



Minutes of the
MEETING OF THE FACULTY SENATE
October 25, 2021

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Leigh Marshall, Adam Meehan, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Tina-Marie Parker, Candace Rose, Tanessa Sanchez, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Roxanna Vega (ASG), Anastasia Zavodny

ABSENT:

GUESTS: Jennifer Backman, Melissa Haickel Bagaglio, Renea Burns, Abbie Cory, April Cunningham, Kelly Falcone, Richard Hishmeh, Martin Japtok, Lisette Ordorica Lasater, Michael James Lundell, Leanne Maunu, Billianne McLellan, Stacey Trujillo, Alyssa Vafaei

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 COMMENTS

Senate VP Jenny Fererro shared the link to the November issue of the ASCCC Senate Rostrum. VP Fererro, along with Abbie Cory and Hossna Sadat Ahadi, co-authored an article in this recent issue. Link to article:
https://asccc.org/sites/default/files/asccc_rostrum_2021_Nov_2021.pdf

Alyssa Vafaei shared that the remaining Disability Awareness Month hours will feature faculty presenting their best practices concerning accessibility and inclusion. Faculty Leigh Ann Van Dyke from DRC, Tanessa Sanchez from Child Development, Kelly Falcone from Health & Kinesiology and Richard Albistegui-Dubois from Biology will be the featured speakers.

Senator and PFF Co-President Teresa Laughlin announced that a turkey and food distribution event will take place on Saturday, November 20. She asked Senators to share this information with all of their networks.

ANNOUNCEMENTS

Senate Secretary Molly Faulkner shared that the Comet Concert Band, along with Palomar's Contemporary Ensemble Dancers will be performing this Saturday in the Howard Brubeck Theatre. Tickets can be purchased here:
www.palomarperforms.com

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Towfiq

Faculty Senate approval of meeting minutes dated October 18, 2021 (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Laughlin

Faculty Senate approval of Curriculum actions taken on October 20, 2021 (see Exhibit 2).

Abstention: Jenny Ferrero

The motion carried.

Motion 3 MSC: W. Nelson/Zavodny

Faculty Senate approval of Curriculum Committee goals for 21-22 (see Exhibit 3).

The motion carried.

Senator and Curriculum Co-Chair Wendy Nelson explained that the first seven goals are carry-overs from last year. She further explained goals eight through 13.

B. Committee Appointments

Motion 4 MSC: Zavodny/Towfiq

Faculty Senate approval of committee confirmations (see Exhibit 4).

The motion carried.

Distance Education Committee – **Wendy Gideon**, MSE, 20-22

GE Subcommittee – **Gary Castaneda**, Faculty, Competence in American History

GE Subcommittee – **Sara Krause**, Faculty, Area B Natural Sciences

GE Subcommittee – **Erin Feld**, Faculty, Area E Lifelong Learning and Self-Development

INFORMATION ITEMS

A. Review of AP 5010 (Admissions and Concurrent Enrollment)(see Exhibit 5)

Senate President Rocco Versaci started the continuation of the issue, should faculty have the final say whether a student under 16 years of age can enroll in their courses. The two issues are whether the language should be changed in AP 5010 so that faculty no longer have the final say. The other issue presented but not in AP 5010 is the process these minor students must follow to obtain signatures. An alternative, or more streamlined process may be better.

Senate VP Fererro recommended coming up with a list of recommendations to improve the process for registering these minor students at Palomar but does not support removing faculty as the final authority over a minor student's enrollment.

English department chair Leanne Maunu read the following statement:

Dear Senators,

All nineteen full-time faculty members and the part-time faculty members listed below from the Department of English, Humanities, and Reading are urging you as Senators to not repeal the part of AP 5010 that grants us the authority to decide whether or not we let minors under the age of sixteen into our classes.

We support AP 5010 as it is, especially this line: "The final decision as to whether a minor under the age of sixteen (16) may be enrolled in a class rests with the instructor (California Education Code, Sections 76000-76002)."

As a department, we are opposed to the idea of relinquishing this right since some of the subject matter we teach and discuss would be inappropriate for minors. In our discipline, we discuss topics such as racism, sexuality, suicide, war, trauma, incest, substance use, and other difficult themes. Films we show might have nudity, sex scenes, or adult language, which is called "*adult language*" for a reason. This content isn't just present in contemporary texts, but is even present in older texts like Chaucer's *The Canterbury Tales*, Shakespeare's plays, and Sophocles' *Antigone*. We discuss these topics because they are the frequent subject of literary works and of art in general. In the humanities, we focus on the whole of human experience, not just the happy and child-friendly parts.

There's also a reason that the lower grades wait until students are juniors and seniors in high school to teach particular texts and topics; they know that those texts and topics deal with subject matter that is inappropriate for younger students.

Removing this clause of AP 5010 would also harm our academic freedom and lead to less robust classroom conversations. As you all know, academic freedom gives us the ability to engage our students in difficult and challenging subject matter, without fear that we will be censored or reprimanded for choosing to teach such content. If we lose the ability to judge whether or not a minor possesses the relative maturity and experience to be exposed to these topics, we open ourselves up to scrutiny and possible misrepresentation of our aims in teaching such content. Additionally, when other students see minors in the classroom, they might worry about expressing their ideas, making our discussions and conversations limited or stilted, and not as rich as they would otherwise be.

In researching this topic, we also learned that the Academic Senate for California Community Colleges posted a 2006 paper entitled "Minors on Campus: Underage Students at Community Colleges." In that paper, which remains their position on the issue of minors in classes, they recommend that "board policy should affirm that *individual instructors retain the right to determine enrollment of minors into their courses*" [emphasis added]. In that same report, they also explain that minors should be approved by the instructor due to "the possibly controversial content of courses, the maturity level of minor students that enables them to learn the content and perform as equals to the adults in the classroom, [and] the ability for minors to perform out-of-class assignments that may require travel or admission to adult environments such as R-rated movies." If the *state* Faculty Senate supports the right of individual instructors to determine if their course content is suitable for minors, we believe that Palomar's Faculty Senate should as well.

We agree that the process for enrolling minors into classes is more complicated than it should be and agree that it should be simplified and streamlined so that our students who are minors have an easier time enrolling in our classes. However, that issue is separate from the matter of whether or not the responsibility of

enrolling minors in our classes rests with instructors. We believe that it should continue to do so, and we want to urge you to vote to keep AP 5010 in place as it is.

Respectfully,

The Department of English, Humanities, and Reading

Robin Avner, PT English
Jen Backman, FT English
Russ Backman, FT English
Shannon Baker, PT English
Adam Bishop, PT English
Katherine Buffington, PT English
Sarah Burns, PT English
Abbie Cory, FT English
Katy Farrell, FT Reading
Erin Feld, FT Reading
Al Gardella, PT English
Brent Gowen, PT English, Faculty Emeritus, and former Senate President
Melissa Haickel-Bagaglio, FT English
Richard Hishmeh, FT English
Martin Japtok, FT English
Jerry "Rafiki" Jenkins, FT English
Kevin Kearney, FT English
Lisette Ordorica Lasater, FT English
Michael Lundell, FT English
Leanne Maunu, FT English
Adam Meehan, FT English
Elaine Minamide, PT English
Katie Montagna, PT English
Kathleen Nelson, PT English
Fergal O'Doherty, FT English
Ron Reed, PT English
Clare Rolens, FT English
Carlton Smith, PT English and Faculty Emeritus
Stacey Trujillo, FT English
Rocco Versaci, FT English and Senate President
Steve Wasak, PT English
Syndee Wood, PT English
Sue Zolliker, FT English

Senator Anastasia Zavodny said that since the first discussion regarding this matter in Senate last week, she's had the opportunity to speak to more Palomar faculty on this matter and wanted to refine and amend her initial recommendations for changing AP 5010. First, she believes that there may be a consensus among Senators to update the process for enrollment of high school or minor students. Second, she would like to see Senate recommend or advocate for the creation of unconscious bias training for faculty with regards to under age 16 students. It concerns

her when she hears faculty refer to these students as separate from Palomar's students. She has heard comments from faculty who are concerned that under age 16 students are taking away slots from quote "our current students." She said that there are registration processes in place to ensure that under age 16 students are in no way, shape or form in a position to swarm and overtake the courses before our continuing students are able to register. Zavodny said the shift in perception is subtle but consequential when we think of under age 16 students as not necessarily our students. The training would be professional development and falls under the 10+1+1 and authority of Faculty Senate. A conversation with the Union needs to take place but Zavodny is confident this training is well within the scope of Faculty Senate purview.

English faculty Lisette Lasater read the following statement written by Dr. Russell Backman, Assistant Professor, English, Humanities, and Reading Department:

I write in support of retaining direct faculty approval for enrolling students under sixteen. In my position as a probationary faculty member, I see the change of this policy as creating unnecessary confusion for interactions with parents of younger students and as having a chilling effect on academic freedom.

Prior to starting at Palomar, I worked as a part time faculty member in other college districts where I did not have oversight on the admission of younger students to my classes. As a result, I have been approached by parents unclear on the boundaries governing college classrooms. These experiences put me in a difficult position without adequate structural support to guide my interactions with parents, several of whom would show up physically at the classroom with the expectation of discussing their child's work in the course. As a part time faculty member, these interactions left me feeling vulnerable to the effect of possible complaints by these parents or students. While my department at Palomar offers me much stronger support and clearer guidance, having individual autonomy on the decision to admit younger students prevents any potential understandings from the outset.

In my current position, the issue of academic freedom feels most pertinent. As a teacher of contemporary literature, I am continually working to keep my course materials current and broadly representative of diverse voices and experiences. Of necessity, these materials often address complex and difficult personal and cultural topics, which require careful handling even with my regular student population. Adding younger students, who are not adequately prepared, into this classroom environment can have a dampening effect on the entire class. It seems entirely likely that less secure faculty members—part time and probationary—if unable to oversee admitting younger students will feel the need to plan their curriculum more conservatively. Retaining this right for faculty, on the other hand, provides the simple and necessary point of intervention for the faculty member to directly convey to the younger student and their parents what materials a course entails and removes any misunderstanding from the decision to admit or not admit the student to the class.

At its core this is an issue of area expertise and classroom autonomy that it is important for us as a faculty to defend. Thank you for allowing me to share my perspective.

Senator Will Dalrymple said this seems to be an equity issue for faculty as well. This gives faculty the power to be differently responsive to different needs on the part of the students but also in terms of the material that are used by faculty.

Senator Adam Meehan agreed that talking as if these high school students are not "our" students is problematic. He suggests that another conversation is needed for priority of enrollment and the enrollment process for high school students. As English 100 faculty, Senator Meehan's classes fill up very quickly. There have been situations where a high school student was added to his class and it prevented a "current" student from enrolling or putting the class over the

CAP. Currently enrolled students who are on a path to a degree or who might be in their final semester should have some priority. These are all important considerations.

Senator Eduardo Aguilar added that in his Ethnic Studies classes, they talk about many controversial issues including race, gender, sexuality, religion, politics and other topics and some of these younger students may not have the critical thinking necessary to participate. Some of the “equity” work happening in classes may not be appropriate for these younger students as well. Senator Aguilar said this is an issue of academic freedom and faculty should decide at the end, who comes into the classrooms.

Senator Tina-Marie Parker said that many of the issues lie with the parents rather than students. She struggles with the idea of punishing students because of the actions of their parents. She would like to see better or more clear communications to the parents. Senator Parker also mentioned that having younger students in the class can clearly change the classroom dynamic or faculty’s ability to teach certain content. Also, are instructors flat out saying “no” to younger students because of a previous bad experience with one or are they willing to figure out what they might be looking for when they have a conversation with a new student. How are faculty making those decisions and Parker feels this is important to review.

Martin Japtok shared that parents are pushing students into college earlier and earlier because maybe there is something really wrong with high schools, and maybe one should look there first. Secondly, Japtok said he thinks this may be a working conditions issue.

Senator Meehan said he has signed the form for every minor student who has asked to be in one of his classes. When he emails the student to say yes, he also takes that opportunity to make it very clear what adult themes the class will be covering. Meehan likes to be able to have this paper trail with the minor student. He also cautioned that some part-time faculty might be concerned about getting in trouble for teaching some adult content.

President Versaci said he was not hearing a lot of support for changing the pertinent wording in the AP but said Faculty Senate needs to take a closer look at the process and offer some specific recommendations about the logistics which lies outside of AP 5010. Versaci asked for volunteers for a small work group that could make some specific recommendations to enrollment services about how this process could be streamlined for students under 16 years of age. Senator Zavodny was the only volunteer. Senator Laughlin said a work group is not needed, just simply using Adobe Sign would make it a better process. Versaci said he will talk to President Rivera-Lacey about this and report back to Senate.

B. Senate Involvement with PRP Process

President Versaci reported that the PRP process was formally a task of the Instructional Planning Council (IPC). IPC consisted of mostly faculty. Now, with the new governance structure, less faculty are involved. VP Kahn has asked Versaci about involving more faculty in the process.

Senator Wendy Nelson said Senate needs to be a bigger voice in the instructional PRP process. This is an opportunity to gather valuable information as we self-evaluate our programs. During the process, we can look at data and reflect on what we are doing right and what we need to improve. Nelson strongly urged that a group from Faculty Senate be formed to get involved.

Senator and TERB Coordinator Lawrence Lawson reminded Senate that when the new councils were formed and the PRP work was brought up, it was suggested that a committee be formed within that council made up primarily of

faculty who would do the PRP work. Senator Lawson suggested that a Faculty Senate workgroup work alongside this other committee or form a joint committee.

Versaci will take this feedback back to VP Kahn.

C. Develop Schedule for Trustees to Attend Senate

President Versaci asked for feedback from Senators about launching an invite schedule to trustees to attend Senate meetings. Senators shared several ideas for frequency and the number of invitees. A consensus was reached to extend an invitation to trustees to attend the first meeting of the month, but only one trustee RSVP per month. This may give Faculty Senate a better opportunity to interact more fully with the trustee with only one trustee present. Versaci will send an invite to trustees for the first December meeting.

D. Senate Month-by-Month “To Do” Calendar (see Exhibit 6)

President Versaci shared the exhibit and asked Senators for changes. The final document will be available on the website for future Senate leadership.

Senators recommended changing some of the odd year positions to even years because there is often a small pool of experienced candidates to fill those seats. Also, moving some of the calls to the fall semester instead of all in spring may also be helpful. Those calls can be made in late fall, move the voting up but the position won't take place until spring. This may help improve the pool.

In order to move some positions from odd to even years, it will be necessary to put out a one year call for the first year as the position moves. Subsequent calls for that position will then fall back to two year calls.

Versaci will make the suggested edits and bring the calendar back to Senate.

E. Senate Constitution “Clean up” – Tabled.

F. Canvas Access for Librarians (see Exhibit 7)

Senator and DE Chair Erin Hiro stated that currently, faculty have the ability to add an observer to their Canvas course that is usually used primarily for evaluations. That access is limited. April Cunningham came to the DE Committee in September and asked that faculty be given the ability to add Librarians to their Canvas courses without having to go through a formal request process. Librarians are regularly asked by faculty to add content to the courses and interact with students so access would also need to be broadened as well.

A new role called Librarians could be added with additional but still limited access (see exhibit). Librarian April Cunningham thanked the DE Committee for considering this change. Removing some of the barriers so librarians can provide more narrative to students will be beneficial to both students and to faculty.

Senator Lawson asked if librarians would have access to the students' grades. Both Senator Hiro and April Cunningham said they thought so but are waiting on confirmation from David Gray. Cunningham went on to explain that the librarians' purpose is to provide feedback. There may be a rare occasion for a library specific assignment where a librarian may be asked to provide a grade for a low stakes item.

Versaci will bring this item back to Senate for Action next week.

REPORTS:

ASG (Mouawad)

The Associated Student Government met on October 18th for the ASG regular meeting. We are currently working on writing our compensation piece, and By-Law edits. The ASG's Internal Affairs Committee is meeting Monday before the regular meeting to discuss edits. ICC host their Club Rush successfully and will hopefully be collaborating with ASG to put on a Halloween event this upcoming week, but we will be discussing this topic further on the Monday meeting.

President (Versaci)

I followed up with VPHR Montoya (and later included President Rivera-Lacey) on two pressing items regarding hiring: 1) the payment of advertising in places other than what HR has chosen, and 2) the wording on job announcements regarding degrees in progress. Both of these issues were amended in the Faculty Hiring Procedures by the Senate on August 30 (and were soon after sent to VP Montoya). In the case of the former, the new language requires the District—and not departments—to pay for additional advertising. This was changed to promote a wider applicant pool, since budget-strapped departments would likely not be able to meet this expense; in the case of the latter, the newly-adopted language aimed to increase the applicant pool by formalizing the fact that people whose degrees were in progress are eligible to apply. I did not get an initial response from VP Montoya, despite the pressing nature (jobs are currently being advertised and posted). I later heard from President Rivera-Lacey that they were working on additional funding for advertising. I have not yet received a reply regarding the job announcement wording. There is a meeting scheduled for Tuesday, November 2 with the three of us, Senate VP Ferrero, and VPI Kahn to discuss the above two issues, as well as the issues of consensus, the failing of searches, and the final decision-making power.

College Council (Versaci) – No report.

College Council met on Friday, October 22 (before the Senate meeting but after reports were due).

Equity, Education, & Student Success (EESS) Council (Versaci)

The EESSC met on Friday, October 15. Included on the agenda were first readings on various BP/APs, a presentation from ESL Chair Tracy Fung regarding a new ESL Biliiteracy Certificate Program, a presentation from Cindy Anfinson on Palomar Connect (the same presentation she made in Senate), and the appointment of members from EESSC to the Library/Counseling Hiring Taskforce. We also heard from Dean Fabienne Chauderlot about the proposed new name of the Languages & Literature Division: "Languages, Literature, Library, and Learning Resources." There were several comments made about the awkwardness of this name, and chairs from the division informed EESSC members that the new name proposal was not discussed with division chairs. The Council agreed to send it back to the division for further review and refinement.

Institutional Effectiveness (IE) Council (Bongolan)

IEPFS Council met on October 15, 2021. Here are some highlights from the meeting:

- Council voted to disband the SEM committee and make that recommendation to the College Council. SEM committee efforts are duplicated in other strategic plans.
- Accreditation Steering Committee structure was reviewed and approved.
- A quick overview of the budget was provided. Council members are encouraged to review a recording of a budget presentation in the Budget committee. Link to the recording will be forthcoming.
- Budget Committee structure was reviewed and tabled. There was also discussion about whether or not the Budget Committee should report directly to College Council or first to IEPFS Council. Questions arose about how fiscal stewardship was intended to function in our governance structure.

Employees, Community, & Communications (ECC) Council (Ferrerro) - No report.

Infrastructure & Sustainability (IS) Council (Lucindo) – No report.

PFF (Laughlin) – No report.

Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi)

Palomar College's inaugural Social Justice Convening (brought to you by EEDCC) will take place on Friday January 28, 2022 (virtually). Our foci this year is "Our Heart, Our Community: In Lak Ech". More information will be shared this week by co-chairs Eduardo J. Aguilar and Hossna Sadat Ahadi. If you would like to present at the Social Justice Convening, please complete this proposal form.

https://docs.google.com/forms/d/1oWoBdLayD4lcqoIP3wfyZV2j6GqCbln5uQWOe5_-S0o/edit

Accreditation (Meehan)

The Governing Board has reviewed a full draft of the Institutional Self-Evaluation Report (ISER). They shared their feedback with the Accreditation Writing Leadership Team (AWLT) at a special workshop meeting on Tuesday, October 19. AWLT is making revisions based on their feedback and another special Governing Board meeting is being planned for early November to review the revised draft.

Distance Education (Hiro)

- HyFlex Training update
 - The list of HyFlex teachers for spring 2022 is still in flux.
 - Current HyFlex instructors are creating training now for implementation in December or January
- POCR Update
 - The Peer Online Course Review team submitted an application to the state to become a POCR-certified institution and are waiting on state feedback. They are still planning on starting a faculty POCR program in the Spring.
- Proctoring Update
 - With Senate approval of a new proctoring policy, the DE Committee is getting to work on implementing Senate instructions. This was also turned into a year-long goal.
- Library access to Canvas
 - The DE Committee voted to recommend the Senate direct the ATRC to create a second Canvas access called Librarian. This access will allow faculty to add librarians to their Canvas classes. Librarians would have access to add Canvas modules, rubrics and communicate with students through the Canvas Inbox. The librarians would also have access to grades but could not delete content. This access would be controlled by the faculty and not require a formal request process.
- The DE Committee approved and worked on an action plan for its goals.
 - Implement Peer Online Course Review using CARES Act money and make it sustainable into the future.
 - Test and promote HyFlex courses during the Fall and Spring Semester and make recommendations on whether to continue HyFlex into future years.
 - Develop Universal Design Training, that includes Authentic Assessment, Accessibility and templates with suggested due dates and continuity for online classes.
 - Revisit CVC Home/Teaching College process
 - Provide guidance and resources on Proctoring issue
 - Work with ATRC on strategic plan for evaluating what Canvas programs are most needed by faculty.
 - Work with TERB to requirements to require faculty teaching online after Covid should have one online class reviewed and update online observations to reflect the CVC rubric.

Guided Pathways (Nelson) – No report.

Budget (Ferrerro) - No report.

TERB (Lawson)

Lately, we've been discussing ways to get evaluation report submission rates up. In the past month, the TERB Office has been working with faculty to get outstanding reports in so that completion rates submitted in the ISER report accurately

reflect the work faculty did on faculty-led evaluations. In many cases, rates went from mid-60% to low-to-mid 90%. The TERB Office appreciates everyone's patience in getting that work done, but there are more evaluations to collect. Collecting Fall 2019 evaluations have been particularly challenging as we went remote right when those paper-based evaluations were due. As a result, some evaluations made it to TERB, some remained in faculty offices, some got stuck in the mail, etc. The TERB Office is working on getting outstanding Fall 2019 and Spring 2021 evaluation reports in and completed.

In addition, TERB is talking about barriers faculty are facing on campus in regard to participation in campus/department discussions and evaluations. Lawson has heard numerous times lately, including in Faculty Senate, that someone want to speak up and share their perspective but felt like they could not do so because they were under evaluation. Evaluations should not be a tool to silence dissent or criticism or good ideas, and TERB is interested in reflecting on policy and practices to ensure faculty—especially faculty who feel vulnerable such as part-time and probationary—feel comfortable participating in ongoing discussions without fearing their professional participation would lead to negative effects on evaluations. At this stage, all TERB would like to do is listen to faculty on this issue. A survey for faculty is being worked on and will be sent out later in the semester.

Last, the TERB Committee and the DE Committee is working together to simplify the observation forms so that there is just one form that can be used for evaluations in any modality—online, hybrid, hybrid, face-to-face, etc.

Professional Development (Guerrero) - No report. The next meeting is on Tuesday, October 26.

AB705 Subcommittee (Anfinson)

The AB705 Subcommittee met Thursday, October 14.

- Action
 - We approved the September 2021 minutes.
 - Readings/Research: We went over the following research:
 - From CAP: Transforming the Research Paper: Using Oral History to Center Students' Voices and Communities
 - From the CCCCO: Reaffirming Equity in a Time of Recovery
 - From the CCCCO: Transfer-level Gateway Completion Dashboard
 - From the RP Group: Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School
- Reports
 - Comet Connect: Nancy Browne and Kineta Rios presented the Comet Connect Update.
 - AB705 Workgroup: the focus of the last workgroup meeting was on the new statewide dashboard for AB705 Completion Data (second the 3rd bullet in Readings for the link). Departments were requested to set throughput goals by December. as that group has yet to meet this semester.
 - No report from Guided Pathways.
- Group Work
 - This fall the AB705 SSC is looking into closing equity gaps. We started by looking at the big picture. We will zoom in on DI groups later.
 - We broke out into 3 groups based on the focus areas below
 - Communication, Common Language, Common Advising
 - Tutoring and other Support Services
 - Data and Research into programs that help underserved students succeed, and Placement, Enrollment, Scheduling, and appearance in the schedule
 - Groups selected 1 or 2 priority goals from the May meeting and continued working on an actionable plan to send forward to the EESS Council and Faculty Senate.
- Announcements
 - No official meeting in November due to the Veterans Day Holiday. Unofficial meeting to be held on Nov 18th 2:30-4pm. Next official meeting on Thursday, Dec. 9th 2:30-4

Sabbatical Leave (Lawson)

We had a meeting to help folks applying for sabbaticals in AY 22-23 learn about the process. Those folks have already submitted their intention to go on sabbatical, and they'll need to complete the next step in the coming weeks.

Equivalency (Towfiq) – No report. The Equivalency Committee will meet on Tuesday, October 26 at 1:30.

Student Learning Outcomes (Bealo/Tavakkoly) – No report.

Faculty Service Areas (Mudgett) - No report.

Credit for Prior Learning (Rose) - No report.

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

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary