



REGULAR MEETING

April 24, 2023

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
April 17, 2023

APPROVED

- PRESENT:** Melissa Bagaglio, Kimberly De La Cruz (ASG), Kelly Falcone, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Erin Hiro, Lawrence Lawson, Ben Mudgett, Michael Mufson, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Alyssa Vafaei, Elena Villa Fernández de Castro, Anastasia Zavodny
- ABSENT:** Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Jason Jarvinen, Leigh Marshall (ZOOM-A), Leanne Maunu
- GUESTS:** Leah Brown, Erin Feld, Bill Jahnel, Angela Kong, Sabrina Menchaca, Gina Wilson, 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

Bill Jahnel made the following statement:

Thank you. I apologize for addressing the Senate at this time, but I rarely get summoned on a call out in the Senate minutes and so I felt the need, not so much for myself but for my colleague Matt Estes, just to make a clarification which was necessary. It is my understanding that Professor Bealo reported out that my colleague Professor Estes refused to do or failed to do the SLOs in our department last semester. I found that to be deeply disturbing and perhaps a mischaracterization of the situation that occurred. I do have some emails, and again to abbreviate for time, I will not attempt to go through them word for word but allow me to characterize the situation.

In our department, we generally have had an SLO Facilitator who has been Teresa Laughlin. In the Fall she was selected to be an acting dean. We received an email on November 1 from Professor Bealo asking to meet with the facilitator addressed to myself and to Professor Estes. Professor Estes does coordinate one of our discipline's SLOs but is not the SLO Coordinator. After some conversation where he also talked to me in person, we directed that the current SLO Facilitator had been Professor Laughlin. Theresa did respond as dean and therefore could no longer fulfill that duty. Professor Estes offered to volunteer to do that work even though he wasn't the facilitator and did not receive that stipend. Marty Schneider did grant him access to all three departments. On November 1, he sent out an email to the department coordinating the conversations and data that's necessary to fill in those SLOs. And when he received a request from Bealo, further in the email chain saying that we've yet to meet with them, and they have not completed the stipend requirement unless we missed our spreadsheet. Estes' last response on November 11, 2022, was the following: "Hello, Everyone

I'm just going to get it done. I've already gotten access to all the department SLO information. As been pointed out, the information is easily available through a Nuventive website and I've spoken to the discipline leads about which SLOs need to be evaluated this semester. They will get me the data sometime in January. I'm not getting a stipend that obviates the need for a meeting to meet the requirements for the stipend. Sincerely, Matthew"

This communication on November 11 was the final communication in that chain and I'm sure that Professor Estes just felt that the matter was settled. Not only did he do the SLO work, but he chose to do it without receiving a stipend. In the Spring, we expected Professor Laughlin would be returning to our department. We had scheduled her for classes, but that was not to be and her acting dean status was continued. She is retiring in the Spring and I'm sure that we will have a coordinator to receive the stipend next fall.

If there is any question about the work of our department, I suggest that there is an address at the Nuventive database to verify that the work for our department was done. I thank you for allowing me to mention and enter this clarification.

Senator Shelby Hathaway said she was recently in a meeting with DRC and math department. It is all of our jobs to make sure that we are meeting the needs of our students by making sure our material is accessible. It is not the job of DRC; that's not what they get funded to do. There might be in the works some funding to hire people to do curriculum development as it pertains to accessibility. Some departments struggle more than others trying to ensure their materials are accessible. Graphs are prominent in math and science and those are harder to make accessible for students. Faculty need to advocate having staff hired or trained to ensure that class materials are accessible in every way possible.

ANNOUNCEMENTS

Senate Secretary Molly Faulkner announced that Michael Munson will be playing a Beethoven piece for Concert Hour at 1 PM on Thursday, April 20. *Latin Nights* takes place on Friday, April 21 at 6:30 PM in the Performing Arts Courtyard. More information regarding these events and tickets can be found at www.palomarperforms.com

Senator Melissa Bagaglio announced *Tarde de Familia* is coming on April 21 from 5:30 to 8 PM. The event is free and includes food and entertainment. No reservation is required and faculty are encouraged to attend and to invite their students.

Senator and PFF Co-President Lawrence Lawson said a PFF academic scholarship is available to members' dependents or others in their household. For more information, members can go to <https://www.palomarfacfed.org/benefits>. The deadline to apply is May 12.

Senator Lawson also announced that Will Dalrymple was just elected Co-President of PFF. Dalrymple will be representing part-time faculty starting May 25, 2023.

Senator Scott Nelson announced *Café International* is tomorrow, April 18, from 1:30 to 3:30 in the Student Union. The event is free and open to the public. Treats from diverse cultures will be served. Everyone is encouraged to attend this fun event.

AGENDA CHANGES – There were no agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Pearson

Faculty Senate approval of Faculty Senate meeting minutes dated April 10, 2023 as amended (Exhibit 1).

The motion carried.

ACTION

A. Curriculum Committee

Senator and Curriculum Co-Chair Ben Mudgett said no action and no report is needed.

B. Committee on Committees

Senator and Committee on Committees Chair Anastasia Zavodny said no action and no report is needed.

C. Reassigned Time Applicants

Motion 2: MSC Lawson/Faulkner

Faculty Senate approval to accept the results of the ballot (Exhibit 2).

The motion carried.

SLO Co-Coordinator – **Shelbi Hathaway**, Fall 2023 to Spring 2025
Accreditation Steering Committee Co-Chair – **Adam Meehan**, Fall 2023 to Spring 2025

Motion 3: MSC Pearson/Lawson

Faculty Senate approval of confirming the following uncontested faculty leadership positions (Exhibit 2):

The motion carried.

Curriculum Co-Chair – **Vickie Mellos**, Fall 2023 to Spring 2025
CALM Coordinator – **Anastasia Zavodny**, Fall 2023 to Spring 2025

D. Equitable Placement & Completion Committee Governance Change Form

Motion 4: MSC Faulkner/Pearson

Faculty Senate approval of the revised Equitable Placement & Completion Committee change form (Exhibit 3).

The motion carried.

Erin Feld, Chair of the Equitable Placement & Completion Committee said the Director of Occupational Noncredit Programs was originally on the AB 705 (prior committee name) workgroup and this position was inadvertently left out when groups were combined. The Director of Occupational Noncredit Programs oversees all noncredit programming which used to include Basic Skills Programs. Students took noncredit classes to prepare themselves for credit pathways.

But now with AB 705 and AB 1705, we can't enroll students in noncredit classes who've completed the same classes in high school or some sort of equivalent class. There's been issues for the noncredit side with placing students and figuring out how to prepare students who would like the extra support but not ready for the math or English with support classes yet. The hope with this position coming on is that the director would be able to collaborate with the committee and think about how to problem solve in order to support students who traditionally would have taken noncredit. This position also oversees the Rising Scholar Program for formally incarcerated students. Again, those were students that traditionally worked with Counseling to support these nontraditional students. Having understood a perspective of what's happening with the math and the English, and the supports that we're going to be offering could be beneficial for this person. Also, the supervised tutoring classes that students have to enroll in to receive tutoring on campus are overseen by the Director of Occupational and Noncredit Programs. Some of the money that we are expecting because of AB 1705 and some other legislation is specifically about offering student support and tutoring would certainly be part of that.

INFORMATION

A. ASG Report

Senate President Wendy Nelson recognized Kimberly De La Cruz for her statement at the recent Governing Board meeting. De La Cruz said ASG voting takes place May 1 through May 5. She also stated that she will be pushing to fill the student seat on the Curriculum Committee. De La Cruz visited Sacramento on April 12 to lobby for Cal Grant reform and student housing and how it affects community colleges.

B. Leadership Reports

Service Learning (Exhibit 4)

Service Learning Coordinator Angela Kong said Service Learning falls under work-based learning. Although many of the students have part-time and full-time jobs to pay for rent and food, Service Learning is an opportunity for them to apply the concept theories and ideas they learn in the classroom to hands on experiences in the nonprofit sector and in their future careers. Under work-based learning, Service Learning falls under career preparation. However, depending on where the student is on their career journey, it can also apply to career awareness and exploration because they might not know what they want to study just yet. Service Learning provides an avenue for them to explore. It also covers career training. Especially in American Sign Language and Child Development, many students are able to get firsthand experience, particularly in that field. Why is Service Learning important... because it improves student success, retention and persistence. Kong shared the report/graph showing the success and retention rates for Fall 2015 through Summer 2019. She went on to say that it creates a deeper learning experience for students and strengthens their resumes to apply for future career positions. Based on the 2020 data from Institutional Research and Planning, when they looked at disproportionately impacted groups such as African American, Hispanic, first generation, foster youth, you can see a tremendous increase in success and retention rate. We are currently working on another equity report based on students who engage in work-based learning overall as an umbrella for the past three years.

Angela Kong said in the past years, Palomar has received a couple of grants, a Guided Pathways grant, a Regional Strong Workforce Program Equity grant, and a Civic Engagement grant. This has really allowed us to build a more robust Service Learning program on campus. We've been able to work with many more faculty who have integrated Service Learning in the classroom by providing faculty stipends and workshop sessions. We've also been able to gain some funding in terms of getting gas cards and bus trolley passes to support our students and acknowledged student participation with graduation stoles and graduation cords. And we've also built a Canvas course so faculty can actually learn how to integrate Service Learning in their classroom by helping them to re-examine their syllabus.

In the past two years, Kong said we've been able to work with faculty cohorts. They are currently in their second cohort, and this semester they're implementing Service Learning. In the first semester in the Fall, faculty attended

three workshop sessions to learn about Service Learning and reviewing and examining their syllabus to see how to integrate it. In the Spring semester, they implemented it into the class. Kong shared a list of the first and second faculty cohorts. Next year she hopes to work with a third cohort. Associate Dean Nicole Roe has applied for another Strong Workforce grant so this cohort can take place.

Gina Wilson, Service Learning Faculty Coordinator shared data from the Fall 2022/Spring 2023 semesters. Spring 2023 hours are not completed yet so they are expecting these number of hours to jump significantly. The grants really helped get more faculty involved which helps increase the number of students, and then the number of hours that students complete. This year there have been a couple new opportunities that faculty have taken on. In the fall, Child Development professor Barbara Hammons did a Saturday Service Learning event with her students. A few weeks ago, the ESL Department had a few professors come and do projects with the students and hope to have more in the future.

Wilson added that each year, the Service Learning Award reception is held in May. Students can be nominated by their professors or by their community department anytime during the school year. If the student accepts the nomination, they become eligible for the award. The Service Learning award is a small scholarship and a certificate and stole to wear. The award event is on May 16 from 6 to 7 PM and everyone is invited. It is a hybrid event in MD-157 and on Zoom. This event is a good opportunity to learn more about Service Learning and see what students have accomplished. For some of the students, it's their first time ever receiving an award or being eligible for a scholarship. Wilson said donations for the scholarship fund that have come from professors in the past need more donations.

Wilson said she too wanted to mention the Canvas course called Palomar's Service Learning Experience. Interested faculty are encouraged to email Wilson at gwilson2@palomar.edu or servicelearning@palomar.edu to get enrolled and get access to the class. It is ongoing, self-paced and consists of five modules.

Wilson encouraged faculty to go to www.palomar.edu/servicelearning/ The complete reports presented are located on the website.

Educators for Equity, Diversity and Cultural Consciousness Committee (EEDCC)

Senator and Co-Chair of the Educators for Equity, Diversity and Cultural Consciousness Committee (EEDCC) Michael Mufson began the presentation. The mission of the committee is aspirational, As activists to the Faculty Senate, this subcommittee will disrupt the status quo by dismantling and eradicating inequities. We challenge others to be uncomfortable, and to do transgressive work towards the shared goal of infusing equity and antiracism throughout our college. We will rebuild and critically question, challenge, engage, re-examine equitable practices and validate cultural agency of the entire Palomar College community with particular attention towards serving students.

The committee participates in a number of activities. We have one big project that we produce every year, which is a social justice event as part of Spring plenary. This year, the committee modified the name and clarified the intentions calling it the Social Justice Community Festival. This is an attempt to be more inclusive and to be holistic, to try to dissolve the siloed thinking that has been calcified in education for many centuries. In addition, we also primarily serve as an advisory function towards other groups on campus who are creating DEIAA related policies, procedures and practices.

Mufson said the goal for the festival was to create an inclusive, engaging, and joyous exploration to cultivate the possibility for transforming Palomar by prioritizing diversity, equity, inclusion, accessibility and anti-racism practices mindset and community. One of the barriers that we face in doing this kind of work is the feeling like it's a burden, like doing equity work is one more thing on top of everything else that we have to do at Palomar. We then show up for some kind of equity thing and we may feel judged if we don't know all the lingo...there are all kinds of discussions happening in the activism spaces around this kind of work. The committee's goal was to make an event where everyone could just simply explore this work in a joyous way.

The festival took place on the last Friday of plenary. Unfortunately, we didn't do an excellent job of tracking any kind of exact numbers of people that came, or the duration that they participated in various events. This is one of the things we want to improve upon but at the same time though, there is a balance between keeping it open and accessible to everyone. We could track some people through the PD Portal (75 people preregistered there) and produced a number of around 120 attendees in total who came. There was live music and a drumming circle attendees could join. There was a dance performance all focused on social justice issues and multicultural food was available. The most impactful event of the day was the human library because it centered the voices. The human library activity was a number of different students who were metaphorically framed as books, who shared their story about their lived experiences. The committee recruited students who had experiences related to diversity, equity, inclusion, accessibility and anti-racism. Mufson said this turned out to be a very profound experience for both students and attendees. Attendees were able to open their hearts and minds to get a deeper understanding of struggle that some students go through in order to make it through the system. The feedback received in the closing session was more opportunities to do this work, on a smaller scale, particularly the human library and creating 3 to 4 hour workshops based on some of the 60 minute workshops created for the event.

Senator Mufson thanked the PFF and CCE for providing gift cards to students and presenting excellent tables at the event. Also, gratitude to HR, EAP and Behavioral Health Services in providing outside counseling. Part of the ethos is to take care of people, to stop seeing statistics and start seeing human beings, all who contain stories, and recognizing that this work could potentially be triggering. Mufson also thanked Dean Salas' office and Professional Development in making this a successful event

Sabrina Menchaca, Co-Chair of the Committee continued the report adding that consultation with TERB took place regarding faculty evaluations and embedding DEIAA within the evaluation. EEDCC is part of the Facilitating Equity and SLO taskforce. We are reviewing wording, semantics, perceptions and trying to consider all words that we use because words can move mountains. Words are the essence of being aware of what we need to present for DEIAA. The committee had participation on Competency and Criteria Committee for evaluations and supporting employees experiencing DEIAA offenses. We had a few faculty come to us seeking support when they've experienced some DEIAA issues within the classroom

Menchaca said the committee wants to continue working on permanent institutional funding for the social justice activities. Figuring out how to compensate students for their valuable time and value in their voice without impacting their financial aid is important. Mufson added that there are institutional barriers currently at Palomar that need to be addressed.

Mufson said there are currently three more concerns; commitment to release time for the Committee Co-Chairs and part-time faculty members, timing of the festival to make it available for all staff a week before classes start, and a general concern that the DEIAA activities remain siloed and should be connected and coordinated. EEDCC often does not have any idea what other entities on campus are doing in DEIAA.

Co-chairs and various Senator feedback was as follows:

- The CDO provided support to find and then access funds to support the event.
- In order for Faculty Senate to evaluate the Senate pot of reassigned/release time for co-chairs, a better understanding of how the hours (20%, two co-chairs x 8 hours each per week) would be used. Mufson said that he was under the impression that the release time was already available as of last year.
- Evaluations are negotiated but PFF has not been made aware that EEDCC has been involved with embedding DEIAA in that process. The State has given guidance telling districts to hold off, because they're going to be providing some templates and guidance, so that the districts throughout the State have some common language to use related to that. Senator Falcone (TERB) said they approached EEDCC to get the dialogue started based on preliminary guidance already available from the Chancellor's Office only and no other action has been taken.
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- There are faculty who feel very isolated and feel like they don't belong. They're being attacked for their discipline. They're being attacked for what they teach. Looking at ways to support and retain our faculty who experience this is really important right now especially as we continue to hire new faculty cohorts that are much more diverse. We don't have a retention mechanism in place to provide a sense of belonging and validation for what they teach, their experience and who they are. Senator Mufson said he would add this to the Committee's goals for next year so this can be addressed and he thinks it's essential that Palomar has a space for them.

C. ASCCC Spring 2023 Plenary Resolutions (Exhibit 5)

President Nelson said she is attending plenary on April 21. The final resolutions were included in the meeting exhibits. Some of the most notable resolutions that Senators provided feedback on were (see Exhibits):

- **6.04 S23 Support for AB 811 (Fong, as of March 28, 2023)**
- **7.01 S23 Destigmatize Academic Probation Language and Processes**
- **7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials**
- **7.04 S23 Defining Success for Part-Time Students**
- **10.01 S23 Disciplines List–Ethnic Studies**
- **2.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**
- **13.04 S23 Define Academic Freedom in Title 5**
- **13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5 Add a Third Whereas:**
- **1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee**
- **6.01 S23 Support AB 607 (Kalra, 2023), If Amended**
- **6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act**
- **13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder**
- **13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom**

D. Student Success Teams Pilot Update – Tabled.

E. Instructional Program Review and Planning Governance Structure (Exhibit 6)

Senate President Wendy Nelson presented the governance change form to add the Curriculum Co-Chair and an IRP Representative. This group will be tasked with reviewing the process and the timeline. In addition, this group will be prioritizing the primary goals for the process itself and discuss what we need to get out of this process. This item will come back for Action.

F. DEI Curriculum Framework – Tabled.

REPORTS

Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan)

The Institutional Effectiveness, Planning, and Fiscal Stewardship Council last met on April 7, 2023. Below are some highlights:

1. ACCJC annual report for 2023 was reviewed. Provides 3 years of data from 2019/2020 through 2021/2022. Once certified, this report will be on the Accreditation webpage and posted. Will be certified by mid April. Focuses on enrollment and completion data.
2. Annual Fiscal Report was reviewed. [Governing board](#) report will be updated. Eight sections in the report: General, revenue, expenditure, liability/debt, OPEB, cash position, annual audit, other.
3. Program Review and Resource Allocation Committee started prioritization of technology and one-time funds. Examining technology refresh process to make sure funding is available. CRM request will be part of an institutional conversation. Will be share back on April 25 with budget committee.
4. Small group work in the following areas:
 - a. Integrating data across the institution
 - b. User Group
 - i. Monitoring the development of the follow up report for Accreditation
 - ii. Evaluate the PRP process and make it more streamlined
 - iii. Ensuring staff are involved: Phase 2
 - c. Resource allocation

Next meeting is April 21, 2023.

ADJOURNMENT The meeting was adjourned at 4:00

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

Item G. from BoardDocs Agenda

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

G.1. ACTION: Credit Program Changes - effective fall 2023						
	Program Title	Disci.	Awrd	Units	Justification	Orig.
A.	General Studies: Emphasis in Science and Mathematics	COUN	AS	18	Removed MATH 56/60, per AB 1705. Removed deactivated courses (BIOL 105 and 106).	Benjamin Mudgett
B.	Intersegmental General Education Transfer Curriculum	COUN	CA	37-42	Adding Area 7 and editing Area 4 requirements.	Benjamin Mudgett

G.2. ACTION: Distance Education and Course Reviews					
The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective fall 2023.					
	Subj	Nmbr	Title	Dist.	Originator
A.	ENG	250	Introduction to Shakespeare	Yes	Leanne M. Maunu



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Anastasia Zavodny /Wendy Nelson				Date: November 8, 2021			
Proposed Name of Requested Group: Instructional Program Review and Planning							
	Council	x	Committee		Subcommittee		Task Force
	Action Requested:	x	Add		Delete		Change
Role: To review, summarize, and provide feedback on instructional Program Review and Planning forms and make funding recommendations.							
Products <ul style="list-style-type: none"> Program Review and Planning summaries and recommendations of overall instructional resource needs Recommendations for global needs for Instruction, as determined from PRP analysis Continuing revisions to the PRP form for Instructional programs 							
Reporting Relationship: Joint: Faculty Senate and Equity, Education & Student Success Council							
<ul style="list-style-type: none"> Meeting Schedule: As needed, or as called 							
Co-Chair: Vice President, Instruction and Faculty Senate President							
Members: <ul style="list-style-type: none"> 4 Faculty (appointed by Senate) 4 EESSC members (with 2 from faculty members of EESSC) Vice President, Instruction <div style="margin-left: 20px; color: red;"> Curriculum Co-Chair IRP representative </div>							

Approved by Faculty Senate:

Approved by EESSC:

The Equivalency Review Process

**Palomar College
Spring 2023**

**Scott Klinger, Chair
Equivalency Review Committee**

Step 1: Starting Point

- Human Resource Services (HRS) will notify the Equivalency Review Committee chair that the applications are ready for review.
- Full time faculty applications:
 - They are accessed by the Equivalency Committee via special permission through the PeopleAdmin portal.

Note: For f/t applications that need to go through equivalency before HR schedules interview – HR requires a two week minimum notice for scheduling faculty first-level interviews; if faculty applications need to go through equivalency, the selection committee needs to add another two weeks to the timeline.

- Adjunct faculty applications:
 - The Committee Chair will receive the applications from HR.
- The chair fills out an Equivalency Outcome Form for each candidate after the committee meets and votes

Note: The Equivalency Committee annually signs off on confidentiality agreement forms prior to receiving applications.

Step 2: Preparing the Application for Committee Review

- The minimum qualifications are determined by the **Minimum Qualifications for Faculty and Administrators in California Community College Handbook**.
- The chair compiles a list of all candidates being reviewed, attaches the minimum qualifications from the handbook and as well as all candidate submitted submission materials and distributes these to the committee.

Step 2: Continued

- The chair summarizes the application:
 - Degrees and transcripts of the applicant
 - Number of units the applicant has taken in the discipline
 - Related discipline work experience of the applicant
 - Occupational and Teaching
 - Publications the applicant has done
 - Number of seminar and workshop hours the applicant has completed
- Summary will be attached to the application

Step 2: Continued

- If necessary, the Committee checks the graduation requirements for bachelor's and master's degrees for the applicant's discipline with several accredited colleges and universities.

Step 3: Full Committee Review

- The Equivalency Review Committee Chair will call for a meeting.

Note: The Equivalency Committee is on call through the year. The Committee does its best to do the process as fast as possible. In case of Emergency, the Committee has done the work in one to two days.

Step 4: Final Equivalency Determination

- If all Committee members either approve or disapprove the application, the Committee chair will write the reasons for approval or disapproval on the appropriate section of the Equivalency Outcome form and then sign and return it to HRS.
- If the decision of the Committee members is split, the Equivalency Review Committee Chair will call for a meeting to address the members' concerns.

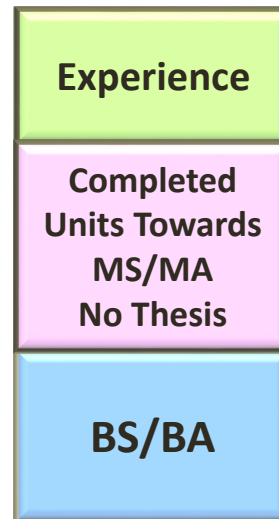
Note: This is in case that all the members were not present at the meeting. Otherwise, the committee will address the concerns at the same meeting.

Step 4: Continued

- After completing this full and final review, the Committee will:
 - Approve it
 - Disapprove it
 - Request additional information
- **Note:** Additional information can only be requested for adjunct faculty equivalency review and determination.

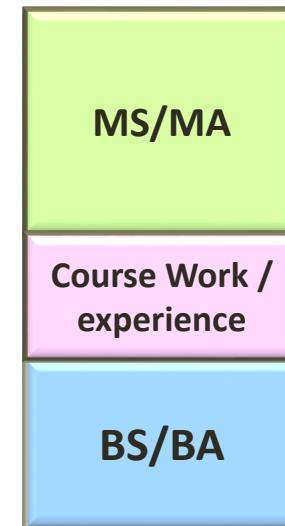
Example 1:

- Minimum qualification for the discipline is a master's degree in the discipline.
- Applicant lacks thesis for completed master's degree.
- Committee can then take into consideration appropriate work experience in the field to grant equivalency.



Example 2:

- Applicant has appropriate master's degree but not appropriate bachelor's degree.
- Committee can then take into consideration course work in discipline and appropriate work experience in the field to grant equivalency.



General Guides to Equivalency and Suggestions for Faculty

Guidelines:

1. The committee uses as a guideline the most updated version of the Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges in conjunction with Ed Code
2. And Equivalence to the Minimum Qualifications Handbook developed by the Academic Senate For California Community Colleges

Principles:

The Academic Senate has consistently supported the following basic principles for granting equivalency:

- **Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal.**
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- **The applicant must provide evidence he or she has attained the breadth of coursework or experience equal to the general education component of an earned associate's or bachelor's degree.**
- **The applicant must provide evidence he or she has attained the skills and knowledge provided by specialized coursework required for the degree listed in the Disciplines List.**
- **Faculty members exemplify to their students the value of an education that is both wellrounded and specialized and has consistently defined associate's degree parameters. Faculty should act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge that is discipline specific.**
- **Eminence should not be used as the sole criteria for granting equivalence (ASCCC Resolution 10.01 SP09).**
- **No provisional or conditional equivalency should exist.**

Principles:

From the ASCCC Minimum Qualifications handbook:

- Establishing equivalency through coursework is often relatively simple, as transcripts are concrete documents that can be compared to concrete criteria. A somewhat more difficult case occurs when the name of a degree is close to that specified on the Disciplines List but the coursework is slightly different.
- Other more difficult cases occur when work experience is proposed as the equivalent of academic work. Knowledge acquired in a course could also be gained in other ways; however, the problem lies in obtaining convincing evidence to establish that an applicant has enough educational preparation through an alternative means to be judged equally knowledgeable as someone with the appropriate degree.
- In addition, the applicant should be expected to provide evidence of equivalent preparation that is as reliable and objective as a transcript.

Suggestions for Faculty:

- Be aware of Minimum Quals for Disciplines when considering curriculum and department and discipline structure
- When combining disciplines, a candidate must meet minimum qualifications for BOTH areas
- Committee decisions are based upon candidate submitted evidence
- Advise candidates to submit ALL transcripts for all coursework and degrees and documentation of any and all work
- Equivalency means equivalent not nearly equivalent

Questions?

**Palomar College
Spring 2023**

**Scott Klinger, Chair
Equivalency Review Committee**

Spring 2023 PD Report to Senate

Reminder of PD due dates:

PT faculty have until May 1st to complete and record their eligible PD hours (depending on workload), and FT faculty have until May 13th to complete and record their 42 hrs of mandatory PD for the year.

PD 22-23 Yearly Goals from our PRP:

Successful launch, implementation, and scaling up of the DEIAA PD requirement of AP 3000.

PD has worked in overdrive this year with the collaborative creation of the 'IDEAAs for all' course. During Spring 22, a collegewide taskforce was created from all constituency groups to help in the creation of this 'Equity 101' course to help support our district DEIAA goals. This coincided with the CCCCCO offering all colleges a one-time "Culturally Competent Professional Development" funding 'to bolster institutional anti-racist practices that move the needle in Culturally Competent Faculty Professional Development practices.' This IDEAAs for all course will be a 22 hrs course (5 distinct modules that can be taken one at a time) that will define and demystify DEIAA language, has data to showcase the DEIAA profile of our Palomar students and employees, as well as have a plethora of practical DEIAA tools to implement in everyone's work duties (classroom/service areas, etc) at Palomar. Any employee at Palomar that completed the full 22 hrs of the course will receive a certificate and will be celebrated in a website (similar to POET certified faculty) as our 'DEIAA champions' (TBA, working with CDO to launch this). Currently this 22 hrs (or any subset from completing individual modules) will count towards normal PD hours for all employees. It is recommended that employees finish the full course over the course of a full semester (or longer if they choose). Note: This 'IDEAAs for All' course will also serve the needs of college in training them in DEIAA baselines that will be solidified once our colleges DEIAA 'competencies and criteria' are formalized.

Concerns:

- PD is racing to launch this training by this week or first week of May the latest.
- Need buy-in from all employees, PD can benefit from the Senate promoting it and recommend all faculty to take the course.

Create the proper structures and full-time support for the measurable success of the Professional Development (PD) Program for all employees. By leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses.

PD has worked diligently to find and recruit campus wide speakers during our flex week offerings. The highlights this year have been:

Dr. Amanda Kraus: Systemic Ableism and How to Combat/Dismantle it (August 17 - 9:00-11:00 am)

This interactive workshop explored ableism in contemporary student affairs practice and offered strategies to create and contribute to more equitable and universally-designed services. We reviewed models of disability, concepts of ableism and disableism, and universal design and apply to a wide range of student services. Held in the Brubeck Theater and via Zoom during Flex Week, Palomar further facilitated our discussions on accessibility. Dr. Amanda Kraus from Arizona State University ably guided us through this presentation and discussion.

Dr. Gina Garcia: Transforming Hispanic-Serving Institutions (HSI) for Equity and Justice (January 25 9:00 am-1:00 pm)

We had over 200 colleagues join with Dr. Gina Garcia for an interactive workshop that provided an organizational framework that advances equity, justice, and liberation for racialized organizations. Dr. Gina Garcia laid out the framework, which includes nine organizational dimensions, and offered examples from practice. Dr. Garcia encouraged participants to think about how committing to equity and justice is grounded in concepts about organizational change and transformation. It was a dynamic and work oriented event after a very insightful keynote. Held in HyFlex, we saw participants join via Zoom and throughout the various physical locations of Palomar College (San Marcos Campus, the South Education Center [Rancho Bernardo], the North Education Center [Fallbrook], and Escondido).

Here are the summary of info from each Flex week:

Fall 22 Flex Week (August 15-19)

A weeklong Professional Development event with trainings in our new season of accessibility via Zoom or HyFlex (in-person and/or Zoom). The General College Updates and DEIAA sessions were held in HyFlex modality in the Brubeck Theater and via Zoom. We are working to provide the greatest level of accessibility for all employees across the entire District and its campuses. This was accomplished throughout the week in 80+ trainings and meetings. In the *General College Updates* we had 425+ attendees via HyFlex (Brubeck and via Zoom) and a strong showing in our *Building-in an HSI Lens* session.

Spring 23 Flex Week (January 23-26) & SJCF (January 27)

During Flex Week, PD facilitated 60+ trainings and meetings during the week prior to the start of the semester. Later in that week we held our second HyFlex General and DEIAA Updates session, where we heard from leadership, students, and our continuing efforts to engage in DEIAA advancement. HyFlex

provided an opportunity over the three hour session to have up to 280 attend to hear these important updates. PD also supported the hosting of our second version of the Social Justice Convening (first iteration was virtually on Spring 22) as fully in-person experience to be hosted as the Social Justice Community Festival on Jan. 27th. Dozens of employees, from administration, classified, and faculty had the opportunity to participate in great activities like the Human Library, Fate of 8, Theater of the Oppressed, and more.

Through the year PD has supported the following events:

Black History Month (February 23) - PD was honored to support the wonderful selection of sessions for Black History Month. We engaged with the session leaders to provide safe spaces of dialog during the various workshops.

Women's History Month (March 23) Providing support for the programming of the various sessions and workshops taking place throughout the month of March. PD endeavors to look outside the box to provide the greatest amount of access to trainings to our employees and partnering with groups such as the Empowered Women at Palomar College, who has originated the Women's History Month programming.

On-Boarding New Faculty (Fall 22)

PD will be assisting on several workshops as we bring on a new cohort of Full-Time Faculty, as well as other trainings to assist our new and returning Part-Time Faculty. These events occurred throughout the month of August and included:

Nuts & Bolts (August 9) via Zoom for a virtual training to get our faculty (new, returning, and any collaborators who work with faculty) off to a strong start

New Faculty Orientation (part of a multi-session training effort - August 10) - new faculty met with college leadership and other departments to begin their tenure track journey off right

And many more events. Thus PD continues to move forward with equitable Professional Development opportunities for all employees and is excited to facilitate the tremendous work of our peers with all the events we are able to host through the year.

Committee on Committees

Supplemental Material / Exhibits

April 23, 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 24 2021.

Committee on Committees proposed changes to Faculty Senate March 6, 2023 regarding the role of this merged committee. After discussion, an ad hoc group was created with PFF to review the role of the 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. Reconstitute the Academic Standards & Practices Committee. Recommend membership be for 2-year terms and placements staggered, with the group to be called twice per semester (September, November, February, April) and as needed. Further recommend that this reconstituted committee not be filled immediately; this committee may be considered for merger with the Academic Integrity Taskforce should the role of that taskforce be recommended for continuation.
3. Disband the remaining merged committee (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.

Leaves of Absence on Committees

Background

Committee on Committees discussed the current policy of removing faculty from their committee appointments during leaves of absence (sabbatical leaves, parental leaves, etc) and whether a spot should be “held” and only temporarily filled during these absences.

Recommendations:

Committee on Committees recommends that the established policy of removing a faculty member from their committee appointments during leaves of absence should be upheld.

End of Semester/Year Survey

Background

Committee on Committees has distributed two end-of-year surveys to committee membership previously. Recommendation is to send a survey this year and present the data (for this and previous surveys) to committees upon commencement of the Fall semester.

Recommendations:

Distribute the identical survey to ensure consistency in data collection. Survey questions follow below.

Overview of the Roles and Purposes of the pre-merged committees

Academic Standards & Practices Committee

Role or Purpose

To annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement and academic freedom, and recommend changes in existing policies and standards to the Senate.

Reporting Relationship: Faculty Senate

Personnel Standards & Practices Committee

Role or Purpose

The Personnel Standards & Practices Committee is concerned with the personnel standards and practices of faculty, staff, and administrators as these elements influence academic and professional matters. As directed by the Faculty Senate, this committee researches, reviews, and reports on the roles, responsibilities, and performance criteria of personnel, providing recommendations as necessary regarding specific projects and tasks.

Reporting Relationship: Faculty Senate

Professional Procedures Committee

Role or Purpose

The Professional Procedure Committee (PPC) is a committee of the Senate. The committee addresses, reviews, and makes recommendations to the Senate on the following:

- A. Academic Due Process policy and procedures.
- B. Alleged violations of the Ethic Codes by a Senator or a faculty member in his/her capacity as a Senator or as a faculty member appointed by the Senate to a reassigned faculty position. (Section 9 of the Constitution)
- C. Petitions submitted by 25% of the Faculty Senate membership. (Section 11 of the Constitution)
- D. Other issues regarding professional procedure as assigned by the Senate.

Reporting Relationship: Faculty Senate

Elections Committee

Role or Purpose

To poll 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.

Reporting Relationship: Faculty Senate

Previous Survey Questions for End-of-Year Committee Surveys:

Please select your committee/group:

[select from listed committees]

What is your classification?

Classified Staff

Classified and Supervisory Team (CAST)

Administration Association (AA)

Full-Time Faculty

Part-Time Faculty

Student

Community member (none of the above categories applies to me)

How long have you served on THIS committee?

This was my first year

2-3 years

4-5 years

6-7 years

8+ years

I have not served on this committee; I am providing a Guest Review

How long have you served on Shared Governance (any and all committees/ councils/ etc) at Palomar?

Never

This was my first year

2-3 years

4-5 years

6-7 years

8+ years

What were some of the strengths and/or accomplishments of this committee or group this past academic year?

[free response]

What topics or initiatives do you feel should be addressed by this committee next year?

[free response]

What are some ways in which this committee or group could improve next year?

[free response]

Did this committee set goals and accomplish them this year?

Yes

Yes, mostly

No

How effective do you feel this committee was in contributing to student success and equity this past academic year?

[Likert scale; Not effective → Very effective]

I felt welcomed, included, and listened to on this committee.

[Likert scale; Never → Always]

This Committee was managed well, such as providing agendas/minutes, starting/ending on time, discussing all agenda items, consensus in decision-making, etc.

[Likert scale; Never → Always]

How would you rate your overall satisfaction on this committee this past academic year?

[Likert scale; Not at all satisfied → Extremely satisfied]

What changes, if any, would you make to this committees' charge or composition?

[free response]

Based on your experiences this past academic year, do you feel this committee should continue to exist?

Yes, it contributes meaningfully to our Shared Governance

Yes, but it needs structural changes

No

Unsure

Is there anything else you'd like to tell us about your experience on this committee this past academic year?

[free response]



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Anastasia Zavodny on behalf of Committee on Committees			Date: April 17, 2023	
Proposed Name of Requested Group: Elections, <u>Petitions, and Ethics</u> Committee				
Type of Group:	<input type="checkbox"/> Council	<input checked="" type="checkbox"/> Committee	<input type="checkbox"/> Subcommittee	<input type="checkbox"/> Ad Hoc Committee
	<input type="checkbox"/> Task Force		<input type="checkbox"/> Joint Operational Committee	
Action Requested:	<input type="checkbox"/> Add	<input type="checkbox"/> Delete	<input checked="" type="checkbox"/> Change	
Reporting Relationship: Faculty Senate				
Meeting Schedule: <u>At least twice per semester and</u> as needed or as called				
Role: <p>To poll 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> <ul style="list-style-type: none"> <u>As directed by Faculty Senate, provide recommendations as necessary regarding specific projects and tasks related to academic and professional matters.</u> <u>Address, review, and make recommendations to the Senate on Academic Due Process policy and procedures</u> <u>Poll all faculty when directed by the Senate (Article 4, Section 10 of Faculty Senate Constitution)</u> <u>Conduct all elections of Senate members (Article 4, Sections 5 and 6 of the Faculty Senate Constitution)</u> <u>Address, review, and make recommendations to the Senate on alleged violations of the Ethics Codes (Article 3 and Article 4, Section 9 of the Faculty Senate Constitution)</u> <u>Address, review, and make recommendations to the Senate on petitions submitted by Faculty Senate membership (Article 4, Section 11 of the Faculty Senate Constitution)</u> 				
Chair: Senator				
Voting Members: Five faculty members determined by committee chair				
Revision History: April 14 2023: <u>Replaces former Faculty Senate committees: Elections Committee, Personnel Standards & Practices Committee, and Professional Procedures Committee.</u>				

The Future of Tutoring at Palomar College

Dr. Diane Studinka, Special Assignment
Administrator Instruction

Tutoring and the Pandemic

- Pre-Pandemic
 - STAR (Students Taking Academic Responsibility)
 - Tutoring- 3rd floor of the Learning Resource Center (LRC)
 - Writing Lab- 1st floor of H Building
 - Reading Center- 1st floor of H Building
 - ESL- 1st floor of H Building
- During the Pandemic
 - Palomar Zoom Tutoring
 - NetTutor

Post-Pandemic San Marcos Tutoring

- S.T.A.R. Tutoring Center 3rd floor LRC
 - All subjects
 - Writing
 - Reading
 - ESL
 - Online tutoring via Zoom with Palomar tutors
 - NetTutor –Tutoring Center (online tutoring, 24/7, not part of Palomar)
 - NetTutor – Writing Center (online tutoring, 24/7, not part of Palomar)
 - EOPS
 - TRIO
 - DRC
- Math and Science Learning Center MC-1
- Additional Tutoring sites across campus
 - Athletics SW-2
 - Veterans Services ST-52
 - Accounting/Business Lab MD-335
 - World Languages Resource Center H-125

Past, Current, Future of Tutoring

- Past 2020 Discussion and Decisions
 - Budget concerns
 - Three Models
 - Decision in 2020 made but never implemented
- Current
 - Student first focus
 - State of limbo stalled tutoring from expanding services to students
 - Faculty and staff concerns
 - AB 705/1705
 - Education Facility Vision Plan 2035
- Future of Tutoring
 - Consolidation of tutoring and expand services
 - Decision 2023 and Implementation

The Problem

- Math and Science Center
 - Lack of Space
 - Math Tutoring
 - STEM Tutoring
- STAR Tutoring
 - Lack of Direction
 - Post pandemic combined services
 - General tutoring (STAR)
 - Writing Center
 - Reading Center
 - ESL



Pre-Pandemic Math and Science Center



Post-Pandemic Math & Science Center





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Learning Resource Center

- Current Occupants of the LRC
 - **First floor-** Library Reference and computers
 - **Second floor-** Academic Technology Resource Center (ATRC)- Computers
 - The computer labs are intended to be a place that students can work on academic assignments, projects, and research.
 - ATRC- Student Help Desk
 - **Third floor-** STAR Tutoring
 - **Fourth floor-** Library book stacks, study space, study rooms, President's Office

Tutoring at Local Institutions

Regional Colleges	Tutoring Locations
Cuyamaca	Writing Center and Math Center in two locations.
Mira Costa	All tutoring is in the 1000 building The Tutoring and Academic Support Center's services
Grossmont	Multiple locations across campus.
Imperial Valley	Study Skills Center in Library and Learning Center.
Mesa	MT2C Tutoring located in LRC, 1 st floor Math and STEM, 2 nd floor Writing and Languages.
Miramar	Tutoring at the Academic Success Center Room L-101.
San Diego City	All virtual tutoring.
Southwestern	Interdisciplinary Tutoring Center (ITC) third floor of the library.

62% of regional institutions combine tutoring services in one building/location for students (71% if remove SD City). Bold name=combined

Tutoring at Comparable Institutions

75% of comparable institutions combine tutoring services in one building/location for students. Bold name=combined

Comparable Colleges	Tutoring Locations
Cabrillo	HUB located in the Upstairs area of the Library Building and Room 1074.
Cerritos	Language Arts Success Center and the Math Success Center: Lower level of the LRC in LC137
Chaffey	Two locations for Success Centers on main campus with Saturday and Sunday hours.
El Camino	The Study Center one location including math and science.
Glendale	Learning Center one location AD-232.
Long Beach	Tutoring Center one location LAC LA-203.
Mt. San Jacinto	Learning Resource Center- locations at each campus.
Pasadena	Career Communities Success Centers- all over campus.
Rio Hondo	Math and Science and Writer's Resource Center are located in different rooms in LR building, one location.
Santa Barbara	The Tutorial Commons in the Cartwright Learning Resource Center provides tutoring for multiple subjects.
Santa Monica	Multiple locations across campus.
Southwestern	See local list.

The Plan- The Move

- 2023 Plan
 - Student first focus
 - Consolidate and Expand Services
 - **STAR remains on LRC 3rd floor**
 - Re-envision, name change(?), create newly designed and designated space for Literacy/Writing Center
 - **Move ATRC to H Building**
 - Former Reading Center and Writing Center spaces
 - Expand services- hours of operation, Zoom spaces, incorporate basic needs
 - Student Help Desk and re-envision Faculty Technology Center
 - **ESL returns to H Building**
 - **Math and Science Learning Center moves to LRC 2nd Floor**
 - Timeline
 - Logistics

The Plan- The People

- Employee discussions.
- Work with HR, CCE, and PFF for all employee concerns and negotiated items related to tutoring employee restructuring.
- Increase faculty presence across tutoring.
- Gather faculty input for improving tutoring service to best meet the needs of their students.
- Faculty coordinators included in all staff meetings and know what is being planned for the tutoring center. Dean/VPI, faculty coordinators, and tutoring manager meet at least bi-weekly during transition and monthly thereafter.

The Plan- The Program

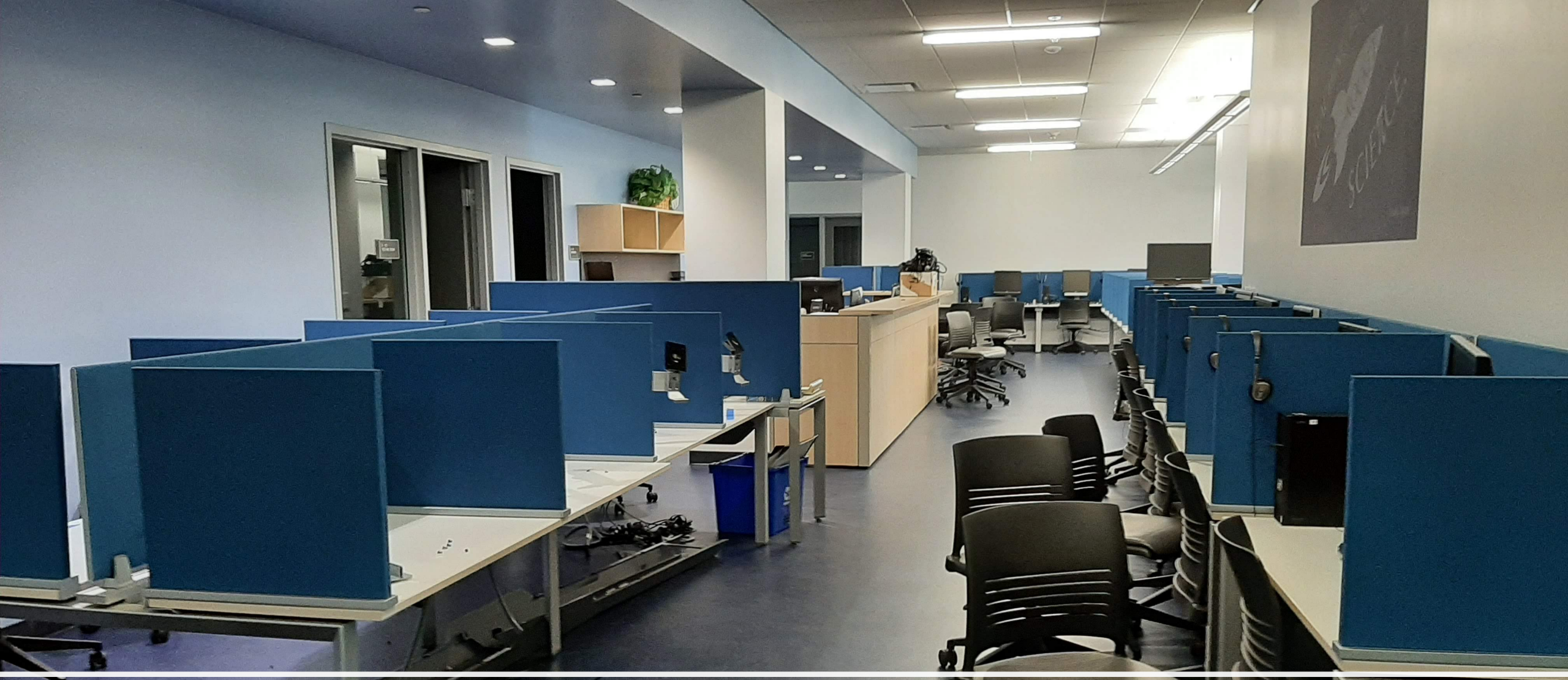
- Incorporate more tutoring appointments in addition to walk-in hours.
- Faculty and staff input for tutor scheduling.
- Tutoring is a student support. While tutoring can expand opportunities for generating FTES, it is not a business, nor will it ever be self-supporting.
- Tutoring not siloed, creating integrated and cohesive spaces for students.
- Extend and expand tutoring hours for evening students.
- Budget planning and expand embedded tutors and supplemental instruction (SI) sessions where appropriate.
- Expand funding sources and institutionalize funding for tutoring.

Academic Technology Resource Center (ATRC)





Academic Technology Resource Center (ATRC)

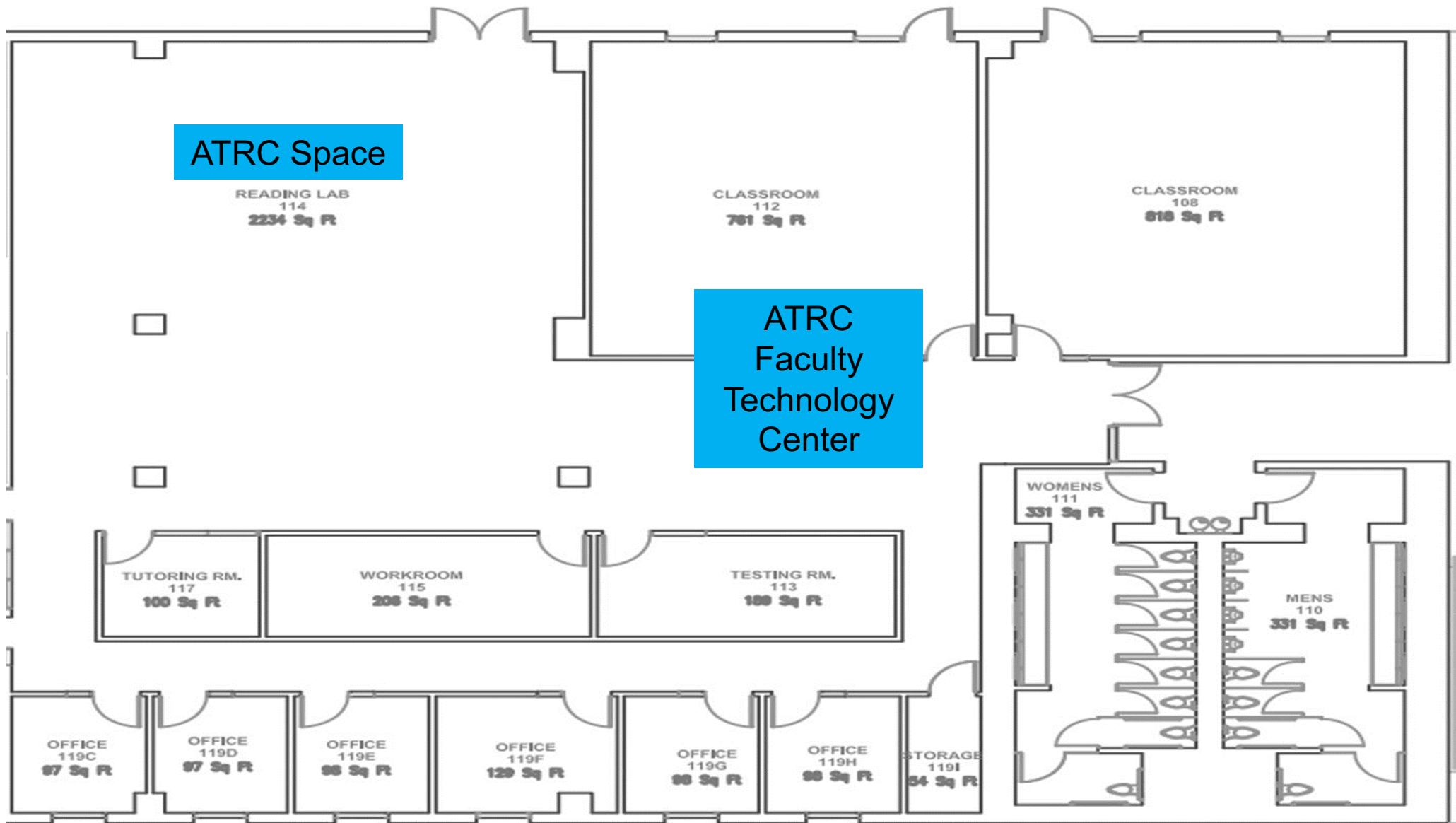


Reading Center

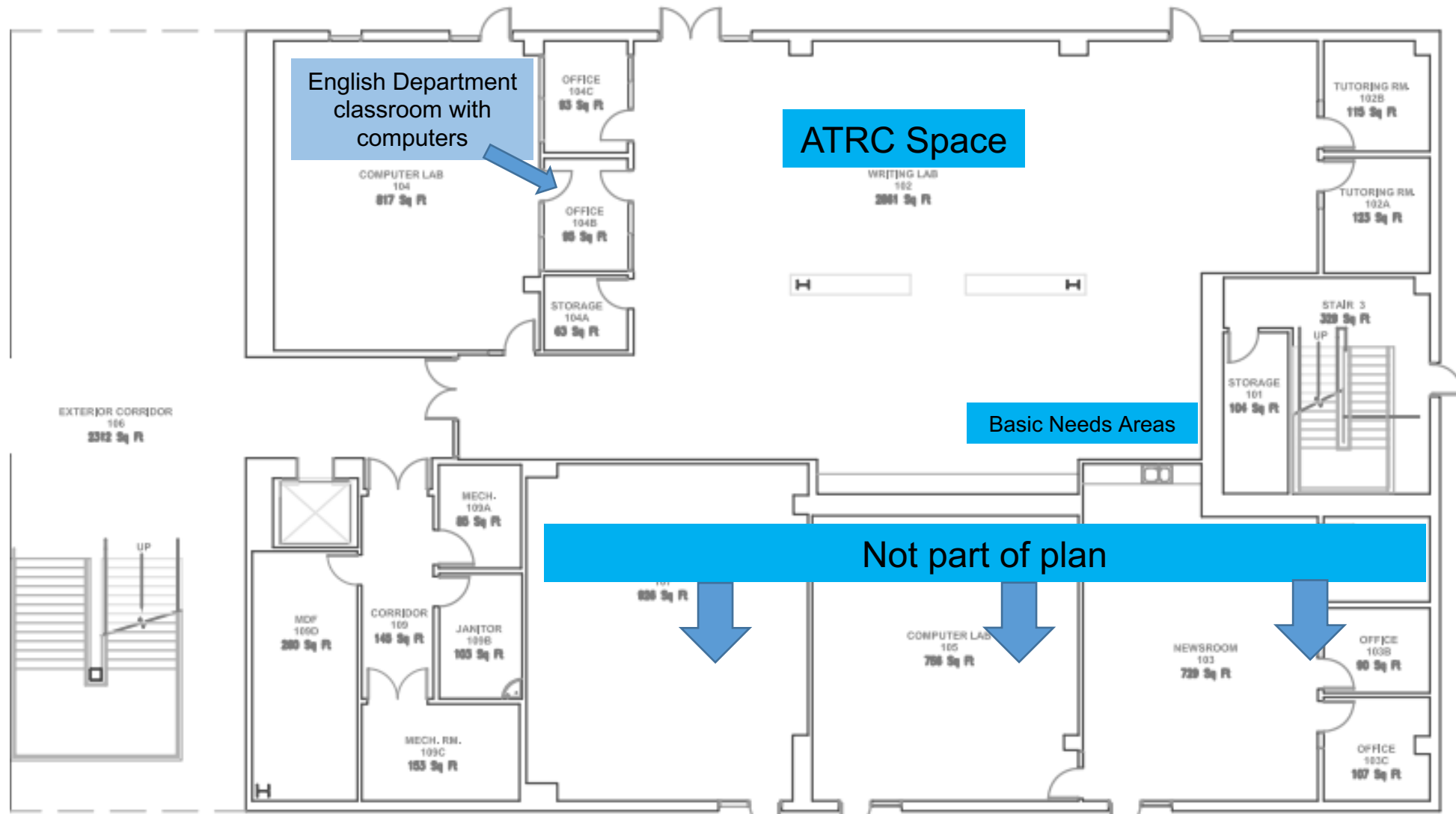




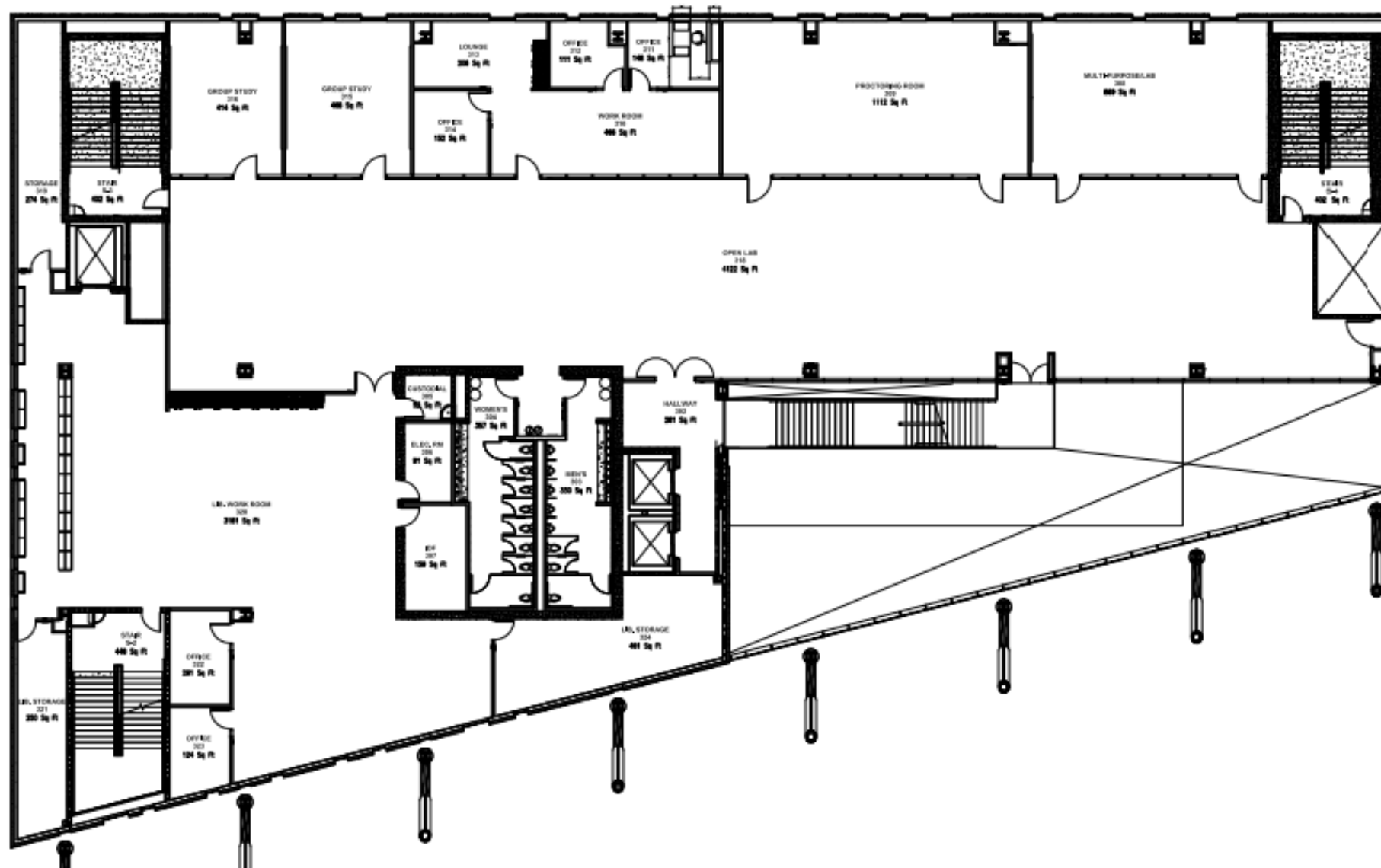
English Writing Lab



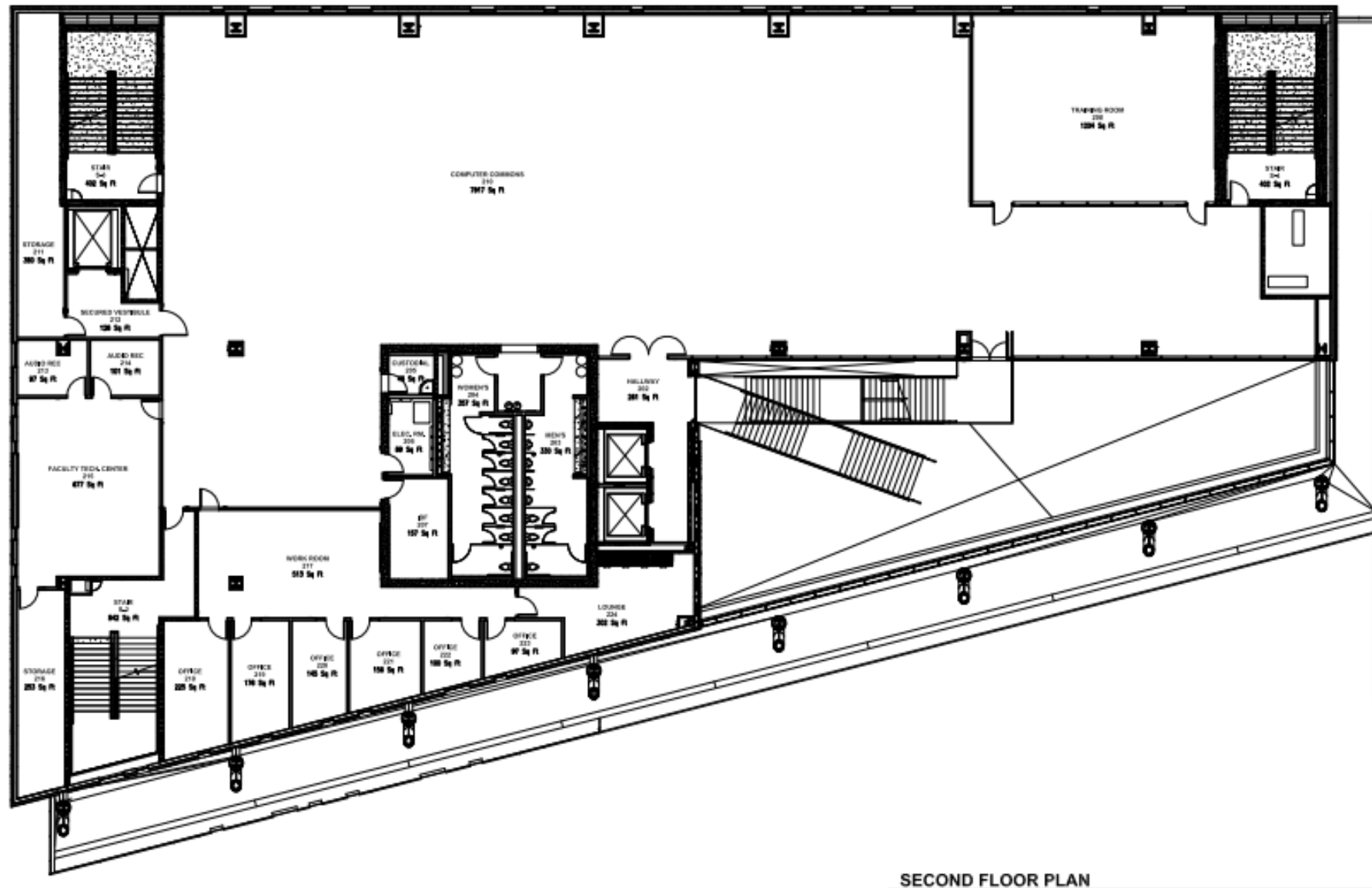
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Questions