



FACULTY SENATE MEETING

October 10, 2022

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
September 26, 2022

APPROVED

PRESENT: Melissa Bagaglio, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Erik Duarte (ASG), Kelly Falcone, Molly Faulkner, Jenny Ferrero, Shelbi Hathaway, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Leigh Marshall, Leanne Maunu, Ben Mudgett, Michael Mufson, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Alyssa Vafaei, Anastasia Zavodny

ABSENT: Elena Villa Fernández de Castro, Edwina Williams

GUESTS: Hilda Colondres, Billieanne McLellan

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 2:30 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS – No public comments.

ANNOUNCEMENTS

Senators Molly Faulkner and Michael Mufson announced that *Welcome to the Red Planet* starts on September 30. After the October 2 performance, there will be a panel on resilience and representation in the LGBTQ community. More information can be found at www.palomarperforms.com

Senator Alexandra Doyle Bauer announced that the Library presentation for the LGBTQ History Month is October 17 from 10-11am in LRC-116. The title is *LGBTQ & YOU: Book banning in America, Palomar Library supports you and what do YOU want from your library?*

Senator Lawrence Lawson announced that PFF and CCE are joint hosting a governing board candidate meet and greet event on October 6 from 4 to 7 pm at Cocina Del Charro, Restaurant Row San Marcos for Palomar College employees only. Appetizers and non-alcoholic drinks will be hosted.

President Wendy Nelson reminded Senators about the upcoming Faculty Senate Retreat on October 3rd. The retreat is from 2:30 to 5 pm in LRC-116.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Faulkner/Doyle Bauer

Faculty Senate approval of meeting minutes dated September 19, 2022 (Exhibit 1).

Abstention: Lawson

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: Mudgett/Faulkner

Faculty Senate approval of curriculum actions taken on September 21, 2022 (Exhibit 2).

The motion carried.

B. Committee Appointments

Senator and Chair of Committee on Committees Anastasia Zavodny said there were no committee appointments to approve at this time. She said the Curriculum Committee does have vacant seats and she encouraged Senators to volunteer and to spread the word that faculty are needed to fill the committee. Zavodny said there are no faculty representing SBS and CTE and LL has one opening as well. If these seats are not filled by the respective divisions quickly, the seats become open to all faculty. Senator and Co-Chair of Curriculum Ben Mudgett reminded Senators that not filling up the vacancies, faculty are giving up their voice. Curriculum is under the purview of faculty and Senator Mudgett encouraged Senators to volunteer to serve saying it is vital that Curriculum functions at its full capacity.

Senator Zavodny said there is a Senator designated seat to fill on the Sabbatical Leave Committee and asked for volunteers.

Senator and EEDCC Co-Chair Michael Mufson said there are still openings on that committee as well and asked for volunteers.

INFORMATION ITEMS

A. Occupational Pathways (Child Development, Communication Technician) (Exhibit 3)– Nichol Roe, Associate Dean Workforce Development and Extended Studies

Associate Dean Nichol Roe summarized her presentation regarding opportunities in place for new and innovative apprenticeships at Palomar College. Palomar currently has the fourth largest apprenticeship program in the California Community College system. Dean Roe said that four years ago, Governor Newsom set a goal to train approximately 500,000 people in an “earn and learn apprenticeship program” in California by the year 2029. Currently, the program has trained 90,000. A Five-Point Action plan was developed recently to assist in meeting that goal. Recently, a new funding source has been created.

Dean Roe spotlighted the communications technician program for the City of San Diego and the associate teacher program designed for MAAC/Head Start which both represent innovative and collaborative apprentice approaches at Palomar College. This meant developing a program sequence for employees of specific employers to attend classes that are already being offered. In addition, these are new programs for Palomar but not new curriculum.

In order to inform the campus community about this opportunity, and after course reviews with faculty, Dean Roe plans to approach Curriculum Tech Review to add a page in META indicating a program is a registered apprentice program for Palomar College. Regarding cancellations of courses that are not filled, Dean Roe said if Palomar makes the commitment to the employer that the class will be offered, regardless of enrollment numbers, that class can't be cancelled due to low enrollment.

Dean Roe said if faculty have relationships with employers through advisory boards or in some other capacity that hire Palomar College students, ask these employers if they would be interested in participating in a formalized program.

B. Articulation Officer Release Time – Mudgett

Senator, Articulation Officer and Curriculum co-chair Ben Mudgett described the Curriculum co-chair position being a 60% release position. Senator Mudgett explained his current Articulation role is 100% and the maximum he can take for the Curriculum co-chair position this fall is 40% in addition to his 100% Articulation. He reminded Senate that last Spring, Senate agreed to revisit this issue. Currently, Wendy Nelson is taking the other 20% for Curriculum co-chair. He explained that he is seeking input from the Senate on a call out to link a 20% Articulation release position for Spring 2023 to a 100% Articulation release position Spring 2024 while he is on sabbatical. This would allow Ben to serve the full 60% Curriculum co-chair assignment in Spring 2023 while another faculty member is serving 20% Articulation in preparation for 100% Articulation in spring 2024. A call will go out Spring 2023 for a Curriculum co-chair to begin in Fall 2023.

Options for these positions were discussed with the primary concern being this new person would not be involved at all with Articulation in Fall 2023 and that may serve as a disadvantage. As the release time falls within these positions involved, there wouldn't be any available release time for this person in Fall 2023. To make this call more attractive, an option may be to use some of Faculty Senate's release time pot for 20% for Fall 2023 so the call could go out 20% in Spring 2023, 20% in Fall 2023 and 100% in Spring 2024 for Articulation. And there is always an option to provide the new Articulation director with 20% release time in Fall 2023 and Mudgett could teach a class that semester. If an arrangement like this couldn't happen, Mudgett recommended an MOU be in play for additional training for this person in Fall 2023.

In addition, Senator Mudgett recommends that this appointment be ushered in using the Joint Appointment Process.

President Nelson will reach out to HR this week and follow up on available release time and report back to Senate. Senator Mudgett will begin preparing the call to go out once information is received from HR and hopes the call will go out within the next few weeks.

C. Part-time Parity (Exhibit 4) – Hathaway

Senator Shelbi Hathaway began her presentation with her exhibit showing there is a considerable amount of part-time faculty working at Palomar College in the Fall of 2021 who had class assignments so these parity issues effect many faculty at Palomar College. For Fall 2022, there are actually over 1,200 part-time faculty hired at Palomar College.

Senator Hathaway displayed a page from the online catalog showing Faculty and Educational Administration. The first paragraph does acknowledge part-time faculty but doesn't tell the readers that Palomar values part-time faculty. Senator Hathaway wants to see part-time faculty added to this online catalog.

Various comments made by Senators included:

- The catalog entries are done manually since a database doesn't currently exist that could easily and efficiently be transferred into this catalog without adding tons of extra work by classified employees. Is this the best use of their time?
- Adding the extra work to get a result that may not do anything and really has no impact since no one reads that part in the catalog.
- The present format could be altered by eliminating some information which would make the process easier when adding part-time faculty (removing degrees).
- Better use of resources may be to create an online directory that includes all faculty and staff.
- META is now being used to create the catalog so a traditional catalog is no longer printed or created.
- Departments could be asked to keep a current directory of all faculty and staff with contact information on their webpage. This may also make it easier for students to contact their instructors.
- It was suggested to do away with these pages in the catalog all together and use those resources to create a campus wide directory which Palomar desperately needs.
- Change the page to remove all full-time faculty and add links of where students can find general and contact information about all their instructors.

- Figure out a way for students to find all faculty on these pages or for parity's sake, remove the pages from the online catalog all together.
- Many departments don't keep their webpages up-to-date, and sometimes those webpages are maintained by others who are not compensated for the work so this may not be a solution.
- When creating parity for part-time faculty, it may not be the best optics to remove this recognition for fulltime faculty.
- There may be some regulatory standards for the catalog and if so, that should be considered first before making any changes.
- The additional cost for printing more pages would be minimal.

President Nelson thanked Senators for the options that can be researched and that could possibly provide more recognition for part-time faculty in the catalog.

D. Constitution and Bylaws Discussion (Exhibits 5 and 6) - Dalrymple, W. Nelson, Fererro

President Nelson reminded Senators the idea of adding bylaws was presented to Senate last year and a workgroup was established. The format of Palomar's Faculty Constitution is very outdated as 95% of all community colleges incorporate bylaws. ASCCC provides key guidance in terms of how a constitution should be put together and they recommend bylaws. Bylaws provides the ability to act on important and timely faculty purview issues with nimbleness and is considered best practices.

Senator Dalrymple explained that a constitution proper is the document about the nature, the power and the authority of faculty and where that comes from. Bylaws are about process, procedure, membership and the day-to-day functions. The primary difference is that the constitution is a document that can only be changed by conducting a vote of the fulltime faculty body. Bylaws on the other hand can be changed by conducting a vote within the Faculty Senate. The nimbleness is very clear.

President Nelson said she would add these items for discussion and vote to the October 10 meeting agenda. Once Faculty Senate approves the updates, the document will go out to all FT and probationary faculty for approval.

E. Educational & Facilities Vision Plan – Tabled.

F. Student Integrity Taskforce – Tabled.

REPORTS

President (Nelson)

During the last week, I attended the following meetings: Committee on Committees, Curriculum Committee, faculty lead meeting with President Rivera-Lacey, AP 5055, Academic Review Committee / Petition Processing.

AP 5055 – we made progress in including disproportionately impacted student groups to be included in priority registration.

Meeting with President Rivera-Lacey – we discussed the Brown Act and Senate subcommittees and we shared our feedback regarding VP resignations.

Committee on Committees – we discussed options for committee participation for part time faculty without classes and discussed the senate subcommittees.

Academic Review Committee / Petition Processing – faculty members from EESSC, Adrian Lee and Kendyl Magnuson discussed issues and solutions regarding the EW petition process. I invited Lee and Magnuson to a future Faculty Senate meeting to share their concerns.

I also attended a VPFAS hiring committee meeting, the Strong Workforce Institute and the GE subcommittee meeting. Equity, Education, and Student Success Council: The Council reviewed the Governance Survey Report 2022. The survey provided information on attendance, clarity of purpose, meeting reliability, agendas and minutes, whether council members were given enough information and if members were supported and encouraged to be active in the council discussions. Overall, the results of the survey were positive. We also discussed the purpose of the council and agreed that the council should set goals for 2022-2023. Reports were shared. Kendyl Magnuson shared a report from the

Academic Review Committee and asked for a small group to meet to discuss some issues with student petitioning process. I volunteered to participate in the discussion. We also discussed possible changes to the “New Program” approval process.

Budget (Ferro)

Budget Committee will next meet on 9/27.

Educators for Equity, Diversity, and Cultural Consciousness (EEDCC) (Mufson)

Senator Michael Mufson was approved by Faculty Senate as co-chair of EEDCC on Monday, September 19, 2022. Reports will be forthcoming.

Employees, Community, & Communications (ECC) Council (Ferro)

ECC Council's 9/16 meeting was canceled. We are next scheduled to meet on 10/7.

Equivalency (Klinger)

The Equivalency Committee is currently reviewing one application.

Sabbatical Leave (Epstein)

9/15 Meeting Materials and Action

1. Interim VPI Diane Studinka is the new Co-Chair.
2. Jeff Epstein was re-elected as faculty Co-Chair for 2022-2023.
3. Patrick O'Brien left the committee, and Mark Clark replaced him.
4. The Committee is working with ATRC and the Library to begin the process of storing final reports digitally and how reports will be accessed.
5. PP slides for Sabbatical Training and sample projects available on the instruction website will be updated to highlight projects that work on DEIAA areas of research, creative work, and instruction.
6. Salary credits approved.
7. Approval of Spring 2022 final sabbatical reports was begun and will be finished at next meeting.

Student Learning Outcomes (Bealo/Tavakkoly)

LOSC met Tuesday, September 20, 2022. We are developing a rubric for the Visual Communication ILO that will be assessed next semester. This semester we are refining the Teamwork ILO rubric and will be assessing that as well as the Critical Thinking ILO.

The SLO Co-coordinators will be setting up meetings with SLO Facilitators in the next few weeks.

TERB (Falcone)

- Working on updating the TERB website, please email Kelly if you have further suggestions on opportunities to make the TERB information more clear, or if you see any issues: <https://www.palomar.edu/tenureandevaluations/>
- Rather than set office hours where people have to wait their turn in a waiting room, you can schedule a 30-minute appointment for TERB help that works with your schedule: [Book an appointment with Kelly](#)
- TERB Goals:
 - Thorough review of Article 17 to suggest revisions to the PFF for upcoming negotiations and development of the 2022-2025 contract.
 - Please email Kelly to provide any feedback about Article 17. What has caused you confusion? What is not clear?
 - Redesign TERB Forms
 - We started a review of all of the TERB forms for teaching faculty (non-instructional forms will be reviewed upon completion of the review and revision of the teaching forms).
 - Consistency: Focusing on how we can make the forms more consistent between faculty (PT, Peer, Prob) and all modalities (forms that are not modality specific). Focusing on building equity/parity in the evaluation process for all faculty and ensuring we are using equitable evaluation forms that

are not dependent upon a specific modality (this will also allow for the forms to be flexible to any future additional modalities that we offer).

- Alignment: Focusing on how all of the materials for evaluation align. For example, how the student evaluation questions, self-reflection, and observation align to the final evaluation report. Goal is to organize each piece of “evidence” to the questions in the evaluation report. Once aligned, the Evaluators will be better able to find the supporting materials needed to fully respond to each question on the report, and the Evaluatees will be able to clearly see how the supporting documents align to the final report.
- Accessibility: Ensure all TERB forms are accessible.
- DEIA: Identify opportunities to infuse DEIA into faculty evaluations
 - [ASCCC DEIA Competencies and Criteria: Defining Equity-Focused Practitioners in the California Community Colleges](#)
 - [CCCCO Diversity, Equity and Inclusion Competencies and Criteria Recommendations](#)
- Email Kelly with any suggestions for how the TERB forms could be revised to improve the evaluation process. Also, helpful to hear from faculty who have recently participated in all three types of evaluations, PT, Peer, and Prob and how they experienced each process (strengths? Challenges?).
- Student evaluations in all courses
 - A couple years ago, TERB started discussing the possibility of having student evaluations in all courses every semester. This would allow for a consistent process for students, allowing students to always have the opportunity to provide feedback and for faculty to continually get feedback from students. TERB sent out a survey to faculty and there were 145 responses: 81 selected “it is a good idea”, 29 selected “I’m open to the idea, but I have reservations”, and 35 selected “I don’t think it is a good idea.”
 - The current way our evaluation system is integrated to Canvas prevents us from the possibility of launching evals in all courses. Kelly is working with David Gray on a solution. The solution is needed regardless of the ultimate decision on student evals, but without the solution makes student evals in all courses impossible.
- Student Evaluations
 - As of March 2020, we no longer have an evaluation system that supports paper-based or scantron-based evaluations. All evaluations, for all modalities of instruction or workplace evaluations (such as counseling), are now completed using the same online system. The program is called Watermark Course Evaluations and Surveys (formerly called EvaluationKit).
 - Evaluations are launched between about 40-80% of the course length. Due to the difficulty in getting course evaluation information at the start of the semester, TERB is discussing whether the range could begin later in the semester to give additional time for chairs to identify courses for evaluation, for example 60-80% of the course.
 - FACULTY: Please encourage your students to complete their evaluations! Both the students and the faculty receive an email when the surveys are launched, this informs faculty of the launch and the students get an email with the link to complete the survey. Students also receive a notification in Canvas. New this year, faculty will be able to see the response rate in their evaluation reminder email so they will know how many students have responded.
 - Review the student evaluations webpage for further details:
<https://www.palomar.edu/tenureandevaluations/forms/student-evaluation-forms/>
 - POSSIBLE NEW ADDITION: Faculty self-service website to access their own student evaluations.
 - Our evaluations system is integrated into Canvas and we have the ability to turn on a dashboard that would allow our faculty to be able to access their own student evaluations. We will be testing out this function this semester for possible launch in the future. When turned on, it would add a link under your Canvas account profile that says “evaluations” and when you select it, the system will use your canvas authentication to allow you to view your own page in Watermark with your evaluations. If this works as we hope, you will no longer have to ask TERB for copies of your evaluations.

ADJOURNMENT The meeting was adjourned at 3:52 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

Minutes of the
RETREAT/MEETING OF THE FACULTY SENATE
October 3, 2022

APPROVED

PRESENT: Melissa Bagaglio, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Erik Duarte (ASG), Kelly Falcone (ZOOM), Molly Faulkner, Jenny Ferrero, Shelbi Hathaway, Erin Hiro, Jason Jarvinen, Lawrence Lawson (ZOOM), Leigh Marshall, Leanne Maunu, Ben Mudgett, Michael Mufson, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Alyssa Vafaei, Elena Villa Fernández de Castro, Edwina Williams (ZOOM), Anastasia Zavodny

ABSENT:

GUESTS: Billieanne McLellan, Steven Palmer, Manuel Velez, Eric Wada

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 2:39 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Senator Shelbi Hathaway announced that PFF and CCE are joint hosting a governing board candidate meet and greet event on October 6 from 4 to 7 pm at Cocina Del Charro, Restaurant Row San Marcos for Palomar College employees only. Senator Michael Mufson added that a letter/postcard writing party is happening as well on Wednesday from 5 to 8 PM. The contact for that activity is Lisette Lasater at Llasater@palomar.edu

Senator Alyssa Vafaei made the following statement:

You may or may not know that my last name, Vafaei, is Iranian. I am not Iranian, but my husband is, and he is the son of Iranian immigrants. Most of my friends are of the Iranian diaspora as well. But I do not believe you need to be Iranian, or Iranian-adjacent like myself, to care as I do about the following. Today is the 18th straight day of protests across the nation of Iran. On October 1st, more than 150 major cities around the globe joined in protest. The catalyst for these protests was the murder of a young Kurdish woman of 22 years, Mahsa Amini, in the capitol city of Tehran. Mahsa was arrested by the morality police for the improper wearing of her hijab, some of her hair was showing, and so she was taken to a re-education center. While there, she received so many blows to the head that she fell into a coma and died two days later. While Mahsa Amini's murder was the catalyst, these protests are actually about 40+ years of oppression and occupation of Iran by the Islamic Republic. Oppression of women, religious and ethnic minorities, intellectuals and academics, and anyone who speaks or acts against the regime. The most recent horrific news coming from loved ones out of Iran, is of the government attacking Sharif University, one of the most prestigious engineering universities in the world. They trapped over 400 students at the university, and the limited reports are telling us it is possible that those over 400 students have now been massacred. This weekend I witnessed footage of a University professor using his body to stand between the guard and the students, and he was shot in the head point blank. You might not have heard much about these events or the extent to how bad things have progressed, and that is because no major news organizations in the West have covered them, and the government has shutdown the internet within Iran. If you wish to be more informed, follow #MahsaAmini on social media and on the web. My

call to action of this body is to simply do your best to spread the word online and demand the local and national news organizations which you follow to begin covering the massacres of the unarmed citizens of Iran.

Jin. Jiyan. Azadi

Zan. Zendegi. Azadi.

Women. Life. Freedom.

ANNOUNCEMENTS

Senators Molly Faulkner and Michael Mufson announced that *Greetings from the Red Planet* continues this week on Thursday, October 6 and runs through the weekend. More information can be found at www.palomarperforms.com

Senator Anastasia Zavodny announced that CALM has launched its new textbook adoption program. The form can be found here: <https://www.palomar.edu/calm/textbook-adoption-form/>

Senator Zavodny also announced that Political Economy Days is coming October 18 and 19. More information will be forthcoming. Sessions will be in person and virtual as well.

President Wendy Nelson announced that Senator Zavodny will be sending out a call for a faculty member to join the hiring committee for the Chief Diversity Officer position.

AGENDA CHANGES – No agenda changes.

INFORMATION ITEMS

- A. Delegates from ASCCC will review: The Brown Act, Senate Subcommittee Structure, ASCCC’s role at the State and local level, and the 10+1+1 (Exhibit 1)** - Manuel Velez, ASCCC South Representative, and Eric Wada, ASCCC North Representative

President Nelson welcomed ASCCC executive team members Manuel Velez and Eric Wada to the meeting. Mr. Velez began the presentation explaining the history and legalities of the Brown Act, where academic senates falls under the law, and how committees or subcommittees of academic senates may be affected. Discussion occurred regarding whether Senate’s committees or subcommittees are required to follow the Brown Act. Velez said that if the committee was created through a formal action or process (resolution, action), then most likely that committee is also required to follow the Brown Act (notice, agenda, minutes, etc.). Palomar’s Senate utilizes a formal process of creating a committee by completing a governance form that is then voted on by Faculty Senate. Velez said this seemed like a “formal” process so those standing committees do fall under the Brown Act. However, Velez also said to consult with legal counsel to make that decision. It was noted that Palomar’s legal counsel was consulted and they said these committees do not fall under the Brown Act so this confusion still remains.

Eric Wada explained the definitions of important terms such as what is a “meeting”, “notice”, “agenda”, etc. He also explained what types of gatherings or communications are forbidden in the Brown Act. Velez explained how Governor Newsom’s executive orders suspended some requirements in the Brown Act allowing legislative bodies to use teleconferencing to conduct regular meetings opened to the public. Velez explained AB 361 https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB361 which codified some of Newsom’s acts until January 2024 as long as California is still under a state of emergency. AB 361 will also apply if state or local officials impose or suggest social distancing guidelines, or if a legislative body votes that meeting in person would present an imminent risk to the health and safety of attendees.

Velez then explained recent AB 2449

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449

which goes into effect January 2023 and allows for another way for academic senates to meet. The bill requires that at least a quorum of its voting members meet in person while others who show “cause” may join the meeting via

teleconferencing. The members joining the meeting via teleconferencing may also vote on formal matters. It was noted that as of today, Palomar College's "local rules" prohibits Senators from voting on formal actions if they are joining the meeting virtually.

Eric Wada reviewed the slides regarding agendas, notices, meetings and emergency meetings. It was noted that attendees do not have to sign in or provide self-identification in order to speak. And physically posting the meeting notice/agenda at the physical address of the meeting is not a requirement because posting the notice/agenda to Board Docs and Senate's website meets the public notice requirement.

Wada then explained ASCCC's role in professional development, representing faculty and advocacy. The slides also show ASCCC's role working with other higher education partners in California.

Lastly, Wada reviewed faculty's 10+1+1 and how Title 5 provides for implementing the 10+1+1 process either through Rely Primarily or through Mutual Agreement. Palomar was commended by both Velez and Wada for codifying faculty hiring as an additional +1.

President Nelson thanked both Manuel Velez and Eric Wade for their presentation.

B. Faculty Senate 2022-2023 Goals (Exhibit 2) – Wendy Nelson

President Nelson started the discussion showing the 2021/22 goals and then added new 2022/23 goals.

- **Clarifying Faculty Senate's involvement in the PRP process**
The PRP process is an opportunity for programs to stop and take a good look at their curriculum and data around success, retention and completion.
Still in progress and get more faculty involved
- **Action Items from part-time equity document**
Progress has been made in certain areas.
Still in progress
- **Clarify Senate calendar – monthly "to-dos"**
Completed
- **Training for Senate committee and council reps**
Still in progress
- **Re-evaluate Senate release time positions**
Still in progress
- **Clarify the NOHE process**
The District is working on this issue with Dean Smiley overseeing the project. It was suggested to invite Dean Smiley to a Senate meeting to get status of the improvements.
Still in progress
- **Communications strategies from Senate to the faculty/campus**
Still in progress
- **Review of Committees**
Still in progress
- **Outreach to Governing Board Members**
Completed but will review again after the elections this Fall

- **FAQ or training about 10+1+1**
This should be front in center on the Faculty Senate website.
Still in progress
- **Onboarding for new Senators**
Still in progress
- **Committee leadership reporting**
New
- **Invite AA, Classified and Cast Leadership to Senate meeting**
New
- **Common course numbering and CALGE**
New
- **Increase liaisons to ASCCC**
New
- **Budget process for areas like DE**
New
- **Address concerns about accommodations and disability discrimination**
New
- **HSI Recommendations**
New
- **DEIAA Framework**
New

C. Roberts Rules Overview – Tabled.

ADJOURNMENT The meeting was adjourned at 5 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

EXHIBIT 3

October 10 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
Scott Lawson	SBS	Kinesiology	Curriculum Committee	Faculty (22-25)	I will utilize equity and antiracism on what I have learned through all my years in my disciplines, and I am always striving to learn more to be a better person in diversity, equity, inclusion.	I have been teaching and coaching for the past 30+ years different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations in my emergency medical education classes, health education classes, and kinesiology classes. This current semester I am teaching adaptive students and students in the emergency medical field (EMR).	
Liz (Mary) Mendoza	L&L	Speech/ASL	Faculty Position Priority Committee	Faculty, L&L	I value diversity having grown up in a Mexican family and going to school on the Jicarilla Apache reservation in Dulce, NM. Equity and inclusion are cornerstones in my classes. I teach ASL-English interpreting which is a field of predominantly white women. I am constantly encouraging and supporting our trilingual (ASL, Spanish, English) students to develop skills in all three languages.	I have been on several hiring committees and have seen how individuals share the same values as I do of fostering diversity at Palomar College. There have been departments and programs that don't get high priority for hiring and I would like to delve deeper to figure out the reason.	



EXHIBIT 4

Student Equity Plan 2.0

Deconstructing
Institutional Barriers to
Decrease our Equity Gaps
2022-2025





Student Equity Plan Workgroup



Elizabeth Alvarado, Site Coordinator, GEAR UP (EESSC)

Alejandro Arellano, Outreach Specialists, Outreach and Onboarding Services (EESSC)

Dr. Glyn Bongolan, Counseling Department Chair/Faculty, Guided Pathways Pillar 3 Lead (GP)

Alex Cuatok, Math Adjunct Professor, Guided Pathways Pillar 2 Lead (GP)

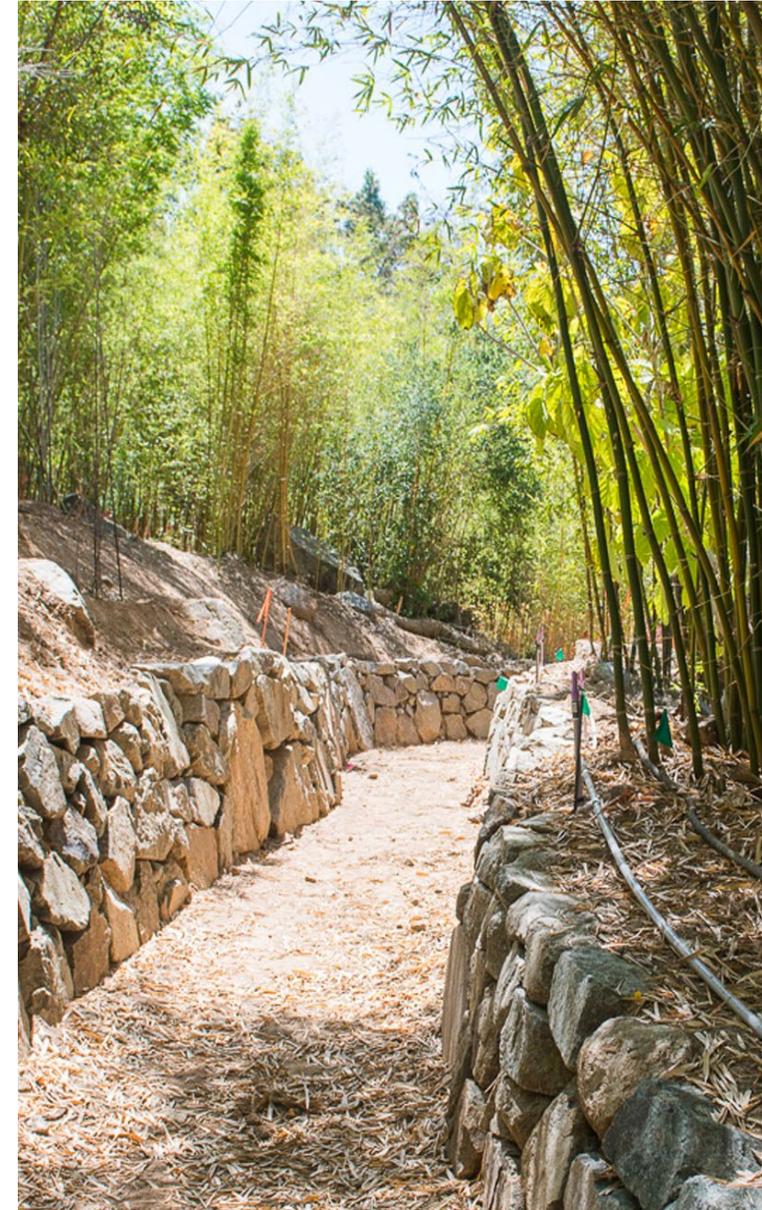
Dr. Mireya Gutierrez-Aguero, CTE Grants Supervisor, Career Technical Education Division (EESSC)

Dr. Michael Large, Principal Research and Planning Analyst (EESSC)

Dr. Leslie Salas, Dean of Student Success, Equity and Counseling (EESSC)

Agenda

1. Changes to Previous plan Compared to Plan 2.0
2. Collaborative Plan Development
3. Plan Development Philosophy/Approach
4. Current Data and Identified Sub Populations for 22-25
5. Draft Plan 2.0
6. Next Steps



Changes to Previous plan Compared to Plan 2.0

1

Student Equity Plan 1.0

2019-2022

- Transactional
- Compliance oriented
- One and done
- Race-neutral
- Stand-alone plan
- Compartmentalized funding



Disproportionately Impacted Populations

Prior DI Populations (2015-19)

Success Indicator	Disproportionate Impact
Access	Veterans
Course Completion	Foster Youth
ESL & Basic Skills Completion	African Americans
	DSPS Students
	Males
	Hispanics
Degree & Certificate Completion	Unprepared Age 25-49
	African Americans
	DSPS Students
Transfer to 4-year Inst.	Unprepared Age 25-49

New DI Populations (2019-22)

Access	Retention	Transfer Level M/E	Transfer to 4 Year	Vision for Success
Hispanic/Latino (F)			Hispanic/Latino (M)	
Black/African American	Black/African American	Black/African American	Black/African American (M)	Black/African American (M)
		American Indian	American Indian (M)	American Indian
		Hawaiian/PI (M)		Hawaiian/PI
More than One Race (F)				
Other Race	Other Race (F)	Other Race (F)		Other Race
White (F)				
Foster Youth	Foster Youth	Foster Youth (F)	Foster Youth (F)	Foster Youth (M)
	Veteran (M)	Veteran		
		LGBT (M)	LGBT	LGBT (M)
		Disabled		

Prior Student Equity Plan / Focus Areas

Programs & Implementation

- TLC
 - FYE/Summer Bridge/ LC / FRC
- Math Learning Center
- Service Learning
- Foster Youth Program
- Veteran's Outreach
- STAR & Stats Tutoring

Events/Activities/Items

- Week of Welcome
- Tarde de Familia
- ESL Recognition Night
- Equity Programming
 - Films / Speakers/ Excursions
- Veteran Program Ads
- Direct Supports
- Supplies/Equipment

Research & Professional Development

- CCEAL (M2C3)
- Pathways to Law School
- Conferences
- PD Speakers/Books
- Training

2019 Equity Plan Activities

Outreach / Recruitment

- Establish Enrolled Student Profile
- Focused Admission & Recruitment Plan

Onboarding / Retention

- Improved Admissions & Onboarding Communication
- Strengthen Palomar Promise
- Create Student Intake Process
- Puente & Umoja Programs
- Student Engagement Plan
- Basic Needs Support
- College Math & English w/Support
- ME First Program
- Maximize Participation in Support Programs
- MAP Major Programs

Transfer / Employment

- Early Career Exploration & Connection to Math/English
- Completion Communities
- HBCU Visits

Internal Equity Development

- PD activities
- Themed PD (ex. Implicit bias, cultural fluency).
- Trauma Informed Perspective
- Communities of Practice

Intentions of Student Equity Plan 2.0

Context:

- National landscape changes since 2014
- Collaborative with colleagues from the field
- Multiple pandemics (racial reckoning, COVID)

New Iteration



Student Equity Plan, 2022-2025

Intentional Design

- Transformational
- Community driven, thoughtful/meaningful, reflective
- Fluid and dynamic
- Race-consciousness
- Inform other institutional plans
- Braiding of funds

Metrics that Support:

- Alignment with Guided Pathways and Vision for Success
- Accessibility and standardization, all colleges having the ability to use the same data via the dashboard
- Colleges' ability to identify student populations experiencing the most disproportionate impact

Data-Driven

Available March 2022, Updates to the Student Success Metrics will complete. At that time:

- Data on the Student Success Metrics Cohort View will be updated to include the most recent data.
- Unsuppressed data files with DI calculations will be available on Data on Demand for districts to download.

Use of DI to Support:

- College plans that center and prioritize student populations experiencing the most disproportionate impact for each metric
- The understanding that when we direct efforts to address the inequities for the population experiencing the most disproportionate impact, our efforts benefits other student populations, as well.

Collaborative Plan Development

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Collaborative Plan Development

SEP Participant Dates:

June 10

June 23

July 7

July 21

August 11

Participants/ Contributors– Thank you for your participation, commitment, and contribution

Participants

Dr. Nancy Browne – Manager of Student Success

Richard Carr Jr. - English Adjunct Associate Faculty, UMOJA Coordinator

Dr. Nora Kenney-Whitley – Interim Director of Occupational and Non-Credit Program

Dr. Leanne Maunu – Professor of English

Vickie Mellos – Assistant Professor of English as a Second Language

Dr. Sabrina Menchaca – Disability Resource Center Counselor

Dr. Shauna Moriarty – Director of Disability Resource Center

Lisa Taylor – Executive Assistant to Vice President of Student Services

Lejearl Young – Veterans Services Specialist

Contributors

Jennifer Backman – Professor of English

Michelle Barton – Senior Director of Institutional Research and Planning

Tracy Fung – Professor of English as a Second Language

Heather Hosaka – Associate Professor of English as a Second Language

Adrienne Lee – Director of Financial Aid/Scholarship

Wendy Nelson – Professor of Media Studies and Guided Pathways Pillar One Lead

Patrick Saviano – Assistant Director of Behavioral Health

Sherry Titus – Director of Student Life and Leadership

Plan Development Philosophy/Approach

3

Plan Development Philosophy/Approach



DEI Definitions

- Diversity, Equity, Inclusion
- Race Consciousness
- Racial Equity



Structural Institutional Change

- 2019 Student Equity Plan
- Community College Equity Assessment Lab (CCEAL)
- Becoming Hispanic Serving Institutions (HSI) Fall 2021 Book Club Recommendations
- National Assessment of Collegiate Campus Climates (NACCC)

Student Equity Plan 2.0

TERMINOLOGY

Diversity

Reflects egalitarian values. Per Merriam Webster dictionary, “the inclusion of people of different races, cultures, etc. in a group or organization”

Equity

Does not mean creating activities for “all” students but being intentional about specifically addressing impacted student groups

Inclusion

Is a state of being valued, respected, and supported

Race
Conscious

Awareness of the racialized experiences students have in the classroom, the college environment, and in society that reinforce oppression rather than dismantling it.

Racial
Equity

It is the intentional and continual practice of changing policies, practices, systems, and structures by prioritizing measurable change in the lives of people of color.

Student Equity Plan

Development/Approach



A more focused lens looking at structural and institutional change that will assist to close the pervasive gaps that have been apparent in previous years.



Using data to further examine DI groups and create workgroups that will come together to incorporate data the college has paid for and can be used to inform and narrow the focus.



5 Principles of Creating Equity By Design (Center for Urban Education, USC)



Grounded Guiding Questions

Current Data and Identified Sub Populations for 22-25

4

Disproportionate Impact Analysis: Data

- Cohort Data
- Data Sources
 - MIS Data Submissions
 - CCCApply Data
- System-wide Data
- Aggregated



Disproportionate Impact Analysis: Equity Metrics



Successful Enrollment

- Enrollment in the college in the first year after application

Retention

- Persistence of first-time students from their first primary term to the next primary term

Completed Transfer-level Math & English

- Completion of transfer-level math and English within first academic year

Completion

- Obtained the Vision for Success Completion within three years

Transfer

- Transfer to a 4-year institution within three years

Disproportionate Impact Analysis: Subpopulation Disaggregation



Race &
Ethnicity

Gender

LGBT

Perkins
Economically
Disadvantaged

First-
generation
Status

Foster Youth

Disability
Status

Veterans

Homeless

Disproportionate Impact Analysis: Outcomes Summary

Table 6. Disproportionately Impacted Subpopulations Summary

Successful Enrollment	Retention	Transfer-Level Math and Eng.	Completion	Transfer
				DSPS (M)
			American Indian/Alaska Native	
Asian				Asian
Black or African American	Black or African American	Black or African American	Black or African American	
Filipino (F)				
	Hispanic (M)	Hispanic	Hispanic	Hispanic
Pacific Islander or Hawaiian Native				
	First Generation Student	First Generation Student	First Generation Student (M)	First Generation Student
			Foster Youth	
Female				
	LGBT	LGBT		
	Economically Disadvantaged (M)	Economically Disadvantaged (F)	Economically Disadvantaged	Economically Disadvantaged (M)
	Veteran		Veteran	



Draft Plan 2.0

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Intrusive Metric Outcomes

Student Equity Plan 2.0

Sub-Population of Students	Successful Enrollment	Completed Transfer-Level Math & English		Retention from Primary to Secondary Term		Completion		Transfer
	All Black/AA Stu	All Black/AA stu	All Latinx stu	All Black/AA stu	Male Latinx Stu	All Black/AA stu	All Latinx stu	All Latinx stu
Year 1 (2022-23)	From the 7.5% baseline equity gap, decrease the gap by 2%.	From the 7.5% baseline equity gap, decrease the gap by 2%	From the 3.8% baseline equity gap, decrease the gap by 1%	From the 13.5% baseline equity gap, decrease the gap by 3.5%	From the 6.8% baseline equity gap, decrease the gap by 2%	From the 5.4% baseline equity gap, decrease the gap by 1.5%	From the 4.1% baseline equity gap, decrease the gap by 1%	From the 12.1% baseline equity gap, decrease the gap by 3%
Year 2 (2023-24)	From the 7.5% baseline equity gap, decrease the gap by 4.5%.	From the 7.5% baseline equity gap, decrease the gap by 4.5%	From the 3.8% baseline equity gap, decrease the gap by 2.5%	From the 13.5% baseline equity gap, decrease the gap by 8%	From the 6.8% baseline equity gap, decrease the gap by 4.5%	From the 5.4% baseline equity gap, decrease the gap by 3%	From the 4.1% baseline equity gap, decrease the gap by 2.5%	From the 12.1% baseline equity gap, decrease the gap by 7%
Year 3 (2024-25)	From the 7.5% baseline equity gap, decrease the gap by 7.5%.	From the 7.5% baseline equity gap, decrease the gap by 7.5%	From the 3.8% baseline equity gap, decrease the gap by 3.8%	From the 13.5% baseline equity gap, decrease the gap by 13.5%	From the 6.8% baseline equity gap, decrease the gap by 6.8%	From the 5.4% baseline equity gap, decrease the gap by 5.4%	From the 4.1% baseline equity gap, decrease the gap by 4.1%	From the 12.1% baseline equity gap, decrease the gap by 12.1%

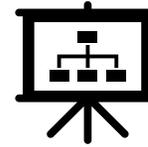
Next Steps

6

Next Steps

Student Equity Plan 2.0
2022-2025

Moving from Council (governance) to committees (operations) to implement plans and policies. This is where the hard work is done with the development of goals and steps to execute the overarching plan.



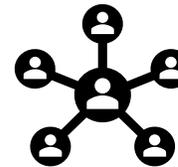
SHARE WITH CONSTITUENTS

Equity, Education, and Student Success Council (EESSC), Associated Student Government (ASG), Faculty Senate, Chairs and Directors, College Council.



COLLECT FEEDBACK ON THE SEP 2.0 PLAN

Review the SEP document and provide the group's comments and questions. Focus on structural and institutional change versus siloed activities.



ASSIGN WORKGROUPS

After identifying leads for each metric, assign workgroups according to their roles and functions as they relate to the metric.



SET UP MEETINGS AND REPORT OUT

Block off times for meetings. Meet throughout the semester to work on the goals and steps to address the metrics. Report out to EESSC at the end of the semester.



Q/A

Thank you!

Constitution of the Faculty of Palomar College

In order to promote the effective exercise of the rights, duties, privileges, and responsibilities that are placed in their trust by their profession, their society, their state, and their local district, and conscious of the high nature of that trust as it is shared by all other institutions of higher learning in the State of California and in the United States, and in order that they or the instruments of their creation may perform such academic duties as are appropriate to teaching faculties of community colleges, the academic faculty members of Palomar College, as defined below, have adopted this Constitution.

ARTICLE 1: DEFINITION OF ACADEMIC FACULTY

A member of the faculty of Palomar College is an academic employee who is employed in a position that is not designated as administrative, managerial, or classified and falls under one of the following categories:

FULL-TIME FACULTY are those faculty members who are employed in regular tenured positions.

PROBATIONARY FACULTY are those faculty members who are employed in tenure track faculty positions and who have not yet been granted tenure by the college.

TEMPORARY FACULTY are non-tenure track faculty with an assignment greater than 67% and who are employed for a designated period of time. For voting purposes, temporary faculty are included with full-time, tenured and probationary faculty.

EMERITUS FACULTY are those faculty members who, upon retirement, were granted Emeritus status by virtue of their years of service. Emeritus faculty may vote with part-time faculty during any semester in which they teach part-time after retiring.

PART-TIME FACULTY are those non-tenure track faculty members whose assignments are no more than 67% of a full-time load.

ARTICLE 2: THE FACULTY SENATE OF PALOMAR COLLEGE

SECTION 1: NATURE AND POWER

The faculty members of Palomar College hereby establish the Faculty Senate as the primary legislative and executive body representing the faculty on all Academic and Professional Matters, which include the governance and committee structure at Palomar College. By legislation, the Faculty Senate is represented on the Statewide Academic Senate and, through it, on the California Community College Board of Governors. Regular meetings of the Faculty

Senate shall be held every teaching Monday at 2:30 p.m. during the academic year. All other meetings shall be considered special meetings.

I. Senators shall retain all the rights, duties, privileges, and responsibilities normal to faculty membership.

II. Actions taken at an official meeting of the Senate shall be deemed to be “approved action” and shall be effective for immediate implementation. All such approved action shall be published and distributed to the faculty within three school days. The official minutes of the meeting in which they are approved shall follow within ten school days.

III. Approved actions are actions which have been approved by a majority of members present at an official regular or special meeting of the Senate; or,

IV. A majority of votes cast by full-time and probationary faculty in an official electronic or mail ballot.

V. Members of the faculty reserve the right to protest any approved action of the Senate. Protest shall be submitted in writing to the Senate President and shall bear the signature(s) of the protester(s).

VI. If, within ten teaching days after publication and distribution of any approved action, protests are received from at least twenty percent of the full-time and probationary faculty, a special meeting of The Faculty Senate shall be called for the purpose of reviewing said approved action. The meeting shall be scheduled no later than ten teaching days after receipt of the minimum required number of 4 protests and shall be set for a time and a place convenient to the membership. Two separate notices of the meeting shall be distributed to the membership.

VII. Following reasonable and adequate discussion of the issue(s), the full-time and probationary faculty shall have an opportunity to vote either to reaffirm the approved action or to rescind it. Voting shall be conducted by electronic or mail ballot beginning within five teaching days after the special meeting. Notice of the results shall be published and distributed to the Governing Board and all academic employees within fifteen teaching days after the special meeting.

SECTION 2: SENATE DUTIES

The Faculty Senate:

I. Shall formulate policies on Academic and Professional Matters as specified in state legislation and supported by Governing Board policy.

II. The term “Academic and Professional Matters” refers to the following twelve matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. Governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including selfstudy and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Faculty hiring policy, faculty hiring criteria, and faculty hiring procedures; and
12. Other academic matters as mutually agreed upon between the Governing Board and the Faculty Senate.

III. May also function in an advisory capacity to the College Council in such matters.

IV. Shall promote the understanding and practice of professional standards and conduct and of democratic policies and procedures.

V. Shall concern itself especially with the consideration of any policy or procedure that affects the status and morale of the faculty of the college.

VI. Shall advise the Superintendent/President of the College and/or the Governing Board in the selection of administrative personnel. The Senate shall be responsible for the appointment of all faculty members to selection committees other than those faculty appointed by the bargaining unit.

VII. Shall maintain a continuing study of proposed legislation affecting schools and the faculty, and shall keep the faculty informed regarding such proposed legislation and its progress.

VIII. Shall obtain information and inform the faculty regarding the records and opinions of candidates for public office where such records and opinions clearly affect the welfare of schools and faculty.

IX. Shall, through its Committee on Committees, nominate the faculty personnel who serve on college committees other than those appointed by the bargaining unit. Unless the committee position requires a ballot of the full-time or probationary faculty, or some portion thereof, the Senate may confirm the nominees at any regular Senate meeting.

X. May serve the President of the College as an Advisory Council, and may meet with them upon request.

Bylaws of the Faculty of Palomar College

ARTICLE 1: RIGHT OF PETITION OF THE FACULTY BODY

Ten percent of the Full-Time, Probationary and Temporary Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Full-Time, Probationary and Temporary Faculty.

Ten percent of the Part-Time and Emeritus Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, 2 initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Part-Time and Emeritus Faculty.

If the determination is made that such proceedings are necessary, a request for such proceedings must be included on the agenda of the next regular meeting or special meeting of the Senate and shall precede other new business. The Senate shall appoint a task force of three faculty members (two Senators and one non-Senator) to conduct proceedings in an open meeting to address the matter stated in the petition. Any action taken as a result of the proceedings shall require a simple majority of the appropriate faculty group on matters of review, referendum, or initiative, and a two-thirds (2/3) majority in matters of censure or recall.

ARTICLE 2: CODE OF ETHICS

Faculty members have an obligation to the college, their students, their colleagues, the profession, the public and themselves to maintain the highest standards of ethical conduct. In recognition of this obligation, faculty members adopt the following standards of ethical conduct (Adapted from the “American Association of University Professors (AAUP) Ethics Statement”):

1. Professors, recognizing their social responsibility:

- Develop and improve scholarly competence,
- Exercise critical self-discipline and judgment in transmitting knowledge,
- Practice intellectual honesty.

2. Professors, as teachers:

- Encourage the free pursuit of learning in their students,
- Demonstrate respect for students as individuals,
- Keep to their proper roles as intellectual guides and counselors,
- Evaluate students in an unbiased manner,
- Respect the confidentiality of students,
- Acknowledge significant or scholarly assistance from students,

- Do not exploit, harass, or discriminate against their students.

3. Professors, as colleagues:

- Do not discriminate against or harass colleagues,
- Respect and defend the free inquiry of associates,
- Exchange criticism and ideas,
- Acknowledge academic debt,
- Strive to be objective in their professional judgment of colleagues,
- Accept their share of faculty responsibilities for the governance of their institution.

4. Professors, as members of an academic institution:

- Seek to be effective teachers and scholars,
- Uphold academic freedom,
- Maintain their right to criticize and seek revision,
- Give due regard to their responsibilities within the institution,
- When considering termination of their employment, give due notice of their intentions.

5. Professors, as members of their community:

- When they speak or act as private persons, avoid creating the impression of speaking or acting for their college,
- Promote free inquiry and further public understanding of academic freedom.

ARTICLE 3: FACULTY SENATE MEMBERSHIP & COMPOSITION

SECTION 1: COMPOSITION

The Senate shall consist of the immediate past president of the Senate, the faculty co-chair of the Curriculum Committee, and 23 full-time Faculty, tenured or probationary, and four are part-time. All are elected from their respective Faculty body. Ex-officio members, the past president and Curriculum co-chair, have voting privileges and act as Senators, but are not individually elected. President, Vice-President, and Secretary are always elected from within the existing Senate body at the time of election for officers. In the event that a sitting Senator is elected to a two-year term as Faculty Senate President with one year remaining in their Senate term, the Senate membership will consist of 30 members for one year. In addition, the ASG has a named position with an advisory vote.

The elected members are subject to the following provisions:

1. That no more than two full-time or probationary faculty members shall be elected from a single department with the exception of ex-officio members and any faculty member holding one position under Appendix F of the Collective Bargaining Agreement (CBA) with 100% release time (ex: Articulation Officer).
2. That no more than one part-time faculty member shall be elected from a single department of the faculty. In situations where a part-time faculty member represents

more than one department, that part-time faculty member will be considered eligible to serve so long as at least one of their departments is not yet represented by another part-time faculty member.

3. That no more than five members shall be probationary faculty.
4. That terms shall be staggered so that not all Senators are new at any one time.

SECTION 2: ELIGIBILITY

All Senators shall be faculty members as defined in Article 1 of this Constitution, excluding faculty who hold administrative, managerial, or classified assignments.

SECTION 3: TERMS OF OFFICE AND METHOD OF ELECTION

I. Terms of Office:

Senators

- A. Shall serve for a term of three years.
- B. Shall be eligible for re-election, and normal Senate vacancies shall be filled at the spring election.
- C. Shall attend the first regular meeting in May following their election and shall take office at the subsequent meeting.

II. Method of Election:

- A. One-third of the Senate positions shall be open for election each year.
- B. During the spring semester for a two-week period, the Senate Elections Committee shall send out nominating forms to all faculty members for the Senate positions on the Faculty Senate.
- C. During the Spring semester for a two-week period, the Senate Elections Committee shall send ballots to faculty to elect Senators. The ballots may include a twenty-five word or less description of each candidate's qualifications.
- D. If the number of candidates is equal to or less than the number of seats available, then no election shall be held and all qualified candidates shall become Senators.
- E. Full-time and probationary faculty senators shall be elected by a vote of full-time and probationary faculty; part-time faculty senators shall be elected by a vote of part-time faculty.
- F. The Senate will ratify the votes of any election.

III. A Permanent Vacancy shall occur when:

- A. A Senator misses more than three consecutive meetings of the Senate or a total of four regular meetings in one semester. In the case of newly elected Senators, absences occurring in May caused by conflicts resulting from instructional or institutional responsibilities shall not be counted under this provision.
- B. A Senator takes a leave (sabbatical or other type). A Senate position shall be vacated the last teaching day before this leave starts.

IV. Filling Permanent Vacancies:

- A. The provisions of Article 4, Section 5 shall apply to the election of Senators.
- B. If a permanent vacancy occurs within the Faculty Senate within one (1) month of a previous election, the next highest vote-getter in the just concluded election shall be awarded the seat. In the event the previous election was uncontested, the position shall be filled by a special election (see Article 4, Section 5). Positions elected in this case shall complete that vacant term.
- C. Permanent vacancies that occur after one month following the spring election can be filled by a special election at the discretion of the Faculty Senate. Positions elected in this case shall complete that vacated term.
- D. In the event that the Senate has fewer than two-thirds of its membership as stipulated in Section 3, a special election will be held as soon as possible after the vacancy occurs. Senators elected in this case shall complete that vacated term.

V. Special Election Provisions

- A. Should the Senate choose to fill any permanent Senator vacancies, the Senate shall send a call for nominations to the applicable faculty group for these positions; this nomination period shall be open not fewer than four business days. All nominations received will be considered by the Senate. The Senate shall conduct an electronic vote from the requisite faculty group if there are more eligible nominations than permanent vacancies; this voting window shall be open for not fewer than four business days. In the event that the number of eligible nominations is equal to the number of permanent vacancies, the Senate shall vote to confirm. In the event a permanent vacancy occurs in a Senator position with one semester or less of its term remaining, the Senate may choose to not fill the position.
- B. In the event that a permanent vacancy occurs in the role of Secretary or Vice President and a special election is warranted, the Senate shall entertain nominations of Senators and shall conduct a vote of the Senate membership to fill the position(s) for the remainder of that vacated term. In the event the vacancy occurs in March or later, the Senate may choose to not fill the position.

VI. Senator Expectations:

- A. To attend Senate meetings regularly;
- B. To stay informed about state and local policies relating to the welfare of the College;
- C. To serve on at least one academic, Senate, ASCCC, or governance committee throughout their tenure on Senate.

SECTION 4: OFFICERS

- I. Shall be elected from among the Senators.
- II. The Senate shall elect its own Vice-President and Secretary as the first item of business on the day that newly-elected Senators are seated in the Senate or at the next regular meeting after a permanent vacancy shall occur in any office.
- III. The Senate shall elect its own President-Elect at the second regular meeting of the spring semester during the last year of the active President's term. The individual elected shall be expected to serve through the remainder of the spring semester as the President-Elect, then shall take office as President for the subsequent two academic years.
- IV. Nominations for each position (President, Vice-President, and Secretary) shall be solicited from the floor. Current officers may be nominated for subsequent terms as defined below for each position.
- V. Newly elected officers (Vice President and Secretary) shall take office immediately following their election.
- VI. President and Vice-President positions must be held by permanent, tenured faculty.

President

- I. Shall serve a two-year term and may not be elected to serve more than two consecutive terms.
- II. Shall not publicly vote on any issue before the Senate unless a tie vote exists, or to create a tie.
- III. Shall function as Faculty Senate liaison with the Administration and the Governing Board in relation to college policy.
- IV. Shall serve as the representative of the Senate to the College Council and shall attend all regular meetings of the Governing Board. In emergency situations, a designee can serve in the President's place for no more than one consecutive council or committee meeting and no more than three per school year. The preference of the Senate is for the President to attend all Governing Board meetings, but in the event of special meetings of the Governing Board, the President may elect to send a designee. When there is no scheduled open session, the President may use their discretion about whether to attend. The Senate President shall also serve as Tri-Chair of the Equity, Education, and Student Success Council (EESSC), a member of the Guided Pathways Task Force, and a member of the Budget Committee.

V. Shall, with the approval of the Senate, together with the Superintendent/President and in accordance with Academic Standards and Practices, identify issues as they relate to Academic and Professional Matters, designate the appropriate committee or task force, and establish the membership of that committee or task force.

VI. Shall further preside at all regular and special meetings of the Senate and meetings of the Faculty Council.

VII. Shall ensure that all meetings are conducted in accordance with rules formulated by the Senate, except that no Senate rules shall violate any provision of this Constitution or the Brown Act, nor shall any revision in the Senate rules take effect until the meeting following its approval. For the regular conduct of meetings, Robert's Rules of Order, Revised, shall be employed.

Vice President

I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.

II. Shall serve as Assistant to the President and fulfill the duties of the President in the President's absence or when that office shall fall vacant.

III. Shall require that the President-Elect be elevated to President by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate.

IV. Shall require that a new President-Elect be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President-Elect of the Faculty Senate.

V. Shall serve as liaison to the Administrative Association, the Council of Classified Employees (CCE), the Confidential and Supervisory Team (CAST), the Palomar Faculty Federation (PFF), and the Associated Student Government (ASG).

VI. Shall serve as a member on the Budget Committee.

VII. Shall require that a new President be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate and if the President-Elect office is not held.

Secretary

I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.

II. Shall see that a permanent record of the proceedings of minutes is maintained.

- III. Shall provide for distribution of the minutes to members of the faculty.
- IV. Shall verify that a quorum is present at all meetings.
- V. Shall verify attendance of Senators and notify Senators if they are approaching the limitations in Article 4, Section 5, subsection III.
- VI. Shall conduct correspondence as directed by the President.
- VII. Shall bring to each meeting a complete record of the proceedings of the current academic year, a copy of the Constitution, a copy of Robert's Rules of Order, Revised, a copy of the Brown Act, and a copy of the Senate's formal actions.
- VIII. Shall keep a record of the term of office of each Senator and when it expires.
- IX. Shall keep a separate up-to-date list of all formal actions approved by the Senate.
- X. Shall keep a voting roster.
- XI. Shall keep a record of those faculty granted emeritus status.
- XII. Shall serve as a member on the Budget Committee.

Past President

- I. Shall serve on the Faculty Council, and as a member of the Faculty Senate, for the term of the succeeding president.
- II. Shall serve to help the President transition into their position.
- III. May serve as a designee for the President when mutually agreeable.
- IV. If the Past-President is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve as the Past-President Designee to the Faculty Council. In the event that one-third or less of the term is remaining, the Senate may choose to not fill the vacated position.
- V. Shall serve as a member on the Budget Committee.

President-Elect

- I. Shall be elected from the Senators.
- II. Shall maintain all regular rights and privileges as a regular member of the Senate.
- III. Shall work with the current Senate President to train for the position of President and establish working relationships with other constituent bodies.

IV. If the President-Elect is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve the remainder of the term and subsequently assume the role of President.

SECTION 5: MEETINGS

The Senate shall meet at 2:30 p.m. each teaching Monday during the academic year, and at such special times as may be called by the Faculty Council or by written request of twenty-five percent of the Senate membership, or ten percent of the full-time, tenured and probationary faculty, or by ten percent of the Part-Time and Emeritus faculty.

All meetings of the Senate are open to all members of the Palomar community and to the public. No vote or motion shall be accepted after 3:50 p.m. unless a motion is passed to extend the time limit.

- A. A quorum consists of one more than one-half of the elected Senate membership.
- B. The Senate shall hold adjourned meetings at the discretion of the Senate President.
- C. During the summer, a quorum of the Senate shall consist of one more than one-half the number of Senators who state their summer availability at the last regular meeting of the Senate.
- D. Meetings of the Senate during the summer may be called at the discretion of the Senate President or by petition of a majority of available Senators.
- E. Agenda: Agenda items must be submitted to the Senate President by noon the Wednesday prior to each Senate meeting. The Senate President in consultation with the Council shall be responsible for the agenda.
- F. Voting: A simple majority of those present at any meeting having a quorum shall be accepted for passing a proposed agenda item. (This rule shall be subject to exception by a vote of those present.)
- G. Executive Session: Any Senator, any member of an involved committee, or any party to a personnel question may request an Executive Session. The Senate shall go into Executive Session unless such a session is opposed by a majority of those present. Executive Sessions are subject to requirements imposed by the Brown Act.
- H. Recusal: As a matter of professional practice, a Senator or a member of the faculty appointed by the Senate to a reassigned faculty position should voluntarily recuse themselves from any committee or situation in which a bias may exist as a result of personal or professional interest. Recusal by any Senator or faculty member on a particular matter because of concerns about impartiality or conflict of interest does not reflect adversely on the Senator or faculty member. It is simply an acknowledgement that, in a complex and interconnected society such conflicts of interest may occur. Any conflict of opinion with regard to the appropriateness of the recusal of a Senator or faculty member shall be referred to the Professional Procedures Committee, which shall determine whether recusal is necessary and report back to the Senate.
- I. Minutes: The minutes shall come to the Senate for approval prior to distribution to the faculty at large.

SECTION 6: COMMITTEES

The Senate shall establish those standing and/or special committees that are necessary for the efficient conduct of its business.

A. Membership on committees shall include both Senate and non-Senate faculty members. All Senate committee chairs must be Senators. All Senate subcommittees must meet at least once each semester with established meeting days/times published.

B. The Committee on Committees shall solicit nominations for committee membership for Senate appointed representation.

C. Faculty membership on all college committees shall be confirmed by the Senate except those designated to be appointed by the bargaining unit.

D. Committee reports may be requested at the discretion of the Senate President. Senate Committee Chairs shall submit an end-of-year report to the Senate.

E. When any committee report is being considered by the Senate, non-Senate members of the committee may be invited to be present during said discussion.

F. The Senate shall have the power to dissolve a Senate committee by a vote of the Senate when it is believed that a committee is no longer needed.

SECTION 7: CODE OF ETHICS AS APPLIED TO THE FACULTY SENATE

Faculty Senators have an obligation to the college and to their colleagues to maintain the highest standards of ethical conduct. In recognition of this obligation, the Faculty Senate has promulgated the standards of ethical conduct for all faculty members as defined in Article 3 of this Constitution. Any alleged violation of the Ethics Code by a Senator or faculty member in their capacity as a Senator or as a faculty member appointed by the Senate to a reassigned faculty position shall be referred to the Professional Procedures Committee, which shall determine whether a violation has occurred. This determination shall be reported to the Senate in an open meeting. Any further action shall be initiated as defined in Article 2 of this Constitution.

SECTION 8: OPINION POLLING

I. Whenever in the course of its business the Senate shall decide that a reasonable doubt exists as to the wishes of the faculty, it may direct its Committee on Elections to conduct a poll of all full-time and probationary faculty. Unless otherwise designated, those eligible to vote shall be full-time and probationary faculty.

II. Further, a poll of all faculty or full-time and probationary faculty shall be taken on any subject, regardless of whether said subject has been considered by the Senate in the course of its deliberations, when requested by an appropriate petition as outlined in Article 2 and submitted to the President of the Senate.

SECTION 9: RIGHT OF PETITION OF THE FACULTY SENATE

Twenty-five percent of the Faculty Senate's current membership may, upon presentation of a signed petition to the Faculty Council, call for review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Faculty Senate or appointed by the Senate to a reassigned faculty position.

If the Senate votes to proceed, such proceedings must be included on the agenda of the next regular meeting or special meeting and shall precede other new business. The proceedings shall be convened and conducted by the Senate's Professional Procedures Committee within ten days of the agenda announcement.

Action taken by the Faculty Senate under these proceedings shall require a simple majority in matters of review, referendum, or initiative, and a two-thirds (2/3) majority in matters of censure or recall.

SECTION 10: 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.

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.
- 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.
- V. Five years of service as a Part-Time faculty member at Palomar College. For the purpose of Emeritus Policy, sabbatical leaves and other leaves of absence are not counted as a break in service when determining eligibility. An individual who has been granted Emeritus Status at Palomar College shall be honored at the graduation ceremonies following the granting of this status and listed by name as Faculty Emeritus in the College Catalog.

ARTICLE 4: THE FACULTY COUNCIL

I. The Faculty Council consists of five members: the Faculty Senate President, the Faculty Senate Vice President, the Faculty Senate Secretary, the Past President of the Senate, and one Senator who is appointed by the Senate body for a term of one year on Council.

II. The Faculty Council shall have weekly meetings during the academic year at a time determined by the Council and shall meet with Senate and Governance Committees as it sees fit or as directed by the Senate or the governance structure.

III. The Faculty Council duties include:

- a. Advising the Faculty Senate President on matters coming before the Senate and reviewing the agenda prior to each meeting.
- b. Planning for the presentation and selection of Faculty Senate Awards (Faculty Service Award, Margie Ruzich Gift of Time Award, Scholarly and Professional Achievement Award, etc.)
- c. Planning a Faculty Senate retreat each year.
- d. Planning for faculty social events (examples include the Faculty Achievement Celebration of Excellence, joint events with PFF, new faculty orientations, etc.)
- e. Reviewing release time available to the Senate under the Collective Bargaining Agreement and bringing suggestions for distribution to the Senate. Decisions about release time will be discussed in the spring of each year to be effective for the following school year. No one Senator can make unilateral decisions about distribution or allocation of release time.
- f. Reviewing petitions for review, referendum, initiative, censure or recall (see Article 2).
- g. Calling for additional meetings of the Senate (see Article 4, Section 7).
- h. Polling the faculty and gathering information on issues relevant to Senate (see Article 4, Section 10).

ARTICLE 5: CONSTITUTIONAL REVIEW

I. COMMITTEE ON CONSTITUTIONAL REVIEW

The Faculty Council shall appoint a Committee on Constitutional Review, consisting of three members of the Senate. The committee shall conduct, with the advice of the membership of Senate, a continuing examination of this Constitution and report from time to time any recommendation for the improvement of the document.

II. AMENDING PROCESS

Changes to the Constitution are recommended by the Committee on Constitutional Review to the Senate, and then distributed to the faculty for a vote. The provisions of this Constitution may be amended by a two-thirds vote of full-time and probationary faculty in an electronic or mail ballot. Reviews to update names of committees and/or councils, to address grammar issues, or

to correct inconsistencies and/or factual errors require the Senate to be informed but do not need to be ratified by a vote of the Faculty.

III. DISCUSSION OF CHANGES

The Faculty Council shall provide adequate discussion opportunities on proposed Constitutional changes before an electronic or mail ballot is sent out to full-time and probationary faculty for ratification.

Draft Fall 2022

EXHIBIT 6

Faculty Senate Goals 2022-2023

In Progress Complete

Clarify the Faculty Senate's involvement with the PRP Process	x	Discuss as agenda item and take to VPI
Continue to discuss action items from Part-Time Equity Document	x	Include workgroup's information on agenda when needed
Develop training for Senate committee and council reps	x	Discuss as agenda item and take to VPI
Re-evaluate Senate release time positions	x	Begin discussion in Council and bring to Senate
Clarify the NOHE process	x	Continue getting updates from VPI
Explore communication strategies from Senate to the faculty/campus	x	Discuss as Agenda item and take to VPI
Review committees and subcommittees	x	Discuss recommendations from ConC as agenda item
Develop FAQ or training about 10 + 1 + 1 & Onboarding for Senators	x	Discuss as agenda item and plan for spring 2023
Review the faculty senate reporting process		Discuss as agenda item
Invite leadership/members to Senate meetings (Cast, AA, Classified)		Develop communication
Review and understand implications of AB928, AB1111 with support of the Curriculum Committee		Request presentations/information
Increase Faculty Liaisons to ASCCC		Research and develop communication to go out to faculty
Address concerns about accommodations and disability discrimination		Discuss as agenda item
Discuss faculty involvement on committees		Discuss as agenda item
Review and take action on HSI recommendations under Senate purview		Discuss as agenda item
Review DEIAA Curriculum Framework and discuss actionable items		Discuss as agenda item