



FACULTY SENATE MEETING

September 12, 2022

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
August 29, 2022

APPROVED

PRESENT: Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Leanne Maunu, Ben Mudgett, Scott Nelson, Wendy Nelson, Alyssa Vafaei, Elena Villa Fernández de Castro, Anastasia Zavodny

ABSENT: Sergio Hernandez, Leigh Marshall

GUESTS: Melissa Bagaglio, Renea Burns, Jeff Epstein, Barbara Hammons, Vikash Lakhani, Teresa Laughlin, Billieanne McLellan, Pippa Pierce, Netta Schroer, Sherry Titus

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 2:35 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS – No public comments.

ANNOUNCEMENTS

Senate Secretary Molly Faulkner announced that a free concert hour series takes place every Thursday beginning at 1 PM. The concert takes place face-to-face in the theater or in D-10. The concert will also be live streamed.

Lawrence Lawson, Senator and PFF Co-President said a PFF report is not included this week because PFF met after the 5 PM Thursday deadline but will appear in next week's reports.

Senator Lawson also made the following statement:

This weekend, a candidate for Palomar College Governing Board sent an email to District residents saying this:

The radical left is turning our educational institution into a place to indoctrinate students. Palomar College even put an "Educator for Anti-Racism" sign on the website. They kept spending hours in their board meetings to discuss "Diversity, Equity, and Inclusion" (DEI) and even ask all their faculty candidates to make a DEI statement, which is clearly a political filtering that will harm academic freedom. However, all those ideologies are based on race and will divide our country by race. We have to stop that communist ideas and tactics. [sic]

If you're as concerned about these comments coming from a candidate for our Governing Board, please talk with me. PFF members will get relevant information in their off-campus emails in the next day or two.

Senate President Wendy Nelson encouraged Senators to join the Education/Facilities Long Range Plan Taskforce.

AGENDA CHANGES – The order of Information Items may change.

APPROVAL OF MINUTES

Motion 1 MSC: Faulkner/Zavodny

Faculty Senate approval of meeting minutes dated August 22, 2022 as amended (Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Senator and Curriculum Co-Chair Ben Mudgett reported no action needed.

B. Committee Appointments

Motion 2 MSC: Zavodny/Hathaway

Faculty Senate approval of the following faculty committee confirmation (Exhibit 2):

Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC) – **Amanda Fierro**, Faculty, At-large (22-23)

The motion carried.

Motion 3 MSC: Zavodny/Maunu

Faculty Senate approval of the following faculty committee confirmation (see Exhibit 3):

Abstention: Lawrence Lawson

The motion carried.

- AB705 Support Subcommittee – **Mark Clark**, Faculty, Math (22-23)
- Comets Affordable Learning Materials Committee (CALM) – **Alyssa Vafaei**, DRC Representative
- Distance Education Committee – **Alyssa Vafaei**, Faculty, DRC (22-24)
- Evaluations Appeals Committee – **Tracy Johnston**, At-large, tenured, full time (22-24)
- Food Services Subcommittee – **Steve Perry**, Faculty, at-large (22-24)
- Professional Development Committee – **Christopher (Chris) Sinnott**, Faculty, AMBA (22-24)
- Professional Development Committee – **Lisa Casas**, Faculty, SBS (22-24)

Senator and Committee on Committees Chair Anastasia Zavodny said calls continue to go out for positions on several committees. She asked Senators to encouraged colleagues in their own departments to volunteer. Senator Zavodny said it has also come up of when part-time faculty can volunteer for committees if they don't have current class assignments and Zavodny believes that Senate has not formalized a position on this issue. President Nelson said this is a topic Committee on Committees should discuss and then bring a recommendation back to Senate. Senator Zavodny said there are vacancies on this committee and she'd like to fill them.

INFORMATION ITEMS

A. Academic Integrity Policy (Exhibit 4) – Titus

Sherry Titus began the presentation recognizing the increase in academic integrity issues across that State and at Palomar College. Palomar does not have an integrity policy in place. Palomar does have a Standard of Student Conduct

but Palomar does not have an AP 5505 which covers academic integrity. Titus shared Mira Costa's policy. https://www.miracosta.edu/office-of-the-president/board-of-trustees/_docs/5505BP-AcademicIntegrity.pdf

Titus then discussed Faculty Senate's webpage outlining its process for academic integrity in terms of a flagrant violation where faculty are allowed to issue an F grade for one instance of cheating or plagiarism. Her intention is to create a district policy and procedure around academic integrity so it is codified. Once in place, this could be linked to Senate's page and to the Standard of Student Conduct.

Senate's position on how failing grades are determined: <https://www.palomar.edu/facultysenate/academic-honesty-process-guidelines/>

Informal and Formal Grade Dispute:

https://www2.palomar.edu/pages/facultysenate/files/2016/03/StudentGradeDisputePolicyProceduresFormRevised_928_2015.pdf

Titus said her office gets requests from faculty to investigate how a student posted to various online databases like Course Hero and Chegg. She is unable to provide evidence to faculty that this student was the cause. Titus said she has no mechanism in place to allow her to do this and often times, these companies don't have the ability to track or trace where the post is coming from either.

Titus recommended that since violations of academic integrity fall under the Faculty Senate's purview, Faculty Senate needs to begin the process of creating policy regarding this issue and that language could be added to AP5500 and could be linked to the consequences around some of these behaviors.

The following comments were made by Senators and faculty:

- This presents a great opportunity for Faculty Senate to have conversations about academic integrity and to have policies codified.
- Although the current language and policy needs to be updated, there is some reluctance to take this to the District since this matter clearly falls on the shoulders of Faculty Senate. Faculty Senate can be nimble in making timely updates that are necessary. This is solely an academic matter and shouldn't have to be vetted through any constituency group at Palomar.
- AP 5500 updates are necessary and can be codified by the District but specify complete oversight by Faculty Senate.
- In addition to Faculty Senate updating the policies, the policies must be more direct and evident to students.
- This work falls under Faculty Senate's Professional Standards & Practices Committee who last updated this policy in 2015.
- Institutional or broader response is needed for a narrative or communication seen by students that academic integrity is essential at Palomar College.
- This academic integrity message can be integrated throughout Palomar's publications, materials and advertisements showing there is always an expectation of integrity at Paloma College.
- Faculty can subscribe to Chegg and get a copyright DMCA Review. Chegg will remove the materials. The subscription isn't free and the District needs to find funds to support these and other similar efforts.
- Other colleges hire staff to scour through database and websites to get the "illegal" information removed.
- Other institutions also use Anonymous to do data reporting. This reporting identifies the number of complaints and how many academic integrity violations occurred. This system doesn't identify students or faculty but allows up to date accounting of the problem.
- Research potential legal action against Chegg or similar websites that allow these violations to take place (Pearson College v. Chegg).
- ASG can play a bigger role in promoting academic integrity by adopting a goal to support this effort.

President Nelson said this matter will come back to Senate for further discussion in the future.

Sample Policy and Process presented by Sherry Titus:

MiraCosta: Academic Integrity Policy

<https://www.miracosta.edu/office-of-the-president/board-of-trustees/docs/5505BP-AcademicIntegrity.pdf>

MiraCosta: Academic Dishonesty Appeal Process:

<https://www.miracosta.edu/office-of-the-president/board-of-trustees/docs/5505AP-AcademicDishonestyAppealProcess.pdf>

B. Faculty Emeritus - Lisa Yon (Exhibit 5) - Nelson

Motion 4 MSC: Faulkner/Hathaway

Faculty Senate approval to move this Information Item to Action.

The motion carried.

Motion 5 MSC: Faulkner/Lawson

Faculty Senate approval to grant emeritus status to the following faculty:

Lisa Yon

The motion carried.

C. Faculty Emeritus - Perri Gillman (Exhibit 6) - Nelson

Motion 6 MSC: Fererro/Faulkner

Faculty Senate approval to move this Information Item to Action.

The motion carried.

Motion 7 MSC: Faulkner/Maunu

Faculty Senate approval to grant emeritus status to the following faculty:

Perri Gillman

The motion carried.

D. Proctoring for 2022-2023 (Exhibit 7) – Hiro

Senator and DE Chair Erin Hiro summarized the exhibit. Regarding online proctoring, Senator Hiro said a recent court ruling came down making room scans unconstitutional. Some Palomar faculty are saying that authentic assessments don't work for their classes. A few faculty have tried to participate in Palomar's online ZOOM proctoring but the availability doesn't match their testing needs. Live online proctoring isn't being utilized because the hours the proctors are available and paid for are not what faculty want. Often faculty want proctoring to take place on Saturdays and Sundays but proctors are only available Monday through Friday. Occasionally, faculty aren't supplying enough notice to get a proctor in place (like the next day) or a very narrow window for assessment.

Senator Hiro said Instruction will back whatever faculty need and Faculty Senate needs to tell us what those needs are. ATRC said they can amp up authentic assessment training if needed. Hiro asked Senate if online proctoring should be funded now. Should another third-party proctoring option be explored if it can be limited in some way (no camera or only lockdown browser)? Should PFF request additional funding for faculty to further their authentic assessment trainings?

Comments included the following:

- Palomar’s online proctors can not work from home. It was pointed out that this isn’t a legal obstacle rather it’s simply a District policy.
- World Languages needs to be able to “hear” students for verbal assessment
- Math for example, faculty need to “see” the problem being worked out on paper and online proctoring makes this difficult.
- Some faculty won’t use what’s being offered to them because it doesn’t meet their needs, instead of figuring out how to use what’s available and make their own adjustments. There is not unlimited funding and resources available for each and every faculty to have their own individualized program.
- A week before classes began, faculty were told there wasn’t going to be online proctoring available and why was Proctorio eliminated without a reliable back up plan in place?
- If Palomar continues to push for online proctoring, they do need to accommodate the needs of all the faculty.
- If Faculty Senate told faculty that Proctorio was ending in June 2022 and that online proctoring will be made available through Palomar, then Palomar must find the funding for this.
- Palomar was trying to correct some legal issues and equity issues by moving away from third-party proctoring. The way to correct this is to make sure the “online proctoring plan” is in place by fixing problems and pushing forward.
- Funding for online proctoring can become available but Hiro wants to make sure faculty will use it before moving forward.
- Proctorio was originally supposed to be funded using HERFF funds but VP Kahn used funds from Guided Pathways. Guided Pathways can no longer fund any third-party proctoring program.
- Senator Hiro did report in May that funding for online proctoring was no longer available and shared her concern with Faculty Senate.
- Star Tutors are currently available to proctor just during regular Star Center hours. Their wages are already built into the Star Center budget. Additional hours for proctoring need to be funded.
- Students who are going to cheat will always find a way to cheat. A push for an academic integrity culture at Palomar is the means to make any and all online proctoring work.
- Students should be making proctoring appointments instead of walking in.
- Best practices from the State say students should have a full week window to take an online proctored test.
- DRC has a reliable testing center that can be accessed for tips to overcome online proctoring issues.
- The campus face-to-face proctoring center is currently located on the third floor of the Library but is moving to the Humanities Building.
- If a class is DE, faculty can’t require the student to come to campus to take a test. Best option is to make the class a Hybrid to overcome this obstacle.
- A student-oriented proctoring webpage needs to be developed making it easier for students to find information.
- If online proctoring is made available now, there’s a good chance it won’t be utilized much this semester because faculty have already had to make other plans for assessment.

Senator Hiro will bring this item back to Senate in two weeks with an update.

E. Discuss/Evaluate Current Senate Reporting Process – Tabled.

F. Retreat & Meeting Snacks – Tabled.

REPORTS

ASG (Garcia Mendez) – No report.

President (Nelson) – No report.

AB705 Subcommittee (Feld) – No report.

Accreditation (Versaci)

The Accreditation Team will begin meeting again in September (days and times TBA) to continue with the post-Accreditation Visit/Accreditation Report work.

Budget (Ferrerro) – No report.

College Council (Nelson) – No report.

Credit for Prior Learning (Rose) – No report.

Distance Education (Hiro)

Our biggest news is that Palomar is officially a Certified POCR Campus.

POCR stands for Peer Online Course [Review](#) and we were recognized by the state for the work of Professors Amy Caterina and Linda Morrow. This means our online classes have met the state's high standards. It also means that we can pay professors like you to improve online classes. If you are interested in learning more, email me.

NameCoach

There is a new [tool](#) in Canvas that will help your students and colleagues pronounce your name correctly. You can find it in the Canvas menu. NameCoach trainings are available in the PD Portal. We encourage you to try it out.

Home College

Palomar is now a [Home](#) College with the state's CVC. That means it is easier for our students to find online classes at other community colleges if they can't find the right class at Palomar. Please let your students know about this course database as we want them to successfully complete our programs. Next up, we are working on becoming a Teaching College, which would allow community college students from outside of Palomar to more easily take our online classes. Stay tuned.

New Canvas Tools

The DE Committee and ATRC put together a process for faculty to suggest new tools for online classes. Thanks to Professor Russell Backman for leading that charge. If you have a program you would like us to consider using/buying to work in Canvas, please fill out this [form](#).

Accessibility and Universal Design

The DE Committee created a self-paced accessibility course in Canvas called Accessibility and Universal Design. If you are looking for ways to fill your PD hours this year, consider that. It is found in the PD Portal.

Accessibility tools

Reminder: Palomar has four accessibility checkers available in Canvas:

1. Canvas built-in [accessibility](#) checker
2. [PopeTech](#) accessibility checker
3. [UDOIT](#) accessibility checker
4. [Ally](#) accessibility reporting

HyFlex Courses

The Faculty Senate has adopted HyFlex as a course format. HyFlex stands for Hybrid Flexible, where students have the choice each class session whether to attend class in a classroom or on Zoom.

HyFlex faculty are finding their colleagues are misinformed about what HyFlex is.

NOTE: It is not a hybrid class format.

It is not difficult to implement.

It has user-friendly technology and does not require massive curriculum changes.

It is very similar to teaching in person.

There is a self-paced Canvas training available in the PD Portal.

Consider this format for your future classes, especially if you are having trouble with retention in online classes or enrollment in ground classes. Email ehiro@palomar.edu with questions.

New Quizzes

Canvas is phasing [the Classic Quizzes](#) format by June 2024.

The ATRC recommends trying the New Quizzes tool for assessments you create this semester to save you hassle later.

Proctoring

There is currently no option for online test proctoring. We launched Palomar Online Proctoring in May of 2022 and no one used it. Proctorio's contract ended in June 2022. Instruction is working on a plan for proctoring this fall. We will keep you updated.

Plagiarism

Palomar has transitioned from Unicheck to a new plagiarism checking tool, called Copyleaks.

Similar to the Unicheck tool we've used, Copyleaks generates similarity reports pointing out possibly plagiarized content in three tiers: Identical, minor changes, and related meaning.

For information visit the [ATRC website on this topic](#).

Zoom Recordings

Please remember that Palomar will automatically erase all Canvas Zoom recording made during the Spring 2022 semester Sept. 5

What **it means for you:**

If you need to keep any of these Zoom recordings, you need to find the recording you want to keep in Zoom and download it. Here is a [how-to guide](#).

Educators for Equity, Diversity, and Cultural Consciousness (EEDCC) – No report.

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

Equity, Education, & Student Success (EESS) Council (Nelson) – No report.

Equivalency (Klinger) – No report.

Faculty Service Areas (Jarvinen) – No report.

Guided Pathways (Nelson) – No report.

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

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

PFF (Lawson) – No report.

Professional Development (Guerrero) – No report.

Sabbatical Leave (Epstein) – No report.

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

TERB (Falcone) – No report.

ADJOURNMENT The meeting was adjourned at 3:55 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

Item G. from BoardDocs Agenda

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

G.1. ACTION: Distance Education and Course Reviews
 The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2022.

| Subj | Nmbr | Title | Dist. | Originator |
|-----------|------|--------------------------------------|-------|-------------------|
| A. ASTR | 105L | Introduction to Astronomy Laboratory | TRUE | Catherine M. Jain |
| B. N ABED | 901 | Literacy/Adult Basic Education I | TRUE | Lawrence Lawson |
| C. N ABED | 902 | Literacy/Adult Basic Education II | TRUE | Lawrence Lawson |

Item H. from BoardDocs Agenda

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

H.1. ACTION: New Credit Programs - effective Fall 2022

| Program Title | Disci. | Award | Units | Justification | Orig. |
|-------------------|--------|-------|-------|--|-------------|
| A. Global Studies | HIST | AA-T | 23 | We are creating this degree to align with CSUSM's Global Studies degree. CSUSM accepts this AA-T. It is an impacted program and this degree will serve our students in entering into their program seamlessly. We are also closely aligning the AA-T with San Diego State's Human Geography and Global Studies program and Comparative International Studies Program. | Travis Ritt |

H.2. ACTION: New Credit Courses- effective fall 2022

| Subj | Nmbr | Title | Trnsf. | Dist. Ed. | Grad. Basis | Open Entry/Exit | Justification | Reqs. | Originator |
|-------|------|---------------------------------|--------|-----------|-------------|-----------------|---|--|------------|
| A. AJ | 87A | Basic Police Academy Module IIA | No | | G | No | Same police academy curriculum, just delivered in a better format for students, college, and local police agencies. | <u>Prerequisite: Admission to the Police Academy; Prior completion of Police Academy Module II</u> | Ed Sprague |
| B. AJ | 87B | Basic Police Academy Module IIB | No | | G | No | Same police academy curriculum, just delivered in a better format for students, college, and local police agencies. | <u>Prerequisite: Admission to the Police Academy; Prior completion of Police Academy Module III</u> <u>Prerequisite: (Completion of, or concurrent enrollment in): AJ 87A</u> | Ed Sprague |

H.3. ACTION: Credit Course Changes - effective fall 2022

| Subj | Nmbr | Title | Trnsf. | Dist. Ed. | Grad. Basis | Open Entry/Exit | Justification | Reqs. | Originator |
|---------|------|---|--------|-----------|-------------|-----------------|---------------|--|------------|
| A. AODS | 160 | Prevention, Intervention, and Education | | CSU | Yes | G/P/NP | No | The primary reason for proposing this course change is to remove PSYC/SOC cross-listing. | James Fent |

September 7, 2022 Curriculum Committee Actions

| | | | | | | | | | | |
|----|----|-----|--------------------------------|-----|-----|--------|----|---|----|---------------------|
| B. | RE | 111 | Advanced Real Estate Appraisal | CSU | Yes | G/P/NP | No | Removal of prerequisites Added minimum qualification for teaching Updated credit for prior learning status Added additional methods of instruction Completed distance education eligibility Added an additional SLO and updated existing SLO Expanded Body of Knowledge Updated textbook Updated Course Description | No | Lakshmi Paranthaman |
|----|----|-----|--------------------------------|-----|-----|--------|----|---|----|---------------------|

H.4. ACTION: Credit Course Deactivations - effective fall 2022

| Subj | Nmbr | Title | Trnsf. | Dist. Ed | Grad. Basis | Open Entry/Exit | Justification | Originator |
|------|------|-------|-------------------------------|----------|-------------|-----------------|---|-----------------|
| A. | PSYC | 160 | Prevention, Intervention, and | CSU | TRUE | G/P/NP No | PSYC/SOC cross-listing removed. AODS retains. | No Technical |
| B. | SOC | 160 | Prevention, Intervention, and | CSU | TRUE | G/P/NP No | PSYC/SOC cross-listing removed. AODS retains. | No Technical |

H.5. ACTION: Requisites - effective fall 2022

| Course Number | Course Title | Prerequisite |
|---------------|---------------------------------|--|
| A. AJ 87A | Basic Police Academy Module IIA | <u>Prerequisite: Admission to the Police Academy; Prior completion of Police Academy Module III</u> |
| B. AJ 87B | Basic Police Academy Module IIB | <u>Prerequisite: Admission to the Police Academy; Prior completion of Police Academy Module III Prerequisite: (Completion of, or concurrent enrollment in): AJ 87A</u> |

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

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

| Course Number | Course Title |
|---------------|---|
| A. AODS 160 | Prevention, Intervention, and Education |
| B. RE 111 | Advanced Real Estate Appraisal |
| C. RE 150 | Residential Appraisal |

H.7. ACTION: Distance Education and Course Reviews

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

| Subj | Nmbr | Title | Dist. | Originator |
|------|--------|-------|-------|-------------------|
| A. | AJ | 100 | | Jack Hook |
| B. | AJ | 101 | | Jack Hook |
| C. | AJ | 104 | | Jack Hook |
| D. | AJ | 106 | | Jack Hook |
| E. | AJ | 151 | | Jack Hook |
| F. | AJ | 152 | | Jack Hook |
| G. | AJ | 153 | | Jack Hook |
| H. | ASTR | 105L | TRUE | Catherine M. Jain |
| I. | FREN | 197 | | William Carrasco |
| J. | GCIP | 168 | | Mark J. Bealo |
| K. | GCIP | 268 | | Mark J. Bealo |
| L. | N-ABED | 901 | TRUE | Lawrence Lawson |

September 7, 2022 Curriculum Committee Actions

M. N-ABED 902 Literacy/Adult Basic Education II

TRUE

Lawrence Lawson

Item I. from BoardDocs Agenda

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

| I.1. ACTION: Credit Course Changes - effective fall 2023 | | | | | | | | | | |
|---|------|---------------------------|--------|-----------|-------------|-----------------|---|-------|---------------------|--|
| Subj | Nmbr | Title | Trnsf. | Dist. Ed. | Grad. Basis | Open Entry/Exit | Justification | Reqs. | Originator | |
| A. LS | 290 | Contemporary Legal Issues | CSU | TRUE | G/P/NP | No | Updated Minimum Qualifications Updated CPL | No | Lakshmi Paranthaman | |

| I.2. ACTION: Credit Course Deactivations - effective fall 2023 | | | | | | | | | | |
|---|------|----------------------|--------|-----------|-------------|-----------------|--|-------|-------------------|--|
| Subj | Nmbr | Title | Trnsf. | Dist. Ed. | Grad. Basis | Open Entry/Exit | Justification | Reqs. | Originator | |
| A. AIS | 151 | Elementary Cupeno IA | UC/CSU | TRUE | G/P/NP | No | The course has not been taught in ten years. | | Patricia A. Dixon | |
| B. COUN | 197 | Counseling Topics | CSU | | P/NP | No | Topic course not needed at this time. Will reactivate if new curriculum is being introduced. | | Glyn Bongolan | |

| I.3. ACTION: Distance Education - effective fall 2023 | | | | | | | | | | |
|---|-------------------------------|--|--|--|--|--|--|--|--|--|
| The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2023 | | | | | | | | | | |
| Course Number | Course Title | | | | | | | | | |
| A. LS | 290 Contemporary Legal Issues | | | | | | | | | |

Exhibit 3

| September 12 2022 | | | | | | | |
|--------------------|------------------|---------------------------------------|---|------------------------------------|---|---|------------------|
| 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 |
| Jennifer Backman | L&L | English, Humanities, and Reading | AB705 Support Subcommittee | Faculty, English (22-23) | Equity is at the heart of the AB 705 bill; as the AB 705 Coordinator for English, joining this committee is an important part of ensuring that the intent of the bill is achieved and sustained. Maintaining currency regarding the work being done on Diversity, Equity, Inclusion, and Antiracism is foundational to my pedagogy and will inform my position on the committee as well. | Beyond what I can contribute in the capacity of Coordinator for English (such as goals, plans, current efforts, etc.), I bring with me relevant experience. Having directed the English 10/50 program from 2014-2017, I'm familiar with the context for AB 705 on a departmental and instructional level, and, as we began to shift away from assessment testing, my participation in the CALMultiple Measures work group in 2016 afforded me a broader, more systemic view. Being able to draw productively on institutional memory -- really knowing what we're changing and why -- is one way I can best advocate for Diversity, Equity, Inclusion, and Antiracism as a member of this committee. | |
| Wade Rollins | AMBA | Graphic Communications | Career Education Committee (formerly Perkins Planning and Advisory Committee) | Faculty CTE (22-24) | The Career Education Committee (formerly Perkins Planning and Advisory Committee) works with funding for under privileged or under represented groups like DRC students or ethnic barriers by having a thorough understanding of the forms and cohorts I will be able to help represent these groups and secure funding for all departments. | I have served on the Perkins committee in the past and understand how the cohorts of under represented groups work and how to secure funding for them. | |
| Nicole Siminski | L&L | ESL | Comets Affordable Learning Materials Committee (CALM) | Faculty MSE (22-24) | Textbooks and expensive learning materials is an equity issue for students at Palomar. Students should not be burdened with unnecessary obstacles to their education. I moved my class to LTC in 2015 and have been an advocate for affordable learning materials ever since. I continue to educate myself on DEIA related concerns through accessibility trainings, ESL equity series, access & equity hours, equitable grading, and other workshops/trainings that continue to help me identify my blindspots and adjust my teaching practices appropriately. | In the past two years, I have served on the CALM committee as an L&L representative. I have been involved in one completed grant cycle and one current grant cycle to support more CALMed courses and OER materials. I have also helped to inform the Palomar community of CALM work through a newsletter. If selected, I can continue supporting the committee on the current grant cycle and future grant cycles. I have been impressed with the OER materials that the grant recipients have contributed and am eager to continue promoting CALM and supporting instructors as they make learning more accessible to Palomar students. | |
| Patrick OBrien | Student Services | Counseling | Committee on Committees | Faculty | Historically underrepresented faculty are underserved on committees. I want to work on making institutional changes at Palomar to address that issue. Part of the process is to examine my own biases and how they may impact faculty and staff I work with. | I will bring knowledge as the former Committee on Committees chair and my experience working on various committees and Councils, as well as nine years serving on Faculty Senate. | |
| Duy Nguyen | MSE | CSIT | Distance Education Committee (DE) | Faculty, MSE (22-24) | I am committed to helping our campus maintain an environment that helps all students become successful. | I am well verse with many state-of-the-art technology tools that can be used support and improve our campus distance education goals. | |
| Elizabeth Salinas | Student Services | EOPS | Distance Education Committee (DE) | Faculty, Part-Time (21-23) | I am committed to doing my part within the committee to establish trust, an open line of communication, and challenge norms/behaviors/ideas that work against equity and antiracism. I understand that it takes a collective to bring about change and this is part of the reason I would like to join a committee this semester. I also recognize that part of the work is self-awareness, and I am willing to do the internal work to challenge my own beliefs and biases. I understand that for equity to take place, we must first understand the challenges. I would like to share my experiences as a counselor working underserved populations and provide this lens/experience with the committee to help promote equity and inclusion. | I have dedicated my career in higher education to working with students from disadvantaged backgrounds. I have provided culturally sensitive counseling services to community college students for the last six years in student support program such as EOPS, CalWORKs, and the Math, Engineering, Science Achievement (MESA) Program. The work that I do to contribute to Palomar College's mission of diversity, equity, inclusion, and antiracism happens in my everyday interactions with students during our counseling appointments. I strive to make my students feel like they belong at this institution. One example, I can think about is the time I reassured one of my students who is undocumented that her education was worth pursuing. When she met with me, she was feeling discouraged and felt that pursuing her education was pointless if she would not be able to work. I acknowledged that I could not imagine what that felt like. However, what I knew for certain was that she belonged at Palomar and that nobody could take her education away from her. I reassured her that there is different path she could take after completing her degree at Palomar including self-employment. This student is now working on completing her last semester at Palomar and plans to transfer to CSUSM. It's through my daily interactions with students that put diversity, equity, inclusion, and antiracism into practice. My goal is to join a committee at Palomar College and implement those practices in the work that I do within that committee and expand on the work that I do. | |
| Mark Lane | MSE | ESES | Elections Committee | Faculty (22-24) | I will approach this position with an open mind, and an attitude of integrity and fairness with an eye towards equity and antiracism where needed. I will devote my efforts to learning more about inclusion and antiracism when it comes to the campus elections process. | I am detail oriented and capable of logistical analysis when it comes to assigned tasks. My past experience on the Facilities Review Committee provided opportunities to examine equity and diversity when it came to creating a campus that was inclusive to all students and employees of the college. | |
| Karen Donovan | MSE | Nursing | Equal Opportunity Employment Committee | Faculty (22-24) | Creating an inclusive workplace is imperative to the success of the college, faculty, staff, and students. I am committed to continued learning and being intentional in my actions to support diversity, equity, inclusion, and antiracism in academia. | I recently lead the writing of a grant to have DE training/consultation in order to identify and scrub medical misinformation from our nursing curriculum and to better prepare our nursing students to enter the workforce and to be part of the solution to reduce/eliminate health disparities. | |
| Christina Dawber | Student Services | Counseling (EOPS/CARE/CalWORKs/PYRST) | North County Higher Education Alliance (NCHEA) | Faculty, Counseling (21-23) | I am the CalWORKs Counselor at Palomar College. As such, my student caseload consists of student mothers living below the federal poverty line. At present, 98% of my students are BIPOC and first-generation. I pride myself on staying abreast of research that focuses on effective inclusion strategies, particularly when supporting highly marginalized student populations. | I hold a Doctorate in Educational Leadership and Social Justice from UCSD. My research focused on promoting self-compassion in BIPOC single mother students participating in Welfare-to-Work at a community college. I am also the organizer of Palomar College's Many Faces of Women in Leadership event, which just completed its third successful year last March. Moreover, I continue to participate in campus events, which promote inclusion for marginalized student populations such as Campus Pride Day and those hosted through the DRC. | |
| Michael Wright | CTE | Design and Manufacturing | Technology Master Plan Committee | Faculty, divisional representation | I've been proactive in seeking and signing up for any trainings or workshops offered within Palomar to expand my knowledge in Diversity, Equity, Inclusion and Antiracism to provide my students a more successful environment to thrive. I look forward to continuing to expand my learning on Diversity, Equity, Inclusion, and Antiracism by participating in this committee and advocating for our Palomar's student's success. | I worked in the manufacturing industry for many years and have learned the cost of training materials and associated tools needed. I have seen the hardship caused by not being able to afford these, and I believe that knowledge will help students at Palomar achieve the desired education needed to obtain well-paying employment. Also, my industry employs a large number of people from underprivileged and underserved populations. I hope that my participation in this committee can have an effect on increasing their success. | Vote for 2 (two) |
| Lisa Cecere | AMBA | Media Studies | Technology Master Plan Committee | Faculty, divisional representation | I will be looking carefully at technology used in the classroom and throughout campus for ways it will support diversity, equity, inclusion, and antiracism. Technology provides endless opportunities to enhance learning and make students feel they belong in a classroom, be it virtual or traditional. Classroom design, Hyflex, smartboards, 4K Projectors, and the like, combined with software that allows for student collaboration and participation, Zoom, Discord, Socrative, etc. are just a few examples that support student success and help students achieve their academic and career goals. | My background includes a career in film and television production, where technology plays a dominant role. It changes rapidly, emphasizing the importance in keeping current on equipment that is specific to those industries as well as teaching related skills that lead to career success. Nonlinear editing, for example, improves students' computer skills, while cinematography teaches students the visual power of the camera, where they can inform others of their worlds, celebrating diversity through films that promote equity, inclusion and antiracism. | |
| Duy Nguyen | MSE | CSIT | Technology Master Plan Committee | Faculty, divisional representation | I am committed to understanding what technological needs would be required to help improve the campus' mission to provide an equitable education to all students. | I bring knowledge of current state of the art in technology to help provide the community with insights and decisions. | |
| Leigh ann Van Dyke | Student Services | DRC | Tutoring Committee | DRC Faculty Position (22-24) | At the DRC, we utilize an equity and anti racism lens in our work. We accommodate students with various disabilities and focus on diversity, equity, inclusion and anti-racism in their classrooms and on campus. I have served on the tutoring committee for the last 7 years as a voice and resource for our DRC students. | As the learning disability specialist and professor at the DRC, I have extensive knowledge in strategies to help tutor the DRC students. I also have many DRC students in my courses, and lend the professor experience to the tutoring committee as well. The DRC works with students with various disabilities, economic background, disadvantaged backgrounds, and other challenges. We assist students with barriers to their education based on those factors, and we continually encourage a universally designed learning campus (UDL) that helps to remove those barrier education and promote student learning and academic success. | |
| Melissa Allen | Student Services | Athletics | Tutoring Committee | Faculty, AMBA (22-24) | I am passionate about DEIAA work and I think I would bring a unique perspective by working in the Athletics department. Our student-athletes are a diverse group and many students feel like Athletics is their only 'permission slip' into higher education. The tutoring committee feels especially relevant to both my work in Athletics and in DEIAA because the more that students feel that support is available and accessible, the more that they feel like continuing their education is possible. I think understanding & being part of a committee that is working on providing academic support would be applicable & beneficial to the students I serve. | Prior to my position at Palomar, I ran an LGBTQ support group for students at a local high school and I worked with a scholarship program that aimed to provide financial assistance to low income, first generation students. In both positions, I aimed to create safe spaces for students & to help them navigate barriers they were running into in education. In Athletics I work closely with a diverse student population - students with disabilities, first generation students, students from populations that are largely underrepresented in higher education. I have a special interest in advocating for students who may not feel like they belong on a college campus. | |

| September 12 2022 | | | | | | | |
|-------------------|----------------------|-------------------------|---|-----------------------------|---|---|----------------------------|
| 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 Vote for 1 (one) |
| Scott Richison | AMBA | Media Studies | Educational and Facilities Master Plan Task Force | Faculty, AMBA | <p>I believe that the construction of any modern public institution should be approached through the lens of inclusive design. This design process ensures that spaces are usable by everyone, regardless of age, ability, and circumstances - particularly groups who are traditionally excluded from being able to use or navigate public spaces, services and/or products.</p> <p>I was awarded a Masters's degree in Learning, Design, and Technology from SDSU in the Spring of 21 and am well versed in this design process. As such, I know that we need to approach the design of these public spaces with all members of our student body, staff, and community in mind. This is a top-down design and much more involved than ensuring that we're ADA compliant with wheelchair ramps, wide bathroom stalls, and braille translations on room name placards.</p> | <p>As an adjunct at Southwestern College, I was selected to sit on the 21st Century Classroom committee to co-author the "Emerging Technologies" portion of the Institutional Guideline for Instructional Spaces. These guidelines were foundational in the design of the numerous new buildings/facilities that have been constructed over the past few years (theater, M&S building, athletics facility, etc.). This was my introduction to universal design and I learned quite a bit that I could apply to this role.</p> <p>Pre-pandemic, I volunteered with Just In Time Foster youth for several years. I'm extremely well versed in the realities that disadvantaged populations face and will undoubtedly approach this work with those populations in mind.</p> <p>To be frank - Much of my career was spent as an Executive Producer for television and new media where I designed cool stuff for public consumption. I can see the forest from the trees and I love bootstrapping big ideas with bright people.</p> | |
| Mark Bealo | AMBA | GC | Educational and Facilities Master Plan Task Force | Faculty, AMBA | Equity and antiracism is part of my way of life. | <p>Faculty serve students by encouraging, enabling, fostering and facilitating learning. Part of that service includes the need to maintain currency in the field or be able to find answers and learn new techniques to implement for continued student success.</p> <p>Teaching is an incredible opportunity to see immense potential in each student and operate in creative ways to foster learning and growth. I have wonderful stories of students who, while in their own eyes were incapable of succeeding, have since progressed into fulfilling vocations.</p> <p>I have learned to see the incredible potential in people, not rely on outward appearance, socioeconomic status, race, color or creed. As an educator I strive to speak life into students to further them in realizing their potential and honing their talents and skills.</p> <p>From my early days of becoming a tenured professor I have strived to meet the needs of industry by creating courses and adopting technology that align training and build pathways for students to succeed in careers and entrepreneurial endeavors. Courses have had to be modified as traditional methods were replaced with modern updates and the rapidly changing industries required a retooling of current employees or new skillsets for graduates entering careers. With employment trends shifting towards a gig economy, programs were altered to integrate business and STEAM courses to prepare these entrepreneurs.</p> <p>I attend conferences and trade shows on a consistent basis to keep abreast of technology and industry trends that will affect students and alter the needed skillsets for them to remain relevant in the job market. My entrepreneurial curiosity drives me to pursue emerging technologies and I am a researcher at heart. I possess a particular mix of knowledge, experience, skills and talent and what makes me come alive is when that is imparted to others as wisdom and understanding in ways that benefit them and those they serve or interact with. I have a deep love of teaching and am always looking for ways to further expand and foster relationships to industry and adjust instruction to what the market dictates, thus creating relevant pathways enabling graduates to thrive in careers.</p> <p>I have developed into a master of digital media through years of entrepreneurial efforts and curriculum creation. I prefer to be proactive and take necessary risks to remain relevant in technology and education rather than rely on reactionary efforts that can leave graduates underprepared for industry. My experience has formed the right skillset to serve on the Educational and Facilities Master Plan Task Force.</p> | |
| Erin Hiro | AMBA | Media Studies | Educational and Facilities Master Plan Task Force | Faculty, AMBA | I have spent the last two years taking Equity and Antiracism trainings at Palomar and reading books on the subjects on my own. I will continue to learn and grow in these areas this year. I have been working to bring Diversity, Equity, Inclusion and Antiracism into my Distance Education and ISC work and I pledge to do the same if I am selected for this taskforce. | | |
| Leah Hoover | AMBA | Business Administration | Educational and Facilities Master Plan Task Force | Faculty, AMBA | I am always interested in learning more and am open to discussion and a better understanding when it comes to issues of diversity, equity, inclusion, and antiracism. | I would like to serve on this committee as a relatively new faculty member. I would like to be a part of the process of planning for the future of our Palomar community that I hope to be a part of for many years to come. My specialty is accounting, so I also think that I could provide helpful insight from that perspective to this task force. | |
| P.J. DeMaris | Student Services | Counseling | Educational and Facilities Master Plan Task Force | Faculty, General Counseling | I have been very concerned and have been advocating for many years to create a "One Stop Shop" for all the Student and Counseling Services that directly engage students. I hope by serving on the committee I can continue to be an advocate for DRG, EOPS, TRIO programs and students so they are not separated into the least desirable facilities on campus. | As the Transfer Center Director, I have identified student populations that are not transferring at the rates proportional to their representation on campus and am actively engaged in improving these students' transfer rates. It is critical that the facilities and institutional structure of the campus reflect the DEIAA goals of the campus which they currently do not. | |
| Jessica Newman | CTE | Interior Design | Educational and Facilities Master Plan Task Force | Faculty, CTE | Accessibility for all students is an important part of the Master Plan. This includes the obvious physical accessibility elements such as wide hallways/doorways for people in wheelchairs or braille signage for people with visual impairments, but also creating a campus that is easy to navigate, and has a welcoming feel for all people in our community. | As an interior designer I am familiar with reading (and creating) construction documents. I have also worked on the design of a college (Elon College in North Carolina). I have a background in all areas of design including programming, schematic diagrams, construction documents, design development and contract administration. | |
| Katy Farrell | L&L | Library | Educational and Facilities Master Plan Task Force | Faculty, Librarian | I will use my training (and future training) in DEI and Antiracism throughout the planning and decision making process. | I bring my experience as a librarian, instructor, SLO coordinator, PTK advisor, Committee Chair, Department Chair, etc. over the past 16 years at Palomar College. I recently joined the Faculty Senate, Educators for Equity, Diversity, and Cultural Consciousness committee. I'll serve as the link between these two groups ensuring that equity and antiracism are addressed throughout the master plan process. | |
| Cindy Anfinson | MSE | Mathematics | Educational and Facilities Master Plan Task Force | Faculty, MSE | Bringing a DEIAA lens to the Educational and Facilities Master Plan Task Force is crucial to supporting DEIAA work on campus. At Palomar, we have programs such as Puento and Umjia, with no safe spaces for students to gather. We have no space for our Undocumented/AB540/Dreamer's students, nor a space for a Latino/x Center (Raza Center). Our Pride Center is in an out of the way office, with extraordinarily little visibility to students. I advocate for the Task Force to examine all spaces on campus, determine what is lacking, and advocate it be included in the Plan. On the Educational side of the plan, we need to incorporate DEIAA work into all aspects of our work at Palomar College. If selected to represent the MSE Division, I will advocate for expanding the DEIAA work that has already taken place in my division, continue to support educational equity and innovation efforts, and communicate with the division leadership. | I have served as chair of the AB705 Support Subcommittee from Fall 2020 - Spring 2022. I also served on the AB705 Workgroup since its inception in 2018. I have participated in, and presented at, all my department meetings regarding AB705, including committee meetings. I have worked with Wendy Metzger on AB705-related Math PD events (Math Communities of Practice meetings). I served on the Student Equity and Success Council from 2014 through 2020. I served on IPC from 2019 - 2021. I was the FYE coordinator for 3.5 years. I have just finished a 4-year term as the Activity Director of the Title V/STEM Grant, whose overarching goal is to further success and retention of Hispanic and Low-Income students (federal designations, not mine) in STEM. I have taken the Teaching Men of Color course and the Black Minds Matter course. I took the @ONE course on Equity and Culturally Responsive Teaching and Learning. I attended Palomar College's first Social Justice Convening. I attended the Becoming Hispanic Serving Institution book club, the Grading for Equity book club and related workshops, and the How to be an Anti-Racist book club. I have attended the CCCC Pathways to Equity webinar series in AY 2021-22 and plan to continue in AY 2022-23. I participate in the Empowered Women and White Allies affinity groups. | |
| Anastasia Zavodny | SBS | EHPS / BUS | Educational and Facilities Master Plan Task Force | Faculty, Part-Time | As we look to the future for Palomar College, it is important that we keep our DEIAA focus at the forefront. A DEIAA focus drives and informs all that I do. As a leader on our Part-Time Party initiative, I have worked to increase inclusion and equity among our faculty. My commitment to diversity, equity, and antiracism has led me to be an active participant in recent campus initiatives for Grading for Equity and Becoming a Hispanic Serving Institution, helping to craft recommendations and suggestions for the college. I would bring this focus to the discussions for the future of our education and facilities if selected to represent faculty on this task force. | For twenty+ years I have been a community member, neighbor, student, graduate, and faculty member at Palomar. These roles and experiences have made me uniquely qualified to serve as a faculty representative on the Educational and Facilities Master Plan Task Force. I have been active at Palomar in our shared governance and at the state-wide level in both the ASCCC and union/lobbying. I have worked with the Fallbrook design teams on their building projects representing the voice of faculty (both full- and part-time). | |
| Kelly Falcone | SBS | Kines/TERB | Educational and Facilities Master Plan Task Force | Faculty, SBS | I will bring a DEIAA lens to the taskforce in 2 specific ways: 1.) By utilizing my knowledge and skills in accessibility and Universal Design to ensure we are designing a future Palomar that meets the needs of all students, and 2.) By purposefully and intentionally using my voice in the process to be a constant reminder of who our students are. I would love to have the taskforce create learner personas and utilize the personas in all planning and decisions. | I have served on numerous committees and councils over the years, as well as, numerous planning taskforces. I feel I have a really good understanding of how our college works, our history, our challenges, and am committed to using my knowledge about the college, my skills in planning, and my ability to broadly look at our colleges needs, to help us plan for the college we want to see in our future. | |
| Daniel Straub | Student Services DRC | | Educational and Facilities Master Plan Task Force | Faculty, DRC Counselor | I will work with the committee to help create a Master Plan that is inviting, accessible and equitable for our students. Focusing on a Universal Design, and bringing my unique perspective in serving not only students that are registered with the D.R.C. but the nearly 20% of undergraduate population that have a disability. When we create a campus/community that is accessible, inclusive and embraces antiracism over systemic barriers then we can best serve our diverse population. | Not only do I have skills and knowledge regarding disabled students and the unique diagnoses that qualify them, I work with students every day on access barriers they go through at Palomar. This includes physical barriers as well as administrative barriers that prevent the students I work with from having access to an education. I have experience not only with Counseling but have been an instructor as well in K-12 setting. | |

| September 12 2022 | | Technology Master Plan Committee | | | Educational and Facilities Master Plan Task Force | | | |
|---------------------------|---------------------|----------------------------------|----------------|--------------------------------|---|----------------|----------------|--------------------------|
| Senator LAST name. | Senator FIRST name. | Technology [1 (TOP selection)] | Technology [2] | Technology [3 (3rd selection)] | EFMP [1 (TOP selection)] | EFMP [2] | EFMP [3] | EFMP [4 (4th selection)] |
| Craft | Lacey | Lisa Cecere | Duy Nguyen | Michael Wright | Scott Richison | Erin Hiro | Mark Bealo | Leah Hoover |
| Dalrymple | Will | Lisa Cecere | Michael Wright | | Erin Hiro | | | |
| Doyle Bauer | Alexandra | | | | | | | |
| Falcone | Kelly | Duy Nguyen | Michael Wright | Lisa Cecere | Erin Hiro | Scott Richison | Leah Hoover | Mark Bealo |
| Faulkner | Molly | Lisa Cecere | Duy Nguyen | Michael Wright | Erin Hiro | Scott Richison | Leah Hoover | Mark Bealo |
| Fererro | Jenny | Michael Wright | Duy Nguyen | Lisa Cecere | Erin Hiro | Leah Hoover | | |
| Hamilton Lawson | Lawrence | Duy Nguyen | Michael Wright | Lisa Cecere | Scott Richison | Erin Hiro | Leah Hoover | Mark Bealo |
| Hathaway | Shelbi | Lisa Cecere | Michael Wright | Duy Nguyen | Scott Richison | Mark Bealo | Erin Hiro | Leah Hoover |
| Hernandez | Sergio | | | | | | | |
| Hiro | Erin | Michael Wright | Lisa Cecere | Duy Nguyen | Erin Hiro | Scott Richison | Leah Hoover | Mark Bealo |
| Jarvinen | Jason | Michael Wright | Lisa Cecere | Duy Nguyen | Scott Richison | Erin Hiro | Leah Hoover | Mark Bealo |
| Marshall | Leigh | Duy Nguyen | Lisa Cecere | Michael Wright | Scott Richison | Erin Hiro | Leah Hoover | Mark Bealo |
| Maunu | Leanne | Lisa Cecere | Duy Nguyen | Michael Wright | Erin Hiro | Mark Bealo | Scott Richison | Leah Hoover |
| Mudgett | Benjamin | Duy Nguyen | Michael Wright | Lisa Cecere | Leah Hoover | Erin Hiro | Scott Richison | Mark Bealo |
| Nelson | Scott | Duy Nguyen | Lisa Cecere | Michael Wright | Leah Hoover | Erin Hiro | Scott Richison | Mark Bealo |
| Nelson | Wendy | Duy Nguyen | Lisa Cecere | Michael Wright | Scott Richison | Erin Hiro | Leah Hoover | Mark Bealo |
| Vafaei | Alyssa | Michael Wright | Lisa Cecere | Duy Nguyen | Scott Richison | Erin Hiro | Leah Hoover | Mark Bealo |
| Villa Fernández de Castro | Elena | Lisa Cecere | | | Mark Bealo | Erin Hiro | | |
| Zavodny | Anastasia | Michael Wright | Lisa Cecere | | Scott Richison | Erin Hiro | Leah Hoover | Mark Bealo |

Exhibit 5

| Committees | Status | Governance sheet created | Subcommittee versus workgroup/adhoc | Action |
|---|---------------|---------------------------------|--|-------------------|
| AB705 | active | 2022 | should it be a workgroup? | reach out |
| Academic Standards & Practices, Professional Procedures and Committee, Personal Standards and Practices Committee | inactive | 2017 | | COC will redefine |
| Committee on Committees | active | 2017 | should it be a workgroup? | discuss at Senate |
| Committee on Service Learning | active | 2017 | should it be a workgroup? | Reach out |
| CALM Committee | active | 2021 | subcommittee | |
| Curriculum Committee | active | 2019 | subcommittee | |
| DE | active | 2017 | subcommittee | |
| DFA | active | 2012 | should it be a workgroup? | Reach out |
| EEDCC | active | 2021 | subcommittee | |
| Elections Committee | active | 2017 | should it be a workgroup? | discuss at Senate |
| Equivalency Committee | active | 2017 | subcommittee | |
| FSA Review Committee | active | 2017 | should it be a workgroup? | Reach out |
| oversight committee grant funded programs | inactive | 2017 | COC will redefine | discuss at Senate |
| Tutoring Committee | active | 2022 | should it be a workgroup? | Reach out |
| Workforce and Community Development Advisory Group | inactive | 2017 | Is this a necessary group? | Reach out |
| | | | | |
| Tasks related to organization of subcommittees: | | | | |
| 1) Need new governance structure form completed by all committees | | | | |
| 2) COC needs to define options - adhoc, official subcommittee, taskforce, etc. | | | | |
| 3) COC needs to define "changing" committees | | | | |
| 4) Determine where subcommittee's will store agendas and minutes | | | | |