



REGULAR MEETING

March 13, 2023

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
March 6, 2023

APPROVED

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

ABSENT: Lacey Craft, Kimberly De La Cruz (ASG), Lawrence Lawson, Leigh Marshall, Michael Mufson, Beth Pearson, Edwina Williams

GUESTS: Rosie Antonecchia, Leah Brown, Patriceann Mead, Tina Recalde, 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

Senate Vice President Jenny Fererro announced that Palomar's Women's Basketball team won their playoff game Saturday and qualified for the Elite Eight round of the CCCAA State Championship Tournament. Palomar is the only team who qualified from the southern conference and Coach Leigh Marshall was selected Coach of The Year for the southern conference.

Senate Secretary Molly Faulkner announced that *Rent* takes over the Howard Brubeck Theatre beginning March 10 with the last performances on Sunday, March 19. Get your tickets now at www.Palomarperforms.com

Senator Alyssa Vafaei said the disability community experienced a huge loss over the weekend, Judy Heumann passed away. Heumann was considered the mother of disability civil rights in the US and internationally as well.

Senator Ben Mudgett said he attended a webinar sponsored by the Chancellor's Office on bachelor's degrees. It was mentioned that 68 districts are in recovery now either meeting or exceeding pre-COVID enrollments. The districts who are still struggling will get assistance from the Chancellor's Office to help improve enrollments. Of the 15 community colleges who offer bachelor's degrees, some important student data was shared:

- 63% of those enrolled are black indigenous people of color
- 66% are female
- 87% said they only considered getting a bachelor's degree because of the value (\$10,000 cost for four years)
- 92% said community colleges should continue offering bachelor's degrees
- Student's salaries increased by \$25,000 upon getting the degree
- 80% found jobs within three months of graduating

- 95% were employed in their field of study

Senate President Wendy Nelson said that offering baccalaureate degree programs provides equity for students who live and learn in the community college neighborhoods but who can't leave the area to pursue the bachelor's degree for various reasons. Nelson suggested this topic be agendaized for further discussion in Senate.

Senator Shelbi Hathaway attended an AB 1705 conference where she heard about some good programs. One of them was math related and it was called *Mind Over Math*, where a counseling class is attached to cooperative math courses and had the counselors are somehow involved in the classroom. This also increased access to student mental health services. Another college said their *First Year Experience Program* was for any student who has less than 20 units. The class helps build the student's soft skills that are needed but students don't always have. Both programs focused on the "whole" student, and not just students in a specific department.

President Nelson said Joe Early reached out to get a faculty volunteer to serve as an outside member of a hiring committee for a basketball coach. She asked Senators to volunteer or to ask colleagues to serve. She added that serving on hiring committees as an outside faculty member can give newer faculty the experience of how the committees work. HR is also looking for compliance officers. President Nelson will get an email out to fulltime faculty hoping to recruit for both positions.

President Nelson announced that the Faculty Constitution/Bylaw Bifurcation survey went out to all faculty. If Senators haven't responded, please do so. Senator Alexandra Doyle Bauer will send it out one more time.

President Nelson said that several faculty leadership positions with reassigned time are still vacant and without any applicants.

AGENDA CHANGES – The order of Information Items has changed due to VPI Recalde's schedule.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Hathaway

Faculty Senate approval of Faculty Senate meeting minutes dated February 27, 2023 (Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2: MSC Mudgett/Faulkner

Faculty Senate approval of Curriculum Committee actions taken March 1, 2023 (Exhibit 2).

The motion carried.

Senator and Curriculum Co-Chair Ben Mudgett said the course review campaign is moving smoothly and getting lots of feedback from faculty that are in the process or undergoing risk reviews themselves or their designees. He said there is currently one issue that can't be resolved. If a course is cross-listed and it's not a course that you house, it is the responsibility of the housing department to do the course review. Some faculty want to be included in that review process and a potential process change may be developed so this can happen in the future. Until this can happen though, course reviews will be done by the department who houses the course.

B. Committee on Committees

Senator and Committee on Committees Chair Anastasia Zavodny said no action was needed this week. Senator Zavodny said that when Senate sat the hiring committee for Dean of SBS, Faculty Senate, per AP 7120 announced the faculty co-chair. Past practices have been to allow faculty serving on the committee to appoint the faculty co-chair among themselves. At this moment though, a co-chair designee has not been chosen.

INFORMATION

A. ASG Report – De La Cruz

ASG Representative De La Cruz was not present but emailed a report to all Senators. That report will be included in the Reports section of the minutes.

B. Faculty Service Area (FSA) Update (Exhibit 3) – Jarvinen

Senator and FSA Jason Jarvinen shared the exhibit and a brief overview. A fulltime faculty member is hired into at least one faculty service area and may qualify for multiple positions at that time. There is also an opportunity to apply for additional areas later on if faculty meet minimum qualifications defined by the State. The District can locally set additional competencies.

One of the FSA Committee goals this year was to communicate more to fulltime faculty about this process and the ability to apply for additional FSAs. During initial discussions, there was confusion on the committee about exactly where FSA has come into play and under what circumstances. HR was invited to a meeting and Kathy Jain; a member of the FSA Committee did some research of how other California community colleges manage FSAs.

At Palomar, FSAs come into play in a few situations. They are one element that goes into determining order of layoffs and reduction in forces. They are also part of the lateral transfer process. They are also part of the administrative transfer process. According to ASCCC, FSAs should only have one purpose: they determine the order by which faculty may be laid off when a district is facing a reduction in force – layoffs of fulltime faculty. The FSA Committee consensus is in alignment with ASCCC and believes that using it as a part of a transfer process is inappropriate because it actually raises the bar for internal transfers as opposed to what a new applicant would have. The committee would like both Faculty Senate and PFF to look into this matter and hopefully consider changing those practices.

Additionally, Senator Jarvinen said that some campuses have one uniform FSA across the entire college. Teaching a number of courses in that FSA qualifies. Skyline College's FSA is equal to the minimum qualifications. There was no consensus on the FSA Committee to recommend one of these two changes. In order to consider these options, a larger discussion must occur among faculty because those are dramatic changes.

Senate VP Jenny Fererro said she appreciated the information and a good conversation needs to take place. A lateral transfer could absolutely result in reduction in force. The way it reads in the current Contract protects faculty within a particular department from being bumped down seniority wise in a situation where a program gets eliminated and there is faculty in that program who have been a Palomar for 25 years. They come in and use a lateral transfer without an FSA that they haven't taught in 25 years, they are more senior than everyone else who's been in that department. This absolutely would impact load and from a contractual standpoint, this would be problematic. This is why the FSAs are included in lateral transfers at Palomar.

Jarvinen replied to a comment about prioritizing students need for faculty with higher qualifications (an FSA) in order to teach that course which would be maintaining the high quality within each department. He said that in almost all situations, the FSA is going to have higher qualifications than minimum qualifications. For example, Jarvinen said that the minimum quals for Work Experience is a masters. But then, if you are going to teach Work Experience in a specific discipline, whatever the minimum quals are for that discipline are also needed. At least five years of work experience in that area is the minimum quals. A new applicant wouldn't need to meet this, just minimum quals plus whatever

preferred qualifications were posted in the job listing. A lateral transfer process can seem more akin to a hiring process than it is a reduction in force situation.

Senator Ben Mudgett said that when he was chairing FSA, he wondered the same thing. He was reminded that at Palomar, we have the extra plus one, which is faculty has primary purview and the Governing Board relies primarily upon the faculty for the recommendation. A lateral transfer is a hiring decision. And because FSAs are used to that capacity, and we're one of the very few districts or colleges across the state that have that extra plus one. Because we have purview over hiring, it makes sense why we have it. What doesn't make sense is that somebody could apply for their FSA, they meet it. The FSA says a minimum of three years teaching part-time with positive evaluations. Once you get that FSA, you don't have to show anything else about maintaining that FSA. We don't require people to maintain that FSA even if you haven't taught in that FSA in 25 years. Senator Mudgett said he thinks there's some gaps to fill.

Senator Leann Maunu, in referring to the Contract's language giving departments the opportunity to discuss and vote on lateral transfers, she asked if there was any discussion about eliminating this opportunity because it would undermine department autonomy and department expertise. Senator Jarvinen said this was not being considered.

Senator Kelly Falcone asked for clarification questioning what happens in a lateral transfer situation if the candidate meets the FSA and all the extra experience, does a department still need to vote to approve? If so, why does the candidate need to meet all the extra qualifications if they may not get the transfer if the department vote is no? VP Fererro said this takes the place of the hiring process. Falcone added that we currently have different requirements for what our hiring practices are versus our lateral transfer process.

President Nelson said that when we hire new faculty, we should encourage them to apply for FSA because they may have the experience at that time. VP Fererro said a few years back, this recommendation was made to HR for the onboarding process but she doesn't know if it was added. Nelson also said that on the outside, sometimes it feels like we are putting things in place to make sure our colleagues can't teach in our area and it doesn't feel very collegial. She said that maybe the Contract should be changed so that when somebody comes through in a lateral transfer, they don't get to keep their seniority in the same way. Maybe a compromise can be made because it seems like if seniority is the problem, then we need to talk about this so that we remove barriers to prevent job loss.

Senator Jarvinen said the discussion confirms the confusion about FSAs and asked what can be done to clear this up or at least reach a common understanding.

Rosie Antonecchia said the issue is we are trying to protect our fulltime faculty in a reduction in force situation, but departments need to also be considered to maintain the integrity of their discipline. These are two different moving pieces; thus it creates confusion. She asked who has the authority to differentiate between the two and to determine the priority, and who has the authority to do what first?

Several Senators and President Nelson recommended that a discussion between FSA, PFF and HR take place.

C. VPI Recalde Introduction – W. Nelson

Vice President of Instruction Tina Recalde greeted Senators and thanked President Nelson for the invite.

Senator Leanne Maunu said that for Fall 23, there was a FTEF reduction even with good fill rates in the English Department as well as other departments. She asked if we should anticipate further FTEF cuts for Spring 24 planning. Secondly, when classes have been cancelled with low enrollment, those classes are permanently cut from our schedules. Senator Maunu said we don't have the opportunity to get those classes back again with our FTEF allocation. And asked VP Recalde for her thoughts regarding this practice.

VP Recalde said she is not anticipating any cuts and her plan is to roll over Spring FTES from last year. She will be asking for more FTEF because she feels she needs it to increase enrolment. She said that permanently canceling classes due to

low enrollment goes against everything that we do in terms of instruction and wanting students to be able to complete their programs and making sure that we have a pipeline going forward. She said that if a class was cancelled for this reason, she believes it should still be offered again. It may be in question if the sequencing is right. The direction that she would like to see Palomar move in is rather than having strict numbers that are used to decide cancellations, we move more to conversations between department chairs and Deans and then with the VPI about determining if there are a lot of classes with high enrollment, what classes can be run low enrollment to create a balance within a discipline and then a division within the College...creating more flexibility. VP Recalde added that when a class is brought back, the FTEF will it be based on what was previously allocated not based on what actually successfully ran.

VP Recalde went on to say that the ship has already sailed for Fall 2023. Moving forward though, there is an opportunity to think again of flexibility and how to shift FTEF over the entire academic year versus strict allocation for the term only should any class cancellations occur. VP Recalde will also be asking for extra or a "reserve" of FTEF to set aside and use for new programs or growth in certain areas.

Senator Falcone said the only way Palomar will grow is to offer more opportunities. Palomar has cut so much that so many students have left. We need more courses. She said we know that the Chancellor's Office is offering assistance for colleges to recover from low enrollments and hopes that Palomar is tapping into those resources for more growth. VP Recalde agreed and said the only way to recover is to grow.

President Nelson said more consideration is needed to maintain courses students need to complete degrees and certificates. Recalde agreed and said those are the conversations that should happen within the divisions. If there is no more FTEF available within that division, then we bring it to the next level. This Spring, Recalde said she is already having those conversations encouraging Deans to work with department chairs to build the Fast Track 2 classes so we could try to get some of that enrollment back. She said she is already having conversations about how to redistribute what's being used and not used among the different Ed Centers as well.

Senator and DE Coordinator Erin Hiro asked VP Recalde about the future for Distance Education. Recalde responded saying Distance Education is staying. Determining though what disciplines makes since and where there is student demand. Being aware of CVC-OEI and making sure that Palomar is offering sufficient courses so that our students are not going somewhere else is also important. The CVC-OEI also gives Palomar an opportunity to teach students that aren't in our immediate area and finding that balance is important. Recalde said there is a need for more conversations around Distance Education and what it will look like moving forward. These conversations will take place as part of an enrollment management plan.

Senator Mudgett added that often times, faculty will work hard developing innovative programs and new curriculum with an expectation that it may take some time for those programs or courses to gain traction. Meanwhile, once they are launched, with an expectation of initial lower enrollments, the classes are cut due to low enrollment and can never come back. This stifles innovation and taking risks. These new programs and courses may be a tool Palomar can use to recover and grow enrollment. Recalde replied saying now more than ever, Palomar needs to be innovative and thinking outside the box of how to grow.

Senator Falcone said that Palomar should be honoring course commitments made especially in an intentionally designed program. Recalde agreed and said this is why she doesn't like hard numbers for cancellations. A faculty member should be able to go to the department chair, the chair should be able to go to the Dean and explain the intentions and ask for more time to fill enrollment before the class is cancelled due. She also said it's important for faculty to be included in these hard conversations with Chairs and Deans so we can be more strategic in planning management of classes.

Senator Faulkner said that faculty did not have a voice in any prior enrollment management process and she appreciated Recalde's point of view that faculty should be included. Recalde will prepare a plan over the summer to launch a new enrollment management plan taskforce and ensured that faculty will have a role.

D. Committee Reports (Exhibit 4) - W. Nelson

President Nelson shared the exhibit and said she will be asking faculty leaders of programs or committees, for annual yearend reporting to Senate. Council agrees. These reports will be presented orally during a Faculty Senate meeting. The reports should include goals, accomplishments, issues and concerns. This practice may also provide a better understanding of the work involved making a leadership role attractive to faculty. Senators unanimously agreed with the plan.

E. Senate Resolution on Lifelong Learning and Self-Development (Exhibit 5) – Falcone

Falcone addressed Faculty Senate about the impact of AB928 and the creation of a singular GE transfer pathway called Cal-GETC that does not include Lifelong Learning and Self-Development (LLSD). Currently, students follow the GE Advising Guide for CSU and IGETC to transfer to a UC. The CSU GE Advising guide includes LLSD. The majority (75-78%) of CCC students transfer to a CSU, thus have benefited from taking a course in LLSD. The new Cal-GETC pathway is based on IGETC and they chose not to include LLSD. There were many challenges in creating the singular pathway. The academic senates for both CSU and UC approved Cal-GETC. The ASCCC approved Cal-GETC with five resolutions in support of LLSD, showing there is concern about the decision not to include LLSD in the Cal-GETC pathway. Numerous other organizations and colleges have since written a resolution in support of LLSD and asking for further consideration of the possible impact to the CCC system due to this change. The CCC CEO/Trustees have written a resolution, along with districts and academic senates from Los Angeles Community College District, Contra Costa Community College District, Coast Community College District, and College of the Canyons. Statewide organizations, such as the CCC Physical Education, Kinesiology, and Dance have been advocating and leading letter writing campaigns. Falcone asked if Faculty Senate would be interested in joining in writing a resolution in support of LLSD. If so, Falcone will share a draft with Senate for review and approval at the next meeting.

VP Fererro supported the resolution but said a letter writing campaign to legislators may be better in terms of getting any movement at this point in the process but appreciates the optimism.

Senator Mudgett said community college students primarily transfer to the CSU who will now be held to the new Cal-GETC standards. There are significant impacts that our steering committee has to address over the next couple of years. ASCCC passed a resolution to encourage LLSD as a graduation requirement. On the CSU GE pattern, American History & Institutions is a graduation requirement. They don't have to take it to transfer, but it's better for them to take it here because it's less expensive and they get that much further along in their pathway. For the UC, the graduation requirement on IGETC is Language other than English, so it's a competency. So they're encouraging something similar, a graduation requirement, so that we can at least have the opportunity to provide our services in LLSD. Because the students are going to be held to the new standard and who are mostly CSU bound, there is an opportunity to address the importance of LLSD as a graduation requirement in a lower division level for us to teach that to support the students along the way. Students will be held to a new standard that they never really wanted and it doesn't meet their needs. The curriculum is less relevant than what our students want. There are significant issues in that LLSD addresses to help students along the way. The standards are to support students in their psychological, sociological, and physiological development. More than ever, our students are going to need those three components that LLSD supports trying to get through this new pattern. We might transfer eighty students to the UC but we transfer 800 to CSU so maybe there's a way for us to weave that in.

Senator Falcone said she sent a draft resolution to all of the department chairs who have impacted courses. Falcone will send the draft to Senators and President Nelson will add this to Action for the Senate meeting on March 13.

F. Committee on Committees will Provide Update on Committees – Tabled.

G. Student Success Teams Pilot Update - Tabled.

REPORTS

ASG (De La Cruz)

- I promoted the idea voiced a few weeks back about getting more support for online and hybrid students. As of the 24th of March, ASG has built an Ad Hoc committee on the lookout for student feedback & insight via questionnaire of sorts (details to come), which will now also include online and hybrid students as a key audience. Thank you to the faculty members that discussed that issue a few weeks back. ASG benefited from that reminder to keep an eye out for non-in person students.
- I have attended our 03/03 ICC meeting, Inter Club Council, and contacted the Chair to begin the process of touching up a possible Google interest form for faculty members willing to advise a club. Details to follow, but huge thank you to everyone who has at least **considered** advising one. I will discuss this further with your chair, W. Nelson, and the ICC Chair, P. Rodriguez.
- For any questions referring to my position or role in ASG/ Faculty Senate, what my personal thoughts are on a specific thing mentioned in this meeting, or otherwise, please reach me via email- kdelacruz@palomar.edu ; While I can't always speak entirely on behalf of all our students or for ASG itself, I *can* always bring a certain topic of interest to ASG and report back to you our collaborative thoughts. Please continue considering student input and opinions for all Palomar College-related matters (except faculty-district negotiations, I forgot what those are called, but everything else that includes students is worth mentioning to us).
- HUGE THANK YOU to Erin Hiro for stopping by at our last meeting (03/03) and getting the word out regarding The Telescope and the student voice for the Academic Integrity Task Force. We look forward to having a possible rotation of faculty members joining us every week (Fridays 11:15 a.m. - 12:45 p.m., our agenda is posted on the bulletin board near the bathrooms in the Student Union every Tues.)
- As always, if you currently help with a club or student program on campus and would like to boost your Instagram reach- or just have your images posted on our ASG Instagram- be sure to just DM them directly to @palomacollege.asg (or follow us, too!)
- Please report back to the Faculty Senate Chair on whether you all would be okay with having ASG members come to your classes and present for a few minutes on what we do, what resources we offer, and possibly mention the ASG elections coming up. Whether this be a raise or hands or a discussion about what the presentations / time slots might look like, I'd appreciate your feedback. I look forward to hearing your thoughts from your Chair or discussing this at the next meeting when I'm present.
- Thank you again for having our (student) voice be heard at your meetings. Huge shoutout to the Women's Basketball program too, by the way. Legends.

President (Nelson)

I attended the following meetings this week: VPSS hiring committee planning meeting, Accreditation Steering Committee, New Program Process, EESSC agenda review, Budget Subcommittee, DEIAA Framework Workgroup and the reception for VPs.

Here are some highlights:

Accreditation Steering Committee – We briefly discussed the follow-up report and reviewed our progress. We reviewed the questions in the Annual Report and the Annual Fiscal report both due April 14, 2023.

New Program Process – This workgroup of curriculum is currently discussing how we can improve and streamline the new program approval process. The recommendations will be shared at the curriculum committee.

Budget Subgroup – The meeting began with a discussion of ACCJC requirements. The top CFI criteria that most frequently contribute to low scores: 1) Primary Reserve Ratio 2) Operating Revenue Ratio 3) Surplus or Deficit 4) College Enrollment 5) Funded Ratio: OPEB 6) Audit issues 7) Leadership Changes. We discussed these areas at Palomar College.

We also remarked that the 85% rule was not on this list. We reviewed a list of colleges with the sum of salaries and benefits as a %. Palomar College was 28 highest out of 71 at 84.6%. Over half of the schools were over 80%.

DEIAA Framework Workgroup – this workgroup started meeting last spring with members from Senate, Curriculum and PD. We have been reviewing the ASCCC framework and how we can implement some of the practices at Palomar College. We spent our meeting identifying areas of responsibility and action for each area in the document. We need to discuss our recommendations and then we will bring them back to Faculty Senate.

CCC Baccalaureate Degree Workshop – I spent two days at Golden West College learning about the CCC bachelor's degree Programs. The presentations included: Overview of Application Process, ACCJC Approval Process, Research needed for Baccalaureate Programs, Funding and Financial Aid, Impact on Curriculum Inventory System and Curriculum and the Academic Senate and Faculty and Articulations Perspectives.

Accreditation (Versaci)

Michelle Barton and I met on Monday, February 20 to review my notes on the updates from the workgroups. Revisions to those updates are pending additional information from the workgroups. We are still on track to have a revised follow up report by the end of March.

College Council (Nelson/Fererro)

College Council met on 2/24. In addition to reports from all constituencies, the Council discussed and approved the governance structure of the DEIAA Competencies and Criteria task force. It was reiterated that any products of this task force that influence evaluations will need to be negotiated by the bargaining units. The Council also reviewed BP 3570 and discussed the challenges involved in enforcing smoking and vaping bans on campus.

Equivalency (Klinger)

The Equivalency Committee is currently reviewing applications.

PFF (Lawson)

PFF is currently planning Meet Your Trustee events for April—a social, non-business event to meet Trustees on a personal level. More info soon.

If you're a PFF member, please pass this scholarship application to anyone in your family who is looking for college scholarships: <https://tinyurl.com/PFFScholarship> Application deadline is May 12th 2023.

The Palomar Faculty Federation (PFF) is accepting nominations between now and March 9, 2023 for the following PFF Executive Board positions, Two-year terms- May 2023 through May 2025: One part-time faculty Co-President; Two full-time faculty Executive Board Members; Two part-time faculty Executive Board Members; Two at-large Executive Board Members (full- or part-time faculty); to nominate a colleague, please use this form: <https://tinyurl.com/PFFNominate>

Student Learning Outcomes (Bealo/Tavakkoly)

The Teamwork ILO rubric is going through Curriculum for approval or changes 3/1/23.

The SLO Co-coordinators will be meeting with SLO Facilitators the weeks of 3/6 and 3/13.

The Teamwork ILO notifications to assess are scheduled to be emailed on 3/20/2023 for all faculty who have a course this semester that has at least one SLO that maps to Teamwork.

Since we met last semester with META to see their SLO assessment options, we will be meeting with Nuventive staff on 3/14/2023 at 10am for a demo of their current platform.

LOSC is refining the Visual Communications ILO rubric this semester for a scheduled assessment in Fall 2023.

ADJOURNMENT The meeting was adjourned at 4:02 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

Exhibit 2

March 13 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
Joseph C. Lucido	CTE	Architecture	Sustainability Master Plan Task Force	Faculty	Sustainability it's a goal that affects everyone. Building a better campus environment for all.	As a practicing architectural designer for 25 years, I have completed multiple LEED projects.	

Attention: Faculty Senate of Palomar College

February 21, 2023

RE: Statement of Interest for the Service Learning Coordinator Position

Hello,

My name is Gina Wilson, and I am full-time faculty for the Child Development & Education Department and the current Faculty Service Learning Coordinator. I am interested in taking another term as Faculty Coordinator of the college's Service Learning Program. I believe my experiences with the Service Learning program make me a great fit for the position.

I have been implementing Service Learning in my courses (as a course requirement and/or extra credit) for over 12 years. From 2014 - 2018, I worked for the Service Learning Department creating service learning forms, website pages, and the Community Partner List. I assisted in developing new Service Learning partnerships, organizing professional development workshops, and developing the Service Learning Scholarship, along with planning and hosting the Service Learning Fairs and annual Service Learning Reception. For the past two years, I have been working closely with Angela Kong, working closely as coordinators for Service Learning. Together, we reach out to students, faculty and community partners to support and grow Service Learning at Palomar College. We have taken great strides since Covid and have organized two cohorts of adjunct and full-time professors from a variety of disciplines to implement Service Learning into their courses. We continue to hold our annual Service Learning Reception, recognizing students awarded the Excellence in Service Learning Award. This semester, we brought back the Service Learning Fair to campus with great success. I have a clear understanding of how Service Learning works, and the creativity and passion to continue growing the program. Two noteworthy contributions I have made in my current term as Faculty Service Learning Coordinator is adding Service Learning office hours that Angela and I hold weekly and are open to all faculty. Also, I created the content for the Service Learning Experience Canvas Course which is now open to all faculty as a resource and/or PD credit opportunity.

I have completed the Diversity, Equity and Inclusion playlist and the @One Course: Equity & Culturally Responsive Online Teaching Course, as well as workshops including: Trailblazing the Way for Antiracism, Creating a Culturally Responsive Classroom, Seen and Unseen: Perceptions of Black and Brown Women in the Classroom, Seeing Your Blind Spots: Using Disaggregated Data to Improve Student Experience for Retention and Success. I have seen personally and through data how Service Learning provides great opportunities to advance issues of equity, diversity and inclusion. I value Service Learning as an opportunity for students to gain experience and opportunities that they might not otherwise have known about, considered themselves for, or have been chosen for. I recognize the power both of the statistics on Service Learning Data (like they improve retention rates and over 50% of students get offered a job at their service learning site) and of the narrative reports from Service Learning Students (who reflect on their Service Learning Experiences with statements like "now I know I can make a difference" and "I realize what I do matters"). Empowering, mentoring, and

providing opportunities for students to find internal motivation are keys to students' educational success and desire to succeed.

It would be an honor to continue to serve Palomar College as the Service Learning Coordinator, working closely with Service Learning staff, fellow faculty, students, and developing partnerships within our community.

Thank you for your time and consideration,

Gina Wilson

gwilson2@palomar.edu

Kelly Falcone

**Palomar College
Professor**

8 March 2023

Dear Palomar College Faculty Senate),

Please accept this letter of interest for the position of Palomar College Distance Education Coordinator.

The use of technology in support of learning has been an interest to me throughout my teaching career. When I started teaching at Palomar College as an Adjunct faculty member, the first committee I joined, which was also my first experience in college governance, was the Academic Technology Committee, now known as the DE Committee. The first faculty leadership position I applied for was the DE Coordinator, I didn't get elected for the position, but I continued my work and advocacy for technology-infused learning and online education.

Since 2004, the Distance Education Committee is the committee I have been most consistently involved in. Although I have taken breaks from the committee, I have always stayed invested in the work.

Here are just some examples of the work I have done in support of the DE program at Palomar College:

- I have taught online since 2005.
- I was highly involved in the creation of our first POET course in 2007
- I was highly involved in the creation of our New POET course 2020
 - I also supported the facilitation of this course with Erin Hiro during COVID
- I was highly involved in the creation of our Accessibility and Universal Design Course
 - I supported the facilitation of the course when it launched.
- I developed our first online course template, which was then refined by Instructional Designers into the templates we now have available for faculty.
- During COVID I co-led our POET office hours to support faculty new to online learning.
- Throughout the years I have led and/or supported numerous professional development opportunities focused on online learning and infusing technology into face-to-face courses.
- I have been involved in the continual review and revision of our Administrative Procedure on Distance Education
- I stay current with legislation and statewide projects related to distance education
- I have been involved in the creation of our Palomar Online Course Review (POCR) program and my course has already been Quality Reviewed by the CVC.
- I am familiar with the ongoing work that is required of us as a Home and Teaching college in the CVC.

My educational background also supports my commitment to educational technology and distance education. After a lot of technology related interest and training early in my teaching career, I was inspired to complete a Masters degree in Educational Technology and then completed a Doctorate of Education in Educational Technology. My dissertation focused on faculty use and preference of Learning Management Systems.

I want to address another aspect of my commitment related to the use of technology and that is to make sure we are designing and using technology that allows all learners to participate and thrive. This requires a commitment to Accessibility and Universal Design. As mentioned previously, I designed our Accessibility and Universal Design Course and I also teach a similar course for a Masters program in Instructional Design.

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ext 3643

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Re: Letter of Interest
for Palomar College
Distance Education
Coordinator

Although not specifically included in our DE work, I have also been committed to the development of Open Educational Resources. OER highly relate to the utilization of technology in education and online learning, as they are digitally created and embedded with our Learning Management System. I have continued to help faculty both find and create OER and would like to better connect our OER work and our DE work, especially as the CVC has included a badge for Zero Textbook Costs.

I have continued to build and sustain relationships outside of Palomar with other colleges and statewide organizations that support online learning. These connections provide me with the opportunity to reach out and get support, additional help, address concerns, or inspire new training.

The Distance Education Coordinator position is the faculty leadership position most closely aligns with my strengths and interests. However, the timing of the availability of this position has conflicted with other positions I have had, just like it is now conflicting with my role as TERB Coordinator.

Although I can technically do both positions (TERB 80% and DE 60%), if chosen as the DE Coordinator, I would work with the PFF to put a call out for the TERB Coordinator position to allow our colleagues the opportunity to apply for this leadership position for those who might be interested. If we do not have colleagues interested in the TERB Coordinator position, then I am willing to do both positions for AY 23-24. I am still very committed to our faculty evaluation process and if a new TERB Coordinator is selected, I will provide support for a smooth transition.

Sincerely,

Kelly Falcone

Attn: Faculty Senate

I am submitting this letter of intent for the Palomar Pathways Mapper Coordinator position. In 2019, I was part of a committee to begin the creation of a pathway's mapper tool in line with the goals of Guided Pathways. Along with Karan Huskey, Krista Hough, and Wendy Nelson we began meeting along with other faculty members to decide what the mapper tool would look like and how it could be helpful for students, counselors, and all faculty. I spent many hours collaborating with Karan and others to decide what the maps would include and how to make them clear and accurate. I also assisted in the inputting of the maps and wording for each degree and certificate. I participated in meetings to address updates and changes that needed to be made to specific majors in the mapper tool. I have continued to assist with major map updates each year with curriculum changes. These changes can include changes to either major or general education requirements.

The Palomar Pathways mapper is a valuable tool for students. As a counselor, I use it with many students during counseling appointments. The students find it extremely helpful in planning their educational goals. It is also a great tool for students to use when researching different career fields. The Palomar Pathways mapper is a tool allowing equitable information about requirements for certificates, degrees, and transfer requirements for all students.

As a Counselor, I have the expertise to understand changing general education and major requirements necessary for maintaining these maps. I would like to continue working on maintaining this great resource for faculty and students.

Thank you for your consideration!

Lorena Lomeli-Hlxon, Counselor/Associate Professor

Dear Wendy and senators,

I am interested in serving as the Pathways Mapper coordinator. Please consider me for this position for the following reasons:

- First, as you can see, I am a fan of lists. I believe in making information visually appealing and easy to read.
- I love the Pathways Mapper! I am a visual learner (as are many of our students) and this style of information is very valuable.
- The mapper helps our students navigate the complex and overwhelming number of curriculum choices. I believe in doing everything we can to make things easier for students to navigate.
- I am a detail-oriented person. I am skilled at creating and finding patterns in written text and numbers. I am also skilled at finding errors and proofreading (almost anything, except my own emails 😊).
- I enjoy organizing and working with data. This is a skill I use in my everyday work.
- I have many years of experience writing and revising curriculum, advising students (in World Languages), and understanding graduation requirements.
- I take pride in my work, and I appreciate when a project is done well. To make best use of the mapper, the information needs to be as accurate and up to date as possible.
- Lastly, I believe wholeheartedly in the importance of creating a teaching and learning environment that is inclusive, diverse and antiracist. I am committed to working to improve the ways in which we interact with our students, each other, and the community in this regard. I will bring this commitment to my work as the coordinator for the Pathways Mapper.

Thank you for your consideration.

My best,

-Kathleen Sheahan

Rollcall Vote

Palomar Pathways Mapping Coordinator

Senate Meeting Date: March 13, 2023

Senator	Sheahan	Lomeli-Hixon
Bagaglio	X	
Craft		
Dalrymple		X
Doyle Bauer	X	
Falcone	X	
Faulkner	X	
Fererro	X	
Hathaway		
Hiro	X	
Jarvinen		X
Lawson		X
Marshall		
Maunu	X	
Mudgett	X	
Mufson		
Nelson, S	X	
Nelson, W.		
Pearson		X
Siminski	X	
Vafaei		X
Villa Ferd de Castro	X	
Zavodny (ZOOM)		X
(ASG) (Advisory Vote)		

Dear Faculty Senate Members,

I write to apply for the Accreditation Steering Committee Co-Chair position, with a term from fall 2023 through spring 2024.

As some of you may know, I previously held this position from spring 2020 through spring 2022, before stepping down for the 2022-23 academic year to pursue a load bank leave (fall 2022) and sabbatical leave (spring 2023). While this leave time required that I step down from my various campus commitments, I left with the intention of returning to the position to continue my previous work.

In my time as the Accreditation Steering Committee Co-Chair, I worked as part of the Accreditation Writing Leadership Team on the college's Institutional Self-Evaluation Report (ISER), which was approved in spring 2022. This involved coordinating and disseminating communications to the campus community regarding accreditation, working with and directing ISER writing teams, working with college leadership and Governing Board members, and writing portions of and editing the ISER itself.

Although the college's accreditation status was reaffirmed, there is still work to be done in responding to ACCJC's (Accrediting Commission for Community and Junior Colleges) requests for information following up on various aspects of the report. I have an intimate knowledge of the college's 2022 ISER and an understanding of the work required to respond to ACCJC's requests.

As is the case with many Senate-appointed positions, there is a learning curve associated with fulfilling the role of Accreditation Steering Committee Co-Chair. I learned a great deal working in that capacity and I'd like to carry that knowledge and experience forward, as accreditation work is crucial to the college.

I am happy to speak with Senate members, as needed or requested, to further discuss my qualifications for the position. Thank you for your consideration.

Adam Meehan

A handwritten signature in dark ink, appearing to read 'Adam Meehan', with a stylized, flowing script.



To the 2023-2025 faculty PD coordinator selection committee:

For consideration of the PD coordinator position I, Luis Guerrero (he/his/el) assistant professor of mathematics, and current faculty PD coordinator present my interest to renew my position for the 23-25 cycle.

1. What is your Vision for Professional Development at Palomar?

Expand opportunities. Being the PD coordinator during the transition from mostly online setting to now the HyFlex model we have adopted, the PD office has tried to provide the widest net to support all of our employees' PD path. Especially the constant need of our faculty. This expansion has now been engrained with the full week of PD that starts two weeks prior to the semester starting with the nuts and bolts sessions, and then a full Flex week jammed with activities for all to join and learn. As well as maintaining and supporting efforts from our partners, like EEDCC and making the Social Justice Community Festival (SJC) able to happen for its second iteration. Given the new Cultural Competence in PD that the Chancellor's office is guiding us toward, my vision is to make PD more DEIAA focused, and continue to convince faculty that this is not a requirement that begrudgingly needs to be completed just to avoid getting pay deducted. Rather by fomenting great workshops and training, have faculty change, adapt and evolve their pedagogy and praxis to become the educators our students need post pandemic. We are constantly bombarded with new educational paradigm shifts, like Artificial Intelligence with the advent of tools like ChatGPT, thus PD needs to be in the forefront to provide our peers with the tools not just to adapt, but to thrive and navigate our students to the new future that awaits them. One vision to support the DEIAA guidelines that the chancellor's office requires of us is the creation and near launch of the IDEAA's PD course.

My vision also includes the continued work on enhancing our student stories and making everyone center the students' experience, and serve them fully as they deserve. Not looking at our students through the deficit lens, but rather through their potential lens, and guiding them to reach it. This is done in conjunction with rediscovering and transforming our Hispanic Serving Institution designation and trying to define it better, while providing the tools to make our students flourish in it. I am not an idealist, rather pragmatic in everything I try to do. My leadership vision is to try many things and see what fits, instead of waiting for a perfect solution that might never come and not set root. Rather set high goals, work endlessly toward them, and find the support and right partners to make them take root. Then apply continuous iteration and refinement until it becomes the tool/procedure/event that our institution needs.

2. What knowledge, skills, and abilities will you bring to this position?

Having survived my first two years in this position is an accomplishment in itself. So the biggest skillset that I bring to this position is having now two fully virtual flex weeks (Fall 21, Spring 22) as well as the now two HyFlex versions of the flex weeks (Fall 22, Spring 23). These four iterations of the new formats for how the all college leadership and DEIAA events are done, the full week of events, the recruiting of great speakers like Dr. Amanda Kraus (Fall 22) collaboration with the DRC, and Dr. Gina Garcia (Spring 23) in collaboration with EEO to further our HSI efforts, have honed in on my leadership skills and knowledge base. As well as create new partnerships, like the ability of working with the San Diego County of Education to host the Arts Empowered 2022 event, where Palomar was one of its satellite locations along with two other regional community colleges. Wanting to also stay current in my other faculty specific endeavors, I was able to finish a Guided Pathway funded 'Student Edification Project' alongside two other institutional partners, and am currently putting in the final touches for our fourth [HWY 78 Math Fields day](#) math competition, along with partners from Miracosta and CSUSM. I would love to continue to be part of the team that makes great regional events continue to happen and make Palomar be the most happening place for PD. In addition to supporting prior districtwide book clubs (like the grading for equity in Fall 21) we are currently working with EEO in order to launch the second HSI book club next semester. As part of the PD team, I have also contributed my skills and knowledge base to writing new grants, like the recent Culturally Responsive Pedagogy & Practices Innovative Best Practice grant we submitted in Spring 23, that will also need a lot of PD support in order to launch the faculty institute planned in the grant. Also in terms of other DEIAA efforts and being part of the Equity in SLO taskforce, as well as the DEIAA Curriculum Framework teams. And lastly to round out my leadership abilities, I have been the NCHEA director for the past year, and with pending approval of the NCHEA board, will continue to hold that leadership position for one more year. I suspect there will be plenty of knowledge, skills and abilities I would still need to learn, but look forward to acquiring them and continue to be a good steward of the PD program if renewed for another two year position.

3. What are three goals you would like to accomplish as PD Coordinator?

- A) Infuse, create, find, collaborate in, support, etc. more DEIAA workshops for all faculty (employees) at palomar find the right tools to support the needs of our students, be responsive and serve them well. And find the right approach in implementing the requirements from AP 3000.

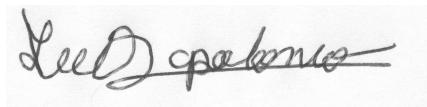
- B) Foment, foster and promote all of the excellence our faculty have to offer. Continue to offer inspiration and tools to update everyone's skills and teaching praxis to meet the needs of all of our students.
- C) Collaborate with all affinity groups and other institutional partners, so that the PD program does have a good idea of the current needs of our institution and faculty so we can all do the best work we are capable of.

4. How will you infuse DEIAA into the Professional Development Program?

As evident by my continued involvement in DEIAA projects and committees (IDEAAs course taskforce, Equity in SLO taskforce, Decolonizing Syllabus, Student Edification Project, etc) I have already submerged myself in DEIAA work, because I believe in its benefits and impact. Being a BIPOC faculty that was also an ESL community college student, helps me view things via a different lens that hopefully informs my decisions and view things with DEIAA in mind. I do see a lot of need at our institution to offer more DEIAA opportunities, but find it refreshing when finding the right partners (DRC, Curriculum Committee, etc) that we can jointly implement DEIAA strategies to further our institutional growth. Hopefully, if given the chance, to continue to steer the PD program I can help cultivate the great talent, ideas and initiatives that our diverse faculty have to offer, instead of offering just routine training. Hopefully as others have inspired me to take on leadership roles, I can also repay the debt and foment our next generation of DEIAA leaders at our institution.

Thank you for your consideration in renewing my application for the position. If you need any further clarification on any of the information provided above, feel free to reach out.

Sincerely,



Luis Apolonio Guerrero (Hablo Español)

Pronouns: he, him, his, el

LGuerrero@palomar.edu

Faculty Professional Development Coordinator

Associate Professor Mathematics



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Michelle Barton / Wendy Nelson				Date: 3/10/2023			
Proposed Name of Requested Group: (Ad hoc)							
	Council		Committee		Subcommittee		Task Force
Action Requested:		X	Add			Delete	
			Change				
Role: Review current instructional program review and planning (PRP) forms and process. Develop recommendations for updates and changes to the PRP integrate DEIAA. Examine process to ensure effective review of programs and provide options for improving the process.							
Products: Updated instructional program review and planning forms. Recommendations for improving the process							
Reporting Relationship: Faculty Senate and Institutional Effectiveness, Planning, and Fiscal Stewardship Council							
Meeting Schedule: TBD – twice monthly							
Chair: Co-chaired by <ul style="list-style-type: none"> Assistant Superintendent/Vice President, Instruction Faculty Senate Representative (appointed by Faculty Senate) 							
Members: <ul style="list-style-type: none"> Asst. Superintendent/Vice President, Instruction Dean Career Technical Education Instructional Dean (1) Faculty Senate President Faculty, Counselor (1) Faculty Senate Representatives (2) (appointed by Faculty Senate) Curriculum Chair Institutional Research and Planning Representative (1) appointed by IR&P Accreditation Coordinator 							

Reviewed by Strategic Planning Council:

First Reading

Approved

Palomar College Faculty Senate Resolution in Support of Lifelong Learning and Self-Development

WHEREAS, the California Community College (CCC) system serves a specific and important role in the California Educational Master Plan; and

WHEREAS, the CCCs serve a very diverse student population; and

WHEREAS, AB 928 was intended to develop a student-centered singular transfer pathway; and

WHEREAS, the transfer pathway for California State Universities (CSU) has historically included Lifelong Learning and Self-Development; and

WHEREAS, the Lifelong Learning and Self-Development outcomes include physiological, psychological, and sociological well-being; and

WHEREAS, the majority of CCC students transfer to CSU, thus the majority of CCC transfer students have benefitted from Lifelong Learning and Self-Development courses; and

WHEREAS, the courses offered in Lifelong Learning and Self-Development support the Vision for Success and Guided Pathways initiatives; and

WHEREAS, the Intersegmental Committee of Academic Senates (ICAS) proposed a singular transfer pathway known as Cal-GETC, that does not include Lifelong Learning and Self-Development; and

WHEREAS, elimination of such programs simply to create one “primary transfer pattern” may have a disproportionately negative impact on tens of thousands of minoritized CCC students; and,

WHEREAS, the reductions in affected course offerings threaten community college student opportunities to take courses in areas such as college success, reading, wellness, finance, and nutrition; and

WHEREAS, losses in educational engagement and structured mentoring have a disproportionate burden on first-generation students and students of color, with a negative impact on equitable student outcome measures and likelihood of transfer; and

WHEREAS, CCCs employ a workforce of thousands of staff and faculty to support Lifelong Learning and Self-Development courses; and,

WHEREAS, the implementation of AB 928 has proceeded without adequate input from the CCCs and an understanding to the potential unintended consequences to the students, colleges, and employees; and

WHEREAS, state law provides primacy over community college curriculum to CCC faculty rather than to administrators or external groups such as ICAS;

NOW THEREFORE BE IT RESOLVED, that the Faculty Senate of Palomar College request that the ASCCC continue to advocate to the ICAS to preserve Lifelong Learning and Self-Development opportunities for CCC students as a transfer requirement; and

BE IT FURTHER RESOLVED, that the Faculty Senate of Palomar College request that the Palomar College Superintendent/President and Governing Board advocate to preserve Lifelong Learning and Self-Development and are encouraged to widely distribute this resolution, prepare letters, build partnerships, and engage with system and statewide leadership to preserve Lifelong Learning and Self-Development.