



REGULAR MEETING

March 20, 2023

EXHIBITS



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

APPROVED

PRESENT: Melissa Bagaglio, Will Dalrymple, Kimberly De La Cruz (ASG), Alexandra Doyle Bauer, Kelly Falcone, Molly Faulkner (ZOOM-EC), Jenny Ferrero, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Leanne Maunu, Ben Mudgett, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Alyssa Vafaei, Elena Villa Fernández de Castro, Anastasia Zavodny

ABSENT: Lacey Craft, Shelbi Hathaway (ZOOM-A), Leigh Marshall (ZOOM-A), Michael Mufson

GUESTS: Leah Brown, Rebecca Wilson

Notes: Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC “emergency circumstances” or ZOOM-JC “just cause.” Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

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 Ferrero said the Palomar Women’s Basketball game Saturday night was a great game but unfortunately lost by one point in the last second of the game. Senator and Coach Leigh Marshall was congratulated for the excellent season and for receiving Coach of the Year honors.

Senator and TERB Coordinator Kelly Falcone said she attended the PFF meeting last Thursday and Barbara Baer gave a legislative announcement regarding a proposed bill (AB 811) that has made its way to the Higher Education Committee of the Legislature. This bill is particularly important and makes an attempt to bring back repeatability. Getting a timely update about legislation that affects California community colleges is very important. It gives stakeholders (faculty) a timely opportunity to advocate for their preferred position on the matter. Senator and Curriculum Co-Chair Ben Mudgett added that it’s not uncommon for districts to have a legislative analyst on Senate with release time who monitors newly proposed legislation coming down the pipeline. This person would provide ongoing updates and clear communications to all stakeholders of the college. More information about AB 811 can be found here:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB811

Senate President Wendy Nelson congratulated Senator and DE Coordinator Erin Hiro and her students for receiving the General Excellence Award from the Journalism Association of Community Colleges for Palomar's *Impact* magazine

Senator and PFF Co-President Lawrence Lawson congratulated Jenny Fererro and Barbara Baer for receiving the CFT Women in Education Award to be presented to them both in San Francisco this weekend.

Senator Lawson noted that the Governing Board appointee for District Two applications are due by Friday, March 17. Lawson asked Senators to encourage qualified persons to apply.

Senator Lawson said that PFF has complimentary tickets available to *Rent* for this coming weekend. The first five (5) PFF members will win and members just need to “follow” PFF on either Instagram or Facebook, and direct message (DM) PFF and type “yes.”

Senate President Wendy Nelson said faculty are asked each year to provide name readers for graduation and Senators were asked to inquire within their own departments. Senator Alyssa Vafaei said she attended a graduation where the students personally “prerecorded” their own names into a software program that was then used to announce the name during the ceremony. This ensured every name was announced correctly. President Nelson said she would pass this recommendation to Sherry Titus, Director of Student Life and Leadership.

Senator Scott Nelson said he attended the ASG meeting last Friday. It opened his eyes to the possibilities of going directly to an ASG meeting to get immediate feedback from Palomar students about changes that affect students instead of sending out “student surveys” for example. Attending an ASG meeting to get the feedback may be more efficient.

Senate Secretary Molly Faulkner announced that *Rent* is again this upcoming weekend. Tickets for all shows can be purchased at www.Palomarperforms.com

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Maunu/Hiro

Faculty Senate approval of Faculty Senate meeting minutes dated March 6, 2023 (Exhibit 1).

The motion carried.

ACTION

A. **Curriculum Committee** – No curriculum actions or announcements were needed.

B. Committee on Committees

Motion 2: MSC Zavodny/Hiro

Faculty Senate approval to confirm the following committee appointment (Exhibit 2):

The motion carried.

Sustainability Master Plan Taskforce – **Joseph C. Lucido**, Faculty

C. Faculty Reassigned Time Positions

Motion 3: MSC W. Nelson/Fererro

Faculty Senate approval to confirm the following two-year faculty leadership position (Exhibit 3):

The motion carried.

Faculty Service Learning Coordinator – **Gina Wilson**, (Fall 23 to Spring 25)

Motion 4: MSC W. Nelson/Hiro

Faculty Senate approval to confirm the following two-year faculty leadership position (Exhibit 3):

Abstention: Elena Villa Fernández de Castro

The motion carried.

Distance Education (DE) Coordinator – **Kelly Falcone**, (Fall 23 to Spring 25)

Motion 5: MSC W. Nelson/Bagaglio

Faculty Senate approval to accept the results of the rollcall vote (Exhibit 3):

The motion carried.

Palomar Pathways Mapper Coordinator – **Kathleen Sheahan**, Fall 23 to Spring 25

Numerous Senators voiced support for both Lomeli-Hixon and Sheahan.

Motion 6: MSC W. Nelson/Doyle Bauer

Faculty Senate approval to confirm the following faculty leadership position (Exhibit 3):

The motion was tabled until term clarification can be made.

Motion 7: MSC W. Nelson/Vafaei

Faculty Senate approval to confirm the following two-year faculty leadership position (Exhibit 3):

The motion carried.

Professional Development (PD) Coordinator – **Luis Guerrero**, Fall 2023 to Spring 2025

INFORMATION

A. ASG Report – De La Cruz

Kimberly De La Cruz reported that ASG appreciated having Senator Scott Nelson at the meeting last week. She said that the meeting agenda is finalized usually on Tuesdays so if any agenda items are suggested, have that turned in by Monday night.

B. PRP Ad hoc Workgroup with faculty Senate and IEPFS (Exhibit 4) – W. Nelson

President Nelson said she met with Michelle Barton and Marti Snyder to discuss some changes for the program review and planning (PRP) process. Nelson reiterated Senate's desire to be more involved with the process. Also, during a different PRP resource allocation committee discussion, the idea of moving the PRP process itself from Fall to Spring was mentioned. This would help curb some of the workload issues for Fall (curriculum deadlines, tenure and evaluations) when faculty are overwhelmed.

Nelson said a joint ad hoc committee could be created between Faculty Senate and the Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council to review current instructional program review and planning forms and

examine the process to ensure effective reviews of programs. Currently, the review process falls under Equity, Education, & Student Success Council (EESSC).

Senator consensus was to call it a joint taskforce. There was confusion though whether this group needed to be in place indefinitely. Nelson explained that this group could be tasked only with researching and recommending a new and improved instructional review and planning process and the forms used, and not actually participating “in” the process itself. There was also an argument to be made that review of the process would be ongoing so this group should be called a joint operational committee.

Senator and Committee on Committees Chair Anastasia Zavodny pointed out there are existing committees that could possibly be doing this work instead of creating an entire new one. If the work product is slightly different than what the committee was originally tasked with, it is easy to modify the role and products. VP Fererro suggested that all existing committees connected to PRPs be reviewed and blended together if at all possible.

Nelson said she would meet with Michelle Barton and invite her to a Faculty Senate meeting for discussion if needed.

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

Senator and TERB Coordinator Kelly Falcone presented the Resolution to address LLSD. Senator Falcone said she incorporated much of the verbiage from other resolutions that she researched. Falcone said she does support the single transfer pathway but it’s going to have significant impact to Palomar for many years to come. She said this resolution may have no impact at this stage in the game but it may and we just don’t know for sure. Falcone would like to see this final resolution read during the Governing Board meeting the following evening. Senator Mudgett would like to see Faculty Senate urge the Governing Board to write their own resolution in support of LLSD.

Senator Lawson added that he thinks Senate has too few resolutions and should be voicing concerns in this way more often. The resolutions should also consider that voicing support for one resolution doesn’t conflict with another.

Senators made minor edits to the draft before it was finalized.

Motion 8: MSC Fererro/Mudgett

Faculty Senate approval to move back into Action portion of the meeting.

The motion carried.

Motion 9: MSC Fererro/Lawson

Faculty Senate approval of the resolution to support Lifelong Learning and Self-Development (Exhibit 6).

The motion carried.

Motion 10: MSC Lawson/Zavodny

Faculty Senate approval to extend the meeting.

The motion carried.

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

E. Review Changes to AP 4105 – Tabled.

F. Student Success Teams Pilot Update – Tabled.

REPORTS

President (Nelson)

This week I attended the following meetings: PRP form/process discussion, ASCCC Academic and Professional Matters: The 10+1 in Practice webinar, Educational Vision Plan goal revision meeting, 1-on-1 with VPI, the Governing Board Agenda Review meeting, Faculty Senate council meeting and the VPSS Hiring Committee meeting. Here are some highlights

- PRP form/process discussion – We discussed moving the PRP process from fall to spring. We also decided to create a new ad hoc committee that will report to Faculty Senate/ IEPFS to re-think the document, timeline and assessment process.
- ASCCC Academic and Professional Matters: The 10+1 in Practice webinar. The webinar discussed authority of the academic senate, the role of the Chancellor and the governing board consulting with local senates, offered suggestions for what to do when there is a breakdown in process. It also covered some new ACCJC accreditation standards that focus on decision-making structure.
- 1-on-1 with VPI – We discussed the PRP process and ways to improve the user-friendliness of our class schedule.

Academic Integrity Taskforce (Hiro)

- The taskforce met for the first time March 8 and is currently creating goals and a timeline for work. We have been building our roster and just lack in two areas. Please help us fill those two areas if you qualify for or know of someone who could fill CTE or serves on the Distance Education Committee.
- Academic Integrity Taskforce Roster

Chair: Senator - Erin Hiro
Dean, Instruction – Diane Studinka
Student Life and Leadership – Pippa Pierce
DE Committee representative - Open
ASG representative -Christopher Garcia Mendez
Classified - DRC/STAR Center -Cynthia Cordova
Faculty, AMBA - Erin Hiro
Faculty, CTE - Open
Faculty, L&L – Katy Farrell
Faculty, MSE - Stephen Crook
Faculty, SBS - Jeffrey Epstein

Distance Education (Hiro)

- The committee approved recommended changes to AP 4105 on Distance Education. It is coming to the Faculty Senate March 13 for consideration.
- The committee began reviewing POET to see how we can update our training to include new requirements, new policy and a greater emphasis on accessibility. We hope to begin improvements later this semester.

Infrastructure & Sustainability (IS) Council (Hiro)

- Senator Erin Hiro is co-chair of this committee, which focuses on three principal areas, facilities, technology and sustainability.
- We have spent the academic year going to the Palomar's different campuses and looking for accessibility issues and noting them for possible resolution.
 - We have also identified a lack of process and information for areas such as technology replacement, facilities improvement and campus safety requests. We are working on creating or improving these processes and then getting that information out for Palomar employees.

Sabbatical Leave (Epstein)

Minutes from March 2 meeting:

1. The committee discussed changes to the application form for salary credit focusing on making clear what the requirements are for committee approval.
2. The current faculty co-chair is on sabbatical next year, so a new faculty co-chair was elected to take over in Summer of 2023. Congratulations to Mark Clark.
3. All sabbatical materials are now electronic. How to store them has been an issue. Discussion continued on using the library to store submissions going forward. The library will be presenting examples to the committee in an upcoming meeting.
4. The sabbatical co-chair will put together a training for department chairs to better understand the sabbatical approval process at the departmental level.

ADJOURNMENT The meeting was adjourned at 4:00 PM.

Respectfully submitted,



Molly Faulkner, Secretary

Item G. from BoardDocs Agenda

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

G.1. ACTION: New Credit Programs - effective fall 2023

Program Title	Disci.	Awrđ.	Units	Justification	Orig.
A. Composites Technology	Comp.	AS/CA	30	The job market for Composite technicians and repair personnel requires this knowledge and experience. Palomar would be the only institute in North County to provide this education and training. Composites is a growing industry supporting the Aerospace sector and department of defense.	Michael Wright

G.2. ACTION: Credit Program Changes - effective fall 2023

Program Title	Disci.	Awrđ.	Units	Justification	Orig.
A. Mathematics	MATH	AS-T		Adding Math 245 to list B of electives	Craig S. Chamberlin

G.3. Credit Program Deactivations - effective fall 2023

Program Title	Disci.	Awrđ.	Units	Justification	Orig.
A. Business Administration	BUS	AS-T		The AS-T in Business underwent substantive changes and required a new program, "AS-T in Business 2.0". As a result, this program needs to be deactivated to avoid duplication.	Mary Cassoni

March 20 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
Michael Mufson	AMBA	Performing Arts	Competencies and Criteria Taskforce	Faculty, Competencies and Criteria Taskforce	As the focus of this task force is to create competencies and criteria to recommend for negotiation for future inclusion into tenure and review evaluations, an Equity and Antiracism lens will provide the crucial perspective for the successful completion of this work. As we infuse a DEIAA lens and practices throughout the college's operations and philosophy, these competencies will be a tool to hold ourselves accountable to the goals of DEIAA transformation	I am thoroughly steeped in the transformational work of DEIAA including serving as co-chair of EEDCC and chair of the Equity in SLOs Taskforce. I also have experience outside of the college in antiracism praxis through my experiences with The Pedagogy and Theatre of the Oppressed, The Poor People's Campaign, Allies for Racial Equity and SURJ (Showing up for Racial Justice.)	

Palomar Community College District Procedure AP 4105

Date Approved: 5/15/12; Revised: 9/17/19 (Replaces all previous versions of AP 4105.)

NEW DRAFT PROPOSED 12/5/22

INSTRUCTIONAL SERVICES

AP 4105 DISTANCE EDUCATION

References:

Title 5 Sections 55200 et seq.

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

ACCJC Accreditation Standard II.A.1

Definition

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through technology. An “online” distance education course uses the district-supported Learning Management System with no face-to-face or on-campus requirements. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a “partially online” course.

55200. Definition and Application

1. Title 5 §55200 defines distance education as “education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.

Technologies that may be used to offer distance education include:

- The internet
- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines fiber optics, satellite, or wireless communications devices
- Audio conference;

- Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.
- 2. The definition of ‘distance education’ does not include correspondence courses.”
- 3. Title 5 further defines “accessible” as meaning “a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.”

Distance Education Delivery Modes

At Palomar College, the following delivery mode definitions are used:

Online

A fully online class with no real-time meeting requirements. All content is delivered via a district-supported LMS. The course has regular due dates set by the instructor, and students can complete work on their own schedule as long as they adhere to set deadlines. Students will submit all work via the LMS.

Real Time Online

A fully online experience with required real-time, regularly scheduled classroom-type interaction via Zoom. Work may be completed outside of district-supported virtual meeting times, and students submit all quizzes, tests, and other coursework via the LMS.

Hybrid

A class that is partly online and partly face-to-face in a classroom. The course includes scheduled, on-campus meetings through the semester and coursework completed online. The course is offered through the LMS and coursework can be done in person in a classroom or online through Canvas and/or district-supported virtual meeting platform.

Examples could include:

1. A course that meets on campus face-to-face once a week and meets synchronously on Zoom another day.
2. A course that meets on campus face-to-face once a week and is offered asynchronously on Zoom the rest of the week.

~~3. A course that is asynchronous but requires a face-to-face orientation or other pre-set in-person meetings.~~

HyFlex

A course with set, on-campus meeting times each week. Students and the instructor meet in person regularly in a classroom, and students have the choice every class session whether to attend class in person or by logging on to a district-supported virtual meeting platform. The class uses a district-supported LMS to deliver assignments, activities, and tests. The LMS is also used to communicate with students outside of class.

In-Person

A traditional form of in-person class with set, on-campus meeting times each week. Students and the instructor meet regularly in a classroom and can still use the district-supported LMS to deliver assignments, activities, and tests. The LMS can also be used to communicate with students outside of class.

Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The District shall utilize one or more of these methods to authenticate or verify the students' identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

Course Approval

Each new or existing course to be provided through distance education shall be reviewed and approved separately. If any portion of the instruction in a course or a course section is designed

to be provided through distance education, an addendum to the official course outline of record shall be required.

Title 5 §55206 requires that “if any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction specified in section 55204.

The course design and all course materials must be accessible to every student, including students with disabilities.”

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development.

When approving courses to be offered though distance education, the Curriculum Committee will certify the following:

1. **Course Quality Standards:** The same standards of course quality are applied to any portion of a class conducted through distance education as are applied to in-person classes. Each proposed or existing course that is offered by distance education shall go through an additional curriculum review by the Distance Education Coordinator ~~.shall be reviewed and approved separately via an addendum to the course outline of record.~~ Separate approval is mandatory if any portion of the classroom instruction in a course, or an entire section of a course, is designed to be provided through distance education.
 - a. Areas that are part of the Distance Education Review process include, but are not limited to:
 - i. How course outcomes will be achieved in a distance education mode;
 - ii. How the portion of instruction delivered via distance education provides regular and substantive interaction between instructors and students;
 - iii. How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973;
 - iv. How students will access Student Services’ resources in a distance education class;~~Student Access to Resources~~
 - v. ~~Student Services~~
 - vi. How student will receive intervention and remediation recommendations, such as tutoring, the DRC and others, in an online environment;~~Intervention and Remediation Recommendations~~

- vii. How the online course will provide test security or authentic modes of assessment; and ~~Test Security~~
 - viii. How the instructor will maintain high levels of academic integrity in every distance education course. ~~Academic Integrity~~
 - ix. Why an exception to the student-to-student interaction requirement is in line with the Course Outline of Record.
2. **Course Quality Determinations:** Determinations and judgments about the quality of the course offered through distance education are made with the full involvement of the Curriculum Committee.
- a. **Instructor to Student Interaction:** Any portion of a course through distance education includes instructor-initiated regular and substantive, two-way interaction between instructor and students either synchronously or asynchronously, through weekly announcements, facilitated group discussions, timely feedback, group or individual meetings, orientation and review sessions, voluntary supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, e-mail, or other activities.
 - b. **Student to Student Interaction:** Faculty will ensure opportunities for ongoing regular and effective-substantive student-to-student ~~contact~~ interaction. Best practices include, and are not limited to, implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments, group discussions and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth
 - c. **Accessibility Standards:** All Electronic course materials, ~~e-textbooks, websites, and course packs~~ must be in compliance with the Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d, and Web Content Accessibility Guidelines (WCAG).
 - d. Instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d), and Web Content Accessibility Guidelines (WCAG 2.2). Distance education courses, materials, and resources must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Distance education resources must

generally be designed to provide “built-in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

- e. **Accessibility and Universal Design for Learning**
 - i. Title 5 requires that “a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.” As detailed in Policy/Academic Procedure 3725 and 5140, distance education courses must be accessible to students with disabilities and must conform to the principles of Universal Design in Learning.
- f. **Course content and activities delivered via distance education will meet the accessibility requirements in state and federal regulations, including the Americans with Disabilities Act of 1990 and Section 508 of the Rehabilitation Act of 1973. Accessibility of course content and activities includes, but is not limited to:**
 - i. **Alternative text or alternative description for images**
 - ii. **Accurate closed captioning for videos**
 - iii. **Transcripts for audio recordings**
 - iv. **Keyboard navigation**
 - v. **Meaningful hyperlink text**
 - vi. **Structured documents and pages that can be read by screen-reading software**
 - vii. **Readable text with adequate fontsize, fontstyle, and color contrast**

Faculty Online Certification: Validation of preparedness or certification of faculty to teach online shall be determined in at least one of the following ways:

1. Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops.
2. Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.
3. Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate

List of Certified Online Faculty: Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator

ensures all faculty who have satisfied the certification requirements are added to the college's comprehensive list of certified online instructors.

Prior to assigning an online course, department chairs or deans will ensure the faculty have met at least one of the three requirements. If the faculty is not certified to teach online their assigned online course will be reassigned by the department chair.

An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.

Maintaining DE Currency: To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

Publication of Distance Education Course Section Facts

The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:

1. Details of the class format, including any in-person synchronous meeting days/dates and times.
2. Any required asynchronous, in-person activities.
3. Any required technology platforms, devices, and applications for all class formats.
4. Any test or assessment proctoring requirements.

Office of Primary Responsibility: Faculty Senate and Instruction Office

Committee on Committees

Supplemental Material / Exhibits

For distribution at Faculty Senate

March 6, 2023

Committee Structure/ Composition Changes

Background.

Committee on Committees brought recommendations to Faculty Senate to merge three Senate committees (Academic Standards & Practices, Personnel Standards & Practices, and Professional Procedures); these committees had not been meeting for several years. The merger of these three committees was approved in Faculty Senate on May 17 2021.

This semester, Committee on Committees has discussed the composition, role, and products of this merged committee. The following are our recommendations:

Recommendations:

1. Move some of the roles and responsibilities to the already-existing Elections Committee (*see attached Governance Structure sheet for proposed update*).
2. Disband the merged committee (Academic Standards & Practices, Personnel Standards & Practices, and Professional Procedures), as the remainder of the roles and responsibilities are covered by already existing groups.

Divisional Representation on Committees

Background

Following the discussion in Senate on February 27 2023, Committee on Committees discussed the policy of opening divisional (or specific named) seats on committees to being filled on an at-large basis. Consensus among the committee was to maintain current practices of divisional (or specific named) seats, with the following modification:

Recommendations:

1. If no one from the division (or specific named) seat volunteers, then the seat may be filled on an at-large basis
2. Any seats such filled on an at-large basis will be filled through the remainder of the academic year. The call will then be placed again to fill the seat per the divisional (or specific named) basis. This process may repeat, as needed.

Additional Committee on Committees Discussions

Report Structure

Committee on Committees discussed the process by which Senate committees and Senate representatives on campus committees may make regular reports and updates to the Faculty Senate. Current recommendations are to model a process similar to PFF, whereby members and committees may submit regular reports via a form for inclusion in Faculty Senate agendas on BoardDocs. It was noted that many committees have irregular or infrequent meetings, making a required report on a consistent schedule (e.g. 2nd Senate meeting of the month for example) infeasible. Further, it was discussed as ideal if representatives could be available for answering any Senate questions on submitted reports.

Governance Structure Form:

The campus is undertaking an update to our Governance Structure Form. Committee on Committees will be submitting suggestions for these updates. Once “finalized” this form will move through shared governance for final approval and adoption. At that time, Committee on Committees will undertake a review and update of all Senate committees. It was also noted that Committee on Committees recommends all governance structure forms be updated or reviewed on a regular basis (e.g. every 3-5 years).

Governance Structure Group Request

Request submitted by: Anastasia Zavodny on behalf of Committee on Committees	Date: February 9, 2023
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Proposed Name of Requested Group: Elections, <u>Petitions, and Ethics</u> Committee						
	Council	X	Committee		Subcommittee	Task Force

Action Requested:		Add		Delete	X	Change
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<p>Role: To poll <u>all</u> faculty when directed by either the Senate . The Senate Elections Committee shall also conduct all elections of Faculty officers or Senate members as well as members of other elected committees.</p> <p><u>Additionally, the committee addresses, reviews, and makes recommendations to the Senate on the following:</u></p> <ul style="list-style-type: none"> A. <u>Alleged violations of the Ethic Codes and/or job responsibilities by a Senator or a faculty member in their capacity as a Senator or as a faculty member appointed by the Senate to a reassigned faculty position</u> B. <u>Petitions submitted by 25% of the Faculty Senate membership</u> C. <u>Other issues regarding professional procedure as assigned by the Senate</u> <p>Products:</p>
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Reporting Relationship: Faculty Senate

Meeting Schedule: <u>Monthly and</u> as needed or as called
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<p>Membership:</p> <p>Chair: Senator</p> <p>Members:</p> <ul style="list-style-type: none"> - Five faculty members determined by Committee Chair
