as the request of the student in the original request for a formal hearing. In no way, however, will the help of the faculty members in arriving at a grade be construed as their rendering a judgment on whether or not there has been a Title V , § 55025 violation. One of the three faculty members will sign and file the official grade change form in Enrollment Services for appropriate recording of the new grade.
- ii. If the Superintendent/President's decision is to uphold the grade, the instructor's decision regarding the grade dispute is final.
- iii. The Superintendent/President of the District will inform the student, instructor, department chair, and academic or counseling dean in writing of the decision.

All documentation from the informal and formal procedures will be housed in the Office of Instruction in order to preserve the confidentiality of all records related to the process.



## Formal Grade Dispute Resolution Review Request Form

Before filling out this form, the student must have followed all steps in the Informal Grade Dispute Resolution Procedures. This form must be filed within one semester of the instructor of record's response in the Informal Grade Dispute Resolution Procedures. Please see the Student Grade Dispute Policy and Procedures for details and complete timeline.

This form must be typed. All supplemental information/additional pages must be typed where possible.

STUDENT NAME: \_\_\_\_\_ STUDENT ID#: \_\_\_\_\_

Last, First, MI

TODAY'S DATE: \_\_\_\_\_ mm/dd/yyyy

### CLASS INFORMATION FOR CLASS IN QUESTION:

COURSE NAME/ID: \_\_\_\_\_ SECTION #: \_\_\_\_\_

SEMESTER/YEAR: \_\_\_\_\_ INSTRUCTOR NAME: \_\_\_\_\_

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Please provide a clear and concise statement of the grade dispute, including details of the specific violation of Title V, § 55025. Use additional pages if necessary.

Identify the resolution, corrective action, or remedy to this dispute being sought. Use additional pages if necessary.

Please provide a detailed summary of all actions already taken by the student to resolve the issue, including dates and times for all meetings that occurred during the Informal Grade Dispute Procedure. Use additional pages if necessary.

Please attach copies of all documents, assignments, or related materials that indicate that Title V, § 55025 has been violated.

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Students- please retain a copy of this completed form for your records. Please submit completed form and all related documentation to the Vice President of Instruction, Office of Instruction, AA-103.

**STUDENT SIGNATURE:**

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By signing this form, you are indicating that all information provided is complete, accurate, and relevant to the best of your knowledge.

MiraCosta College highly values academic integrity. As outlined in Board Policy 5505: Academic Integrity, students have the right to appeal a faculty-initiated academic dishonesty decision and/or remedy. This means that any student who is determined by a faculty member to have engaged in behavior that is deemed a violation of their academic integrity policy such as cheating, plagiarizing, falsification of information, or helping other students to cheat, etc., has the right to appeal a faculty member's decision and/or remedy (e.g., lowering of a grade as result of behavior deemed a violation of the faculty member's academic honesty policy). Please note that this policy is specific to faculty-initiated decisions and/or remedies in response to claims of academic dishonesty. All appeal requests that involve decisions and/or resolutions determined by the Office of Student Affairs must follow the processes and conditions as outlined in Administrative Procedure 5520: Student Conduct Procedures.

The process to appeal a faculty decision (and/or remedy) is as follows:

- A. Within ten (10) days, the student may appeal the faculty member's action by submitting a written appeal request to the department chairperson via email. The written request should include a description of the alleged behavior in question, the faculty member's decision and/or remedy, detail what the student is specifically appealing (decision and/or remedy), and any information the student deems relevant that they would like to include. The department chairperson must respond to the student in writing within ten (10) days of when the appeal was submitted with their decision. The chairperson's decision may be to uphold the faculty member's decision and/or remedy, to overturn the faculty member's decision and/or to modify the faculty member's decision and/or remedy.
- B. If the student wishes to appeal the department chairperson's decision, they may make a final written appeal to the Vice President, Instructional Services, within ten (10) days of receiving the chairperson's decision. The vice president's decision is final and will be delivered to the student within ten (10) days via email.
- C. A successful appeal of a faculty member's determination that a student has been academically dishonest does not automatically change the final grade in the course. To appeal the final grade in a course, the student must follow the procedures outlined in Administrative Procedure 4231 on grade changes.

MiraCosta College highly values academic integrity. At the core, this means producing an honest representation of one's own work. MiraCosta College also promotes the approach that education is best accomplished as a cooperative, collaborative enterprise in which students are encouraged to work with and learn from each other. The line between academic integrity and collaborative education is not always easy to define and may vary from one discipline to the next and from one instructor to the next. Many aspects of cheating and plagiarism are universally recognized, while others are subject to debate.

This policy provides general guidelines that outline common definitions of academic dishonesty and affirms the right of instructors to employ more detailed academic integrity policies according to their preferences and practices when teaching their respective courses. Faculty are encouraged to outline their policies on their course syllabus. Students are encouraged to review each course syllabus to understand the academic integrity policies of the faculty and course.

Examples of academic dishonesty include, but are not limited to, the following:

- A. Cheating: Copying another person's work or using unauthorized aids, including technology such as cell phones or watches, during an examination, quiz, or assignment.
- B. Plagiarizing: Copying someone else's work or ideas and misrepresenting them as one's own.
- C. Falsification: Making up fictitious information and presenting it as factual or altering records for the purpose of misrepresentation.
- D. Facilitation: Helping another student to cheat, plagiarize, or falsify information. This can include writing a paper for another student, referring a student to a website that offers services that fall under the aforementioned examples of academic dishonesty, or knowingly allowing a student to copy your own work.

There are two areas that address concerns about behavior that may be deemed a violation of academic integrity. These areas are: (1) faculty-initiated remedies and (2) referrals to the Office of Student Affairs to address alleged violations of AP 5500: Standards of Student Conduct.

- (1) Faculty-initiated remedies for violations of academic integrity may include a verbal warning, a lowered assignment grade, and/or submission of an academic integrity report to the Office of Student Affairs. Instructors may consult with the dean of Student Affairs or their designee to review appropriate remedies per state statutes and codes. Students have the right to appeal faculty-initiated remedies as outlined in Administrative Procedure 5505: Academic Dishonesty - Appeal Process.
  
- (2) Faculty are encouraged to submit reports of alleged violations of Administrative Procedure 5500: Standards of Student Conduct to the Office of Student Affairs. The Office of Student Affairs provides an educational experience for students when there are alleged violations of the Standards of Student Conduct to decrease the likelihood of recurrence. In particular, if the student has allegedly violated the Standards of Student Conduct before, the Office of Student Affairs may address alleged violations as outlined in Administrative Procedure 5520: Student Conduct Procedures.

See Administrative Procedure 5500: Standards of Student Conduct and Administrative Procedure 5520: Student Conduct Procedures for additional information.



## SECTION 12: GRANTING OF EMERITUS STATUS

Emeritus Status shall be granted by formal action of the Faculty Senate to full-time faculty retiring from the District who served for at least twenty years as members of the faculty at Palomar College, with at least ten years of service as a full-time faculty member.

Lisa Yon, 25 Years

Perri Gellman – Professor (18)

Emeritus Status may be granted to full-time faculty with at least fifteen years' service to Palomar College provided they receive a majority of the votes cast by the Faculty Senate of Palomar College and meet one or more of the criteria listed below:

I. Served on the Faculty Senate for at least two years.

NO

II. Served for a total of four years on one or more Faculty Senate Committees.

III. Served for a total of six years on any other active (meets at least four times per academic year) college committee.

IV. Has demonstrated extraordinary dedication to students and the discipline as evidenced by nomination by five faculty members and a review by an ad hoc committee of the Faculty Senate.

2-yr term on Matriculation and Transfer Committee (2004-2006) Was this a Senate Committee

At least one 2-yr term on Basic Skills (2010-2012) (maybe a second 2-yr term?) Was this a Senate Committee?

Two 2-yr terms on PFF e-Board = 4

One-and-a-half 2-yr terms on TERB (maybe 2009-2012) = 3

# Proctoring Exhibit

The Faculty Senate passed a resolution in the Spring of 2021 to oppose third-party remote proctoring software. The resolution called for the end of a contract with a third-party proctoring service called Proctorio and for Palomar faculty to be offered alternatives to third-party proctoring.

The resolution led to the following changes:

1. Palomar ceased using the proctoring program called Proctorio in June 2022.
2. Palomar launched its own online proctoring program with live proctors on Zoom in May 2022.
3. Palomar launched a Canvas-based Accessibility and Universal Design course that is available for all faculty to take as part of their PD Hours
4. Palomar sent to all faculty the following resources for alternative proctoring options.

## 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](#)
5. Palomar published all of this information on a public [website](#) for faculty, staff and students.
  6. Also note the recent [news](#) about room scans, which is part of many third-party proctoring services.

The request from the Senate: The Distance Education Committee, ATRC and Instruction Office are looking for guidance from the Senate on next steps. Faculty have not used Palomar Online Proctoring so far and are calling for the return of third-party proctoring.

**Should we continue to offer faculty to try Palomar Online Proctoring?**

**Should we allow third-party proctoring on a limited basis?**

**Should we suggest an MOU for faculty training in authentic assessment?**

**Is there a different solution?**

## Faculty Senate Resolution on Proctoring Software

WHEREAS the COVID-19 pandemic catalyzed a shift to online, remote learning beginning in Spring 2020 which increased the use of third-party remote proctoring software at Palomar College to facilitate classroom assessment activities, and

WHEREAS the use of third-party remote proctoring software creates a default assumption that all students are guilty, thereby unacceptably lowering expectations for student conduct and

achievement, and that other methods of assessment (such as authentic assessment) exists that can both assess student learning and reduce the possibility of cheating, and

WHEREAS a number of educational institutions around the country have restricted or banned the use of third-party remote proctoring software and the CCC Chancellor's Office will no longer fund the use of third-party remote proctoring software, which has an annual cost of more than \$18,000, and

WHEREAS the use of third-party remote proctoring software is an invasion of student privacy, can increase anxiety and negatively impact student performance on assessments, places technological and equipment demands on students that have financial impacts, and is an inequitable assessment solution as it disproportionately and negatively impacts BILPOC students, students with certain physical or psychiatric disabilities/limitations, students performing childcare duties during the time of assessment, and others, and

WHEREAS Palomar College's Associated Student Government has shared student concerns about the use of third-party remote proctoring software.

BE IT RESOLVED that the Faculty Senate opposes the use of third-party remote proctoring software which includes synchronous or asynchronous video recording, recording of biometric data, recording of private student spaces, or collection of any other private data by third-party providers in Palomar College courses, and

RESOLVED that before the end of the 2020/21 academic year the Faculty Senate will identify faculty who are utilizing third-party remote proctoring software and provide them with recommendations and guidelines for the limited use of third-party remote proctoring software that can help reduce inequities and negative impacts for students, as well as, alternatives such as utilizing Authentic Assessments.

RESOLVED that the Faculty Senate will ensure that any remaining or future ATRC training on the use of third-party remote proctoring software will include the Faculty Senate guidelines for appropriate usage, 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.