



**FACULTY SENATE MEETING**

**November 28, 2022**

**EXHIBITS**

Minutes of the  
MEETING OF THE FACULTY SENATE  
November 14, 2022

APPROVED

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

**ABSENT:** Erin Hiro

**GUESTS:** Gina Hungerford, 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**

Senator Will Dalrymple said that over the last several weeks, Faculty Senate has been discussing a revised Faculty Constitution and new Bylaws during its regular meetings. The new Faculty Constitution and Bylaws were recently emailed to faculty. The past Senate President sent out an email urging faculty to vote no. Senator Dalrymple urged faculty to vote yes and asked them to keep in mind the many things that have been addressed during the previous discussions. Faculty Senate shapes the structures and creates an opportunity to make a statement in support of part-time faculty.

Senate Vice President Jenny Fererro said that Rocco brought up some good points for everyone to consider and faculty should vote the way that feels good for them. She said she didn't think he was wrong in explaining what the potential outcomes would be and faculty should know.

Senator Kelly Falcone said because there are 23 full-time and 4 part-time Senators, it is highly unlikely that those scenarios Rocco explained would occur. Ultimately, all Senators are approved and they represent the leadership of faculty. Hopefully, faculty can trust that Senate makes good, educated votes. If other faculty oppose something that is done in Senate, they can come to the meetings to express their views or concerns. Senator Falcone asked how the Senate can stop what happened today with the email from happening again. It says to her that someone who's very involved in the College still didn't see our agendas to come and have this conversation with us. We have to be mindful that faculty are not looking at the agendas all the time but what they will look at is when Senate votes. She asked what can be done in the future to encourage participation in the discussions occurring in Senate before a vote is conducted. One voice went out to all faculty today causing a barrier of voting. Faculty will respond to that email and have a "discussion" via email and that should have occurred here at Faculty Senate over the last several weeks.

Senate President Wendy Nelson said as Senators, we need to share information that's occurring in Senate with our colleagues. It is frustrating to have spent the amount of time Senate has discussing, writing and editing these documents and not to have had these concerns presented earlier in the process because there was ample opportunity to do so.

## **ANNOUNCEMENTS**

Senator Lawrence Lawson announced the Governing Board unofficial election results. The new board members will most likely be Dr. Judy Patacsil, Jacqueline Kaiser and Michelle Rains. Senator Lawson thanked faculty for their time and efforts in the election. The result of the election is good for the College, for students, for faculty and for the employees. Earlier, Palomar faced a threat to the equity work in one of the districts from someone who had a ton of money, a ton of data miners and a ton of consultants from DC and Sacramento and we were able to defeat that person. Just one of three endorsed candidates won their district and that was 80% of the battle. Senator Lawson is looking forward to working with the new Governing Board.

Senator Michael Mufson said that *The Gods of Comedy* is coming December 2 to 9. It is an absolutely frivolous and ridiculous comedy that everyone needs right now. More information can be found here: [www.Palomarperform.com](http://www.Palomarperform.com)

Senator Elena Villa Fernández de Castro made the following announcement:

*Let me give you some information about Palomar's greatest celebration.  
A celebration of language, culture, and diversity,  
our Café International, the most fun event from here to eternity.  
You will find the party on November 15<sup>th</sup>, from one to three.*

*Don't miss it, there will be things for free.  
Games, raffles, food, and good conversation.  
Bring your friends, your family, and your students to our location.  
We will be by our World Language Resource Center,  
between the library and the humanities, don't be afraid to enter.*

*Our work, our students, and our faculty, we will show  
We come in every size, language, and flavor; you will know!  
Come chat, come meet us, come have some fun,  
We'll be there on Tuesday, until three, starting at one.*

Senate President Nelson said the Curriculum Committee will be approving curriculum at their December 14 meeting. This means Senate must approve the curriculum before the break. The Senate's special meeting should only last 10 minutes at most and will likely occur on December 15 or 16. More information will be forthcoming.

Senator Melissa Bagaglio announced that *Tarde de Familia* is scheduled for December 2 from 5:30 to 8 PM in the Student Union. There will be free food and entertainment and everyone is welcomed.

**AGENDA CHANGES** – No agenda changes.

## **APPROVAL OF MINUTES**

### **Motion 1: MSC Faulkner/Hathaway**

Faculty Senate approval of Faculty Senate meeting minutes dated November 7, 2022 (Exhibit 1).

The motion carried.

## **ACTION**

### **A. Curriculum – Mudgett**

Senator and Curriculum Co-Chair Ben Mudgett said there were just two curriculum meetings left this semester. He reminded faculty to make sure they are monitoring their email for any communications [Noreply@curriqunet.com](mailto:Noreply@curriqunet.com) where faculty can see the status of their curriculum within the process. Course Reviews will come in February.

### **B. Committee on Committees – Zavodny**

Senator and Committee on Committees Chair Anastasia Zavodny asked Senators to encourage their colleagues to volunteer to serve on committees including Curriculum. She added that part-time faculty are compensated for their participation on the Curriculum Committee. The Academic Integrity Taskforce is also in need of faculty volunteers. The hiring committee for the Military Leadership faculty position is in need of faculty to serve on this first fulltime faculty hire for that program.

### **C. AB 705 Support Subcommittee Governance Structure – Feld**

Erin Feld wasn't able to attend the meeting so President Nelson and Senator Zavodny presented the document and explained the edits that were previously requested.

### **Motion 2: MSC Faulkner/Mufson**

Faculty Senate approval of the Governance Structure Group Request form for the Equitable Placement and Completion Committee (formerly known as AB 705 Support Subcommittee) (Exhibit 2).

The motion carried.

## **INFORMATION ITEMS**

### **A. ASG Report – No report.**

### **B. President Feedback on 360 Evaluation – W. Nelson**

Senate President Nelson said that she along with VP Fererro met with Dr. Rivera-Lacey last week and Dr. Rivera-Lacey discussed the 360 Evaluation for administrators. She said her own 360 Evaluation will take place in Spring 2023. This new evaluation process will be rolled out for future evaluations for administrators that take place beginning in Fall 2023. Palomar will use a consulting firm to assist with this first 360 Evaluation since Palomar does not currently have an internal process for this type of evaluation. Nelson said she would confirm with Dr. Rivera-Lacey that Palomar is planning to develop its own internal process for all future 360 Evaluations without the assistance and expense of outside consulting firms.

### **C. New Grants Management/Oversight – Tabled.**

### **D. AP 7120A (Exhibit 3) – Fererro**

VP Fererro said Senate should be making sure that Senators are talking with colleagues who will be hiring this Spring about AP 7120A. President Nelson is working with Dr. Rivera-Lacey's office to have a 7120A link on that same Governing Board website that lists all the BPs and APs. Senate has met several times with HR to ensure this new AP will

be followed. Unfortunately, not all recruiters or all of the people that are communicating with faculty hiring chairs have this new knowledge. Most of AP 71020A is not new but rather strengthens and improves an attempt to increase more diverse pools and the opportunity to hire good, qualified, diverse faculty.

VP Fererro summarized some key changes in 7120A. A key change is that first level interviewees can be reimbursed for travel funded by the District with the contingency that funding is available. This updated information should be changed in job postings so department chairs should not automatically approve a job posting that HR provided from a previous search because that language won't be there. Senator Falcone added that the District needs to identify or create a permanent and designated fund for this purpose. Allowing the District to ever disprove their commitment to funding this expense can really create barriers in equity work.

Another big change is that departments can ask for advertising outside of the normal channels used by HR and the expense is covered by the District, if the cost is reasonable. President Nelson said she would connect with HR to find out what the normal advertising channels are right now. Hiring committees need to know this to push back if the District won't cooperate. If departments are considering in person first level interviews for this upcoming Spring, they should begin talking now with their Deans about this possibility.

Another significant update is in regard to recognizing an applicant's "in progress" qualifying degree that would be conferred before their start date should they be hired. That applicant would be considered eligible to apply.

VP Fererro also reminded faculty of the option to add a student or a CAST/Classified/AA member to the first level interview. This is encouraged because it may result in hearing diverse perspectives within the hiring committee which could bring a more diverse applicant pool.

VP Fererro pointed out the new language related to first level interview modality. Search committees can choose to conduct interviews in person or remotely but all first level candidates must be interviewed in the same modality.

Lastly, Fererro pointed out regarding a joint selection committee. In the past, applicants would have the first interview with maybe the VPI, the Dean and faculty and then a separate second interview with the President/Superintendent. What happens now is a combined second level, the Joint Committee, made up of the Dean, the President/Superintendent, the chair of the selection committee, the VPI or VPSS and then at least two additional voting members from the first level group. A compliance officer is also present. Fererro said this format was used last Spring for Child Development hires and it worked well.

VP Fererro said there is a need for compliance officers and "outside" faculty members to join those committees. If your department is not hiring, this would be a great opportunity to get trained and act as compliance officer or be the designated "outside" department member of the selection committee. Senator Mudgett suggested getting a call out for faculty to volunteer to serve or to get their name on a list in these two capacities so the hiring process won't get stalled this Spring.

An email with all the important updates will go out to all hiring committees for Spring 2023.

#### **E. Focusing on our 2022-2023 Goals (Exhibit 4) – W. Nelson**

President Nelson said Council discussed the goals and identified items that are most important. She provided quick updates for each goal and said some of the goals may be merged. Discussions around each goal occurred during the meeting to further define and explain the actions that are needed particularly by Senate.

## **F. Educational & Facilities Vision Plan (Exhibit 5) – W. Nelson**

President Nelson said there are three more listening sessions available. The survey needs to be submitted by November 17 and the results will be discussed at the December 15 EFVP meeting. She said the taskforce is meeting this Thursday where they will get the external scan and enrollment from the consultants.

### **REPORTS**

#### **President (Nelson)**

Last week I attended the 3-day ASCCC Faculty Plenary, the EEESCC Meeting (report below), the budget committee meeting (report below) and attended our one-on-one with the President. I attended several sessions at the Plenary including academic freedom and the importance of diverse and inclusive discourse, transforming institutional use of data, aligning general education pathways, 2024 ACCJC accreditation standards, supporting inclusion, diversity and equity in faculty leadership, collaboration between administration and faculty leaders, the CCC mission and CTE. I also listened to the Interim Chancellor, Daisy Gonzales provide an update and participated in resolution voting. Our meeting with President Rivera-Lacey included discussions on subcommittees and the Brown Act, changes/clarification to acting/interim in AP 7120 and discussion regarding implementation of 7120a.

#### **Budget (Nelson)**

The committee discussed and approved changes to BP 6250. PFF Co-President Barbara Baer shared a presentation on increasing health benefits for PT faculty. And finally, guest Jim Buysse discussed the history and issues around compensation % of total expenditures (85%). He also offered some advice on how Palomar College may approach it in the future.

#### **Credit for Prior Learning (Rose)**

The Credit for Prior Learning (CPL) deadline to petition for Exam or Portfolio Review has now passed. However, students can still petition with Industry Certification and Military Transcripts until November 21st.

Our new CPL petition form is in effect allowing students to accept or decline their CPL grade, as per title 5 requirements, right within the form.

If you are interested in learning more about CPL and how this opportunity can benefit your students and your program, reach out to Candace Rose, CPL Coordinator, at [cpl@palomar.edu](mailto:cpl@palomar.edu)

#### **Employees, Community, & Communications (ECCC) Council (Ferro)**

ECC Council met on Friday 11/4. The council discussed proposed changes to AP 7120 and past Senate president Rocco Versaci attended to help ensure that AP 7120A was being considered appropriately within the context of these edits. Wendy Nelson and Jenny Ferro continue to meet with HRS to ensure that faculty hiring as outlined in AP 7120A is being implemented effectively.

#### **Equity, Education, & Student Success (EESSC) Council (Nelson)**

EESSC welcomed our new VPSS, Brian Ellison as the new tri-chair. We approved changes to AP 4235 CPL. Acting Chief Diversity Officer, Carmelino Cruz discussed creating a college-wide DEIAA statement and the council agreed. We discussed changes to the Access and Inclusion Committee's governance structure. We also discussed how the committee will review the instructional PRPs. And finally, we discussed the creation of an ad hoc workgroup to develop the Guided Pathways 2.0 workplan.

#### **Sabbatical Leave (Epstein)**

Material/Action items from November 3 meeting:

1. Applications for Salary Credits were approved
2. The committee began the review of the sabbatical leave applications for the 22'-23' academic year.

3. The Committee will continue to meet per our regular schedule to complete review of sabbatical leave applications.


**Student Learning Outcomes (Bealo/Tavakkoly)**

The SLO Coordinators have been

1. working with LOSC to improve the teamwork GEILO in preparation for assessment next semester.
2. Working with ATRC to get the current GEILO assessment rubric input into canvas
3. Cleaning up programs in Nuventive and correcting glitches
4. Approving and working with faculty on writing course and program SLOs.

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

Respectfully submitted,

  
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Molly Faulkner, Secretary

**Item G. from BoardDocs Agenda**

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

**G.1. ACTION: New Credit Course - effective fall 2023**

Subj	Nmbr	Title	Trnsf.	Dist.	Grad.	Open	Justification	Reqs.	Originator
			Ed.	Ed.	Basis	Entry			
						/Exit			
A.	MACH 130	<a href="#">Composites Repair</a>	CSU		G/P/N	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for proper education in that field is not being met by any other schools.	Prerequisite: MACH 110	Michael Wright

**G.2. ACTION: Credit Course Reactivation - effective fall 2023**

Subj	Nmbr	Title	Trnsf.	Dist.	Grad.	Open	Justification	Reqs.	Originator
			Ed.	Ed.	Basis	Entry			
A.	AIS 121	<a href="#">Pacific Islanders</a>	CSU	TRUE	G/P/N	No	Our department was asked to consider reactivating this class by APAHE. After department discussion, we decided that this course would offer students another opportunity to learn about the Indigenous peoples of the Pacific Islands. Course being proposed for local Area D and District Ethnic Studies requirement, CSU Area F, IGETC Area 7	No	Seth SanJuan

**G.3. ACTION: Credit Course Changes - effective fall 2023**

Subj	Nmbr	Title	Trnsf.	Dist.	Grad.	Open	Justification	Reqs.	Originator
			Ed.	Ed.	Basis	Entry			
						/Exit			
A.	CHDV 105	<a href="#">Observation and Assessment</a>	CSU	TRUE	G/P/N	No	The course is being updated to ensure it is utilizing inclusive language, removing any means of repetitive objectives, and streamlining the content and topics covered.	Prerequisite: CHDV 100 Corequisite (Course required to be taken concurrently): CHDV 105A; CHDV 105B; CHDV 105C Recommended Preparation: ENG 100	Tanessa Sanchez



### November 16, 2022 Curriculum Committee Actions

B.	CHDV	105A	<a href="#">Observation, Assessment, and Participation Lab: Preschool</a>	CSU	TRUE	G/P/N No P	Repair a typographical error in the student learning outcomes.	Prerequisite: (Completion of, or concurrent enrollment in): CHDV 105	Tanessa Sanchez
C.	CHDV	105B	<a href="#">Observation, Assessment, and Participation Lab: Infant/Toddler</a>	CSU	TRUE	G/P/N No P	Repair a typographical error in the student learning outcomes and adjust for SLO repetition.	Prerequisite: (Completion of, or concurrent enrollment in): CHDV 105	Tanessa Sanchez
D.	CHDV	105C	<a href="#">Observation, Assessment, and Participation Lab: Early Inclusion</a>	CSU	TRUE	G/P/N No P	Repair a typographical error in the student learning outcomes and update the course description to include an appropriate term for children with disabilities.	Prerequisite: (Completion of, or concurrent enrollment in): CHDV 105	Tanessa Sanchez
E.	CHDV	110	<a href="#">Introduction to Children with Disabilities</a>	UC/CSU	TRUE	G/P/N No P	Title and course description were adjusted to reflect more appropriate language. Special needs is no longer considered an appropriate term.	No	Jenny Ferrero
F.	CHDV	185	<a href="#">Introduction to Curriculum</a>	CSU	TRUE	G/P/N No P	Alignment with the CAP (Curriculum Alignment Project) and California TPE (Teaching Performance Expectations) used in the early childhood field in California.	No	Jenny Ferrero
G.	CHDV	201A	<a href="#">Supervised Field Experience in Early Childhood Education</a>	CSU	TRUE	G/P/N No P	The changes include a decrease in lecture hours, and an increase in the lab requirement, allowing students additional practicum experience as a way to streamline our program. Additionally, the language and content of specific knowledge and objectives have been updated to include modern and current practices in the field as well as mirror those objectives of CHDV 201. Finally, the removal of "This course is not applicable to any CHDV degree/certificate."	Prerequisite: Bachelor's degree (in any field) <u>and</u> CHDV 100 and CHDV 115 and any 6 additional units of ECE/CHDV coursework.	Tanessa Sanchez
H.	CHEM	100	<a href="#">Fundamentals of Chemistry</a>	UC/CSU	TRUE	G/P/N No P	The SLO's have been updated to better reflect the course content. The textbook and lab manual have been updated.	Prerequisite: One year of high school algebra	Shannon Andrews

**November 16, 2022 Curriculum Committee Actions**

I.	ESL	103	<a href="#">Advanced ESL Humanities</a>	UC/CSU TRUE	G/P/N No P	Updating this course to reflect its humanities emphasis more fully and to update prerequisites based on new accelerated ESL course offerings.	Prerequisite: or eligibility determined through the English as a Second Language placement process <u>Prerequisite: (Completion of, or concurrent enrollment in): ESL 105</u>	Tracy Fung
J.	ESL	110	<a href="#">College Composition for Non-Native Speakers</a>	UC/CSU TRUE	G/P/N No P	Need to update word count requirements and C-ID descriptors.	Prerequisite: ESL 103 or ESL 106 or eligibility determined through the English as a Second Language placement process	Lawrence Lawson

**G.4. ACTION: Course Deactivations - effective fall 2023**

Subj	Nmbr	Title	Trnsf.	Dist. Ed	Grad. Basis	Open Entry /Exit	Justification	Originator
A.	AP IW	797	Inside Wireman Topics	No	G/P/ NP	No	Requesting deactivation because this course will no longer be offered as part of the inside wireman apprenticeship program.	Prerequisite: Student is a Registered State Indentured Apprentice Jason Jarvinen

**November 16, 2022 Curriculum Committee Actions**

<b>G.5. ACTION: Credit Program Changes - effective fall 2023</b>						
	<b>Program Title</b>	<b>Disci.</b>	<b>Awrđ.</b>	<b>Units</b>	<b>Justification</b>	<b>Orig.</b>
A.	<a href="#">Bookkeeping/Accounting Clerk</a>	ACCT	CA	9-10	Change from Certificate of Proficiency to Certificate of Achievement	Leah Hoover
B.	<a href="#">Interior Design</a>	ID	AS	30	We currently run a class in the Interior Design department that is required for an AS degree: ID151 Beginning Revit. I would like to change the curriculum to accept either ID151 Beginning Revit OR Arch 202 Beginning Revit, as they are equivalent classes. ID151 runs every spring, and Arch 202 runs every fall. If students can take either class, it will make earning their degree easier for them.	Jessica Newman
C.	<a href="#">Interior Design</a>	ID	CA	30	We currently run a class in the Interior Design department that is required for an AS degree: ID151 Beginning Revit. I would like to change the curriculum to accept either ID151 Beginning Revit OR Arch 202 Beginning Revit, as they are equivalent classes. ID151 runs every spring, and Arch 202 runs every fall. If students can take either class, it will make earning their degree easier for them.	Jessica Newman
D.	<a href="#">Paramedic Training</a>	EME	AS/CA	44-45	Needed to update the Program SLOs and prerequisite requirements	Sarah DeSimone
E.	<a href="#">University Studies: Elementary Education Preparation</a>	EDUC	AA		Removing notation to complete the district ethnic studies requirement with IGETC. The ethnic studies requirement will be included in IGETC effective fall 2023.	Benjamin Mudgett
F.	<a href="#">University Studies: Emphasis in Health and Fitness</a>	KINE	AS	18	Removing notation that students are to complete ethnic studies with the IGETC pattern. Ethnic Studies will be required of IGETC starting fall 2023. Placing an "or" between BIOL 100 and 101/101I since these are the same course.	Benjamin Mudgett

<b>G.6. Credit Program Deactivations - effective fall 2022</b>						
	<b>Program Title</b>	<b>Disc.</b>	<b>Award Type</b>	<b>Units</b>	<b>Justification</b>	<b>Originator</b>
A.	Foundations in Technical Careers	IT	CP		No one has ever earned this degree. It is not needed. This was put together with STEM grant money. It is not a certificate that anyone needs in the Machining or Drafting disciplines. We didn't even know it existed until this year. It is not a valued certificate in any of our disciplines.	Michael Wright

<b>G.7. ACTION: Requisites - effective fall 2023</b>						
<b>The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2023</b>						
	<b>Course Number</b>	<b>Course Title</b>				
A.	MACH 130 (CT)	Composites Repair	Prerequisite: MACH 110			
B.	CHDV 105	Observation and Assessment	Prerequisite: CHDV 100 Corequisite (Course required to be taken concurrently): CHDV 105A; CHDV 105B; CHDV 105C Recommended Preparation: ENG 100			

**November 16, 2022 Curriculum Committee Actions**

- C. CHDV 105A Observation, Assessment, and Participation Lab: Preschool Prerequisite: (Completion of, or concurrent enrollment in): CHDV 105
- D. CHDV 105B Observation, Assessment, and Participation Lab: Infant/Toddler Prerequisite: (Completion of, or concurrent enrollment in): CHDV 105
- E. CHDV 105C Observation, Assessment, and Participation Lab: Early Inclusion Prerequisite: (Completion of, or concurrent enrollment in): CHDV 105
- F. CHDV 201A Supervised Field Experience in Early Childhood Education Prerequisite: Bachelor's degree (in any field) and CHDV 100 and CHDV 115 and any 6 additional units of ECE/CHDV coursework.
- G. CHEM 100 Fundamentals of Chemistry Prerequisite: One year of high school algebra
- H. ESL 103 Advanced ESL Humanities Prerequisite: or eligibility determined through the English as a Second Language placement process  
Prerequisite: (Completion of, or concurrent enrollment in): ESL 105
- I. ESL 110 College Composition for Non-Native Speakers Prerequisite: ESL 103 or ESL 106 or eligibility determined through the English as a Second Language placement process

**G.8. ACTION: Distance Education - effective fall 2023**  
**The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2023**

Course Number	Course Title
A. AIS 121	Pacific Islanders
B. CHDV 105	Observation and Assessment
C. CHDV 105A	Observation, Assessment, and Participation Lab: Preschool
D. CHDV 105B	Observation, Assessment, and Participation Lab: Infant/Toddler
E. CHDV 105C	Observation, Assessment, and Participation Lab: Early Inclusion
F. CHDV 110	Introduction to Children with Disabilities
G. CHDV 185	Introduction to Curriculum
H. CHDV 201A	Supervised Field Experience in Early Childhood Education
I. CHEM 100	Fundamentals of Chemistry
J. ESL 103	Advanced ESL Humanities
K. ESL 110	College Composition for Non-Native Speakers

**GOVERNANCE STRUCTURE GROUP REQUEST**

<b>Request submitted by:</b> Benjamin Mudgett					<b>Date:</b>	
<b>Proposed Name of Requested Group:</b> Assembly Bill 1111/928 Steering Committee Taskforce						
	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>	<input checked="" type="checkbox"/> <b>Task Force</b>
<b>Action Requested:</b>	<input checked="" type="checkbox"/>	<b>Add</b>		<b>Delete</b>		<b>Change</b>
<p><b>Role:</b>                  The purpose of this task force is to understand and prepare for the impacts of AB 1111 and 928.</p> <p><b>Products</b>                  The taskforce will provide high-level oversight in the monitoring of the intersegmental response and implementation efforts at the state-level and regionally. The task force will also engage in consultation with the faculty senate and other district and regional bodies, including K12 and regional four-year partnerships impacted by AB 111/928. The taskforce will report their findings and implementation recommendations to the curriculum committee, faculty senate, and other shared governance bodies on a regular basis. Working groups of the taskforce may be created to provide recommendations related to specific service areas of the district. These working groups shall report their findings and recommendations regularly to the steering committee taskforce.</p> <p>The general education subcommittee will be members of the taskforce responsible for the general education aspects of AB 928 and will report their findings and recommendations to the taskforce and the curriculum committee. This subcommittee shall evaluate the local general education and district requirements and make recommendations for changes to the steering committee taskforce.</p>						
<b>Reporting Relationship:</b> Curriculum Committee						
<b>Meeting Schedule:</b> TBD						
<p><b>Chair:</b>                  Vice President of Instruction (tri-chair)                  Articulation Officer (tri-chair)                  Lead records evaluator member of the curriculum committee (tri-chair)</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Vice President of Instruction</li> <li>• Vice President of Student Services</li> <li>• Dean from L/L, SBS, and MSE</li> <li>• Articulation Officer</li> <li>• Transfer Center Director</li> <li>• General education subcommittee (co-chairs - articulation officer and faculty curriculum co-chair):                         <ul style="list-style-type: none"> <li>○ 1 faculty from each CalGETC area (7 total)</li> <li>○ 1 faculty from each of the following competency areas:                                 <ul style="list-style-type: none"> <li>▪ Health and Fitness</li> <li>▪ American History and Institutions</li> </ul> </li> <li>○ Counselor</li> <li>○ SLO Coordinator</li> </ul> </li> <li>• Financial aid representative</li> <li>• Veteran services representative</li> <li>• Lead records evaluator member of the curriculum committee</li> <li>• Curriculum specialist</li> <li>• Business Systems Analysts (BSA)                         <ul style="list-style-type: none"> <li>○ Student services</li> <li>○ Instructional services</li> </ul> </li> </ul>						

Approved: Curr. Comm. - 11/16/2022

# EXHIBIT 4

Name	Division	Department	Hiring Committee:	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	Confirm
Candace Rose	AMBA	Media Studies	Project Director, Military Leadership	<p>I strongly believe that approaching this hiring committee from the lens of Equity and Antiracism is essential to increase diversity and inclusion in our administration leadership, which will ultimately help us to build a more inclusive campus culture. To do this, I will make a conscious effort to apply my knowledge gained from the EEO Selection Committee Training as I review the candidates, and to collaborate and engage in honest and open discussions with my hiring committee colleagues in the interview and deliberation process.</p>	<p>As the lead faculty who helped establish, develop and grow the Military Leadership Program since its inception back in May, 2019, I feel I bring a wealth of knowledge and experience to this committee. I have an in-depth understanding of the duties the Project Director will perform including overseeing enrollment processes, student intake, student outreach, marketing, grant writing, the implementation and adherence to the CA Dept of Apprenticeship Standards and the Department of Labor apprenticeship policies and processes, and the nuances of working closely with USMC leadership.</p> <p>I have completed the EEO and Compliance Officer Trainings, which focus on Diversity, Equity, Inclusion and Antiracism, and I have served for several years on the Faculty Senate and Curriculum Committees, which prioritize actions toward advancing equity, diversity and inclusion. I also serve as the Credit for Prior Learning (CPL) Coordinator, which works closely with this Project Director, as many of our active-duty Marines apply for this program through CPL. I have also taught and worked with active duty Marines since teaching at Camp Pendleton in 2017, and understand the unique challenges these students face and the support needed from Palomar to provide inclusive and equitable educational opportunities for this diverse body of students. I feel that these experiences have prepared me well for this hiring committee, and I would be honored to serve my colleagues and the college in this role.</p>	

# EXHIBIT 5

November 28 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
Rosie Antonecchia	Student Services	Career Center-Student Services	Sabbatical Leave Committee	Faculty, Student Services (22-25)	Equity and antiracism means providing information and equal access to available opportunities to elevate ALL students and colleagues. Favoritism and nepotism is a form of inequity and racism in my experience. Providing an advantage to some that is not offered to others is not equity. I operate from a neutral place. I acknowledge the value and contribution that our different views, personal values and beliefs offer to create and support a true physical, emotional, and psychological safe learning and working environment for all students to and colleagues to advance and thrive in life.	I served and bring prior experience from the sabbatical committee. I advocate for creating processes that are fair, equitable, accessible, easy to understand and utilize in the committees I serve and the services I introduce to the college in my role. All students, staff, faculty, and administrators have an innate human need to be seen, heard, and acknowledged. This is how I practice inclusion, embrace diversity, and promote equity. It is this small, consistent "thing" I do every day that helps me cultivate the antiracist culture and safe space I need for myself, want for my colleagues, and for our students to thrive.	
Jeff Epstein	SBS	Behavioral Sciences	Academic Integrity Taskforce	Faculty, SBS	Academic integrity is the cornerstone of our learning community. As with instruction, assessment, grading, etc. there is an obligation to explore and understand what effect racism and white supremacy have on violations of academic integrity. What culturally responsive methods do faculty use to teach students about plagiarism and cheating? Can authentic assessment designed through an anti-racist lens reduce violations of academic integrity policy. Are penalties for these violations equitable and fair? These and similar concerns of equity and anti-racism should be integral to guiding the work of this task force.	In coordination with the Senate, I am the person who proposed this task force based on my experiences as a chair fielding widespread concern among faculty about the rapid rise in violations of academic integrity resulting from COVID and the switch to remote learning as well as the general absence of an institutional response to the problem (aside from the DEI committee). What I discovered is that stopping cheating/plagiarism was left largely up to the individual instructor which suggests a lack of institutional foresight and commitment to foundational academic virtues that will prepare our students for whatever academic and career paths they pursue after attending Palomar. I have done research on other institutions (both CCs and four year schools) to see what sort of policies and approaches they have in place to support students and faculty in this area. I am no expert, but I have a strong working knowledge of the problem and many ideas for how to create a culture of academic integrity.  I am a member of the white allies for anti-racism at Palomar, was a member the grading for equity book club, crafted, alongside my co-chair, a statement condemning sexual harassment and establishing department values related to this issue as well as a set of resources for students and employees to use to report violations of Palomar's sexual harassment policies. This statement of values was presented across the college, including department and division meetings, chairs meetings, and to the senate. Pending approval by the sabbatical leave committee, I will be taking a sabbatical next year to research and implement culturally responsive pedagogy into the classroom focusing on philosophy in particular but also designing a series of micro-PDs for faculty interested in this DEI work.  Disclosure: I will be on sabbatical in Fall 2023, so I will not be able to complete the full assignment. I believe I can do great work before that time, but if this position needs someone who will be here until December '23, then I am not the right person to serve.	
Mike Deal	MSE	Biology	Academic Integrity Taskforce	Faculty MSE	Lately I've been thinking quite a lot about testing accommodations and how to provide the necessary accommodations and still maintain academic integrity to the exams. I have more questions than answers at this point but would like to be part of that conversation.  Over the last several years I have made it a point to learn about antiracism and to try to actively assess and address systemic racism in my courses and other work. Reading Ibram X Kendi's "How to be an Antiracist" as a part of Palomar's Spring 2021 Book Club helped in identifying areas of systemic racism and has helped me in working towards acknowledging and improving upon my unconscious biases while identifying areas in which I could proactively support the ideals of equity and antiracism in my classes. In the revision of course materials since then, I've prioritized the inclusion of guest speakers and sought out relevant stories, research, and experiences of experts from diverse backgrounds. In leading our natural science field courses I've stressed the importance of our Palomar College Land Acknowledgement and made it a point to better include Indigenous histories and practices on the land. In developing our World Regional Geography course I've made it a point to go beyond simple descriptive understanding of the places we discuss to instead spend significant amounts of class time discussing the negative ramifications of colonialism, neocolonial relationships, land theft, enslavement, and genocide of indigenous populations, while also including on-the-ground context and positive stories that are often left out of traditional Euro-centric geographic narratives. In this committee I would be committed to employing antiracist and equitable practices in helping to come up with any policy related to academic integrity - considering the ways that diverse groups might be affected by any change in guidance or faculty action.	I'm not sure I have anything spectacularly special that many other faculty could not also offer. Many of the academic integrity conversations I've been a part of recently have swirled around maintaining the integrity of testing in the online environment. I don't teach online and therefore may have a different perspective on this topic than those that do.  I began teaching online in the semester prior to the COVID pandemic, and instantly realized the potential for academic honesty issues online classes would bring. In the semesters since, I've spent a substantial amount of time seeking to decrease opportunities for using available online resources in an academically dishonest way in my courses. These efforts have led me in a couple different directions - seeking out course materials that had been posted from my classes to online repositories to issue takedown requests, and trying to modify my assessments and assignments in a way that would make them more difficult to disseminate.  In trying to strengthen my courses in these ways I've developed a strong understanding of the array of websites and repositories out there used to post materials, and have gotten experience with their takedown request procedures. I've also sought out resources regarding best practices in designing course materials and dealing with online academic integrity issues from other colleges, universities, and public forums. Through these experiences I've developed an understanding of the breadth of the current challenges with academic integrity, and of the potential actions that can be undertaken to minimize opportunities for academic dishonesty (along with their limitations).  In discussions with colleagues I've been surprised by the degree to which some have not been aware of these issues or have chosen not to engage - but I also believe that for some who take these things seriously it can be a substantial burden. I'm glad that Palomar is assembling a Taskforce, and hope that we can work together to provide support, guidance, and best practices to faculty who are affected by these challenges through a college-wide academic integrity policy, workshops, and project funding. In doing so, it will be very important that these efforts focus on systemic issues while employing an equity mindset, ensuring that any action or guidance in addressing these issues are equitable and do not disadvantage any group.	Vote for 1:
Stephen Crook	MSE	Earth, Space, and Environmental Sciences	Academic Integrity Taskforce	Faculty, MSE			

# Institutional Research, Planning, and Grants

*Creating a Culture of Grant Seekers for Student Success*

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November 2022





# Institutional Research, Planning, and Grants

Provide leadership in planning for and securing external grant funding in order to advance the college's mission and strategic priorities.

# Institutional Research, Planning, and Grants

- Actively seek funding opportunities to support the College's strategic initiatives.
- Support faculty and staff in their pursuit of external discretionary funding for qualified projects.
- Monitor competitive grant-funded projects and subawards so that issues related to compliance with grantor's terms, college policies, and applicable federal and state regulations can be addressed.

# Needs Assessment

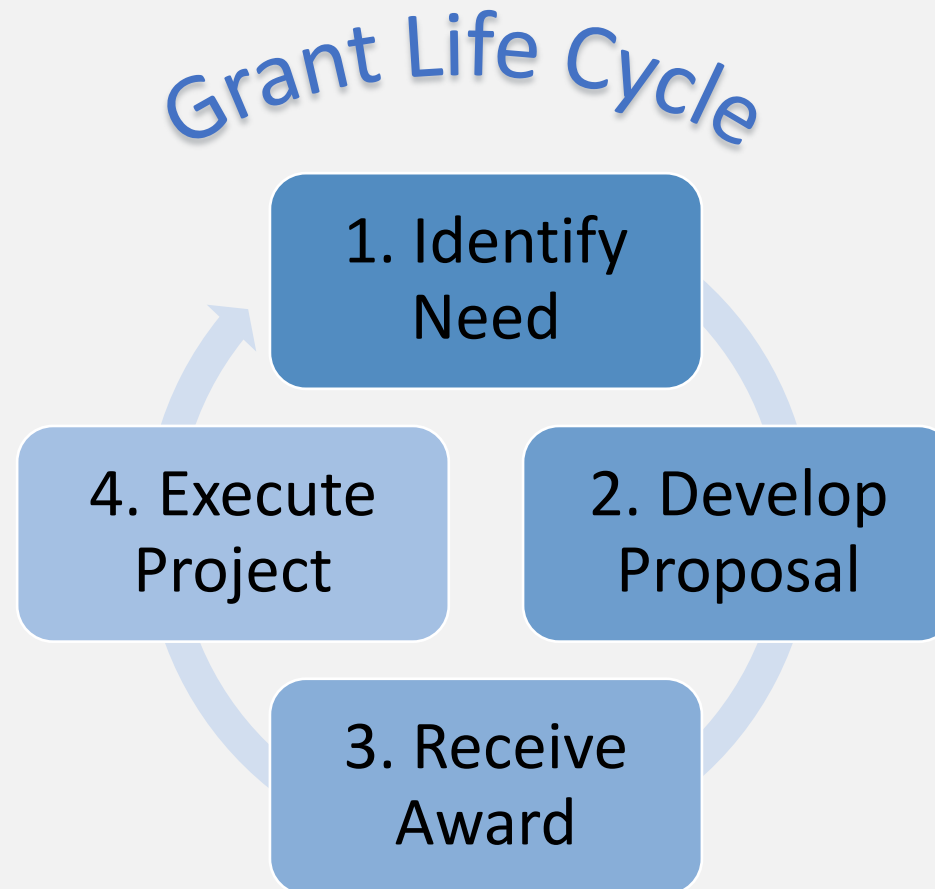
## Purpose:

- Review current discretionary grant development and management practices
- Craft recommendations

## Methodology:

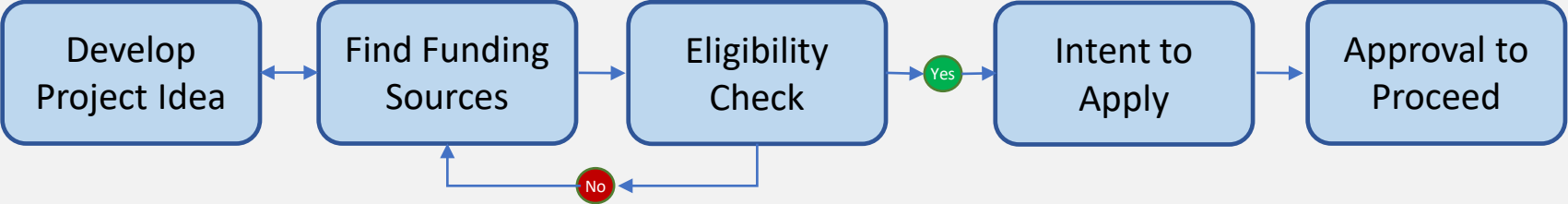
- BP 3280 and AP 3280 review
- Qualitative interviews:
  - Deans
  - Department Directors
  - Faculty Senate
  - Fiscal staff
  - Grant project leads

# Major Finding

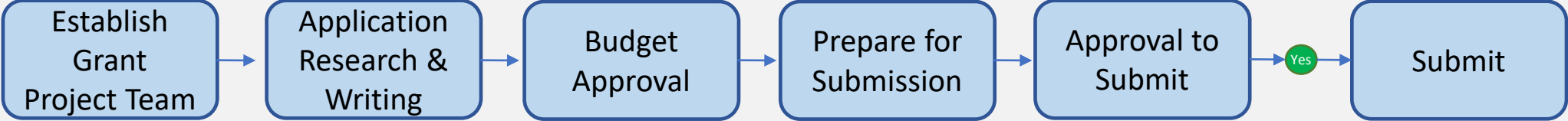


# Discretionary Grant Life Cycle Flowchart

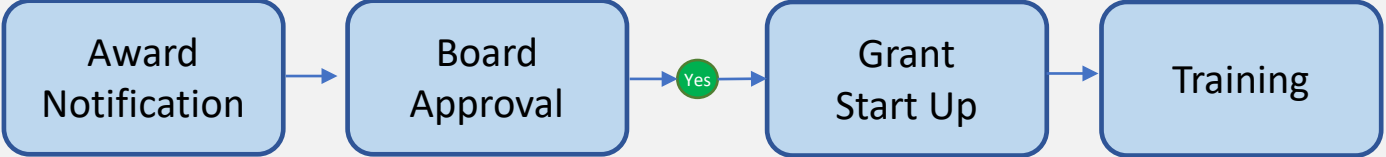
## 1 Identify Need



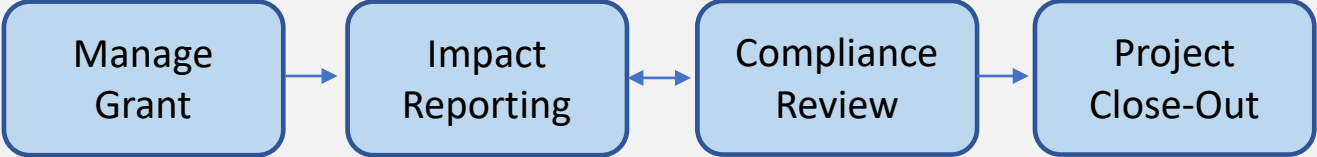
## 2 Develop Proposal



## 3 Receive Award



## 4 Execute Project



# Institutional Research, Planning, and Grants

Identify & Disseminate Grant Opportunities

Grant Procedural Handbook

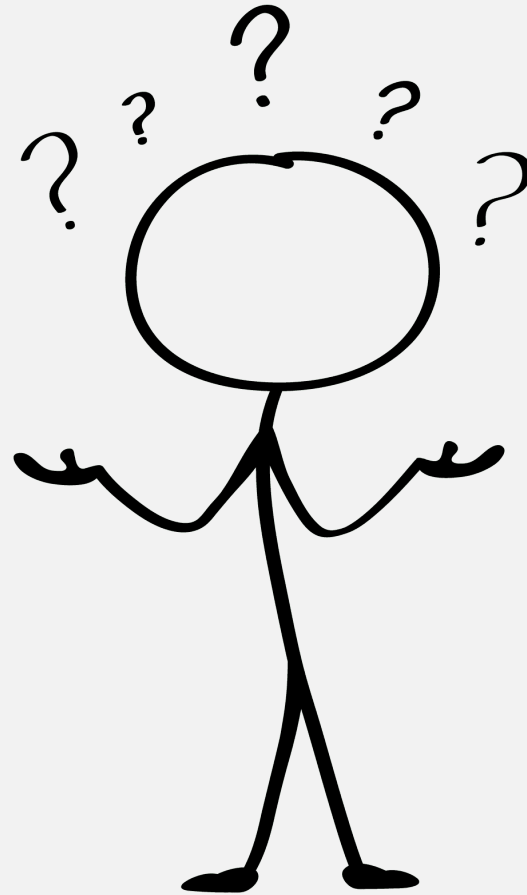
Training Materials

One-Stop Website Hub

Tracking System

On-going Project Lead support

Creating a  
Culture of  
Grant Seekers  
for Student  
Success



### Faculty Leadership Positions Appointed by Senate & Terms of Office

Position	Person	Position Term
Accreditation Steering Committee		
Accreditation Self-Study Tri-Chair (40)	Rocco Versaci	2022-2023
Equivalency Committee Chair (20)	Scott Klinger	2022-2024
DE Coordinator (60)	Erin Hiro	2021-2023
Curriculum Co-Chair (60)	Ben Mudgett & WN	2021-2023
Curriculum Tech Review (20)	Vicki Mellos	2022-2024
SLOAC Co- Coordinator (40)	Aundrea Tavakkoly	2022-2024
SLOAC Co- Coordinator (40)	Mark Bealo	2021-2023
NCHEA Coordinator	PD Coordinator	2024-2026
NCHEA Rep (2)	Diana Ortiz Vacant	2021-2023
Pride Center Director	Abbie Cory	
Phi Theta Kappa Advisor	Katy Farrell Dana O'Callaghan	
PD Coordinator	Luis Guerrero	2021-2023
Service Learning Program Coord. (20)	Gina Wilson	2021-2023
Umoja Coordinators	Richard Carr, Jr.	2021-2023M
Puente Coordinators (3-year term, per Puente Agreement)	Cynthia Cordova Sonia Gutierrez	2020-2023 2021-2023
Guided Pathways Pillar Leads (4)	<del>Wendy Nelson</del> <del>Glyn Bongolan</del> <del>Alex Cuatok</del> <del>Weston Titus</del>	<del>2021-2022 (all)</del>
Credit for Prior Learning Coord.(40)	Candace Rose	2020-2023
Workforce & Community Development Advisory Chair		2020-2022
Title V STEM Grant, Activities Dir.	Cynthia Anfinson	Until Grant Ends
Title V STEM Grant – Program & Curriculum Coord. Math Acc. Lead	Wendy Metzger	Until Grant Ends
Senate President (80)	Wendy Nelson	2022-2024
Senate Secretary (20)	Molly Faulkner	2022-2023
Senate Vice President (20)	Jenny Fererro	2022-2023
Senate council at large	Leigh Marshall	2022-2023
Senate Past President or Designee	Leanne Maunu	2022-2023
President Elect		Spring semester
Elections Chair	Alex Doyle Bauer	2022-2024
Committee on Committees Chair	Anastasia Zavodny	2021-2023
CALM Committee	Anastasia Zavodny Bill Carrasco	2021-2023 2020-2022
EEDCC Co-Chairs	Michael Mufson Sabrina Menchaca	2021-2023 2022-2024