



FACULTY SENATE MEETING

November 14, 2022

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
November 7, 2022

APPROVED

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

ABSENT: Lacey Craft

GUESTS: Cliff Hanks, 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

Senate Secretary Molly Faulkner announced that Susan Merdinger will be performing during the free Concert Hour on Thursday, November 10 in the Howard Brubeck Theatre. The performance begins at 1 pm and everyone is invited to come.

Senate President Wendy Nelson said the public forums take place tomorrow for the three finalists for the Vice President of Instruction position. It is unclear whether the forums will be live on ZOOM. A link with the transcript and recording will be emailed to employees at some point. A survey will also be emailed to employees asking for feedback.

Senate President Nelson said there is one more vision session scheduled for November 18 for the Educational & Facilities Vision Plan. An email from “Palomar College Research” should have gone out already asking for participation in a survey.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Zavodny

Faculty Senate approval of Faculty Senate meeting minutes dated October 31, 2022 as amended (Exhibit 1).

The motion carried.

ACTION

A. Curriculum – Mudgett

Motion 2: MSC Mudgett/Faulkner

Faculty Senate approval of Curriculum Actions approved on November 2, 2022 (Exhibit 2).

The motion carried.

B. Committee on Committees – Zavodny

Motion 3: MSC Zavodny/Fererro

Faculty Senate approval of the following committee appointment (Exhibit 3):

The motion carried.

Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC) –
Martha A. Cortes-Rodriguez, Faculty- at large (22-23)

C. Academic Integrity Taskforce – W. Nelson

Motion 4: MSC Bagaglio/Maunu

Faculty Senate approval of the Academic Integrity Taskforce Governance Change Form (Exhibit 4).

The motion carried.

President Nelson explained the new edits done since the last meeting. Additional suggestions were made by Senators which were incorporated on the draft during the meeting. Some of the most popular discussions and changes included areas of training and collaboration with other groups. The goal for completing the work will be December 2023. Membership was also discussed at length and those appropriate updates were made.

INFORMATION ITEMS

A. ASG Report – Duarte

ASG Representative Erik Duarte said ASG is currently in the process of updating their website. Comet Hour is Wednesday at noon. ASG is planning a Winterfest Event on December 7 and 8 from 11 to 2 PM. The activities have not been finalized but once decided, they will be announced. If any department wants to set up a table or booth, that would be appreciated. Senators voiced an interest in faculty participation in an “Ugly Sweater Contest” or flash mob.

B. ASCCC Plenary Meeting Report – W. Nelson

President Nelson said she attended ASCCC Fall Plenary virtually this time. The general sessions were good and Interim Chancellor Daisy Gonzalez was there and gave a motivational speech. Her theme was *Build, Pilot and Monitor* and said that community college faculty should all be helping to “build AP1111, pilot AB1705 and monitor AB928. She also said monitoring the Ethnic Studies outcomes was vital for faculty.

Nelson said she attended a great breakout session on the Community College Mission and how so much of the Chancellor’s Office’s money, time and energy has been focused on transfer. Community colleges really have two missions. One is transfer and the other is CTE and readiness and the Chancellor’s Office is focusing on this more. CALGETC did pass by a landslide with a resolution to urge CSU to change the Lifelong Learning and Self Development area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education course.

All of the plenary presentations and breakout sessions will become available on the ASCCC website. Nelson also said the Curriculum Conference as well as the Equity Leadership Conference session downloads are on that website too.

Nelson said she would forward the final results of all the resolution voting to Senators once they become available.

C. Strong Workforce Institute 2.0 Report (Exhibit 5 and 6) – W. Nelson

President Nelson began her overview of the Strong Workforce Institute Report saying she participated in the first round and then assisted with recruiting volunteers for the second round.

Nelson reviewed the goals, the incentives for faculty who participated, objectives and program outcomes as well. An interesting exercise was completing a timeline that identified when we were losing students in the classroom. It forces faculty to question what they did or could have done during the first weeks to keep the students to completion. Nelson also shared some faculty comments about the data and how valuable it was to them.

Nelson shared and further explained a slide about Palomar's "mini" institute focusing on Curriculum and DEIA. Nelson said she would like to see Faculty Senate push for one of these institutes so there isn't a need for a Strong Workforce team to make this happen. There was also some interest in TERB about making this data available as part of the peer review process as a self-evaluation exercise.

Several Senators supported having access to real time data when assessing the courses, which would also help significantly improve equity. An obstacle for that is Palomar's technology and this also doesn't fall under Faculty purview but it would be great if Palomar pursued these improvements. Other colleges in the area have "data dashboards" with faculty access that can be explored down to the course level and can be more granular. Palomar also has this data but it is not as accessible to faculty. Colleges that are using "data dashboards" are finding it helpful in their DEIA efforts because they're able to have real conversations about what changes need to be made to support their equity work. Another suggestion is to evaluate the mapping of the SLO process so evaluations occur throughout the entire semester and not just at the end.

Faculty participants shared their experiences. Senator Edwina Williams said it was extremely valuable hearing from other faculty outside of Palomar who were willing to share resources that she wasn't aware of or didn't have access to. Senator Molly Faulkner said the data was really helpful for reflecting on when she lost students during the semester and it forced her to think of what she can do differently to discourage this from happening in the future. Senator Erin Hiro provided an exhibit summarizing her comments.

D. Administrator Evaluations and Faculty Feedback – Falcone

Senator Kelly Falcone said this is all about having a faculty voice in the evaluation of administrators including the President. Some time ago, Senate did this in an informal way. But in 2008 or 2009 during accreditation, accreditation dinged Senate saying that Senate should not be doing their own administrator evaluation and then discussing the administrative evaluation in open Senate meetings. Accreditation said there was no policy for that so it shouldn't be done. However, ED Code says faculty should have a voice.

Senator Falcone said TERB addressed this issue by presenting a letter to the Governing Board during the September 10, 2019 governing board meeting. In the letter, she explained that ED Code states that the Governing Board shall establish and disseminate written evaluation procedures for administrators, and that it is the intent of the Legislature that evaluation of administrators include faculty evaluations. Palomar has not been doing this. Also in that letter, she said TERB asked the Governing Board to respond to two questions. The first question was where do the written evaluation procedures for administrators reside and how have they been disseminated. The second question asked them to explain how the faculty voice was included in administrator evaluations. There was no response.

Again, in November 2019, Senator Lawrence Lawson public commented about this process with no response. Senator Falcone public commented again in April of 2021. Eventually the language was updated in the BP in November of 2021. BP 2435 outlines evaluations of the Superintendent/President and says the formal evaluation shall include to the extent possible faculty and all applicable employee groups will be invited to provide input.

Falcone said BP 7150 which is employee evaluations was also updated stating that evaluation of administrators shall include to the extent possible faculty per Ed Code...and that other groups can participate. The current President's contract reads that Superintendent/President will bring to the Governing Board his/her suggested evaluation format. This then goes to the governing board in December. By the following February, the Governing Board and the President mutually agree upon the format. In August of this year, Falcone said she again public commented during the Governing Board meeting asking where "this process" was. They then went into a closed session and came out and announced that they agreed to a 360 evaluation which would include faculty but it wouldn't happen this year but would happen next year because "the use of such a tool" was not provided for in the Superintendent/President's employment agreement.

Falcone said last Tuesday, November 1, 2022, the employment agreement for the Superintendent/President was on the agenda and again, this language was not included in her four year contract renewal. Falcone public commented saying that the new employment agreement did not include the proper language that the Governing Board said would be included this time around.

Falcone said the Palomar College Governing Board and the President failed Palomar because they still mutually agreed upon a process that didn't include a faculty voice, even with the Board policy approved. Falcone said this should be applied when hiring the VPs as well as the recent Dean and Director hires. She encouraged faculty to figure out a way to have a stronger voice and to advocate for this official policy passed a year ago.

President Nelson said she would hope that administrators would want this feedback because it doesn't have to be something that is going to penalize the administrator, even the President. It's bothersome that here is a valuable tool that can be used to improve Palomar but isn't used.

Senate Vice President Jenny Fererro said this isn't about anyone person but about a good practice and Palomar needs to follow its own BPs and APs. Fererro said there are some administrators who are in dire need of evaluation with feedback from outside of their own group. She also said there are some administrators that are doing great things, but who could still benefit from faculty feedback. Fererro encouraged Senators to focus on the process and not one person.

Senator Lawson said that he thinks it's likely that faculty is going to find out in the near future that their advocacy was successful. However, it's not just the President. It's other administrators too and doesn't think faculty's advocacy has been successful on that level but this certainly needs to focus on that.

Senator Falcone said faculty should say that we don't want this to happen again and should hold the College accountable to implement it.

E. Educational & Facilities Vision Plan – Tabled.

F. AP 7120A - Fererro

Senate Vice President Jenny Fererro said this item will come back to Senate next week for discussion. Because of the upcoming 20+ fulltime faculty hires coming up, reviewing the updated policy is timely and she encouraged departments who are hiring to become familiar with the updates.

G. Focusing on our 2022-2023 Goals – Tabled.

REPORTS

President (W. Nelson)

Over the last week, I attended the College Council (report below), the Governing Board meeting, Budget Subcommittee and Faculty Senate Council meeting. I also attended the ASCCC Faculty Senate Plenary.

Highlights from those meetings:

Governing Board:

- Several faculty members presented the struggles PT faculty face without adequate health insurance.
- Presentation on the Portrait of a Graduate for San Marcos Unified School District and a presentation of the proposed fencing at the Escondido Center.
- President Rivera-Lacey received a four-year contract.
- Presentation on course deactivations and course rotations.

Budget (W. Nelson)

We discussed the 85% law (compensation) and reviewed Palomar's placement on the Gooder College list.

College Council (W. Nelson)

- We reviewed the plans for the new buildings at the Fallbrook Education Center.
- We discussed the need for accessibility for Palomar College Governance. A new workgroup was created to begin discussing a plan.
- We discussed the need and ideas for training for shared governance chairs and co-chairs.
- Michelle Barton provided an update on accreditation and the Education and Facilities Vision Plan.

Distance Education (Hiro)

The Distance Education Committee met Nov. 2 and discussed the following:

1. The DRC representative Alyssa Vafaei shared about a KPED conference she attended and shared about what she learned. Appreciates our DE committee and want to work to get funding for the DE committee to attend conferences like this.
2. The DE Coordinator shared data from the ATRC that in the Spring 2023 courses in Canvas are now present. There are 2,314 courses with 1,976 with instructors attached.
3. The Committee worked on goals in breakout room and updated semester and year-long goals with the entire Committee.
4. DE Coordinator Erin Hiro shared two areas where the group needs to work beyond goals.
 - a. There is an [Equity](#) rubric that Palomar should consider using through DE. The Curriculum committee asked for recommendations on how to use it in curriculum approval. Members will work on that next time.
 - b. Class [formats](#). The DE Committee will consider recommending updates and graphics and video to promote them.

Faculty Service Areas (Jarvinen)

November 1

Christine Winterle, Director, Human Resources, joined the FSA Committee to clarify the role of personal FSAs in reduction-in-force situations. She explained that reductions-in-force are for either lack of work or lack of funds. In the event of a reduction-in-force, Human Resources will work with affected faculty to identify potential personal FSAs for which they qualify. The district will also work to identify potential alternative assignments. There is no guarantee that an alternate FSA or assignment will be found, but these are options.

The committee discussed these clarifications and expressed a desire to include them on the FSA webpage. The committee also plans to incorporate this information into short PD trainings for faculty members.

The committee considered one personal FSA application in closed session.

PFF (Lawson)

PFF is working with the District on our new three year contract. We appreciate the speed and collegiality of the current negotiations process. PFF recognizes the collaborative approach being taken in Negotiations meetings now. Our working conditions, and student learning conditions, improve when we work together to resolve issues and solve old problems in new ways. We appreciate, too, faculty input during our listening sessions as it helps guide our approach.

Speaking of negotiations, several faculty members have recently spoken on the needs of our part time faculty concerning healthcare. The state has answered that need in a big way--setting aside \$200 million of ongoing funds to reimburse Districts that agree to provide high quality and full coverage to Part-Time faculty as well as save the participating District's money. It's a win-win for the District budget and faculty health.

In addition, we've highlighted pay equity during Equity Week. This is an annual, nationwide event held the final week of October to bring attention and awareness to the inequities faced by our contingent (Part-Time/Adjunct) faculty.

PFF has spoken up about the fact that Part-Time Faculty do not receive pay for prep and all the office hours they hold. PFF has also highlighted the pay parity language in the contract that holds the District to making progress toward PT pay parity vis-à-vis prep hours and office hours. The disparity harms students who, upon signing up for a class, may not know their learning may be impacted by limited access to office hours.

PFF has further reminded the campus that pay parity for Full-Time faculty overload is linked to the pay parity language in the contract because Full-Time faculty, as well, do not receive prep and office hours pay for overload classes they may take.

So, while Full-Time faculty members are invested in the campaign for Part-Time pay equity from a perspective of solidarity, empathy, and justice, there is also another direct benefit for Full-Time faculty when Part-Time pay parity is addressed. PFF continues to make progress on issues that benefit all of our faculty members.

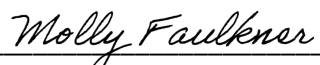
Other high priorities of the Union are providing for our members and union community as the holiday season is upon us. We had hoped to provide a turkey distribution, but, as there is a turkey shortage, that is unfortunately not possible. However, we will shortly be hosting a toy drive for local Union families and a toy and gift card program for our PFF members. More on this soon. Along with our emergency and scholarships, these are some of the many ways the Union supports its members.

Last, PFF would like to remind folks that Election Day is upon us. Please vote on or by November 8th.

We thank all faculty for their support, thoughts, and guidance

ADJOURNMENT The meeting was adjourned at 3:55 PM.

Respectfully submitted,



Molly Faulkner, Secretary

COPY OF ORIGINAL EXHIBIT



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Cindy Anfinson Erin C. Feld				Date: 2/10/2022 11/14/2022		
Proposed Name of Requested Group: <u>Equitable Placement and Completion Committee</u> AB 705 Support Subcommittee						
	Council	<input checked="" type="checkbox"/>	Committee	<input checked="" type="checkbox"/>	Subcommittee	Task Force
Action Requested: <u>Change name, change from subcommittee to committee, and make some changes to products and wording.</u>			Add		Delete	<input checked="" type="checkbox"/> Change
<p>Role: The <u>Equitable Placement and Completion AB 705 Support Subcommittee</u> Committee will review, research, improve, and implement all facets pertaining to AB 705 <u>and AB 1705</u> (aka Equitable Placement and Completion) at Palomar College.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> Promote discussion, understanding, and analysis of AB 705, AB 1705, and AB 1805 compliance and its <u>their</u> impact. Evaluate ongoing research connected to <u>Equitable Placement and Completion AB 705</u>, including disaggregated student success data in English, math, and ESL courses. Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to <u>Equitable Placement and Completion AB 705</u>. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years. Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students. Review, plan, and <u>suggest updates to</u> all communication to students regarding <u>Equitable Placement and Completion AB 705</u>. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc. Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan. <p>Products:</p> <ul style="list-style-type: none"> Increase awareness of and involvement in underserved students' instructional and non-curricular needs in relation to <u>Equitable Placement and Completion AB 705</u>. Provide recommendations to EESSC regarding the <u>Student</u> Equity Plan's ability to fund and support <u>Equitable Placement and Completion AB 705</u>-related activities for faculty, staff, and students. 						

- Implement solutions related to Equitable Placement and Completion AB-705 implementation and operational issues.
- ~~Create and enact~~ Advise Student Services regarding a campus-wide communication plan to disseminate Equitable Placement and Completion AB-705 information to students that is clear, consistent, thorough, and accurate.

Reporting Relationship: Faculty Senate and the Equity, Education, and Student Success Council (EESSC)

Meeting Schedule: Second Thursday of the month from 2:30 p.m. to 4:00 p.m.

Chair: Faculty member elected by the committee

Members

- 4 Faculty members from Literature & Languages, with at least: 1 representative from English, 1 representative from Reading, and 1 representative from ESL, appointed by Faculty Senate
- 3 Faculty members from Math, appointed by Faculty Senate
- 1 Faculty, at-large, appointed by Faculty Senate
- 1 Faculty, DRC, appointed by Faculty Senate
- 1 Faculty, Counseling, appointed by Faculty Senate
- 1 Classified from either Tutoring or Assessment, appointed by CCE
- 1 Dean from EITHER Literature & Languages OR Math, Sciences, & Engineering, appointed by Vice President, Instruction
- Senior Director of Enrollment Services, or designee
- Senior Director of Research & Planning, or designee
- Manager, Palomar Promise and College Access Programs

1 **AP 7120A - FACULTY RECRUITMENT & HIRING**
2 **PROCEDURES**

3
4 Approved by the Faculty Senate: April 25, 2022
5 Reviewed by the Palomar College Governing Board: May 3, 2022

6
7 **References:**

8 Education Code Sections 70902; 87100 et seq.; 87360; 87400; 87408-87408.6; 87630(b);
9 Sections 53000 et seq., Title 5, California Code of Regulations
10 Accreditation Standard III.A

11
12 **GUIDING PRINCIPLES**

13
14 The Faculty of Palomar College, in establishing the procedures for the hiring of full- and
15 parttime faculty, is guided by the following principles:

16
17 **The Faculty’s Role in Shared Governance:** Pursuant to rules adopted by the Board of Governors
18 of the California Community Colleges, the Palomar College Governing Board elects to rely
19 primarily on the advice and judgment of Faculty Senate on academic and professional matters.
20 Among these matters are “faculty hiring policy, faculty hiring criteria, and faculty hiring
21 procedures,” specifically noted as number 11 in the “10+1+1.”

22
23 **A Guiding Principle in Shared Governance:** Palomar College’s Administrative Procedures (AP)
24 2510 aptly describes a guiding principle for the faculty’s and administration’s participation,
25 transparency, and accountability in Shared Governance:

26
27 The governance structure and practices embrace the Palomar Community College District
28 values of supporting inclusiveness of individual and community viewpoints in
29 collaborative decision-making processes; promoting mutual respect and trust through
30 open communication and actions; and fostering integrity as the foundation for all we do.

31
32 **Commitment to Diversity:** The Faculty of Palomar College is committed to the goal of diversity
33 and equity in hiring. To that end, while the faculty maintains discipline/subject expertise as a
34 first priority, the elements related to hiring should reflect the faculty’s commitment to building
35 diversity as described in both AP 4025 and AP 7120:

36
37 In all phases of recruitment and hiring, equal opportunity is afforded to all employees and
38 qualified applicants for employment without discrimination or biases including but not
39 limited to: ethnic group identification, race/ethnicity, color, national origin, religion,
40 socio-economic status, age, gender, gender identity, gender expression, sex, physical or
41 mental disability, sexual orientation, political affiliation, transgender, marital status,

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

47
48 In defining diversity with a broad list of groups and individual characteristics, the Faculty
49 recognizes the complex dynamics of the goal of diversity, acknowledging that while our
50 differences may be evident in ways that are sometimes overt and obvious, they often become
51 evident in language, tone, and attitude. We are committed to an understanding of diversity that
52 acknowledges both visible and invisible registers of difference, and we embrace the goal of a
53 more diverse faculty in all elements of recruitment and hiring, while keeping in mind the
54 California state laws specifying that no preferential treatment can be given to protected classes.

55
56 **The Goal of the 75/25 Ratio:** In 1988, the California Legislature in Section 70 of AB 1725 (the
57 fundamental California Community College reform bill) found and declared: “Because the
58 quality, quantity and composition of full-time faculty have the most immediate and direct impact
59 on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-
60 time faculty.”

61
62 Based on this declaration, the reform bill established the current system goal regarding full-time
63 faculty standards: “the Legislature wishes to recognize and make efforts to address longstanding
64 policy of the Board of Governors that at least 75 percent of the hours of credit instruction in the
65 California Community Colleges, as a system, should be taught by full-time instructors.”

66 67 Definitions

- 68 • “ANTIRACISM”: a form of action against racism in all aspects of curriculum, pedagogy,
69 praxis, and policy.
- 70
71 • “DEI”:
 - 72
73 ○ DIVERSITY: Includes but is not limited to race and ethnicity, gender identity,
74 sexual orientation, socio-economic status, language, culture, national origin,
75 religious commitments, age, (dis)ability status, and perspectives. Diversity is
76 imperative as we can learn different lived experiences and perspectives regarding
77 important matters.
 - 78
79 ○ EQUITY: Elevating and supporting underrepresented and historically
80 marginalized communities. This may include dismantling barriers for them and
81 ensuring they are supported in all aspects of life.
 - 82
83 ○ INCLUSION: Ensuring that our campus is a place where diversity is welcomed,
84 heard, and where every individual feels a sense of belonging and connection.

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

- 87
- 88 ○ EQUITY-MINDED: Carrying a perspective to challenge inequities that students
89 and communities are confronted by and ensuring that equity is at the forefront of
90 decision-making.

91

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

97

98

99 RESPONSIBILITIES OF ALL PARTIES

- 100
- 101 ● Human Resources
 - 102 ○ HRS is responsible for the initial screening of applicants and overseeing the
103 recruitment process in compliance with Title 5 regulations.
- 104
- 105 ● Confidentiality: Each participant in the hiring process is responsible for maintaining the
106 confidentiality of all aspects of the selection process, including written materials, oral
107 discussions, and any other information that relates to the selection process. Such
108 information may be shared only with members of the Selection/Joint Selection
109 Committees, Human Resources Services (HRS), and the administrators involved.
110 Confidentiality must be maintained permanently except when otherwise required by law.
111
- 112 ● Fairness/Objectivity: Each participant in the hiring process is expected to be objective,
113 fair, equity-minded in their words and actions. Potential conflicts of interest, including
114 personal, professional, and financial relationships with candidates, need to be considered.
115 If they participant cannot be objective, fair, and equity-minded toward all candidates,
116 they should remove themselves from the hiring process.
- 117
- 118 ● Following established policies
- 119
- 120 ● Protecting Palomar College from legal liabilities
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- 122 ● Cooperating and working together as a team: The committee is tasked with various duties
123 that need to be accomplished in a timely manner. If any committee member requests a
124 delay in performing these duties, the voting members of the committee can consider that
125 request and then decide on it by consensus or majority vote.
- 126

- 127
- Attendance:
 - All members of the hiring committee, including the Compliance Officer, must be present for meetings, interviews, and deliberations.
 - If a voting member of the committee misses any part of an interview or deliberation, that committee member is ineligible for further participation in the hiring process.
 - All members, including the Compliance Officer, must be present for interviews and deliberations, whether those are done face-to-face or remotely through Zoom or some similar method.
 - Each hiring committee will establish its specific policy with regard to attendance at preparatory meetings (e.g., development of announcement and materials, etc.). The committee can decide to conduct some or all of these tasks by email. The Compliance Officer must be included in all of these communications.
 - Compliance Officer’s role:
 - It is the responsibility of the Compliance Officer to observe and monitor the hiring process to ensure complete fairness and consistency for each applicant and to serve as a non-voting resource person to the hiring committee.
 - The Compliance Officer must be present during all meetings of the hiring committee and included in all hiring committee emails and in whatever platform hiring communications are conducted (e.g., Microsoft Teams, Canvas, etc.).
 - Training:
 - Prior to participating as a hiring committee member, members must receive training from HRS on the selection process. Faculty Senate may also offer workshops for faculty members serving on faculty search committees. Such training must occur within one year prior to serving on a hiring committee. Hiring committee training materials are available through HRS.
 - Training shall include the philosophy and commitment to staff diversity as outlined in the District’s Equal Employment Opportunity Plan and BP/AP3000, and this training should be inclusive of racial, ethnic, and cultural diversity and implicit bias, the roles and responsibilities of all members of the selection committee, the selection process, interview procedures and techniques (including guidelines on appropriate follow-up questions and reference checks), and the confidentiality of the selection process.
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169 FULL-TIME FACULTY

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

175
176 Once the hiring process has commenced, the position can be cancelled due to a lack of qualified
177 candidates, as determined by a consensus or majority of the voting members of the Selection or
178 Joint Selection Committees.

179
180 A Definition of “Consensus” and “Building Consensus”

181 AP 2510 defines the recommendation process:

182
183 “Recommendations shall emerge ideally as a result of group consensus. When consensus
184 cannot be reached, an affirmative vote of 2/3 of voting members present shall determine
185 the recommendation.”

186
187 Thus, the definition of “consensus” is that the entire committee, using a collaborative decision-
188 making process, comes to an agreement.

189
190 To “build a consensus” is to encourage the open discussion, active listening, and cooperative
191 behavior that are vital to the collaborative decision-making process.

192
193 Identification of Positions

- 194 • Full-time faculty positions are requested by departments or disciplines and then are
195 prioritized by a subcommittee of the Equity, Education, and Student Success Council
196 (EESSC), utilizing the procedure developed by EESSC.
- 197
198 • Full-time positions for counseling and library faculty are identified through a specific
199 formula developed by counselors, librarians, and the District.
- 200
201 • As early as possible, EESSC will publish the priority list of positions to be hired, ideally
202 by May 1.
- 203
204 • With the goal of establishing the strongest and most diverse pools of candidates, a
205 preliminary number of positions to be hired will be determined by the
206 Superintendent/President and submitted to the Governing Board as early as possible,
207 ideally by August 15.
- 208

- 209 • In the interest of a more efficient process, multiple positions for specific departments may
210 be considered where appropriate. Departments that are designated for multiple positions
211 may forfeit priority consideration in the one to three years following.
212
- 213 • Departments may begin work on preliminary preparations relating to announcements, etc.
214 in order to act as quickly as possible when positions are approved by the Governing
215 Board. These steps will be contingent upon HRS requirements related to training.
216

217 Applicant Travel Expenses

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

- 221 • Applicants who must travel 150 miles or more one way from their residence to the
222 District are eligible for reimbursement with proper verification.
223
- 224 • All expense documentation must be submitted to HRS within 30 days of completing
225 travel. Only original receipts shall be accepted as proper travel expense documentation
226 for reimbursement purposes.
227
- 228 • Reimbursement is limited to \$1,000 per interview level to cover the travel costs incurred
229 by the applicant on behalf of themselves only. Allowable travel costs and associated
230 processes are outlined in the District’s travel procedure contained in the Finance and
231 Administrative Services Handbook.
232
- 233 • HRS will include a notice of travel reimbursement, per the specifications above, in the
234 job announcement (see below).
235

236 Announcements and Recruitment

237 A crucial element of these procedures is the goal of flexibility in the steps outlined below. After
238 the positions to be hired are identified and approved, departments will work with HRS to
239 establish appropriate timelines. Considerations relating to discipline expertise and diversity
240 should guide the establishment of timelines between the notification of positions to be hired and
241 the expected hire date.
242

243 Announcements

- 244 • The position announcement is developed through a collaborative process involving the
245 department/program, appropriate administrators, and HRS.
246
- 247 • HRS must approve all announcements prior to posting.
248

- 249 • For full-time faculty positions, announcements must receive final authorization from the
250 Selection Committee Chair, Department Chair/Program Director (or designee), Dean of
251 the appropriate division, and the appropriate Vice President.
252
- 253 • For Early Childhood Education Lab School Teachers, announcements must receive final
254 authorization from the Supervisor of the position (or designee).
255

256 *Components*

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

- 259 • A description of the position duties, responsibilities, salary, benefits, and terms of
260 employment including classification, working hours, conditions). The announcement
261 should also provide the college’s DEI commitment statement, details about the student
262 population that Palomar College serves, and the college’s and hiring department’s
263 employee demographics.
264
- 265 • Minimum qualifications, as determined by the State Academic Senate and the Board of
266 Governors in accordance with Education Code Section 87356 et seq.
267
- 268 • Preferred qualifications (when listed) that are job-related and consistent with the demands
269 of the discipline/subject area. Departments should carefully consider whether their
270 “preferred qualifications” might create a barrier to a diverse applicant pool and use them
271 only when warranted.
272
- 273 • A provision for determination of equivalency, if applicable.
274
- 275 • Depending on employment unit, a statement regarding required participation in shared
276 governance.
277
- 278 • Additional language required for compliance with federal, state, and District regulations
279 (e.g., Equal Opportunity Employer notice).
280
- 281 • Any application procedures specific to the posted position.
282
- 283 • A statement in accordance with Title 5 that requires that all applicants be “sensitive to
284 and have an understanding of the diverse academic, socio-economic, cultural, (dis)ability,
285 gender identity, sexual orientation, and ethnic backgrounds of community college
286 students, faculty, and staff.” Departments/programs will require applicants to explain or
287 submit written materials that provide evidence of such understanding.
288
- 289 • Legal qualifiers established by HRS to comply with federal, state, and District
290 regulations.

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

Advertising and Recruitment

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

Applications

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

- 332 ○ Application form inclusive of educational and professional histories, skills,
333 qualifications, references, and equivalency.
- 334
- 335 ○ Conviction history.
- 336
- 337 ○ Confidential data for federal and state collection and reporting purposes.
- 338
- 339 ● HRS will accept applications materials until the position is closed.
- 340
- 341 ● Letters of recommendation will be accepted for one week after the position is closed.
- 342

343 Pre-Screening

- 344 ● HRS will pre-screen all applications for completeness and evidence of minimum
345 qualifications prior to forwarding applications to the Selection Committee.
- 346
- 347 ● Completed applications which do not meet minimum qualifications, but which have a
348 completed equivalency form will be forwarded to the Selection Committee for review.
- 349
- 350 ● All applicants with completed applications who meet stated minimum qualifications will
351 be forwarded to the Selection Committee.
- 352

353 Selection Committee Formation

- 354 ● The First-level Selection Committee is composed of the following members:
 - 355 ○ Committee Chair or Co-Chairs (Department Chair/Director or faculty designee[s])
356
 - 357 ○ Faculty members from the discipline or a related discipline. The committee, at its
358 discretion, may include one community member or faculty member from another
359 institution with expertise in the appropriate discipline.
 - 360
 - 361 ○ One (1) faculty member from outside of the department
362
 - 363 ○ One (1) student (optional)
364
 - 365 ○ One (1) employee from Classified, CAST, or AA (optional)
366
 - 367 ○ One (1) Compliance Officer (non-voting)
368
 - 369 ○ All matters pertaining to the “optional” members will be decided via consensus by
370 the First-level Selection Committee Chair and the faculty members from the
371 discipline/department.
 - 372
- 373 ● Each voting member has one vote.

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

Selection Committee Duties

- Selection Committee Chair Duties
 - Ensuring compliance with District policies and procedures in conjunction with the hiring process.
 - Maintaining committee records.
- All screening criteria, interview questions, teaching demonstrations/skills test/performance demonstrations and their associated scoring rubrics must be approved by HRS.
- Develop screening criteria and scoring rubric.
 - Voting members of the Selection Committee identify screening criteria based on the minimum and desirable qualifications of the position in light of the expected duties and responsibilities of the position.
 - Screening criteria will include an evaluation of the extent to which applicants have and demonstrate sensitivity to and understanding of the diverse academic, socio-economic, cultural, (dis)ability, and racial/ethnic backgrounds of community college students.
- Develop first-level interview questions and scoring rubric.
 - Voting members of the Selection Committee develop job-related interview questions and their ideal answers designed to distinguish candidates who will best meet the needs of students and the department. While there is a required diversity question (see below), committees should endeavor to embed DEI concerns in all questions.
 - Voting members decide the allotted time for the interview.

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- A question related to diversity is required and should allow voting members to assess candidates' attitudes about and level of awareness of diversity in light of the diverse student body found at Palomar College. Ideally, this question should be framed by highlighting the DEI and antiracism efforts at the college, and it should be designed to elicit the candidate's past actions and experiences and/or a behavioral response as opposed to general thoughts on the issue.
 - Develop first-level teaching demonstration and scoring rubric. In developing the rubric, the committee should consider the candidate's use of culturally relevant materials and/or pedagogy.
 - Search committees may elect to hold remote interviews through Zoom or some similar method rather than face-to-face. The search committee should reach consensus on this decision, and it would have to be applied to all interview candidates (i.e., if remote interviews are chosen, then all candidates must be interviewed remotely for the sake of consistency/fairness). In-person/live teaching demonstrations are required at the first-level interview.
 - Voting members of the Selection Committee determine the subject matter, format, and allotted time of the demonstration of teaching, counseling, or librarianship skills required of all faculty candidates. The committee should include, as part of its directions to candidates, a description of the diverse student population that the college serves.
 - Develop optional practical skills test or performance demonstration and scoring rubric.
 - The first-level interview process may involve skills testing and performance demonstrations appropriate to the position.
 - Voting members of the Selection Committee determine the subject matter, format, and allotted time of the skills test or performance demonstration.
 - Screen applications
 - All voting members of the Selection Committee individually screen all applications to select candidates for interview.
 - All voting members of the Selection Committee, using the pre-approved screening criteria and rubric, complete screening forms for each applicant.
 - Select candidates for interviewing
 - The Selection Committee decides the number of candidates it wishes to interview.
 - Candidates are discussed and considered using the scoring rubric and screening forms as guides.

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- The voting members of the Selection Committee will work together to build a consensus on selecting candidates for interviewing.
 - The voting members of the Selection Committee shall, by consensus or by majority vote, select the candidates they wish to interview.
 - It is recommended that the Selection Committee give the “benefit of the doubt” to candidates who may not receive consensus or a majority vote, if the Selection Committee feels enough voting members are interested in having that candidate interviewed. This is the only time in the hiring process where the “benefit of the doubt” can be utilized.
 - The Selection Committee can choose alternate candidates to interview in the event any selected candidate declines to be interviewed. These alternates should be ranked by order of preference. HRS will contact those alternates during the interview scheduling process.
 - Interview candidates
 - HRS provides copies of the interview screening forms and the interview schedule to the Selection Committee.
 - Follow-up questions may be asked as long as they do not lead the candidate to a desired response and stay within the scope of the original question or answer. In addition, information on the application, resumé, or portfolio may be specifically addressed if not included in the original answer (and remains in the scope of the original question).
 - Select finalists to forward to the second-level interview
 - After interviews are completed, members of the Selection Committee meet to discuss and evaluate the qualifications of the candidates. The Selection Committee also considers whether the candidates demonstrate appropriate sensitivity to and understanding of the diversity of the Palomar College community.
 - The Selection Committee will forward a minimum of the candidates that is the number of approved positions plus one. Exceptions require approval by the President/Superintendent or designee.
 - The voting members of the Selection Committee will work together to build a consensus on selecting candidates for forwarding to the second-level interview.

- 502 ○ The voting members of the Selection Committee shall, by consensus or by
503 majority vote, select the finalists for consideration by the Joint Selection
504 Committee.
- 505
- 506 ○ No alternates may be chosen for advancement to the second-level interviews.
- 507
- 508 ○ All recommended finalists must be acceptable to the Selection Committee since
509 only a candidate recommended by the Selection Committee will be hired.
- 510
- 511 ○ If the Selection Committee is not satisfied with the interviewed candidates, the
512 committee will:
 - 513 ▪ Review information regarding the candidates and/or the nature of the
514 position; and/or
 - 515
 - 516 ▪ Recommend that a new search be initiated.
 - 517
- 518 ○ The Selection Committee Chair forwards the list of the finalists to HRS.
- 519
- 520 ● Choose members who will serve on the Joint Selection Committee (see “Joint Selection
521 Committee Formation” section for details).
- 522
- 523 ● Choose member to perform reference checks.
 - 524 ○ Reference checks are required for all positions.
 - 525
 - 526 ○ At least two voting members of the Selection Committee who are moving forward
527 to the Joint Selection Committee will be chosen to conduce reference checks on
528 the finalists.
 - 529
 - 530 ○ Information gathered through reference checks will be shared with the Joint
531 Selection Committee during deliberations.
 - 532
- 533 ● Develop the optional second-level teaching demonstration and scoring rubric.
 - 534 ○ Teaching demonstrations are optional at the second-level interviews. The
535 department responsible for the position will make the determination relating to a
536 second-level teaching demonstration.
 - 537
 - 538 ○ If a second-level teaching demonstration is desired, the voting members of the
539 Selection Committee will determine the subject matter, format, and time allotted
540 for the demonstration of teaching, counseling, or librarianship skills.
 - 541
- 542 ● Conclude the Selection Committee work
 - 543 ○ The Selection Committee works together to fill out the HRS interview report,
544 using specific job-related reasons for why a candidate was not chosen as a finalist.

- 545
- 546 ○ Selection Committee members who are participating in the Joint Selection
- 547 Committee retain all their materials relating to the applications and interviews.
- 548
- 549 ○ Selection Committee members who are not continuing in the hiring process
- 550 submit all their materials to the Selection Committee Chair, who will submit them
- 551 to the Joint Selection Committee Chair at the conclusion of the Joint Selection
- 552 Committee work. All emails and other digital documents relating to the hiring
- 553 process must be deleted.
- 554

555 **Joint Selection Committee Formation**

- 556 • For the purposes of the second-level interviews, the Joint Selection Committee is
- 557 composed of the following members:
- 558 ○ Appropriate Dean, who serves as the Joint Selection Committee Chair
- 559
- 560 ○ College President/Superintendent
- 561
- 562 ○ Chair or at least one Co-Chair of the Selection Committee
- 563
- 564 ○ Vice President of Instruction or Student Services, as appropriate
- 565
- 566 ○ At least two (2) additional voting members from the Selection Committee
- 567
- 568 ○ One (1) Compliance Officer (non-voting)
- 569

570 **Joint Selection Committee Duties**

- 571 • Joint Selection Committee Chair duties
- 572 ○ Ensures compliance with District policies and procedures in conjunction with the
- 573 hiring process.
- 574
- 575 ○ Maintains committee records.
- 576
- 577 ○ Contacts the President/Superintendent and the appropriate Vice President to
- 578 schedule the second-level interviews and deliberation times.
- 579
- 580 ○ Confirms the list of finalists with the Chair of the Selection Committee and HRS.
- 581
- 582 ○ Convenes the Joint Selection Committee after receiving materials related to the
- 583 second-level interview from HRS.
- 584
- 585 ○ Performs other duties determined by agreement with the Joint Selection
- 586 Committee.
- 587

- 588 • All interview questions and their scoring rubric must be approved by HRS.
- 589
- 590 • Develop second-level interview questions and scoring rubric.
- 591 ○ Voting members of the Joint Selection Committee develop job-related interview
- 592 questions and their ideal answers, designed to distinguish candidates who will
- 593 best meet the needs of the department and the District.
- 594
- 595 ○ Voting members decide the allotted time for the interview.
- 596
- 597 • Review the finalists' applications
- 598 ○ Once HRS has approved all interview materials, the new members of the Joint
- 599 Selection Committee will be given access to the applications.
- 600
- 601 • Interview finalists
- 602

603 Concluding the Full-Time Faculty Hiring Process

- 604 • Choose candidate(s) for hiring
- 605 ○ After interviews are completed, members of the Joint Selection Committee meet
- 606 to discuss and evaluate the qualifications of the candidates.
- 607
- 608 ○ Each voting member gets one vote.
- 609
- 610 ○ Each finalist is discussed and assessed relevant to the applications; interviews;
- 611 reference checks: teaching demonstration(s), skills test, and/or performance
- 612 demonstration; needs of the discipline/department; and evaluation of the extent to
- 613 which applicants have and demonstrate sensitivity to and understanding of the
- 614 diverse academic, socio-economic, cultural, (dis)ability, and racial/ethnic
- 615 backgrounds of community college students.
- 616
- 617 ○ The order of presentation of information and assessments is as follows:
- 618 ■ Reference checks reports
- 619 ■ Faculty members' opinions
- 620 ■ Dean's opinion
- 621 ■ Vice President's opinion
- 622 ■ President/Superintendent's opinion
- 623
- 624 ○ The voting members of the Joint Selection Committee shall work toward
- 625 consensus as much as possible in making the final decision in selecting the
- 626 finalist(s) to whom the tentative offer of employment will be extended. The
- 627 President/Superintendent will make the final selection to present to the Governing
- 628 Board.
- 629

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- The Joint Selection Committee can choose an alternate candidate to hire in the event the selected candidate(s) declines the position.
 - If none of the candidates are elected for hire, the Joint Selection Committee will:
 - Review information regarding the finalists and/or the nature of the position; and/or
 - Review the interview pool using the rubric established by the Joint Selection Committee to ensure that other potential finalists have not been overlooked; and/or
 - Recommend that a new search be initiated.
 - Conclude the Joint Selection Committee work
 - The Joint Selection Committee works together to fill out the HRS interview report, using specific job-related reasons for why a candidate was not chosen for hiring.
 - All Joint Selection Committee members, including the Vice President and the President/Superintendent, submit all their materials to the Joint Selection Committee Chair, who will then submit them to HRS. The Compliance Officer has the option of submitting their materials to HRS separately.
 - All emails and other digital document relating to the hiring process must be deleted.
 - The Joint Selection Committee Chair forwards the name(s) of the chosen candidate(s) to HRS.
 - Governing Board Review/Approval
 - All offers of employment require approval by the Governing Board.
 - Candidate's notification
 - The appropriate Dean extends the tentative offer of employment to the selected candidate(s) and coordinates all necessary intake and orientation procedures with HRS.
 - If the selected candidate(s) declines the position or is otherwise unable to be employed in the position, the Joint Selection Committee will:
 - Review information regarding the recommended finalists and/or the nature of the position; and/or

- 672 ○ Review the interview pool with the rubric established by the Joint Selection
673 Committee to ensure that other potential finalists have not been overlooked;
674 and/or
675
- 676 ○ Recommend that a new search be initiated.
- 677
- 678 ○ The pool of finalists for any posted position may be utilized for up to 90 days
679 after an offer of employment has been extended.
680
- 681 ● HRS will present the Joint Selection Committee’s final recommendation to the
682 Governing Board.
683

684 PART-TIME FACULTY RECRUITMENT AND SELECTION

685 The following provisions shall apply to all faculty for part-time positions.
686

687 Announcement and Recruitment

- 688 ● Establishing the Position
689 ○ Departments shall notify HRS when a position becomes available via the posting
690 request form.
691
- 692 ● Advertising the Position
693 ○ HRS shall advertise all open part-time faculty positions. The announcement
694 should also provide the college’s DEI commitment statement, details about the
695 student population that Palomar College serves, and the college’s and hiring
696 department’s employee demographics. As well, the announcement shall include a
697 request for the applicant to describe the extent to which they have and
698 demonstrate sensitivity to and understanding of the diverse academic, socio-
699 economic, cultural, (dis)ability, and racial/ethnic backgrounds of community
700 college students.
701
702

703 Applications, Screening, and Selection

- 704 ● All applications shall be submitted directly to HRS, which will accept applications on an
705 ongoing basis.
706
- 707 ● Prior to forwarding applications to the appropriate departments for selection, HRS shall
708 conduct a preliminary screen to determine completeness of application and satisfaction of
709 minimum qualifications and/or possible need for equivalency.
710
- 711 ● Screening shall include the philosophy and commitment to staff diversity as outlined in
712 the District’s Equal Employment Opportunity Plan and inclusive of racial, ethnic, and
713 cultural diversity and implicit bias and which shall include and evaluation to the extent to

714 which applicants have and demonstrate sensitivity to and understanding of the diverse
715 academic, socio-economic, cultural, (dis)ability, and racial/ethnic backgrounds of
716 community college students.

717

- 718 • The Department shall select qualified candidates for interview and conduct all interviews.
719 The Department Chair/Director shall notify the appropriate Dean and Vice President of
720 their selection of part-time faculty. The approved interview report will be turned into
721 HRS to start the pre-employment process for the selected candidate(s).

722

- 723 • HRS shall retain all applications and recruitment materials on file for four years.

724

725 REVIEW OF THIS DOCUMENT

726

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

730

- 731 • Consultation with Human Resources to ensure that no proposed changes violate
732 California or federal law as regards hiring.

733

- 734 • Collegial consultation—as defined and addressed in the documents under “References” at
735 the beginning of this document, and by the Palomar College Governing Board in BP/AP
736 2510—with District representatives (executive-level administration).

Faculty Senate Goals (2022-2023) with updates:

- 1) Clarify the Faculty Senate's involvement with the PRP Process
 - a) EEESC will review PRPs – FS president tri-chair of EEESC.
 - b) FS president will be added to the PRP allocation committee.
- 2) Continue to discuss action items from Part-Time Equity Document
 - a) Items added when brought by PT Parity Group
- 3) Develop training for Senate committee and council reps (combine with 13)
 - a) Create ad hoc committee to develop
- 4) Re-evaluate Senate release time positions
 - a) The council will discuss and bring to the Senate for discussion
 - b) add to calendar
- 5) Clarify the NOHE process
 - a) VPI and Dean Smiley are working on this
 - b) Will ask for a report in December
- 6) Explore communication strategies from Senate to the faculty/campus
 - a) College Council is also exploring this and has created a workgroup (FS President is on the workgroup)
- 7) Review committees and subcommittees
 - a) In progress – COC will report out during fall semester.
- 8) Review the faculty senate reporting process
 - a) Discuss whether the printed reports provide enough information.
 - b) Do we need to hear from some groups or chairs more than others?
- 9) Invite leadership/members to Senate meetings (Cast, AA, Classified)
 - a) Need to discuss strategy and outcomes for this goal.
- 10) Review and understand implications of AB928, AB1111 with support of the Curriculum Committee
 - a) The Curriculum Committee is creating a taskforce/steering committee.
 - b) Request regular reports.
- 11) Increase Faculty Liaisons to ASCCC
 - a) Present information from ASCCC.
 - b) Encourage faculty to participate.
- 12) Address concerns about accommodations and disability discrimination
 - a) Request presentation highlighting concerns.
- 13) Discuss faculty involvement on committees
 - a) Also, part of a bigger discussion with the College Council.
- 14) Review and act on HSI recommendations under Senate purview
 - a) Consider creating a workgroup to bring suggestions to the Senate for consideration.
- 15) Review DEIAA Curriculum Framework and discuss actionable items
 - a) Workgroup working on this now – should bring something to Senate in December or February

1. [Listening sessions](#)

CCE Drop-in Session	Faculty Drop-in Session	San Marcos General Session - All Employees (Interpreting services provided)
Wednesday, November 16, 1:00 – 2:30 p.m. Register!	Wednesday, November 16, 2:45 – 4:00 p.m. Register!	Thursday, November 17, 10:45 -11:30 p.m. Register!

2.

2) Survey was sent out last week. Please look for email from Palomar College Research



Palomar College
Educational and Facilities Vision Plan Survey /
Plan de Visión Educativa

Dear Wendy L. Nelson,

Palomar College is in the process of developing its twelve-year Educational and Facilities Vision Plan. The Collaborative Brain Trust, a community college consulting firm, is providing assistance in the process. The purpose of the College's Educational and Facilities Vision Plan is to help identify priorities for programs and services at the College to best meet the needs of students and the communities the College serves.

We are inviting all students, faculty, and staff to assist the College in this important process. Your perspectives and insights are very important because they will aid in the identification of opportunities to strengthen existing and invest in new programs or services, and most importantly help us in developing a shared vision and direction for the College.

Please complete the following short, anonymous survey, which should take about 10-15 minutes to complete. Thank you in advance for your time and participation in this important process.

[Survey Link in English](#)

[Enlace de la encuesta en español](#)

Please respond by 5 PM on November 17, 2022. If you experience any difficulty, please contact researchplanning@palomar.edu or call 760-744-1150 ext. 2555 for assistance.

Sincerely,

3. Educational & Facilities Vision Plan Taskforce
- Sept. 15 – overview of process
 - Oct. 13 – Reviewed internal data
 - Nov. 17
 - 1. External scan / Enrollment Flow
 - 2. Workforce Data & Program Gap Analysis
 - Dec. 15
 - 1. College Survey Results
 - 2. Listening/Visioning Session Themes
 - January 19 & 20
 - 1. Taskforce Goal Setting
 - February 16
 - 1. Finalizing Educational Vision Plan
 - 2. Environment Analyses of Palomar Campus sites
 - March 16
 - 1. Review draft
 - 2. March 30 final report

