



Minutes of the
MEETING OF THE FACULTY SENATE
September 21, 2020

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Jenny Fererro, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Jackie Martin, Adam Meehan, Susan Miller, Kateri Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Patrick O'Brien, Candace Rose, Sabrina Santiago, Elizabeth Stephens, Craig Thompson, Fari Towfiq, Rocco Versaci, Ellen Weller, Reza Wrathall, Anastasia Zavodny

ABSENT:

GUESTS: Patriceann Mead, Rachel Alazar, Leigh Marshall, Vikash Lakhani, Bill Jahnel, Rafiki Jenkins, Rachel Alazar

Please note: All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER: The video conference meeting was called to order by Senate President Rocco Versaci, at 2:30 PM.

PUBLIC COMMENT: No public comments.

ANNOUNCEMENTS: Senator and TERB coordinator Lawrence Lawson stated he is finishing up FAQ pages for part time probationary and peer evaluators. The FAQs should be live on the TERB website by Wednesday.

Senator Ben Mudgett announced the Governor signed AB 1460 requiring the CSU to change their general education to include an Ethnic Studies requirement. This requirement will be narrow in focus; Asian American Studies; American Indian Studies; Africana Studies; Chicana/o Studies are a few examples. The CSU Senate will likely reduce units in Area D Social Sciences from 9.0 to 6.0 and create a new Area F, Ethnic Studies. This is a significant shift. As a result, IGETC will change, and so will CSUGE and IGETC for STEM. We would be required to change all ADTs to the new GE pattern. These discussions will need to occur at Palomar at a rapid pace and soon. The CSU will be expected to graduate students with this new requirement in 2024/2025. Please find the link to Assembly Bill 1460 here.

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460

Mudgett also announced there are three Title V initiatives going forward to the Board of Governors today with comment periods now open. One of them is correspondence based education, which is not time based education. In addition, there is also a piece for International Baccalaureate and CLEP.

Senator Alexandra Doyle Bauer announced the library may start a scanning project available to faculty and students in the first few weeks of the semester beginning in spring 2021. If you are familiar with this type of activity and have helpful hints to share, please contact Doyle Bauer.

Senator and DE Coordinator Erin Hiro stated there are some professors who are requiring students to have cameras on during the entire online instruction time in order to achieve student learning outcomes. If you feel your class falls in

this category, contact your department chair so this requirement can be added to the class notes section for spring 2021. Technology requirements can also be added so students are informed when registering for the class.

AGENDA CHANGES: Action item C will be moved to the top of the Action section.

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/Laughlin Faculty Senate approval of minutes dated September 14, 2020 (see Exhibit 1).

The motion carried.

ACTION

A. Confirm Senate Seat

Motion 2 MSC: Doyle Bauer/Fererro Faculty Senate approval to accept the results of the vote for a part time Faculty Senate seat.

Sabrina Santiago – Behavioral Science – May 2022

The motion carried.

B. Curriculum

Motion 3 MSC: Nelson/Thompson Faculty Senate approval to confirm the curriculum committee actions taken on September 16, 2020 (see Exhibit 2).

The motion carried.

C. Committee Appointments

Motion 4 MSC: Zavodny/Laughlin Faculty Senate approval to confirm committee confirmations (see Exhibit 3).

Service Learning - **Stephan Crook** – Faculty, CTE (20-22)
Distance Education – **Barbara Springer-Hammons** – Faculty, SBS (19-21)
DFA - **Barbara Springer-Hammons** – Faculty, Part time (20-22)
Fin/Admin Services Planning Council – **Rosie Antonecchia** – Faculty, AtOlarge (20-22)
GE Workgroup (Curriculum) – **Seth San Juan** – Faculty, Competence in Multicultural Studies
IPC Hiring Priorities (subcommittee) – **Hector Garcia Villa** – Faculty, member (20-22)
Sabbatical Leave – **Brandan Whearty** – Faculty, Tenured, CTE (20-23)

The motion carried.

A call will be going out soon for the lead for Pillar IV Guided Pathways. The call for the hiring committee for the Director of Information Services is still open. If you are interested in serving, you may still apply. Lastly, a Faculty Senate representative is still needed on IPC. Jenny Fererro nominated Rocco Versaci.

Motion 5 MSC: Zavodny/Thompson Faculty Senate approval to confirm committee confirmation.

IPC – **Rocco Versaci** – Faculty Senate representative

The motion carried.

D. Call to serve on Committee on Committees

Senator Ellen Weller resigned from her position on this committee due to scheduling conflicts. Senator Wendy Nelson volunteered to participate on the committee.

Motion 6 MSC: Zavodny/Thompson Faculty Senate approval to confirm committee confirmation.

Abstention: Anastasia Zavodny

Committee on Committees – Wendy Nelson

The motion carried.

Senator and Council Member Lawrence Lawson made the following statement:

"In my view, one of the best first steps Senate can make toward leading on, and supporting, our progress toward being an antiracist institution is to examine our own policy process and leadership structure and ask if there are changes we can make, now, that would better position Faculty Senate to examine its own policies and/or goals with antiracism in mind.

While all members of the Council are well-meaning and insightful and committed to being antiracist in our personal and professional lives, all members of Council share a perspective formed from our lived experience as White people in this world, and our Council and Senate would benefit from the leadership and insight and lived experience from one of our BIPOC colleagues, if they were interested in being on Council.

Thus, in that spirit, and with the hope that one way to support change is to cede positions of power, I would like to resign my seat on Faculty Council in hopes that I am replaced by such a colleague as I described-- though, of course, anyone may run to replace me."

Senator Craig Thompson nominated Senator Eduardo Aguilar for this position on Council. Senator Aguilar accepted the nomination.

Motion 7 MSC: Thompson/Zavodny Faculty Senate approval to confirm Council seat At-Large confirmation.

Faculty Senate Council – Eduardo Aguilar

The motion carried.

INFORMATION ITEMS

- A. **Response to *San Diego Tribune*** (see Exhibit 4) – Senate President Versaci reminded Senators that the "ask" is whether Faculty Senate wants to be included as a signatory on this response drafted by PFF to the *San Diego Tribune* article. Faculty member Rafiki Jenkins began by stating that the article basically depicts Palomar as this racist institution. And more importantly, my black colleagues outside of Palomar have asked me if Palomar is full of racism. Referring to the vote of no confidence, the issue was whether or not this would have happened to President Deegan or another white President. I made the comment "that because Palomar has a predominately white faculty, if Dr. Blake was a white male, this would have not hit the paper. The fact that it hits the paper is because she is a black woman, is what makes it an issue." This comment was taken out of context. Jenkins hopes that Palomar defends itself.

Versaci read a prepared statement by Martin Japtok who was unable to attend today's meeting.

Dear Colleagues,

I've heard from a number of people that we—the faculty, the staff—ought not to reply to the San Diego Union Tribune article that discusses the allegations of racism in the ultimate dismissal of President Blake by the Governing Board and cites the role a “powerful faculty” (I wish) played in those proceedings. The article itself is sympathetic to those allegations and the claim that former President Deegan had been treated differently by faculty. Though the second half of the article includes some rebuttal points, the overall tenor is that Palomar has a racism problem and that the Blake story is exhibit A.

Some argue that the article did not have a wide reach, or that few in the Palomar District have read it, or that it had few responses on the Union Tribute website. I must say that all these responses surprised me somewhat, as I had assumed we would be more invested in the honor and reputation of Palomar College as many of us have worked here for a very long time, and in my view there is a principle at stake here, not just a pragmatic assessment as to the numbers of people who may or may not have read the article.

As I have said before, if Palomar faculty and staff claimed to be uniformly antiracist, Palomar would be indeed the only sizable institution in the country to have achieved that admirable goal. However, admitting that we, as any other institution, have to grapple with systemic (and sometimes personal) racism is different from being a uniquely racist institution or saying that racism was a driving force in the vote of no confidence overwhelmingly passed by faculty and staff. It is important that the record on what happened in this regard reflects the actual events.

Why is that important? Maybe unbeknown to some of you, Palomar does not have a very good reputation in various communities when it comes to its record on race, given its hiring practices resulting in an overwhelmingly white faculty, at least until quite recently, and its paltry numbers of black faculty. These sort of things don't just happen. And yes, for some time now Palomar faculty and staff have been aware of these shortcomings, and I would like to think that we are actively working to remedy them, which will mean making some changes in the way we hire, and other changes that will have to affect course offerings as well and where “uncomfortable” decisions have yet to be made. The Union Tribune article plays to a narrative of Palomar as a racist institution that does have some traction (how much is difficult to assess), and while some of you may think that it does not have wide distribution, I saw the article circulating on my Facebook timeline multiple times, and some of our colleagues have been asked questions as to why they are teaching at such an institution.

Honor may be an old-fashioned term, but I think it is relevant here. I believe our honor as faculty members teaching at this institution and the image we wish to project to students and their communities are at stake, and “letting sleeping dogs lie” is not a good option under such circumstances. About 92% of the faculty voted no confidence, and by my estimation, about 92% of the faculty needs to be interested in setting the record straight and assuring students and our surrounding communities that the faculty was not motivated by racism in its decision to conduct such vote but by the record and conduct of the President. We need to communicate that we are a welcoming and safe institution for all students. Our response has to show that we did not react differently to President Blake than to President Deegan (and that when we did, it was based on their respective records), and that we are taking actions to become a better, more inclusive, more equity-oriented institution and that those efforts preceded the hiring of President Blake and are continuing after her departure.

Thank you,
Martin Japtok

Versaci opened up discussion. Additional questions and options included the following:

- Faculty Senate can choose to draft its own response that specifically addresses only our No Confidence Vote.
- Unconscious bias does take place. This response has become more of a focus of whether or not we are racist at Palomar College. It is not our place to speak for Dr. Blake or to discount her feelings and at the same time, discount the feelings of BIPOC colleagues. If individual faculty want to personally be a signatory on this response that may be a better option at this time.
- Call for a vote on signing the existing response.
- Only one response should be authored by Faculty Senate and PFF to show unity.
- Clarify exactly where this response will be published

Versaci closed the discussion by taking a straw vote as to whether Faculty Senate should be a signatory on this response. This item will move to Action on September 28

B. Antiracist Initiatives Discussion – President Versaci began by asking Senators to participate in a brainstorming session to identify how Senate can lead and support antiracist initiatives. He asked for suggestions the Senate can do in order to support initiatives that are already happening and also to become more proactive by coming up with ideas to lead change. This will be a recurring item on the agenda until it formulates into a plan of action. Some ideas included the following:

- Instead of suggesting X, Y and Z, reach out first to our BIPOC faculty, including probationary, to ask what the Faculty Senate as an institution on campus can do to support them in their work
- Evaluate our Senator selection process including compiling more specific and uniform information from each candidate and spreading out the responsibilities making it more equitable for all faculty
- Produce BIPOC support statements as a Faculty Senate including vocal statements
- Co-sponsor events on issues of multiculturalism, social justice, etc.
- Look at the Equity and Inclusion Microsoft Team ideas that are in place that we can support including equitizing shared governance.
- Create an event with professional development workshops, similar to SD City and Mira Costa has done that focus on these issues. It also allows probationary faculty to become more engaged as they feel less intimidated to share ideas in this type of environment.
- Work towards replacing our Multicultural requirement with an Ethnic requirement.
- Utilizing resources found easily on the ASCCC Rostrum website
<https://www.asccc.org/publications/rostrum>

C. Diversity in Faculty Hiring (see Exhibit 5) – Versaci began the discussion by reviewing the campus wide initiative to improve diversity and hiring and some hiring data going back to 2014. President Kahn is expecting Faculty Senate to come to the table with some specific ways to improve diversity hiring among faculty. Versaci mentioned this will come back to Senate again as Information and then opened up the discussion by asking for questions, comments and suggestions.

- Create a directive for departments to provide specific screening suggestions versus using a general questionnaire covering diversity concepts that might not be as useful for a specific department.
- In the initial paperwork process, make diversity questions less open ended to more action oriented to specific things and specific examples.
- In 2018, Faculty Senate passed a motion to allow faculty applicants to be hired while their degree was pending but completed before their start date. HR took no action. This would open up the pool of candidates and improve the process as well.
- Past Acting VP of HR, Lisa Norman initiated a faculty recruitment program by making contact with graduate studies programs. Is this practice still being done? Although this activity is not in our

particular sphere of power, it's definitely in our sphere of influence.

- Conduct first level interviews via ZOOM. This will eliminate the need to travel here which can be costly especially for out-of-state candidates.
- Palomar must improve its image in order to attract good candidates.
- Many of our full time faculty come from our part time faculty pool. There is no set hiring process for part time faculty. Hiring is usually based on who you know. Reviewing and standardizing our part time faculty hiring process will ensure more qualified pools.
- Address our attractiveness to candidates.
- More advocacy from full time faculty to convert part time faculty to full time.
- How can Senate support departments that are after particular knowledge, skills and abilities without requiring a PhD. We are restricting the ability to have a diversified pool. There's a lot of talent out there that meet the statewide and a minimum qualification that we have to give a chance to.
- In order to attract diverse faculty, we must have classes for them to teach.

D. Faculty Appointments to Grant-Funded & Other Assignments (see Exhibit 6)– Tabled.

Motion 8 MSC: Thompson/Lawson Faculty Senate approval to extend the meeting.

Nays: Ellen Weller, Candace Rose, Jenny Fererro, Kelly Falcone
Abstentions: Susan Miller, Sabrina Santiago

The motion carried.

E. Guided Pathways Task Force (see Exhibit 7) – Senator Wendy Nelson explained that she and the committee worked on creating the structure of this group for almost a year but moving it forward was delayed. Recently it was decided that this group should be part of the governance structure with a fairly faculty heavy committee. There are an equal number of administrators, as there are faculty. It's important to understand that Guided Pathways is throughout the entire college in terms of all of the work that needs to be done. It's really about changing everything that we do to help our students. And a lot of this work has already been done to ensure all areas align with the plan. Although this work group was never formalized, initially the VP of Instruction and the Faculty Senate President co-chaired the Guided Pathways Work Group. This new task force is replacing that work group. It was noted that clarification is needed regarding the AB705 faculty designee. This item will be moved to Action next meeting.

F. Committee on Committees – Tabled.

G. Faculty Access to Campus (see Exhibit 8) - Tabled.

H. Strategic Enrollment Management Plan Summary (see Exhibit 9) – Tabled.

REPORTS

President (Versaci)

- I attended SPC this week (see report below).
- Several of us (me, Jenny, Craig, and Anastasia) met with VPs Lakhani, Sivert, and Beam on Thursday, 9/17 to discuss the Faculty Senate and its authority in appointing faculty members to various grant-funded committees.
- I attended a meeting of the Guided Pathways Pillar Leads and VPs Lakhani and Sivert on Friday, 9/18.
- I attended a meeting on the CSU-CCC Transfer Pathways Mapper Project on Friday, 9/18.
- The ASCCC Fall Plenary meeting will be held as a virtual event November 5 – 7. There is no Area D meeting this fall, but Jenny and I will be attending the Plenary.

- I received information from the ASCCC calling for applications to their Faculty Empowerment and Leadership Academy (FELA), which is a one-on-one mentoring program for faculty from historically underrepresented groups in higher education leadership. I forwarded the application materials to several BIPOC colleagues across campus and asked that they share them with others who might be interested. I also made an announcement in Teams to the Equity & Inclusion Team and placed the mentor and mentee applications into the “Files” section there. Deadline for applying as either a mentor or mentee is November 1.

SSEC (Versaci) - SSEC will next meet on Friday, October 9.

SPC (Versaci)

I attended SPC on Tuesday, 9/15. Topics included:

- Discussion about how we might institutionalize the use of preferred pronouns on campus. There was some concern about how this might be done. President Kahn was going to get together with the group that put together the pronoun guide materials to discuss some specifics about what “institutionalization” might look like.
- The Guided Pathways Task Force governance request was tabled so that it could come to Senate for discussion.
- President Kahn discussed a plan for addressing diversity hiring on campus. He is going to form a subcommittee to discuss issues and work in parallel with the Senate and our discussions on this topic.
- Michelle Barton addressed the progress on the District mission statement. She has slowed down the process to “get it right” and fully address issues like antiracist frameworks and language.
- In FCMAT news, a campus update will be presented to the State Board of Trustees at their November meeting.
- There was a progress update on the Governance Task Force by Co-Chair Mireya Gutierrez-Aguero. The plan is to move it through shared governance with a goal of getting to the Governing Board in October.
- Hiring decisions will be made soon by Executive Cabinet. There was \$1M placed in reserve in the budget so that classified and administrative positions can be brought back/created. The position for Multicultural Studies—an Africana Studies instructor—will come out of this money. The classified and/or administrative positions under consideration were not specified, though—my considered opinion here—is that adding another dean is something that the District remains interested in.
- SPC will next meet on Tuesday, 10/6.

IPC Report (Versaci) - IPC will next meet on Wednesday, September 23.

SSPC (O’Brien) - The next SSPC meeting is Wednesday, 9/23.

HRPC – No report.

FASPC - There are currently two Senate-appointed faculty vacancies on this council.

PFF (Laughlin)

The general concerns I hear from faculty are regarding access to campus and uncertainty about the College’s budget.

At the last PFF meeting we discussed what we can do to facilitate faculty access to the campus. Several ideas emerged including:

- Allow faculty and students to use parking structure and parking lots for Wi-Fi access.
- Reserve rooms and provide access to equipment for faculty to film videos for their classes.
- Better system to facilitate requests to access campus.
- Have a default system if simply going to one’s office to retrieve items.
- Have a more nuanced, department by department approach to access requests.

As for the College’s budget, we are not really in that bad of shape. In fact, if it was not for COVID we would not have a structural deficit. I have been attending the budget meetings for more than a decade. It becomes quite repetitive

because the story is always the same. We do not have enough money. This is true, in part, because education has been defunded for decades, but it is exacerbated by the tendency of fiscal managers to always use the worst case scenario when building the budget. This means that at the end of the fiscal year we always are better off than what was budgeted.

I wrote a haiku to illustrate the budget committee:

There are three buckets
Student number, success, need
Never enough cash

Distance Education (Hiro)

The Distance Education Committee met Sept. 16 and discussed the following:

- **CVC-OEI Consortium**
 - We began exploring the idea of participating in a statewide course exchange that would allow our students to take classes at other colleges without having to register with those colleges and their students to take our classes. The first step will be to consider allowing our students to participate. We will look at that option during our Oct. 7 meeting. The second part, offering our courses to other students, would take more consideration, shared governance and a lengthy application process.
- **Class formats**
 - We are creating a flier to help with confusion over the different types of online classes. Here is the current version. We welcome feedback:
- **Palomar Class Formats**
 - **Traditional Online/Asynchronous**
This is a fully online class with no real-time meeting requirements. All content is delivered via Canvas. The course has due dates set by the instructor but students can complete the work on their schedule before the deadline. Tests and quizzes also have deadlines but will be completed by students online.
 - **Mixed Online/Synchronous**
A fully online experience with the added benefit of real-time, regularly scheduled classroom-type interaction. Students will not come to campus. A mixed online class will require real-time online meetings (via Zoom) that occur on scheduled days and times. Quizzes, tests, and other coursework may be completed outside of the online Zoom meetings by the due date set by the instructor. Instructors may assign tests, quizzes, etc., on the regular schedule as well.
 - **Mixed Online/Campus**
This class is partly online and partly on campus. The course includes scheduled, on-campus meetings through the semester as well as class materials completed online. The course is offered through Canvas. The assignments and assessments can be done in person in a classroom or online through Canvas and Zoom meetings.
 - **Face-to-Face/Campus**
This is the traditional form of class with set, on-campus meeting times each week. Students and the instructor meet regularly in a classroom but can still use Canvas to deliver assignments, activities and tests. Canvas can also be used to communicate with students outside of class and track grades.

Guided Pathways (Nelson) No report.

Policies and Procedures (Lawson) No report.

Budget (Ferro) No report.

TERB (Lawson)

The Tenure and Evaluations office is currently getting FT1 evals online. Due to the work from home environment, Lawrence Lawson estimates the Tenure and Evaluations office is a week behind where it usually is (and where he wants to be) but evaluations activities are ramping up. Much of TERB's previous meeting was spent discussing and approving matrices for probationary faculty with a partially (or completely) reduced teaching load due to the remote learning environment. As a result, they are working on various other projects, and in lieu of student evaluations, colleagues and other relevant folks will evaluate their progress on those projects. TERB also approved a matrix for evaluating the Puente Coordinator in their role and a form to evaluate behavioral health counselors in their workplace (outside of confidential sessions). TERB had a discussion regarding retired faculty being on a peer review committee and landed on the language from the CBA regarding folks in that group being able to provide observation support.

Professional Development (Falcone) – No report.

ASG (Mouawad) - ASG is continuing to do all it's good work. We are getting more involved in terms of what Guided Pathways would look like inside of the building, addressing needs for Prop M funding and keeping the student body engaged.

ADJOURNMENT:

The meeting was adjourned at 4:00 PM.

Respectfully submitted,

Margaret Faulkner

Molly Faulkner, Secretary