



**REGULAR MEETING**

**February 27, 2023**

**EXHIBITS**



Minutes of the  
MEETING OF THE FACULTY SENATE  
February 13, 2023

APPROVED

**PRESENT:** Melissa Bagaglio, Will Dalrymple, Kimberly De La Cruz (ASG), Kelly Falcone, Molly Faulkner, Jenny Fererro, Shelbi Hathaway (ZOOM), Erin Hiro, Jason Jarvinen, Lawrence Lawson, 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, Alexandra Doyle Bauer, Leigh Marshall

**GUESTS:** Leah Brown, Rebecca Wilson

**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**

Senator Beth Pearson apologized for making a FSA comment at the last Senate meeting. She recognized and acknowledged that current FSA Chair Jason Jarvinen would be more suitable to make formal comments about this committee and its work.

Senator and PFF Co-President Lawrence Lawson invited everyone to attend PFF/CCE Pizza Night prior to the Governing Board meeting tomorrow night, February 14. Important actions and discussion will occur at the meeting.

Senate Secretary Molly Faulkner announced that Concert Hour takes place every Thursday at 1 PM in the Howard Brubeck Theatre. The Thursday concerts are free and everyone is welcomed to attend. More information can be found here at [www.Palomarperform.com](http://www.Palomarperform.com)

Senator Alyssa Vafaei announced DRC is having a Disabilities Celebration event for Valentine’s Day tomorrow, February 14. Free food will be served all day starting with donuts in the morning from 8 to 10.

Senator Shelbi Hathaway, a member of the Parity (Part-time Faculty) Project at Palomar said the committee will be formally thanking the Governing Board and PFF tomorrow evening for efforts to improve healthcare coverage for part-time faculty. She asked part-time faculty to either email comments directly to her to be read at the meeting or come in person and share the positive changes this has made in their life.

**AGENDA CHANGES** – No agenda changes.

## APPROVAL OF MINUTES

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

Faculty Senate approval of Faculty Senate meeting minutes dated February 6, 2023 as amended (Exhibit 1).

The motion carried.

## ACTION

### **A. Curriculum**

Senator and Curriculum Co-Chair Ben Mudgett said no curriculum actions were needed this meeting. Senator Mudgett provided an update on AB 928 saying the intersegmental academic senate released the framework of CalGETC and nothing has changed regarding the pathways for associate degrees and transfers. A new committee was formed to create the standards for what CalGETC means for all the GE. Palomar will receive this information in Fall. Palomar will have to respond to those standards and adjust curriculum as necessary.

Senator Mudgett said the lifelong learning piece is important. Area E lifelong learning isn't going to be required at the CSU GE for transfer students anymore so there are implications for this to be addressed.

### **B. Committee on Committees**

Senator and Committee on Committees Chair Anastasia Zavodny explained there were three candidates vying for two SBS positions on the Curriculum Committee. Based on current difficulties finding sufficient volunteers to fill vacancies on Curriculum, Senator Zavodny recommended that Senate accept the candidate with the fewest votes to serve as well to fill one of the vacancies allocated to a different division with a term ending Spring 2023. Senator Mudgett, Co-Chair of Curriculum agreed with the recommendation.

### **Motion 2: Zavodny/Faulkner**

Faculty Senate approval to accept the results of the ballot for the following (Exhibit 2):

The motion carried.

Curriculum Committee – **LeAnne Farmer**, Faculty, SBS  
Curriculum Committee – **Kelly Falcone**, Faculty, SBS

### **Motion 3: Zavodny/Faulkner**

Faculty Senate approval to accept the third place candidate on the Curriculum Committee ballot to fill a different vacancy on that committee with an ending term of Spring 2023.

The motion carried.

Curriculum Committee – **Nicole Au**, Faculty, SBS

### **Motion 4: Zavodny/Mufson**

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

The motion carried.

Educators for Equity, Diversity and Cultural Consciousness Subcommittee (EEDCC)  
**Gary Castaneda**, Faculty, at large (22-24)

Senator Zavodny explained the VP Hiring Committees (Exhibit 4) change. Alyssa Vafaei has removed herself from the VP of Student Services group and requested that her name be added to the VP of Human Resource Services group. Senate VP Jenny Fererro reminded Senators that anyone can come to Senate to campaign for themselves or another faculty candidate for any committee confirmation or election.

**Motion 5: Pearson/Faulkner**

Faculty Senate approval of the results of the ballot for the Hiring Committee for VP of Student Services (Exhibit 4).

The motion carried.

Hiring Committee, VP Student Services – **Daniel Straub** - Faculty, Student Services  
**Mejghan Ahmadi** - Faculty, Student Services  
**Wendy Nelson** – Faculty, AMBA  
**Gabriel Sanchez** - Faculty, Student Services

**Motion 6: Zavodny/Mudgett**

Faculty Senate approval of the results of the ballot for the Hiring Committee for VP of Human Resource Services (Exhibit 4).

The motion carried.

Hiring Committee, VP Human Resource Services – **Lawrence Lawson**, Faculty, L&L  
**Wing Cheung**, Faculty, MSE  
**Jenny Fererro**, Faculty, SBS

**Motion 7: Zavodny/Faulkner**

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

The motion carried.

Academic Integrity Taskforce – **Erin Hiro**, Faculty, AMBA

**Motion 8: Zavodny/Fererro**

Faculty Senate approval to confirm the following committee appointment (Exhibit 4):

The motion carried.

Hiring Committee for VP of Human Resource Services - **Alyssa Vafaei** - Faculty, Student Services

**C. Changes to Community Agreement**

**Motion 9: Pearson/Fererro**

Faculty Senate approval to amend Senate’s Community Agreements document (Exhibit 5).

The motion carried.

Senate President Wendy Nelson presented the exhibit. After some suggested edits, President Nelson said she would make the appropriate changes and get the updated document posted to the website.

## **INFORMATION**

### **A. ASG Report – De La Cruz**

ASG Representative Kimberly De La Cruz said Club Rush begins tomorrow, February 14. ASG is still experiencing difficulties getting the word out about clubs and hopes that faculty can assist with getting the word out maybe through announcements in class. De La Cruz said there is also a huge need for faculty advisors and hopes Senate can assist with this effort. Senators suggested adding specific club information to the Student Life webpages so students are aware of the clubs and their activities. Many students attend Palomar virtually so offering virtual club activities may get more students involved. Also, see what other colleges in the area do on their webpages that might engage more students (Mira Costa uses Engage software).

### **B. Student Code of Conduct AP 5500 and AP 5520 Review Update (Exhibit 6) – W. Nelson**

Senate President Nelson shared a summary of the workgroup efforts addressing this issue. Senator Kelly Falcone shared her experiences dealing with student conduct and the “broken” system at Palomar. She shared research of what other colleges’ processes look like and where that crucial information is accessible for students and faculty. Falcone said that if faculty have a challenging situation in a classroom with a student and you weren’t sure what to do about it or whether it was even something that could be reported, go to the current AP 5500 and see if you can determine where that situation could be aligned with the current procedure. Most other colleges’ 5500 language is the same because it is typical CCLC canned legal language but does not apply well to an instructional setting. Palomar can vary from the CCLC language as some other institutions have done.

Senator Lawson recommended that until the language gets updated to better reflect an instructional setting, if faculty have submitted an incident report, they must be kept in the loop of where the process is and what actions, if any were done.

President Nelson will keep Senate updated on this project.

### **C. Brown Act Update (Exhibit 7 and 8) – W. Nelson**

President Nelson did a quick overview of the Brown Act rules for pre-COVID teleconferencing and the updated rules based on AB 2449 for virtual attendance that went into effect on January 1, 2023. Nelson explained Senate will need to adopt the updated rules for conducting Faculty Senate meetings or go back to the pre-COVID teleconferencing rules.

### **D. Academic Integrity Taskforce Chair Description (Exhibit 9) - W. Nelson**

President Nelson reviewed the exhibit. Senate Secretary Molly Faulkner suggested adding a task to research Gooder Colleges to see what’s working elsewhere. Senators agreed with the update and Nelson next asked for a Senator to lead this taskforce. Senator and DE Coordinator Erin Hiro volunteered to serve in this capacity with the updated job description through the end of the Spring 2023 semester.

#### **Motion 10: Ferrero/Faulkner**

Faculty Senate approval to move back into Action.

The motion carried.

#### **Motion 11: Ferrero/Faulkner**

Faculty Senate approval of the following faculty to chair the Academic Integrity Taskforce through Spring 2023:

The motion carried.

Academic Integrity Taskforce, Chair – **Erin Hiro**

**E. Senate Subcommittee Reports – Tabled.**

**REPORTS**

**ADJOURNMENT** The meeting was adjourned at 3:50 PM.

Respectfully submitted,

*Molly Faulkner*

---

Molly Faulkner, Secretary

**Item G. from BoardDocs Agenda**

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

**G.1. ACTION: Distance Education and Course Reviews**

The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2023.

Subj	Nmbr	Title	Dist.	Originator
A.	AP AC	705	Acoustical Ceilings	Jason Jarvinen
B.	AP AC	706	Standard Acoustical Grids	Jason Jarvinen
C.	AP AC	707	Suspended Ceilings	Jason Jarvinen
D.	AP AC	709	Prefab/Sound Panels	Jason Jarvinen
E.	AP AC	710	Concealed/Glue-Up/Staple-Up System	Jason Jarvinen
F.	AP AC	712	Metal Pan and Security Systems	Jason Jarvinen
G.	AP AC	713	Advanced Acoustical Installation	Jason Jarvinen
H.	AP AC	714	Advanced Acoustical Layout	Jason Jarvinen
I.	AP AC	715	Drywall Acoustical Ceilings	Jason Jarvinen
J.	AP C	702	Safety and Health Certification	Jason Jarvinen
K.	AP C	708	Wall Forming	Jason Jarvinen
L.	AP C	709	Gang Forms/Columns	Jason Jarvinen
M.	AP C	714	Basic Commercial Framing	Jason Jarvinen
N.	AP C	717	Basic Stairs	Jason Jarvinen
O.	AP C	721	Basic Roof Framing	Jason Jarvinen
P.	AP C	728	Stair Trim	Jason Jarvinen
Q.	AP C	735	Molding and Trim	Jason Jarvinen
R.	AP C	736	Plastic Laminates	Jason Jarvinen
S.	AP C	749	Basic Systems Scaffold	Jason Jarvinen
T.	AP C	750	Intermediate Systems Scaffold	Jason Jarvinen
U.	AP C	751	Advanced Systems Scaffold	Jason Jarvinen
V.	AP C	773	Water Treatment Facilities	Jason Jarvinen
W.	AP C	774	Tool & Equipment Applications	Jason Jarvinen
X.	AP C	775	Store Front Installations	Jason Jarvinen
Y.	AP C	777	Welding Fabrication	Jason Jarvinen
Z.	AP C	778	Solid & Stone Surfaces	Jason Jarvinen
A.A.	AP C	779	Exit & Electrical Security Devices	Jason Jarvinen
A.B.	AP C	783	Crew Lead Training	Jason Jarvinen

**February 15, 2023 Curriculum Committee Actions**

<b>Subj</b>	<b>Nmbr</b>	<b>Title</b>	<b>Dist.</b>	<b>Originator</b>
A.C. AP DL	702	Safety and Health Certifications		Jason Jarvinen
A.D. AP DL	706	Framing Ceilings and Soffits		Jason Jarvinen
A.E. AP DL	709	Framing Curves and Arches		Jason Jarvinen
A.F. AP DL	714	Door/Door Frames		Jason Jarvinen
A.G. AP DL	721	Advanced Hand Finishing		Jason Jarvinen
A.H. AP DL	722	Advanced Automatic Finishing Tools		Jason Jarvinen
A.I. AP DL	723	Advanced Lathing		Jason Jarvinen
A.J. AP DL	732	Light Gage Welding AWS (B)		Jason Jarvinen
A.K. AP IT	708	Electrical Certification and Project Supervision		Jason Jarvinen
A.L. AP IW	704	Transformer, Motors, and Motor Controls	FALSE	Jason Jarvinen
A.M. AP IW	705	Special Electrical Systems	FALSE	Jason Jarvinen
A.N. AP IW	713	Electrical Project Supervision	FALSE	Jason Jarvinen
A.O. AP IW	714	Electrical Certification Preparation	FALSE	Jason Jarvinen
A.P. AP PL	707	Exterior Plastering		Jason Jarvinen
A.Q. AP PL	710	Finish Applications		Jason Jarvinen
A.R. AP PL	711	Ornamental Plastering		Jason Jarvinen
A.S. AP PL	718	Plastering Equipment		Jason Jarvinen
A.T. AP SC	701	Introduction to the Sound and Communication Trade Ind		Jason Jarvinen
A.U. AP SM	709	Foreman and Project Management Training	FALSE	Jason Jarvinen
A.V. AP SM	712	HVAC II	FALSE	Jason Jarvinen
A.W. AP WE	710	Sheet Metal Work Experience		Jason Jarvinen
A.X. AP WE	711	Carpentry Work Experience		Jason Jarvinen
A.Y. AP WE	713	Electrician Work Experience		Jason Jarvinen
A.Z. BIOL	145	Introduction to Anatomy and Physiology	TRUE	Gene Gushansky
B.A. CHDV	120	Health, Safety, and Nutrition	TRUE	Gina Wilson
B.B. DBA	100	Introduction to Radio and TV	TRUE	Scott Richison
B.C. DBA	275	Avid Editing for Television and Film	TRUE	Scott Richison
B.D. EME	105	EMT Prep	TRUE	Sarah DeSimone
B.E. ENG	210	Survey of British Literature I	TRUE	Leanne M. Maunu
B.F. ESL	106	Accelerated Written Communication II	TRUE	Tracy Fung
B.G. FIRE	100	Fire Protection Organization	TRUE	Ed Spraugue
B.H. JAPN	102	Japanese II	TRUE	Masako Ikenushi
B.I. JAPN	130	Introduction of Japanese Culture and Literature	TRUE	Masako Ikenushi



**February 15, 2023 Curriculum Committee Actions**

<b>Subj</b>	<b>Nmbr</b>	<b>Title</b>	<b>Dist.</b>	<b>Originator</b>
B.J. KINE	184	Adaptive Body Conditioning	TRUE	Leanne Farmer
B.K. LT	100	Introduction to Libraries and Information Services	TRUE	Marlene Forney
B.L. LT	110	Library Operational Skills/Technical Services	TRUE	Benhui Zou
B.M. PHOT	215	Creative Photography		Amy Caterina
B.N. PSYC	197	Special Topics in Contemporary Psychology		Betsi Little
B.O. RS	101	World Religions	TRUE	Craig A. Forney
B.P. RS	103	Religion and American Political Institutions	TRUE	Craig A. Forney
B.Q. RS	105	Ritual/Symbol/Myth: Introduction to Religion	TRUE	Craig A. Forney
B.R. SPAN	101	Spanish I	TRUE	Kathleen M. Sheahan
B.S. SPAN	102	Spanish II	TRUE	Kathleen M. Sheahan
B.T. SPAN	201	Spanish III	TRUE	Kathleen M. Sheahan

# Exhibit 3

February 27 2023							
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
Katy Farrell	L&L	Library	Academic Integrity Taskforce	Faculty, L&L	I am committed to providing library resources and services through a DEIAA lens, which includes helping students to find, evaluate and use information ethically. My recent DEIAA efforts include building a Spanish language collection at the Escondido Center Library and growing our bilingual collection of books and other materials. We also recently remodeled the Escondido Center library to make better use of our limited space and to improve access to study space. I've committed to learning more about and supporting DEIAA by joining Palomar's Educator's for Equity, Diversity, and Cultural Consciousness committee.	We are advocating for DEIAA by providing students with the knowledge and tools needed to demonstrate academic integrity. As a librarian and course instructor, I have vast experience teaching students how to avoid plagiarism using various tools and techniques. I was the original developer of the library's information literacy Dashboard lessons in Canvas. I've taught students and faculty how to use citation management tools that can assist in avoiding unintentional plagiarism. Currently, the library has a subscription to the RefWorks citation management software.	
Thomas Ventimiglia	Student Services	Counseling	Academic Review Committee	Faculty, Instruction / Library (22-24)	As a Counselor for over 30 years at Palomar, I've worked with all students of different backgrounds. I can bring both a self-responsible approach to the committee as well as a compassionate approach that deals with tough cases in a fair and objective manner. Hearing stories in counseling sessions about poverty, discrimination, sexism, and the negative forces that make it difficult for student's to succeed, I believe I can bring a holistic approach to reviewing student cases as they come up. I continue to identify multicultural articles that reveal these struggles and create lesson plans and assignments that help students learn about life experiences of others. I attend webinars, discussion groups, have led discussion groups on race, and continue my learning.	Having been an EOPS Counselor, taught multicultural courses for over 20 years, and counseled for over 30 years at Palomar, I understand the financial, emotional, social, and cultural struggles people of color, our LGBTQ+ community, DRC students, and others feel and how it affects their academic progress. I recently counseled one of our transgendered students who felt discriminated against in her class and I helped empower her to take action with my help in identifying the contacts and explaining the problem to staff. I believe the cases that come up on the review committee require a committee member to not only have knowledge but experience in working with our community of students who struggle with these issues. I look forward to serving!	
Michael Mumford	MSE	Math	Distance Education Committee (DE)	Faculty AMBA (21-23)	I have been teaching DE for years and wish to be on this committee to better my DEIA knowledge and skills.	I haven't been increasingly incorporating DEIA activities and concepts in my instruction for years. I have also been teaching DE for over a decade and not been on the DEA committee. I would like to be.	
Seth San Juan	SBS	American Indian Studies	GE Subcommittee	Faculty, Area 6: Language other than English	I will use my experience teaching and working with marginalized communities.	I was on the workgroup/taskforce? that existed before the formation of this subcommittee. I would like to continue the work that the GE Subcommittee is going to do.	
Rodolfo Jacobo	SBS	Ethnic Studies	General Electives (GE) Subcommittee (Curriculum Committee)	Faculty, Area 7: Ethnic Studies	As a faculty member of the Ethnic Studies Department and a person of color I feel I have the personal and professional experience as well as training to advocate for equity and anti-racism. Our program promotes social justice and addresses institutional oppression, structural violence and marginalization, decolonization, as well as intersectional identities.	I have previously served in this subcommittee. As the founder of ALASS and Tarde de Familia as well as chair of the Ethnic Studies Department I continuously advocated for diversity, equity and inclusion on our campus. Our courses critically address the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, and immigration.	
Gary Castaneda	SBS	EHPS	GE Subcommittee (Curriculum Committee)	Faculty, American History and Institutions	As a Mexican-American I always try to include diversity, equity, inclusion, and antiracism in my course content. I hope to be able to maintain that focus in the curriculum for the campus	I teach political science, and sometimes history (mostly Latin America), and Chicano Studies. I think my personal background, academic studies, and teaching experience make me more than qualified to deal with issues of diversity, equity, inclusion, and antiracism.	

2/27/2023						
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
Adena Issaian	MSE	Chemistry	MSE Interim Dean	<p>I will propose to assess the steps that will be used in the hiring process to point out where there may be potential for bias (e.g. the application requirements - is it supportive of non-native English speakers, are specific criteria for the applicants overvalued in a way that excludes some groups, etc.).</p> <p>I will propose interview questions that empowers candidates from historically marginalized communities and promote those with a commitment to equity to share their experiences (e.g. give us an example of a time you created an environment of respect and inclusion in your work and how has this experience changed your perspective or affected your empathy for others).</p> <p>These are a few short examples of what I have in mind to narrow the equity gap. Inclusive institutions attract the highest quality of employees (and students). It is especially important to overcome equity gaps in STEM fields, so I think serious analyses of whether our application and interview process addresses this for the leader of this division is of that much more significance.</p>	<p>I filed my birth country of Iran as a religious refugee to arrive to the United States as an immigrant. When I reached college age there I realized most STEM fields were not available to women. This lack of diversity has hindered Iran on its road toward any real world class advancement, and I have been active and outspoken in the recent uproar against the regime there, advocating for freedom for women.</p> <p>In graduate school, I participated in recruitment events at University of Irvine, often promoting the diversity in the department, so that people from diverse racial and socioeconomic backgrounds would be attracted to join. My advocacy for diversity comes from firsthand experience of being discriminated against and feeling marginalized, and I believe my background makes me qualified for a hiring committee that is committed to eliminating any such biases toward the candidates.</p>	
Gina Wilson	SBS	Child Development	Dean SBS	<p>I have completed Palomar's EEO hiring training, and I understand and will follow the federal and state regulations and district policies relevant to the hiring process.</p> <p>I agree with Palomar College's Human Resources values "to create a culture that values people and is committed to attract and retain a diverse workforce of creative, motivated, and engaged individuals whose leadership and contributions support the College's mission and values." I vow to analyze my biases and work through the hiring process with an open mind. I will work collectively with the committee and bring an inclusive, fair mindset, treating all fellow committee members and applicants with respect while honoring diversity and confidentiality.</p>	<p>I've worked at Palomar for over 17 years as an adjunct and full-time professor and have also worked for the Service Learning Department. I have had many opportunities to work with our diverse student body and staff. I have attended many professional development events, meetings, and plenary sessions to gain knowledge and insight about Palomar's culture, important topics for professional development, and DEIAA work and goals. I have helped interview part-time faculty, and I was on the hiring committee last year for a Full Time Assistant Professor of Child Development and am currently on the committee for another full-time hire.</p>	
Rodolfo Jacobo	SBS	Ethnic Studies	SBS Dean	<p>As a faculty member of the Ethnic Studies Department and a person of color I feel I have the personal and professional experience as well as training to advocate for equity and anti-racism. Our program promotes social justice and addresses institutional oppression, structural violence and marginalization, decolonization, as well as intersectional identities.</p>	<p>I have previously served in various administration hiring committees including for Dean of SBS. As the founder of ALASS and Tarde de Familia as well as chair of the Ethnic Studies Department I continuously advocated for diversity, equity and inclusion on our campus. Our courses critically address the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, and immigration.</p>	
Rene Robelin	SBS	ECELS	Dean for SBS	<p>As an early childhood educator, I value the importance of each individual and their unique experiences from their youngest experiences on. I am committed to equality for all and understand the importance of creating a community where everyone is valued and feels welcome.</p>	<p>I value the uniqueness of each person, and I provide support, guidance, and acceptance of each individual I encounter. I appreciate the opportunities the Palomar community has offered to learn and gain understanding and support in Diversity, Equity, Inclusion, and Antiracism. I am always interested in growing and have participated and shown my support.</p> <p>I started my educational journey at Palomar College as a student and started working at the ECELS in '93, so I have the perspective of a former student and an invested tenured faculty member. I've served on several hiring committees along the way, and look forward to the opportunity to serve on the hiring committee for the SBS Dean. Thank you for your consideration.</p>	
Seth San Juan	SBS	American Indian Studies	Dean SBS	<p>I hope to bring my experience teaching and working with marginalized communities to this committee.</p>	<p>I will bring my knowledge and experience on previous hiring committees and other committee work to this committee. American Indian Studies courses often cover theories on race and racism, racialization, ethnicity, class, gender, sexuality, equity, ethno-centrism, eurocentrism, white supremacy, decolonization, sovereignty, imperialism, settler colonialism, anti-racism, and intersectionality. While these are just theories my experience working with these concepts maybe valuable to this committee.</p>	
R. Dillon Emerick	SBS	Behavioral Sciences	Dean SBS	<p>As a faculty member in a department that includes Religious Studies, Psychology, Philosophy, Anthropology, Sociology, Women's Studies, AODS, and Archaeology, I've had many helpful discussions with my colleagues about how best to understand and promote Diversity, Equity, Inclusion, and Antiracism. Inspired by these conversations, I have been working to develop my courses in such a way as to encompass a broader range of viewpoints and perspectives, with an emphasis on those that have faced oppression and been historically underrepresented or muted. This is especially important in Philosophy whose methodology is rooted in critical analysis of ourselves, communities, culture, and politics. Understanding the world and one's place within it is not a theoretical or abstract endeavor but rather one that requires integrating the lived experiences of the individual, including race, class, gender, and sexuality. As far as this hiring committee is concerned, it is important that our new colleague understand why Palomar's Diversity, Equity, Inclusion, and Antiracism work is so important to students and the district. It is no longer sufficient to merely provide lip service for these goals. Instead, the new Dean must demonstrate that they bring with them some strategies and a clear voice, for supporting this work.</p>	<p>As a former Chair of the Behavioral Sciences Department, I'm familiar with the important role the Dean plays in the scheduling process and with building and shepherding curriculum. This is especially important now as Palomar is working to recover enrollment after the precipitous drops in enrollment from the COVID-19 pandemic. I also understand how important it is to have a good working relationship with the Dean and the Dean's office and an acute awareness of the concerns of faculty in the face of the changes higher education now faces. We are a multi disciplinary department, and I've seen the crucial role a Dean can play in supporting our smaller disciplines to ensure that Palomar fulfills its mission to be a comprehensive community college. Finally, SBS is the largest division in the college and nearly every discipline (Ethnic Studies, Women's Studies, Native American Studies, Anthropology, History, etc.) provides courses and has adopted pedagogies central to Palomar's DEI and antiracist goals. My work through PD trainings in antiracism, department initiatives on DEI and Sexual Harassment policies, and close mentorship of traditionally under-represented students in the area of philosophy allow me to bring a strong commitment to DEI and antiracist outcomes to this hiring committee. Because the SBS Dean's leadership position is integral for meeting Palomar's DEI and antiracist goals, my commitment and experience will benefit this committee's work.</p>	
Anastasia Zavodny	SBS	EHPS	Dean, SBS	<p>A driving focus of mine is to create an equitable environment for all, a mission that I have put to action throughout my teaching career. I have experienced othering throughout my life and work and strive to incorporate all backgrounds and experiences both in- and outside of the classroom.</p>	<p>In my role as Chair of the CALM Committee, I interact with our dean and other campus administrators regularly. In serving on this hiring committee, I would be mindful of reviewing candidates' commitment to advancing DEIAA work, their history of working with faculty and understanding of faculty roles, and their philosophy on enrollment growth.</p>	
David Linenberger	SBS	Kinesiology / Athletics	Dean SBS	<p>I believe in hiring the best person for the job, who will serve the college in the best possible light.</p>	<p>I have been involved in Kinesiology and Athletics at either the university or another level since 1984. I feel I have the experience and insight to thoroughly evaluate and decipher the best person for the position.</p>	
Dan Early	SBS	Health/ Kinesiology and Athletics	Dean of SBS	<p>I am in full support for the advancement, equality and inclusion of diverse and under represented population groups. If selected, I will proudly represent the Health/Kinesiology and Athletics Department.</p>	<p>I have been employed at Palomar for over 25 years and feel extremely fortunate to be immersed in the most diverse student population department within our district and college. I believe with this knowledge and experience, I can be of value to this committee</p>	
						<b>Vote for 1</b>

February 27 2023					
<b>Senator LAST name</b>	<b>FIRST name</b>	<b>Dean SBS Hiring Committee, Faculty: Health/Kinesiology</b>			
Bagaglio	Melissa	David Linenberger			
Dalrymple	Will	Dan Early			
Doyle Bauer	Alexandra	Dan Early			
Falcone	Kelly	Dan Early			
Faulkner	Molly	Dan Early			
Fererro	Jenny	Dan Early			
Hathaway	Shelbi	Dan Early			
Hiro	Erin	David Linenberger			
Jarvinen	Jason	Dan Early			
Hamilton Lawson	Lawrence	Dan Early			
Marshall	Leigh	Dan Early			
Maunu	Leanne	Dan Early			
Mudgett	Ben	I choose none			
Mufson	Michael				
Nelson	Scott	Dan Early			
Nelson	Wendy				
Pearson	Elizabeth	Dan Early			
Siminski	Nicole	Dan Early			
Vafaei	Alyssa	Dan Early			
Villa Fernandez de Castro	Elena	Dan Early			
Williams	Edwina				
Zavodny	Anastasia	Dan Early			
(ASG) De La Cruz	Kimberly	Dan Early			

# Brown Act Teleconferencing

---

AB 361 sunsets on February 28, 2023.

## Option 1

---

### Brown Act (Pre-COVID Teleconferencing)

- [California Government Code 54953](#). Here is a brief summary:
  - Basic Provisions. The Brown Act allows a city council to use any type of teleconferencing in connection with any meeting. (Gov't Code § 54953(b).) "Teleconference" is defined as "a meeting of a individuals in different locations, connected by electronic means, through either audio or video, or both." In addition to the specific requirements relating to teleconferencing, the meeting must comply with **all** provisions of the law otherwise applicable. (Id.) Section 54953(b) contains the following specific requirements:
    - Teleconferencing may be used for all purposes during any meeting.
    - **At least a quorum** of the council must participate from teleconferencing locations **within the city's jurisdiction**.
    - **Each teleconference location** (home addresses) must be identified in the **notice and agenda** of the meeting.
    - Agendas must be posted at each teleconference location.
    - **Each location** must be **accessible to the public**.
    - The agenda must provide the opportunity for the public to address the legislative body directly at each teleconference location.
    - All votes must be by rollcall.

## Option 2

---

### **Brown Act (AB 2449) - Sunsets on January 1, 2026.**

Beginning January 1, 2023, [Assembly Bill 2449 \(AB 2449\)](#) also allows individual board members to participate in meetings remotely during “**emergency circumstances**,” such as physical or family medical emergencies, or for “**just cause**,” including childcare or caregiving needs, contagious illness, a disability, or travel on official agency business. Unlike the traditional teleconference rules, AB 2449 allows a board member to remotely participate without as much pre-planning. The board member’s teleconference location does not need to be posted on the meeting notice or agenda, and does not have to be open to the public. However, **all** of the following requirements apply when a board member is using the new AB 2449 rules:

- At least a **quorum of the board must participate in the meeting from a single physical location** that is identified on the notice and agenda, is open to the public, and is located within the jurisdiction. This is different from the traditional teleconference rules where a quorum of the board must be within the jurisdiction but not necessarily all at one physical location.
- The agenda must **provide an option for members of the public to participate in the meeting remotely by phone and internet, e.g. a dial-in number and link**, in addition to public participation at the physical location. It is permissible for third-party website or internet platform providers to require the public to register/login. The public **must be able to comment in real-time**, and the board cannot require submission of comments in advance.
- The board member using AB 2449 must notify the agency at the earliest opportunity possible, even at the start of the meeting. A separate request and disclosure is required for each meeting. **The disclosure must include a general description of the need to participate remotely**, provided that they need not disclose any medical diagnosis or disability, or personal medical information. At the meeting before any action is taken, the board member **must publicly disclose whether any adults are present in the room with the board member**, and the general nature of the person’s relationship.
- The board member must participate remotely by **audio and video**.
- A board member may only participate remotely based on “just cause” for **three meetings per calendar year**.
- In addition, a board member **may not participate remotely under AB 2449 for more than three consecutive months, or for 20 percent of the regular meetings within a calendar year**. If the governing body meets 10 or fewer times per year, each board member may only use AB 2449 twice per year.
- If the broadcast of the meeting or the public’s ability to comment via call-in or internet-based options is **disrupted, the board cannot take further action until restored**. Any actions taken during disruption may be challenged.



**Classification Title: Dean of Instructional Services**

<b>Department:</b>	Instruction Office	<b>EEO6 Code:</b>	1
<b>Employee Group:</b>	Educational Administrator	<b>Salary Grade:</b>	75
<b>Supervision Received From:</b>	Assistant Superintendent/Vice President, Instruction	<b>Date of Origin:</b>	TBD
<b>Supervision Given:</b>	Assigned Administrative, Supervisory, Confidential, Classified, Hourly, and Volunteer Employees	<b>Last Revision:</b>	TBD

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

**JOB SUMMARY.**

Under the direction of the Assistant Superintendent/Vice President, Instruction, plans, organizes, directs, and evaluates assigned functions associated with maintaining quality instructional and academic programs; provides leadership and direction in the development of curricula, academic pathways, structures for class scheduling, and the college catalog.

**DISTINGUISHING CHARACTERISTICS.**

The Dean of Instructional Services is a stand-alone classification is distinguished from the District's other Dean classes by its leadership over curricula, class scheduling, the college catalog, and relevant functional areas, whereas other Dean classes provide leadership to either specific instructional divisions or the Counseling Services division.

**ESSENTIAL AND MARGINAL FUNCTION STATEMENTS.**

**Essential Functions:** Essential responsibilities and duties may include, but are not limited to, the following:

1. Performs full supervisory activities, subject to management concurrence and in accordance with applicable District policies, procedures, and collective bargaining agreements/employee handbooks, which includes: selecting and training new employees; planning, assigning, scheduling, and evaluating completed work; approving overtime/compensatory time; preparing and signing employee performance evaluations; recommending salary reclassifications; responding to grievances and taking appropriate disciplinary action; and performing related supervisory activities.
2. Provides leadership for schedule planning; creates templates for scheduling at multiple centers; prioritizes activities and resources; provides program analysis, reports for divisional deans, and multi-year instructional plans and participates in strategic and long-range instructional planning for the District.
3. Coordinates curricula among instructional and non-instructional divisions; provides leadership in the development of new programs and the evaluation of existing programs; ensures all instructional programs are sequenced, mapped, and scheduled appropriately.
4. Recommends instructional policies as necessary in order to implement and evaluate programs and services properly; maintains various systems of record for curricula data across multiple platforms, vendors, and agencies; serves as the Instruction Office representative on the Curriculum Committee.

5. Leads faculty and other employees in the development and implementation of guided pathways, including the development of meta majors.
6. Directs and coordinates the inter-departmental production of the college catalog and class schedule; produces a timely and accurate class schedule, college catalog, and other publications.
7. Assures compliance for online education and accessibility to meet federal, state, and accreditation standards.
8. Coordinates with Professional Development and the Faculty Senate to achieve faculty distance education certification, training, policies, and procedures.
9. Directs, organizes, implements, and oversees long- and short-range programs and activities designed to develop specific programs that support the District's institutional strategic plan, the Instructional Services division's program review and planning, and accreditation standards.
10. Facilitates academic partnerships with faculty, faculty in feeder high schools, and four-year transfer institutions to assure maximum course articulation for students; serves as a liaison to Student Services to provide support for dual and concurrent enrollment programs.
11. Communicates with leaders in the private and public sectors and in educational agencies to determine needs for new courses and programs; establishes advisory committees as appropriate.
12. Supports the District's negotiated collective bargaining agreements; monitors the status of faculty loads, minimum classroom enrollment, and evaluation and tenure procedures; administers the tenure and review process.
13. Coordinates with education center directors, deans, and department chairs regarding instructional programs and services to fulfill needs for programs and services appropriate to each education center.
14. Exercises leadership in the development of the division budget and manages financial resources consistent with District policy and sound financial management principles; allocates and reallocates scarce resources among competing requests for funds; Identifies, pursues, and oversees alternative funding sources for programs via grants.
15. Directs and participates in the compilation, development, review, and dissemination of a variety of complex narrative and statistical reports regarding program operations and activities.
16. Participates in the orientation of new faculty; determines needs for faculty professional development and plans appropriate activities; contributes to recordkeeping for professional development accountability.
17. In conjunction with the Professional Development office, encourages faculty excellence by developing and implementing institutional projects that support learning in the classroom, including, but not limited, to supporting active learning activities and materials and assessing new instructional technology.
18. Establishes and maintains collaborative working relationships with administrators, deans, faculty, and staff to coordinate programs and services across the curriculum and at all locations to meet student needs.
19. Leads assigned social justice and equity initiatives and encourages the diversity of faculty and staff, curriculum, programs, and services in support of the diverse student population served by the District; supports and facilitates compliance with the District's equal employment opportunity policies, procedures, plans, and services.
20. Serves as the liaison between Instructional Services and other areas of the District; coordinates and integrates functional responsibilities with other District departments to achieve efficient, effective, customer-responsive performance.
21. Directs and participates in the compilation, development, review, and dissemination of a variety of complex narrative and statistical reports regarding program operations and activities.
22. Researches and recommends technology solutions and new and/or revised procedures and practices to increase the efficiency and functions of the Instructional Services division.



23. Coordinates facilities and maintenance projects that impact the overall Instructional Services division.

**Marginal Functions:**

1. Participates in/on a variety of committees, task forces, boards, meetings, and/or other related groups in order to receive and/or convey information.
2. Participates in shared governance through service on planning and/or operations committees and task forces.
3. Maintains current knowledge of new developments and innovations in community colleges and other areas of higher education; recommends changes to maintain the relevance of programs and course offerings to the community.
4. Performs related duties and responsibilities as required.

**QUALIFICATIONS.**

**Experience and Education/Training Guidelines:** Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

**Experience:**

One year of formal training, internship, or leadership experience reasonably related to the administrative assignment.

**Education/Training:**

A master's degree from an accredited college or university.

**Knowledge of:**

1. Managerial and leadership principles and practices.
2. Higher education in community colleges, including the mission of the California Community Colleges.
3. Adult learning theory and learning styles.
4. Multiple methods of instruction.
5. Evaluation methods.
6. Curriculum development principles, practices, and processes.
7. Enrollment planning and scheduling processes.
8. Applicable Federal, State, and local codes, laws, and regulations.
9. District governance structure and processes.
10. Developments, initiatives, and innovations in community colleges.
11. Grant funding sources.
12. Course articulation principles and practices.
13. Student matriculation principles, practices, and methodologies.
14. Budgeting principles and practices.
15. Public relations principles and practices, including the use of tact, patience, and courtesy.
16. District organization, operations, policies, and objectives.
17. Policies and objectives of assigned program and activities.

**Skill in:**

1. Supervising, training and directing the work of others.
2. Utilizing a computer and related software applications.
3. Analyzing and troubleshooting difficult situations accurately and adopting an effective course of action.
4. Establishing and maintaining effective working relationships with those contacted in the course of work.
5. Developing and maintaining department budget.
6. Interpreting complex data and information.
7. Communicating clearly and concisely, both orally and in writing to faculty, staff, students, and community members.
8. Mediating difficult and/or hostile situations.
9. Effectively responding to all situations/incidents using sound judgment and decision-making skills.
10. Compiling and organizing data from a variety of sources.
11. Maintaining accurate and complete records.
12. Maintaining confidentiality and exercising discretion.
13. Providing leadership to faculty, staff, and within the community.
14. Planning, organizing, developing, and evaluating programs, activities, and curriculum of a college instructional division.
15. Developing and modifying curriculum to meet student and community needs.
16. Reading, interpreting, applying, and explaining rules, regulations, policies, and procedures.
17. Understanding the needs of the division in the context of the overall instructional program and participating with the management team to set goals and priorities for a community college district as a whole.
18. Organizing multiple projects and carrying out required project details throughout the year.
19. Evaluating and supporting faculty and staff recommendations for program improvements and/or new program efforts.
20. Managing and overseeing specially funded programs.
21. Conducting advanced-level research and reporting findings in a clear and concise manner.
22. Developing grant or special projects applications.

**Diversity Statement:**

Requires sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.

**License and/or Certificate:**

Possession of, or ability to obtain, an appropriate valid California Driver's License by time of appointment.

**Preferred Qualifications:**

- Administrative experience, preferably in a community college.
- Experience with class scheduling and enrollment strategies.
- Experience with instructional technology management systems.
- Demonstrated experience regularly and effectively communicating ideas to groups of individuals.
- Grant writing and management experience.
- Demonstrated evidence of a collegial management style consistent with shared governance practices.

**WORKING CONDITIONS.**

**Environmental Conditions:** The employee works under typical office conditions, and the noise level is usually quiet to moderate. This position requires occasional travel to District and other locations.

**Physical Conditions:** Essential and marginal functions may require physical fitness requirements necessary to perform the job functions with or without accommodation, such as the ability to sit for prolonged periods; near visual acuity for reading computer screens, reports and schedules; repetitive use of hands for extensive use of keyboards.

**TERMS OF EMPLOYMENT.**

The duration of any fully restricted funded position in this classification is dependent upon the continuation of funding.