# ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

**October 27, 2016 3:00 p.m. to 4:50 p.m. BONH 330**

**A. Routine Matters**

1. Call to order
2. Public Comment
3. Approval of the Agenda
4. Approval of the Consent Calendar:
    a) Academic Senate Summary for October 13, 2016 (pg.3)
    b) Curriculum Summary for October 20, 2016 (pg.10)
    c) Faculty Professional Development for October 17, 2016 (pg.12)
    d) CASL Summary for October 12, 2016 (pg.13)
    e) Program Review for October 12, 2016 (pg.13)
    f) Academic Staffing Committee for September 13, 2016 (pg. 14)
    g) Policy Review Committee for October 20, 2016 (pg. 15)
5. Academic Senate President's Report, Rebecca Eikey

**B. Action Items**

1. Vacancy of Vice President
2. Minimum Qualifications for Interdisciplinary Studies (pg. 16)
3. Disciplinary Assignment for:
    - Violeta Kovacev-Nikolic, Mathematics (pg. 17)
4. Emeriti status for Kathy Alfano

**C. New Future Business**

1. $(IE)^2$ Committee Report as related "Canyons Completes," Audrey Green & Daylene Meuschke
2. Office Allocation Policy, Michael Dermody
3. Finals Exam Policy, Michael Dermody
4. Doing What Matters Local Plan, Regina Blasberg and Dr. Jerry Buckley
5. Program Review for Senate, Rebecca Eikey
6. Accreditation Mid-Term Report, Dr. Jerry Buckley

**D. Unfinished Business**

1. Syllabus Survey, Ann Lowe
2. SCCRC Regional Plan, Dr. Jerry Buckley
3. Revisions to BP 4235 and AP 4235 Phase II, Michael Dermody
4. Adjunct Discipline List, Aivee Ortega
5. Civic Engagement Steering Coming Operating Procedures, Patty Robinson

**E. Discussion Items**

1. Legal Opinion on the Brown Act/Open Meetings Act
   http://www.canyons.edu/Offices/AcademicSenate/Documents/legal%20opinion%20-%20academic%20senate%20complying%20with%20brown%20act.pdf
2. Civic Center Use Resolution (pg. 18)
3. Resolution on Evaluation of Administrators/Vote of No Confidence (pg. 20)
    a) http://asccc.org/content/administrators-our-midst-retreat-rights-and-evaluation
    b) http://asccc.org/content/coronations-and-assassinations-finding-appropriate-role-faculty-evaluation-administrators
4. Emeritus Faculty Policy, Michael Dermody (pg. 22)
5. Basic Skills Initiative Expenditure Report, Denee Pescarmona
   https://www.canyons.edu/Offices/AcademicSenate/Documents/Oct%2017%202016%20TemplateAllocationExpenditureReportingByCollegesFIN.xls

6. COC OEI MOU update, Brian Weston
   https://www.canyons.edu/Offices/AcademicSenate/Documents/COC%20MOU.PDF
9. Committee on Committee Survey (pg. 27)

**F. Travel Reports**

1. Area C meeting, Rebecca Eikey October 15nd (pg. 29)
2. Regional Curriculum Meeting, Lisa Hooper and Rebecca Eikey October 22nd (pg. 30)

**G. Announcements**

- MQ and Equivalency Regional Meetings, October 28, Riverside
- Academic Senate Fall Plenary November 3-5, The Westin South Coast Plaza, Costa Mesa
- Formerly Incarcerated Student Regional Meetings, November 18- 19, TBD
- Contextualized Teaching and Learning Regional Meetings, December 2- 3, TBD
- Common Assessment Initiative Regional Meetings, December 9 – 10 Sacramento, Ca
  Grand Sheraton Hotel Sacramento, 1230 J Street, Sacramento, CA 95814
- Faculty Hiring Regional Meetings, February 10 - 11, 2017, TBD
- Exemplary Program award http://www.asccc.org/events/exemplary-program-award-0 application deadline is 11/8/16
- Hayward Award http://www.asccc.org/events/hayward-award-0 application deadline is 12/23/16
- Norbert Bischof Faculty Freedom Fight Award http://www.asccc.org/events/nbfff application deadline is 2/1/17
- Stanback-Stroud Diversity Awardhttp://www.asccc.org/events/stanback-stroud-diversity-award-0 application deadline is 2/3/17
- Accreditation Institute February 17 -18, 2017 Napa Valley Marriott
- Part Time Faculty Regional Meetings, February 24- 25, 2017, TBD
- Area C Meeting March 17, TBD
- Curriculum and Noncredit Regional Meetings, March 31, -April 1, 2017, TBD
- Spring Plenary April 20 – 22, 2017 TBD
- CTE Leadership Institute May 5 – 6, 2017 San Jose Marriott, San Jose
- Faculty Leadership Institute June 15 – 17, 2017 Sheraton, Sacramento
- Curriculum Institute July 12 – 15, Riverside Convention Center

# Summary for the Academic Senate Meeting October 13, 2016

| Voting Members | | | | | |
|---|---|---|---|---|---|
| Senate President | Rebecca Eikey | X | SBS Senator | Rebecca Shepherd | X |
| Vice President | Teresa Ciardi | A | Business Senator | VACANT | |
| Immediate Past President | VACANT | | Learning Resources Senator | Erin Barnthouse | X |
| Curriculum Chair | Lisa Hooper | X | At Large Senator | Jason Burgdorfer | X |
| Policy Review Chair | Michael Dermody | X | At Large Senator | David Martinez<br>Kelly Burke, proxy | A |
| AT Senator | Regina Blasberg | X | At Large Senator | Deanna Riveira | X |
| MSHP Senators | Mary Bates | X | At Large Senator | Michael Sherry | X |
| VAPA Senator | Wendy Brill-Wynkoop | X | At Large Senator | Saburo Matsumoto | X |
| Student Services Senator | Garrett Hooper | X | At Large Senator | Benjamin Riveira | X |
| Humanities Senator | Tracey Sherard | X | Adjunct Senator | Kimberly Bonfiglio | A |
| Kinesiology/Athletics Senator | Philip Marcellin | X | Adjunct Senator | Mercedes McDonald | X |
| | | | Adjunct Senator | Noemi Beck-Wegner | A |

| Non-voting Members | |
|---|---|
| Dr. Buckley | X |
| Lita Wangen | X |
| Dan Portillo | A |
| Dr. Wilding | A |
| Brenda Plona | A |

| Guests | |
|---|---|
| Patty Robinson | Kelly Burke |
| Jasmine Ruys | Christina Chung |
| | |
| | |
| | |
| | |

A. **Routine Matters**

1. Call to order: 3:05 p.m.
2. Public Comment
3. Approval of the Agenda
4. Approval of Consent calendar: Academic Senate Summary 09/22/16, Curriculum Summary 10/06/16, Faculty Professional Development Summary 09/26/16, CASL Summary 09/28/16, Program Review Summary 09/28/16 and Program Viability Summary 06/02/16. Motion to approve Michael Dermody, seconded by Mary Bates. Unanimous. Approved.
5. Academic Senate President's Report, Rebecca Eikey

**AB798 Update**

As you know, we passed a Resolution on OER and approved the OER Plan per AB 798 in spring 2016. The district submitted the OER plan in June for consideration of funding to support Open Educational Resources under AB 798. It was required as part of the plan submission identification of OER Faculty Coordinator(s). In June, there was an application process for FT faculty to apply for the OER Faculty Coordinator position(s). Through that process, Erin Barnthouse and Jeff Baker were selected to be the OER Faculty Coordinators, pending funding. Unfortunately, there hasn't been an official notice yet as to which schools will get the funding, but if we do, I think we will be poised well to start that work.

**MOU on Online Education Initiative**

The Online Education Initiative (OEI) is funded by the CCC Chancellor's office and provides support for online teaching and learning programs. http://ccconlineed.org/about-the-oei/governance/consortium/

We were selected in 2014 to be one of 24 colleges serving in the Pilot for OEI. The OEI Consortium was launched in fall 2015 and is composed of the 24 pilot colleges. If a student is enrolled in a OEI Consortium Member College, then they may be able to participate in the Course Exchange (if the student meets certain matriculation criteria, such as English/Math placement, New Student Orientation, development of ed plan, etc). The Course Exchange is supposed to provide a pathway for students to register for online courses across participating colleges without requiring students to complete separate application and matriculation processes. To finalize our status as a Member College, an MOU is required and the Academic Senate President's signature is requested for this documentation.

The signature of the Academic Senate President is a representation of the full Academic Senate and it indicates that Collegial Consultation has occurred. Thus, I can't sign anything as the Academic Senate President until the full Academic Senate has reviewed and gives approval. This means that the Academic Senate needs *at least* two meeting dates – one for Discussion and the other for Action.

Thus, this MOU will be coming to Senate as a Discussion Item at the next meeting.

**Curriculum Breaches and COCFA Grievance on behalf of the Academic Senate**

The creation and modification of curriculum is a faculty responsibility. Our practice at COC is that only FT faculty are able to input curriculum into CurricUNET. There have been three breaches of this process since February of this year. The first was an unauthorized use of a FT faculty member's CurricUNET login and password to create curriculum; the second was the creation of new curriculum in CurricUNET by a non-faculty member; the third and most serious in terms of consequences, was the changing of Discipline assignments for courses. The change to the Disciplines affected over 25 courses and was done in such a manner that on first appearance, it looked official. As a result, adjunct faculty were hired to teach in courses where they did not officially meet the Minimum Qualifications for the officially approved Discipline.
It is our practice that Curriculum Committee's Summaries must be approved by the Academic Senate **prior** to going to the Board of Trustees, who give the final approval for modification of curriculum. Without this system in place, this very significant breach of our processes may have gone undetected.
It was only upon researching our Academic Senate records on Curriculum Committee Summaries and the details within those summaries, that it could be proved that the change to the additional Disciplines was not official. Thus, it is very important that we as the Academic Senate are keeping accurate historical records.

Furthermore, the responsibility of the assignment of Discipline(s) to courses is described in Title 5 to be the **Academic Senate's responsibility**. No single person has the right to make this assignment. The assignment of the discipline is made in accordance to considering the depth and breadth of the Minimum Qualifications needed to teach the course content. If instructors are hired to teach a course and they do not meet the Minimum Qualifications for that discipline, then any student who is enrolled in that class **would lose credit for the course, and have to pay back financial aid**. In addition, faculty are hired according to the Minimum Qualifications for a particular Discipline. This **does not** mean that they can teach **any course within a department**. As there are courses within departments that may have different Disciplines assigned. Or there maybe faculty who have Minimum Qualifications to teach courses taught out of different departments. For example, Physical Science course has the following Disciplines assigned to it: Chemistry, Earth Science, Physics/Astronomy, but these Disciplines are found in three different departments.

On behalf of the Academic Senate, I sent a MEMO in February regarding the first breach. The discovery of the second two breaches happened within a short time period, and resulted in another MEMO. As a result, COCFA filed a level II Grievance on behalf of the Academic Senate. The COCFA contract, Article 21, indicates that the Academic Senate is responsible body for governance and curriculum. So these instances were clearly a violation of the contract. One of the benefits of the Grievance was the timeliness of the response.

Changes as a result of this:

- Annual list of authorized users for CurricUNET (or eLumen) will be approved by Curriculum Committee annually

- Creation of list of Disciplines assigned to courses that will be updated annually by Curriculum Committee & Academic Senate
- Agreement with District:

    - *"No one other than College of the Canyons faculty will be provided password access to Curricunet, or other Curriculum inventory products that are either in use, or may be purchased for use in the future, at College of the Canyons.*
    - *A list of current Curricunet curriculum inventory users will be generated, and any non-faculty users will have their editorial access revoked.*
        - *One exception to this access rule will be two classified support positions that provide technical support to the curriculum inventory requiring editing privileges:*
            - *The curriculum specialist*
            - *The student learning outcomes (SLO) technician*
    - *All College of the Canyons administrators will be informed that they are not to create or edit official course outlines within the College's curriculum inventory.*
    - *Any curriculum proposals drafted by non-faculty members are to be created in Word format and distributed to the appropriate faculty Department Chair and Curriculum Committee Co-Chairs for consideration.*
    - *All non-faculty users of the curriculum inventory will retain view-only "Guest" privileges. These procedural changes are to take effect immediately."*

**ASCCC Site Visit on Minimum Qualifications/Equivalencies**

On October 21, John Freitas and John Stanskas from ASCCC will be coming to COC to lead a discussion about Minimum Qualifications and Equivalencies. I have invited all FT faculty and instructional deans, and others to this. We will also have Academic Senate Presidents from local colleges attending. This will be a good opportunity to discuss issues related to MQ&E, including how to consider Professional Experience in Equivalencies. I do hope that you are able to attend.

6. Academic Senate Vice President's Report, Teresa Ciardi

1. My absence this week is due to having my presence requested at a dinner reception for my husband who is being presented with the NASA Scientific Achievement Award.

2. Summaries from Standing Committees of the Academic Senate

If all sub-committees provide a summary for the consent calendar, similar to what Curriculum has been doing, and Faculty Professional Development and Program Review/CASL are doing as of this semester, then a stronger connection with these committees may be established. Additionally, the summaries may provide academic senate with information that can be used to make recommendations for best practices in these committees. The summaries will provide an avenue for communication.

3. Report on Title V Grant and other Professional Development Funds

A 5-year, Title V Grant was written by a committee led by Jim Temple. We are in the 2nd year of this grant. Ten thousand dollars has been allocated for this year for professional development and may only be used for speakers to support training on the general topic of *Culturally Relevant Pedagogy*. One requirement of the grant is that at least 50 people must attend these workshops.

Professional Development typically receives $3,000 of equity funds to help pay for speakers each year.

An IEPI Professional Development Grant for nearly $50,000 was written by Ryan Thule with input from classified staff, faculty, and administrators. The primary goal for this grant is leadership training that will be very different from LEAP. The leadership training will focus on using soft skills to lead from where you are for all employee groups on campus.

The district provided $22,500 for professional development this academic year, $10,000 of which was used to pay for the new mylearningplan system. Funding from the district is used primarily for speakers, catering, and LEAP. Separate funds in the amount of $5,300 was provided by the district for new employee orientation.

**B. Action Items**

1. BP 4235 and AP 4234 Credit by Exam Phase I. Motion to approve Regina Blasberg, seconded by Michael Dermody. Unanimous. Approved
2. Garrett Hooper, Senate Representative for Student Services. Motion to approved Erin Barnthouse, seconded Mary Bates. Unanimous. Approved.
3. Administrative Retreats. Motion to approve Mary Bates, seconded Rebecca Shepherd. Unanimous. Approved.
4. Approval of discipline assignments. Motion to approve Ambika Silva discipline memo pending edit from HR to include the designation of "full-time." Motion to approve the other disciplines, Rebecca Shepherd, seconded Jason Burgdorfer. Unanimous. Approved.

**C. Other Report**

1. Lisa Hooper, Non-Credit Curriculum Development
   There were many questions about non-credit. Lisa has done and will continue to offer FLEX workshops on non-credit. Dr. Buckley offered to sponsor sight visits at other colleges who have more experience with non-credit. Below is a handout Lisa provided that summarizes non-credit.

# NON-CREDIT NUTS & BOLTS

- Student attendance in noncredit courses in statutorily defined areas is eligible for apportionment. These allowable funding areas are:
  1) ***Parenting***, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
  2) ***Elementary and secondary basic skills*** and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
  3) ***English as a second language***.
  4***) Classes for immigrants eligible for educational services in citizenship,*** English as a second language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills, and other classes required for preparation to participate in job-specific technical training.
  5) ***Educational programs for persons with substantial disabilities***.
  6) ***Short-term vocational programs*** with high employment potential.
  7) ***Workforce Preparation*** courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, problem-solving skills, and other courses required for preparation to participate in job-specific technical training
  8) Education programs for ***older adults***.
  9) Education programs for ***home economics***.
  10) ***Health and safety*** education.
- Courses in **basic skills, ESL, short-term vocational, or workforce preparation** combined into certificates (2 or more courses) that prepare the student for career or college (CDCP), are eligible for enhanced funding.

***Certificate of Completion*** (career development)
***Certificate of Competency*** (college preparation)

- Faculty teaching courses that qualify for enhanced funding will be paid at the for-credit rate.
- Non-credit courses are free to students and repeatable (limited to 10); 30-unit basic skills limitation does not apply.
- If students are enrolled in a certificate program of at least 600 hours and it is a CD or CP certificate; they are eligible for financial aid.
- No grades; "Pass" or "No Pass" is used to determine students who did or did not meet the SLO; COC does not have a Non-Credit transcript… yet
- Open Entry/Open Exit: students come when they want and should leave with what they need; certain number of hours determines the "Pass"
- Courses must be approved by local curriculum committees and the Chancellor's Office

Education Code 84757 & 41976 and Title 5 58160

**D. New Future Business**

Senators brought up concern related to filming on campus and issues related to this and have asked for a Resolution ASAP. The Accreditation Mid-Term Report was also identified as new business to be added to this list.

1. $(IE)^2$ Committee Report as related "Canyons Completes," Audrey Green & Daylene Meuschke
2. Office Allocation Policy, Michael Dermody
3. Emeritus Faculty Policy, Michael Dermody
4. Finals Exam Policy, Michael Dermody
5. Doing What Matters Local Plan, Regina Blasberg and Dr. Buckley

**E. Unfinished Business**

1. Syllabus Survey
2. SCCRC Regional Plan
3. Revisions to BP 4235 and AP 4235 Phase 2
4. Adjunct Discipline List

**F. Discussion items**

1. Civic Engagement Steering Committee Operating Procedures
   Patty Robinson went over what the committee has decided on as to their operating procedures. She was looking for input since this is the first time for this committee to create the procedures. Senators gave her feedback on some changes that needed to be done. Michael Dermody will work with Patty to make these changes. This will come back to the future Senate meeting with the changes and as an Action Item.
2. Climate Survey
   There were a few recommendations generated by the Senators, such as performing the survey on a regular basis, using a 3rd party national instrument and expanding the groups to be surveyed such as Administrators. The Senate recommended that a series of Open Forum discussions to be held so that all faculty are given the opportunity to dive deeper into the result and generate more recommendations.
3. Minimum Qualifications for Interdisciplinary Studies, Christina Chung, HR.
   It was decided that this come back as an Action Item for the next agenda and if we decide there needs to be come changes we can bring this back to Senate at a later time.

   From: Ortega, Aivee
   Sent: Monday, April 25, 2016 10:53 PM
   To: Eikey, Rebecca <Rebecca.Eikey@canyons.edu>

Cc: Lowe, Ann <Ann.Lowe@canyons.edu>
Subject: Interdisciplinary Studies

Hello,

Here are the results of the recent MQ&E meeting regarding the discussion on interdisciplinary studies.

Christina Chung from HR made a great point regarding our original suggestion to add "quarter units" in the language. Adding this would cause more confusion as well as lack of consistency when our equivalency options 1 & 2 specifically say "semester units." We agreed that we need to be consistent and keep it at semester units.

So to remain consistent while also allowing room for flexibility and keeping aligned with the MQ handbook (see screen shot below), we came up with the following changes (**in bold**):

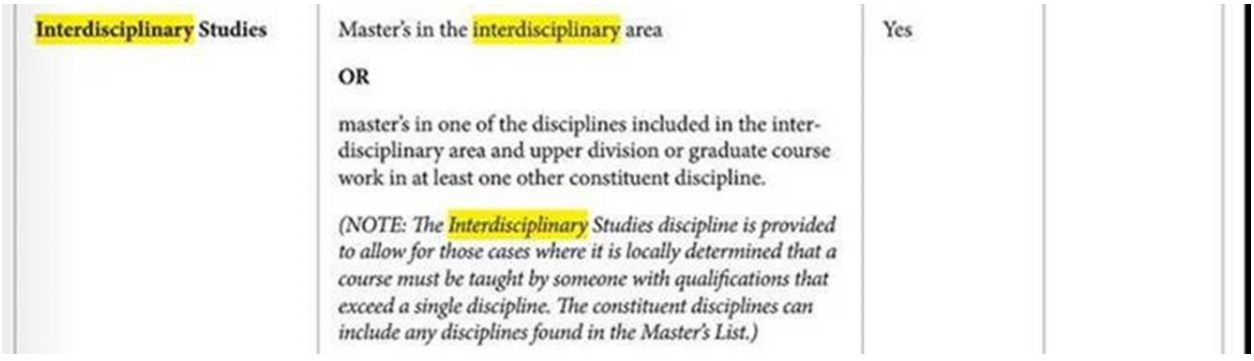
> Masters in the interdisciplinary area
> OR
> master's in one of the disciplines included in the interdisciplinary area
> **AND 6 semester units** of upper division or graduate course work in at least one other constituent discipline **or a combination of units in the constituent disciplines**.

With this new change, someone who would be qualified to teach an interdisciplinary humanities course, for example, could have:

A Master's in Art and 6 semester units in History
OR
A Master's in Art and 3 semester units in History and 3 semester units in philosophy

It was also our conclusion that while 3 units in one constituent discipline and 3 in another may be disputed that they would not be enough to constitute enough breadth and depth of knowledge of the discipline as opposed to 6 units in one single discipline, we trust that our faculty will hire well qualified applicants to teach the specific interdisciplinary course.
All the best,

Aivee



| | | |
|---|---|---|
| **Interdisciplinary Studies** | Master's in the interdisciplinary area<br>**OR**<br>master's in one of the disciplines included in the inter-disciplinary area and upper division or graduate course work in at least one other constituent discipline.<br>*(NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's List.)* | Yes |

4. ASCCC Resolutions

   The Area C meeting is this Saturday and Rebecca will be attending. Anything you want her to ask at the Area C meeting please let her know. There is a link on the agenda for the resolutions that they will talk about at this meeting.

**H. Announcements**: Philip Marcellin announced that there will be a soccer game on October 18th at 7:30 p.m. up on the new upper field.

**I. Adjourned**: 5:55 p.m.

# CURRICULUM COMMITTEE SUMMARY

**October 20th, 2016** **3:00 pm – 5:00 pm** **Bonelli Hall 330**

**Members Present:** Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Erin Barnthouse – Learning Resources; David Brill – Visual and Performing Arts; Audrey Green – Administrative Co-Chair; Lisa Hooper – Faculty Co-Chair; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Julie Jacobson – Enrollment Services; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Cindy Stephens – At large member; Rebekah Villafana – Adjunct Representative

**Members Absent:** Mary Bates – Mathematics, Science and Health Professions; Tricia George – Humanities; Jasmine Ruys – Director or Admissions & Records and Online Services

## NEW COURSE PROPOSALS – DISCUSSION OF NEED

The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outline will not be reviewed at this meeting.

| Subject & Number | Title | Rationale for New Course Proposal | Author | Effective |
|---|---|---|---|---|
| AUTO-110 | Diesel Engines | This class along with AUTO-111 will prepare students for the Automotive Service Excellence (ASE) A-9 certification exam. Passing the exam can lead directly to employment. | G. Sornborger | TBD |
| AUTO-111 | Diesel Fuel Systems | This class along with AUTO-110 will prepare students for the Automotive Service Excellence (ASE) A-9 certification exam. Passing the exam can lead directly to employment. | G. Sornborger | TBD |
| GMD-104 | Graphic Design for Web and Social Media | In order to remain current with industry standards, Graphic and Multimedia Design is expanding its program to include courses in creating content for Social Media as it applies to Multimedia and Graphic Design. | K. Jenkins | TBD |
| GMD-107 | Multimedia for Web and Social Media | In order to keep with industry standards, Graphic and Multimedia Design is expanding its program to include Social Media as it applies to Multimedia and Graphic Design. | K. Jenkins | TBD |

**-Motion to adopt the need for and conduct a full review of AUTO-110 & AUTO-111; Motion by Julie Jacobson, second by Rhonda Hyatt. All in favor: Unanimous.**
**-Motion to adopt the need for and conduct a full review of GMD-104 & GMD-107; Motion by David Brill, second by Cindy Stephens. All in favor: Unanimous.**

## NEW COURSE PROPOSALS – FINAL READ

The following new course proposals are a repackaging of existing courses. These course outlines were reviewed during the October 13th technical review session and will now will be reviewed by curriculum committee. The author is not required to attend this meeting to represent these new course proposals.

| Subject & Number | Title | Description of Action | Author | Effective |
|---|---|---|---|---|
| CMPNET-176 | MCSA: Client OS | Rationale: **Repackaging of existing CMPNET-166 course.** Allow MCSA courses to be taught over four semesters; Career Pathways grant. 3.5 units, 54 hours lecture, 27 hours lab, **new SLO's (2).** | L. Hilliard | TBD |
| CMPNET-177 | MCSA: Server OS | Rationale: **Repackaging of existing CMPNET-166 course.** Allow MCSA courses to be taught over four semesters; Career Pathways grant. 3.5 units, 54 hours lecture, 27 hours lab, **new SLO's (2). New prerequisite of CMPNET-176.** | L. Hilliard | TBD |
| CMPNET-178 | MCSA: Administering Windows Server | Rationale: **Repackaging of existing CMPNET-167 course.** Allow MCSA courses to be taught over four semesters; Career Pathways grant. 3.5 units, 54 hours lecture, 27 hours lab, **new SLO's (2). New prerequisite of CMPNET-166 or CMPNET-177 or Microsoft Server OS Certification.** | L. Hilliard | TBD |
| CMPNET-179 | MCSA: Configuring Advanced Windows Server Services | Rationale: **Repackaging of existing CMPNET-167 course.** Allow MCSA courses to be taught over four semesters; Career Pathways grant. 3.5 units, 54 hours lecture, 27 hours lab, **new SLO's (2). New prerequisite of CMPNET-178.** | L. Hilliard | TBD |

**-Motion to approve CMPNET-176, CMPNET-177, CMPNET-178, and CMPNET-179; Motion by Anne Marenco, second by Rhonda Hyatt. All in favor: Unanimous with one abstention.**

## NEW COURSE PROPOSALS – CONSENT CALENDAR

The following new course was reviewed at the October 6th Curriculum Committee meeting, additional revisions were made to the course outline and confirmed with course author. This new courses will not be reviewed during this committee meeting and the authors of the following courses are not required to attend this meeting.

| Subject & Number | Title | Description of Action | Author | Effective |
|---|---|---|---|---|
| FYE-100 | First Year Seminar | 3 units, 54 hours lecture, **new SLO.** | R. Eikey | TBD |

## DELETED COURSES – CONSENT CALENDAR

The following course deletions were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session on October 13th, 2016 by the following curriculum committee members: Lisa Hooper and Saburo Matsumoto. These course deletions will not be reviewed during this committee meeting, and the author of the following course deletions is required to attend this meeting.

| Subject & Number | Title | Description of Action | Author | Effective |
|---|---|---|---|---|
| NURSNG-051 | Home Health Aide | This course will no longer be offered by the Nursing Department. | A. Lowe | Fall 2017 |
| NURSNG-092 | Success in Beginning Medical/Surgical Nursing | This course does not fill, so it is being deleted. | A. Lowe | Fall 2017 |
| NURSNG-095 | Success in Intermediate Medical/Surgical Nursing | This course does not fill, so it is being deleted. | A. Lowe | Fall 2017 |

## MODIFIED COURSES – CONSENT CALENDAR

The following modified course was reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session on October 13th, 2016 by the following curriculum committee members: Lisa Hooper and Saburo Matsumoto. This course will not be reviewed during this committee meeting, and the author of the following course is not required to attend this meeting.

| Subject & Number | Title | Description of Action | Author | Effective |
|---|---|---|---|---|
| MEA-180 | Filmmaking I | Revised description, **revised SLO,** revised objectives and content, updated textbook. | D. Brill | Fall 2017 |
| PHILOS-240 | Contemporary Moral Problems | Revised textbooks. | A. Jones-Cathcart | Fall 2017 |

## MODIFIED PROGRAM PROPOSALS – CONSENT CALENDAR

The following modified programs were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session on October 13th, 2016 by the following curriculum committee members: Lisa Hooper and Saburo Matsumoto. These program modifications will not be reviewed during this committee meeting, and the authors of the following program are not required to attend this meeting.

| Program | Degree/Certificate | Description of Action | Author | Effective |
|---|---|---|---|---|
| Human Resources Management | A.S. Degree | Adding BUS-111 and 112 as required courses. **Total units required increase to 27.** | N. Faudree | Fall 2017 |
| Human Resources Management | Certificate of Achievement | Adding BUS-111 and 112 as required courses. **Total units required increase to 27.** | N. Faudree | Fall 2017 |
| Sociology | A.A. Degree | Adding SOCI-107 & SOCI-130 to "Plus three units from the following" section of the degree. No change in total units. | A. Marenco | Fall 2017 |

## NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new and modified prerequisites that were reviewed in the technical review session on October 13th, 2016 and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new and modified prerequisites are not required to attend this meeting.

| Subject & Number | Title | Type of Delivery | Author |
|---|---|---|---|
| CMPNET-177 | MCSA: Server OS | New prerequisite of CMPNET-176. | L. Hilliard |
| CMPNET-178 | MCSA: Administering Windows Server | New prerequisite of CMPNET-166 or CMPNET-177 or Microsoft Server OS Certification. | L. Hilliard |
| CMPNET-179 | MCSA: Configuring Advanced Windows Server Services | New prerequisite of CMPNET-178. | L. Hilliard |

**-Motion to approve all items on the 10/20/2016 Consent Calendar; Motion by Julie Jacobson, second by Saburo Matsumoto. All in favor: Unanimous.**

**Discussion Items:**

Chairs Reports – Lisa Hooper addressed the following topics:
-Tech Review Session: Modified course proposals have been consistently returning curriculum for matching of content with objectives and for Signature assignments - provide at least one example assignment to measure each SLO.
-A fake model course "Underwater Basket Weaving" has been created in CurricUNET, please review and provide feedback by the November 3rd curriculum committee meeting.
-How should the committee apply New criteria to modified existing courses? If a course comes up for revision, should we ask the number of times offered and completed in the past 5 years, role in program, (requirement or elective, if an elective how many required vs. offered – what would an acceptable ratio be, for a credit course – does it articulate with local 4 year institutions.
-A Curriculum Modification Guidelines handout was created by Anne Marenco, please review and provide feedback by the November 3rd curriculum committee meeting.
-School and At-Large representatives, please provide brief reports in you School meetings regarding curriculum processes, trends systems, etc. Remind colleagues of the numerous resources on the curriculum committee website (http://www.canyons.edu/Offices/curriculum/Pages/resources.aspx).
-Coding Project, CTE matching project triggered a review of all our code, will likely be participating in a pilot group of colleges.
-Open Educational Resources, UC's agree to accept OER "*so long as they're as stable and publicly available as published textbooks (and not a list of links).*" - Nancy Purcille, Transfer Articulation Coordinator, University of California, Office of the President.
- Zero-Textbook-Cost Degree Grant, Request for applications received, College of the Canyons is likely to participate.

**Faculty Development Committee October 17, 2016 Meeting Summary**
**By Teresa Ciardi**

*Members Present: Sarah Burns, Leslie Carr (Director, Teresa Ciardi (Chair), Sarah Burns, Leslie Carr, Chris Cota, Alexa Dimakos, Nicole Faudree, Phil Gussin, Mike Harutunian, Lee Hilliard, Brandon Hilst, Susan Ling, Gregory Shrout, Diane Sionko*

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- There was a discussion on recommendations for policy for Professional Development credit for online trainings.

  Recommendations:

  1. Committee should award credit that was advertised on the workshop announcement, noting a district approved training example that stated 0.5 hours of Flex credit for the training.
  2. Evidence of completion of Webinars/WebEx Training/Keenan Workshops, for example, could be in the form of a certificate of completion, screen shot showing training was completed, or evidence of registration.
  3. Committee recommendation to senate is to require a combined minimum of 30 minute increments for online workshops, like Webinars.

- Teresa distributed a draft chart that identifies a proposed list of pre-approved professional development activities which the committee will edit and discuss.

- The Academic Senate recommended approval of awarding flex credit to adjunct faculty who attend their school meetings. Title V language indicates that flex credit can be given for "departmental or division meetings."

- Two faculty volunteered to be on a Flex schedule subcommittee, to begin working on organizing workshop proposals received into general themes.

## CASL meeting summary 10.12.16

1. AIP mid-term Accreditation summary has been submitted to Dr. Buckley. Supporting evidence will be requested, and supplied as necessary from CASL/PR for the Accreditation Task Force.

2. Committee discussed Accreditation requirements for disaggregation of data for learning outcomes, improvement, etc. Several suggestions were given for what type of group's data could be collected about. A brief discussion about figuring out why the college, faculty, etc. would want different segments disaggregated and what is meaningful followed. Committee recommended gathering data regarding different population numbers and determining what the numbers mean and how they might help in deciding what populations to disaggregate.

3. Bylaws were discussed, as well as meeting as a combined unit. Committee operating procedures will be reviewed and streamlined/standardized to match Senate recommendations.

## Program Review Committee Meeting Summary for 10/12/16

1. A budget update was provided explaining that instructional equipment requests submitted by October 21st will be considered for funding in this current fiscal year. Additional discussion focused on problems from last year's budget submissions and suggestions for how to improve the process.
2. Daylene requested feedback from the committee on how the data on majors should be delimited in this year's program review. There was agreement on delimiting majors data by declared majors, transfers, and those who have taken 3 or more classes towards the degree program.
3. Discussion took place on what to do with the orphan programs (liberal studies, social science, elementary ed…). The need to assess these programs was recognized. Suggestions included eliminating the orphan program degrees that are not AD-Ts and redirecting these students to existing AD-Ts. At the next PR meeting an update will be provided showing how many students are completing these orphan programs.
4. Information was provided on the schedule of training sessions for Program Review and Budget. Please bring suggestions/ ideas of topics you would like to be included in these trainings to the next PR meeting

**Academic Staffing Committee**
**Minutes**
**Tuesday, September 13, 2016**

***Attendance***

Faculty Co-Chair: Peter Hepburn
Chief Instructional Officer/Co-Chair: Jerry
Buckley VP-Human Resources: Diane Fiero
Mathematics, Sciences, and Health Professions: Chris Ferguson/Diane
Baker Social Science and Behavioral Science: Karyl Kicenski
Student Services: Connie Perez

***1. Welcome***

Hepburn welcomed the attending members back to committee service for the 2016-2017 academic year.

***2. Committee membership***

a. Vacancies in Applied Technologies, Business, and Learning Resources
b. Double representation from two schools

The committee discussed vacancies among its ranks and the current situation of having double representation from one school. Hepburn would bring the matter to the attention of the Senate President following the meeting. The committee hoped that appointments would take place in a timely manner to meet the accelerated pace of its Fall Semester work.

***3. Faculty vacancies and open positions***

a. Foster Youth Counselor

The committee discussed notification of position that was delivered to Hepburn over the summer by the Chief Student Services Officer, Michael Wilding. In such cases, notification is informational, and the committee was not required to endorse it.

***4. 2016-2017 Calendar***

a. Fall meetings

The committee meets on the second Tuesday of each month. In December the second Tuesday falls when most members of the committee are off-contract, so there will not be a meeting that month. Hepburn alerted attendees to his absence from campus on October 11. He will seek the committee's guidance on whether another member could chair an October meeting, or whether it should be canceled and any issues be discussed by means of e-mail or other methods. The regular November meeting will take place on November 8.

b. Presentations/Deliberations

- The committee members present agreed to a timeline that would ensure results of deliberation would be before the Chancellor two weeks before the December Board of Trustees meeting:
- Announcement to go out in mid-October following the October 11 meeting.
- Documents will be due to ASC chair by November 8.
- Presentations will take place the week of November 15.

- The committee deliberation meeting is scheduled for November 22.

The committee will submit results to the Chancellor as soon after the November 22 meeting as possible.

5. Submission forms

a. Changes

Hepburn reported on work he undertook during the summer with Daylene Meuschke to revise the forms to ensure clarity of data needs and sources. Updated forms have been uploaded to the intranet site.

b. Online forms

Hepburn pursued the matter of conversion of the forms into web forms with campus colleagues this summer. While the idea of pulling data directly from the program review process was agreed to be desirable, the ability to do so was not yet in place. The forms will remain as fillable pdfs for 2016-2017.

6. Merging new faculty and replacement faculty lists

Feedback from the Chancellor and the Academic Senate President indicated that a merged list of new and replacement faculty would be preferred. The committee will provide such a list with the current semester's deliberations results.

7. Other business

Fiero reminded Hepburn of the need for review of changes to the committee scoring forms. Review will wait for a subsequent meeting.

8. Next meeting

Pending a volunteer to chair, Tuesday, October 11, 2016. LIB 235. 3:30

9. Adjournment

**Brief Summary of Policy Committee 10/20/16**

After some confusion with our meeting schedule, the Policy Committee is now meeting on a weekly basis. We have finished and forwarded to the Senate proposals on Final Exam and Faculty emeritus. At the request of the Senate President we are reviewing a draft BP/AP on grants that was forwarded by Business services, we are also working and hope to complete in the near future proposals on Faculty Offices as well as finishing Phase II of the Credit by Exam policy. Since COC is not a static place, we are ready for whatever new policy questions may arise from the activities of this dynamic institution; until then we will renew a discussion of the Camera Policy as well as Student Discipline Policy.

**Action Item 1. Minimum Qualifications for Interdisciplinary Studies**

> Masters in the interdisciplinary area
> OR
> master's in one of the disciplines included in the interdisciplinary area
> **AND 6 semester units** of upper division or graduate course work in at least one other constituent discipline **or a combination of units in the constituent disciplines**.

With this new change, someone who would be qualified to teach an interdisciplinary humanities course, for example, could have:

A Master's in Art and 6 semester units in History
OR
A Master's in Art and 3 semester units in History and 3 semester units in philosophy

# *HUMAN RESOURCES OFFICE*

Date: September 14, 2016

To: Rebecca Eikey
President, Academic Senate

From: Yvette Pesina-Vazquez
Senior Human Resources Generalist (Faculty)

Subject:Discipline Assignment – Violeta Kovacev-Nikolic

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The following information is provided for discipline assignment:

**Violeta Kovacev-Nikolic**

Ms. Kovacev-Nikolic has been hired as a full-time Mathematics Instructor effective start date 8/12/16. The minimum qualifications for a Mathematics Instructor are:

- Possession of an unexpired California Community College Instructor Credential in Mathematics.
  OR
- Master's in Mathematics or applied Mathematics.
  OR
- Bachelor's in either of the above and Masters in statistics, physics or mathematical education.

The following is provided for discipline assignment:

- MS in Statistics, University of Alberta
- MS in Applied and Computational Mathematics, Western Michigan University
- BS in Physics and Applied Mathematics, Western Michigan University
- Candidate for Ph.D in Applied Mathematics, University of Alberta

It would appear that Ms. Vovacev-Nikolic qualifies for the discipline(s) of:

- Mathematics

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

# RESOLUTION ON CIVIC CENTER USE

**Whereas**, According to the Mission Statement, "College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals;" and

**Whereas**, College of the Canyons believes in "fostering a broad range of community partnerships," and, thus shared use of the District's properties for the community and local businesses demonstrates this value; and

**Whereas**, Education Code 82537(d) states "the use of any community college facility and grounds for any meeting is subject to reasonable rules and regulations as the governing board of the district prescribes, and shall not interfere with the use and occupancy of the community college facilities and grounds, as is required for the purposes of the community colleges"; and

**Whereas**, College of the Canyons' Board Policy 6700, Civic Center and Other Facilities Use, states that "public use of District property shall not interfere with scheduled instructional programs or other activities of the District on behalf of students;" and

**Whereas**, The civic center use including filming activities has negatively impacted instructional programs and other activities for students resulting in lost instruction time, such as:

- blocked access to classrooms, student health center, parking, and other areas of campus,
- barriers to access for disabled students and faculty, due to loss of designated disabled parking or barriers to elevators,
- students being denied access to faculty office hours, delayed opening of tutoring centers, cancellation of student club fundraising events,
- changing of classroom sets ups that delayed, damaged, and/or prohibited instructional use,
- cancellation of classes, and more; and

**Whereas**, There is little to no advanced communication to students and faculty about filming or civic center use activities on campus.

**Resolved,** The Academic Senate for College of the Canyons urges that instruction and activities for students takes priority over filming activities and filming is not permitted at the expense of student, staff, and faculty access; and

**Resolved,** The Academic Senate for College of the Canyons urges that direct communication to students, faculty, and staff, related to civic center use, such as filming, be done in a manner that

consists of advanced notification of areas to be affected, and in the case of filming, includes advanced posting of film permits in public areas on campus; and

**Resolved,** The Academic Senate for College of the Canyons urges that civic center use, such as filming, should not occur if it is at the expense of students' access to their curricular or co-curricular activities.

DRAFT

Academic Senate for College of the Canyons

# RESOLUTION ON THE EVALUATION OF ADMINISTRATORS

**Whereas**, College of the Canyons has not included faculty input in the evaluation of administrators despite the fact that has been over 25 years since California Education Code was amended, in the spirit of AB 1725, to say "it is the intent of the Legislature that evaluation of administrators include, to the extent possible faculty evaluation" [Education Code 87633(i)]; and

**Whereas**, College of the Canyons has not included student input in the evaluation of administrators despite Title 5 section 51023.7(c) indicating "The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff;" and

**Whereas**, ASCCC have had at least two Resolutions passed, multiple Rostrum articles, and two published papers defining models for the evaluation of academic administrators[1] that are aimed at fostering meaningful professional growth and ACCJC Standard III.A.5 states that "evaluation processes seek to assess effectiveness of personnel and encourage improvement;" and

**Whereas**, The ASCCC's publication, *Administrator Evaluation: Toward a Model Academic Administrator Policy* defines the term "administrator" to mean "those employees of the local district who have management and/or supervisory responsibility; and includes that the proposed model is meant to apply to all levels of the administration with only slight variations at the levels of Chancellor or President;" and

**Whereas**, In the evaluation of administrators, including CEOs, Community College League of California[2] identifies as a "typical component" of those evaluations the input of various groups involved in participatory governance such as fellow administrators, faculty, students and community members; and

**Whereas,** College of the Canyons Board Policy 7250 states, "All Educational Administrators shall be evaluated annually based on criteria developed by the CEO with the essential purpose of recognizing successes, committing to progressive improvement, identifying weaknesses, correcting deficiencies and increasing achievement of goals and objectives."

**Resolved,** That the Academic Senate of College of the Canyons believes that in order for the evaluation of educational administrators to address the BP 7250 stated above that

faculty, staff, and students must be included in the evaluation of educational administrators; and

**Resolved**, That the Academic Senate of College of the Canyons will work with the administration to develop a formal evaluation process for all level of administrators that includes but is not limited to formal written input from students, faculty, staff, and peers and that this evaluation occurs on a continued comprehensive basis.

1. *Toward a Model Academic Administrator Evaluation Policy*, adopted by ASCCC 1992: http://www.asccc.org/sites/default/files/publications/AcademicAdministratorEvaluation_0.pdf
   *Toward a Model Chief Executive Officer Evaluation Policy , adopted by ASCCC 1993: http://asccc.org/sites/default/files/publications/CEOEval_0.pdf*

2. *The Contract and Evaluation: The Board/CEO Partnership for Student Success*, Community College League of California Annual Trustee Conference, 2012: http://www.ccleague.org/files/public/AssessingCEO_S3_CEOEvalComp.pdf

# Emeriti Faculty – Proposal for discussion

When we first began to recognize Faculty Emeriti we were still a very small college[1], and many of our practices were somewhat informal and based on shared institutional memory. Yet over the years our college has grown, not only in the number of students and employees, but also in our approach to many of our practices. We need to formalize what was once "tribal knowledge" so that it can continue to be implemented in a coherent, rational manner. Such is the case with the Faculty Emeriti recognition.

BACKGROUND

When the college first began, there was very little emphasis on honoring retirees: the college was so new that no one was going to retire for quite some time. The focus was on building the campus and hiring new employees, not saying "goodbye" to long serving colleagues.

In the mid-1970s we began to have our first retirees. To recognize those retirees, wooden plaques with the names of the retirees were placed on upright poles placed in the ground near the front of the Bonelli building. Thus was born the Honor Grove.

By the late 1980s the signs in the Honor Grove were showing their age as the wooden name plaques showed signs of weathering. A backlog emerged as there was a period when no new plaques were being made for additional retirees. In time, even the existing plaques were removed to be refurbished, with the hope that the backlog would be addressed at that time. Later, a new area was established to list the names of retirees. This was set up in Independence Grove (named after trees planted as part of COC's participation in the national Bicentennial celebrations). [2] However, Independence Grove no longer exists; the trees (and plaques) were removed during the construction of Hasley Hall.

In the early 1990s a retirement incentive saw the departure of a large number of faculty members (including many of the charter faculty members). It was felt that these colleagues, who had dedicated their professional careers to building this college, should not be allowed to simply disappear from our institutional memory. It was during this time that the Academic Senate began to develop the recognition of "Faculty Emeriti".

RECOMMENDATION

The Academic Senate should consider confirming and expanding our procedures for recognizing Emeriti faculty, and pass a resolution asking the Board and Administration to assist us in recognizing our retirees.

[1] We were a member of the "Small College" caucus of the California Community Colleges.

[2] Causing one faculty member to remark that "there is no honor left in the honor grove".

## FACULTY EMERITI

**1. Purpose**

Faculty Emeritus is a recognition[3] bestowed by the Academic Senate to recognize our retiring academic colleagues for their service to the college, students, and peers; as well as an acknowledgment that their service will not be forgotten after they leave the college.

**2. Qualification**

A. To be considered for the award of Faculty Emeritus, an individual must be a tenured COC faculty member in good standing who is retiring from full-time service at College of the Canyons and the California Community College system. Subsequent post-retirement service as an adjunct faculty member does not disqualify an individual from emeritus status.

B. Administrators who earned faculty tenure at COC, and who subsequently become a COC administrator, are eligible due to their COC Faculty Tenure status.[4]

C. Emeritus status may be granted posthumously to tenured faculty members who died prior to retirement.

**3. Selection Process[5]**

A. After consultation with the appropriate school senators[6], the Academic Senate President will present a recommendation to the Senate that an individual be recognized as a Faculty Emeritus.

B The recommendation for emeritus status should be presented at the last Senate meeting before the effective date of retirement. If that is not possible, the recommendation should be presented at a Senate meeting as soon as practical.[7]

C. Emeritus status will be granted upon a majority vote of the Senate.

D. If there are questions whether the faculty member is retiring in "good standing" the Senate President may convene a small ad hoc committee to review and make a recommendation to the Senate.[8]

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[3] In some universities this is considered as a Rank. However, this might not be appropriate in this situation. In most rank-granting institutions, rank has an impact on salary – at community colleges "rank" is an honorific.

[4] Example: Nancy Smith, emeritus professor of Psychology, Division Dean

[5] While some colleges require retiring faculty member to complete an application to reach emeritus status, after some discussion it was felt that such a practice would not be appropriate for COC. The goal is for us (continuing faculty) to recognize and honor our retiring colleagues; this rank is not intended as a way for retirees to seek personal recognition.

[6] This allows the Senate President the opportunity to gauge the attitude of faculty members close to the retiree. This will provide the Senate President with an "early-warning alert" that the awarding of emeritus status to a particular faculty member may be problematic.

[7] A candidate should not be denied the recognition because we (the Senate) forgot to take action. Bureaucracy was rampant through the candidate's career; it should not follow them into their retirement.

[8] While we do not want to create a witch hunt fueled by personal vendetta, there may be a few cases when it would not be appropriate to recognize a colleague with emeritus status. Since this process should be a joyous

**3. Honorary Faculty Emeritus**

A. There may be unique and compelling circumstances where the Senate may decide to grant honorary faculty emeritus status to retiring members of the college's academic community who did not earn faculty tenure at COC.[9]

B. Honorary Faculty Emeritus status is a recognition from the Academic Senate for an individual who, while they did not earn faculty tenure at COC, has demonstrated an outstanding commitment to working collegially with the college faculty as well as a long and successful history of dedication toward student success here at the college.[10]

C. A resolution to grant honorary tenure will be presented to the Senate by the Academic Senate President at the request of faculty senators. [11]

D. A super-majority vote of 75% will be required to grant Honorary Faculty Emeritus status.[12.]

E. Honorary Faculty Emeritus status may be granted posthumously

**4. Rights and privileges of faculty emeriti**

In addition to rights and privileges granted to all District retirees, Faculty Emeritus status will include the following:

A. An emeritus may make a written request to have any of the following recognitions removed.[13]

B. A photograph of all emeriti faculty will be placed in the Faculty Center.

i. Emeriti faculty will have the opportunity to have a new picture taken by college reprographics. If it is not possible for a new photograph to be taken, a photo may be used from the college collection.

iii. The photos will bear the name of the individual, their employment dates at the college, and their title (e.g., Professor of xxxx)

C. All emeriti will be listed in the college catalog.

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affirmation and celebration of a colleague's career, a full Senate meeting should not be the first place to "air our dirty laundry".

[9] This is not unprecedented. Although they did not earn faculty tenure here at COC, faculty emeritus status was awarded to Carter Doran, Rav Manji, and Sue Albert.

[10] This allows for the possibility of Honorary Faculty Emeritus status to be granted to both Academic Administrators as well as long time adjunct faculty.

[11] If the Senate is granting faculty emeritus status to someone who normally would not be receiving that honor, the Senate should delineate the rationale for the recognition. Without providing any rationale, we risk creating a situation where honorary faculty emeritus status would be granted to non-tenured faculty….just because everyone else got it..

[12] The 75% threshold for honorary faculty emeritus status should be seen as an indication of the high level regard that the Senate holds for an individual.

[13] An individual may be extremely private and we should respect that privacy (or an individual may be so angry at the college when they retire that they want to cut all ties with the college).

i. The Senate office will review and provide updates to the appropriate college office developing the catalog.

ii. The Senate office will ask the appropriate college office for any updates on retirees who have died. A notation will be placed to indicate a deceased individual (eg, “Carter Doran *”)

D. All emeriti will be able to retain the use of their COC email address, as well as have access to appropriate college letterhead for the purpose of writing letters of recommendation. [14]

i. Use of the college email and letterhead by emeriti is subject to adhering with all COC policies that would apply to active employees.

ii. An emeritus who uses the college email or letterhead must identify themselves as holding emeritus status.

E. Library privileges applicable to current faculty members should be extended to all emeriti faculty.

[14] It has been suggested that we work with PIO to develop a separate, distinct Emeritus letterhead.

**Senate Resolution**

**Emeritus Faculty Program**

Whereas,

The College has been built and sustained by the dedication and commitment of our colleagues, whose service and sacrifices should not be forgotten and fade away after they retire; and,

Whereas,

The Senate has developed the Faculty Emeritus program to recognize retired faculty members; and

Whereas

While it is appropriate for each constituent group (Faculty, Classified, and Administrators) to develop their own method of recognizing retirees, the Senate recognizes that there are some common recognitions that should extend across all three groups,

Therefore,

Be it resolved that

The Senate asks the College administration and the Board support the Faculty Emeritus program; and

Be it further resolved that

In grateful recognition of the retirees' contribution to the growth of the college, and so that our retired colleagues may continue to enrich our academic community with their experience and knowledge, the college should welcome their continued association with the college through

*complimentary campus parking;
*complimentary tickets to select college performances;
*lifetime library borrowing privileges;
*being encouraged to participate in general faculty professional development opportunities;
*continued access to the COC Email system;
*Invitations to campus-wide celebrations (eg, Opening Day, Retiree BBQ);

Be it further resolved that

Since retirees are often asked to write letters of recommendation for former students as well as colleagues, retirees should have access to district letterhead, until or unless a separate "emeritus letterhead" has been developed; and

Be it further resolved that

The Academic Senate requests that the Administration facilitates a discussion on appropriate campus-wide recognition for all three constituent employee groups, including the possibility of creating a retired employee association through the Alumni office; and

Be it finally resolved that

Due to the historic and traditional nature of "emeritus" for identifying retired professors, we ask that the term be restricted to retired faculty members.

# Committee on Committees Survey of Committee Operations – DRAFT (version 1)

Survey Purpose Statement:
College of the Canyons is conducting its first survey of each of its committees. The survey is being sent to members of each of the College's committees and will be used to provide feedback on aspects of the committee that are working well and areas where improvement may be needed. The survey is intended to assess operational aspects and needs within five broad categories: 1) Understanding of the committee's charge(s)/operations and workload, 2) Timeliness of agendas and minutes, 3) Adequacy of meeting frequency and duration to meets the needs of the committee, 4) Degree to which committee members communicate and disseminate information about the committee's work, and 5) Professional development needs for committee members as it pertains to their committee work. If the committee has elected to ask additional items you will find those items at the end of the survey. Customized items are included to provide additional information/feedback so that the committee can find how what is working, what is not working and ways in which the committee operations can be improved.

i. Committee Charge/Operations
   [ITEMS BELOW WILL BE A LIKERT SCALE: STRONGLY DISAGREE TO STRONGLY AGREE]
   1. I understand the mission of the committee
   2. The goals of the committee are clearly defined
   3. I understand the interconnectedness of this committee with other institutional committees
   4. The workload for committee members outside of the meeting time is manageable

ii. Agendas and Minutes
   1. Agendas are sent out with enough advance notice that I have time to prepare for the meeting
   2. Draft meeting minutes are sent out within 10 days of meetings

iii. Meeting Schedule

   1. The frequency of meetings to accomplish the committee work is (too few, just right, too many)
   2. The duration of meetings to accomplish the committee work is (too short, just right, too long)

iv. Communication/Dissemination
   1. Please indicate how you communicate the work of the committee to your constituency/department/division/school.
      [RESPONSE ALTERNATIVES below]
      a. Report out, written or oral, at Department/Division/School meetings
      b. Report out, written or oral, at Senate (classified or academic) and/or Union (COCFA, AFT, CSEA) meetings
      c. Report out, written or oral, at other college committees (e.g., College Planning Team, Management Advisory Committee, Enrollment Management, Technology Committee, etc.)
      d. Other (please specify):_____
   2. Please indicate the degree to which you feel you are effective at communicating the committee's work to your constituency/department/division/school. [LIKERT SCALE: STRONGLY DISAGREE TO STRONGLY AGREE]

3. Please indicate any assistance you need to be more effective at communicating the committee's work to your constituency/department/division/school. [OPEN ENDED ITEM]

v. Professional Development/Training
   1. Please indicate the type of Professional Development or Training that would help you be a more effective committee member [OPEN ENDED ITEM]

vi. Custom Items for Committee
   1. This section will allow committees to add custom items based on the information they need to know from their respective committee members to inform their planning efforts.

## Area C Meeting, Pasadena City College, October 15, 2016, Rebecca Eikey

Update on Accreditation – there are two CEO Workgroups at the state level working on issues related to Accreditation Agency. The ASCCC plan to have a session at Plenary with an update on that work

Budget Priorities for the system have been agreed upon. The system is asking for 10% more than what is currently allotted to the system and hence most likely these additional priorities will not be funded.

Curriculum Inventory – The state Chancellor's office is finishing up the programming to support this.

Legislative Update

- AB 1985 – advanced placement credit – this law was passed. There will need to be a system-wide policy by fall 2017 that will advise local districts for process to accept AP credit.
- AB 1741 – College Promise Innovation Grant
- SB 906 – Removes sunset for priority enrollment for EOPS, foster youth and other select populations
- SB 1359 – OER must be listed in class schedule
- AB 2017 – Mental Health Bill was vetoed by the governor

Resolutions were discussed. A number were pulled from Consent Calendar. One on CCCApply will be going to Plenary Session for review by the body; another related to pencil-paper tests will be going back to authors for revisions.

## Curriculum Regional Meeting, Mount San Antonio College, Rebecca Eikey Oct 22, 2016

1. Chancellor's Office Update – Restructuring and News, Jackie Escajeda

- Ba Degrees Program
    - Remaining 5 colleges will start soon
- Stand Alone Credit courses
    - Approved Jul 18 BOG
    - Annual credit course certification
    - Auto approval for stand alone

Reorganization in Chancellor's Office Academic Affairs

- There will be a new listserve

- Basic Skills & Noncredit office handles the following
    - Basis Skills
    - Noncredit
    - CDCP
    - Prior learning
- Educational program office handles the following (not complete list)
    - Dual enrollment
    - MESA
    - Inmate re-entry
    - Middle College
- Intersegmental programs and credit curriculum office handles the following (not complete list)
    - Credit
    - BDP
    - TOP
    - C-ID
        - Listserve on C-ID – goes to curriculum listserve through ASCCC
        - Need to find new college to support C-ID
        - Was just transferred to this office; used to be student services
        - No CSU reviewers available to review studio art courses - so these courses will not be part of C-ID system and will be pulled from C-ID
        - History and physics have also struggled because of lack of CSU reviewers – they are working on trying to find reviewers
        - Two new C-ID leads – there will be time to work out details
        - Film/Television/Electronic Media – long que
        - Engineering is backlogged
        - Agriculture is also backlogged – challenge due to few Agriculture programs at the CSUs
        - CSU's Academic Senate needs to make the appointments to review – these must be tenure track or tenured faculty – little pay for them to do $10/course – flaw of the system
    - AD-T

        - 2079 AS-T – new TMCs – Social Justice and Global Studies – no deadline for these since there are no existing degrees in the system and these have new TOP codes
        - Backlog of AD-Ts for review also – the review of these depends on priority of AD-T
        - There will be a Resolution that AD-Ts will be approved even without C-IDs approved – coming to Fall Plenary
        - Need to survey the STEM fields and take that information to legislatures to see what to do with the 60-unit limit
        - Do not discontinue a local degree if you cannot meet ADT requirements
        - Non-substantial ADT take lower priority in chancellor's office approval, but these often come as result of needs of the local CSUs – there is need from the field for these to be given higher priority – no process to expedite or discussion to expedited review
    - Low Unit CTE certificate –from 12-18 – will the Chancellor's office approval in a streamlined way? A bulk approval? Will these have to go through regional approval? Bulk upload broke the system a few years ago when they tried. State Chancellors has no control of regional consortium approval. The state Chancellor's office will consider these as "new."
        - The new Curriculum Inventory will have a BULK upload feature – this will take time (not complete by March)
        - Dolores worked in pilot (north) for streamline regional review process
            - They will be streamlining the process (60 days) with "package"
            - They will be more consistent with their recommendations and they are not to unpack or "approve"
            - They are to focus on if the program meets a Need and not to be reviewing the courses in the degree
        - To qualify for Financial Aid the certificate has to be 16 units
            - Do they need Chancellor's office approval for qualifying for Financial Aid? No – there should be a letter than can be attached
    - Distance Education & State Authorization, LeBaron (new staff person Erin Larson)
        - Online Education Initiative
            - Enable students to acquire credit at other colleges and apply to their local degree requirement
            - Exchange of courses between institutions
            - 24 colleges are involved – the first to be offered in this exchange will be spring 2017
            - As being part of being a pilot those colleges get to underwriting of the cost to use of Canvas
            - Success and Retention issues – the gap is closing over the years
                - Three elements to support DE
                    - Good course design
                    - Effective teaching practices online

        - Student support – modules for the students to go through that helps to set expectation – this is open to all colleges
      - OEI – chooses the courses that have the greatest demand and fills the quickest (90 days before semester) – they have created the list of these
    - Distance Education Policy
    - State Authorization
      - If the course is sent out of state, you need permission from the other state to offer it
    - Distance Ed and Ed Tech Advisory Committee (DEETAC)
      - Reconstituting this group
    - Open Education Resources
      - Zero Textbook Cost Degree Grant (break out session on)
      - OER Consortium
      - OER Advisory Committee
      - OER Council & Library
  - Professional Development (Rita Levy is the staff office person)
    - Flexible Calendar Program
    - Professional Development Program
    - Min Qual & Credentials
    - Professional Development Advisory Committee
  - Instructional Support and Resources
    - Library & Learning Resources
    - Prerequisite and Co-requisite report (Rita Levy)

2. Chancellor's Office Update on Curriculum

Curriculum Inventory, Jackie Escajeda

- Three Phase Migration
  i. Dec 2016 (12 pilot colleges – we might be – Lisa/Audrey will follow up with Denee – there will be information forthcoming for those colleges)
  ii. Feb 2017 (early adopters)
  iii. March 2017 (final migration)
- Submit curriculum once BOT approves
- Workgroup for vendor integration is starting
- Chancellor's office is not requiring colleges to correct date issues prior to new application
- There was a webinar – see link in the ppt www.cccedplan.org

PCAH, 6th Edition, Jackie Escajeda & Dolores

  - Standards & Guidelines
  - Implementation & Submission
    - Plan to review next week and release version with PCAH if possible
  - Curriculum Inventory Manual (won't be released until after spring 2017 until after COCI)

- Intended release = Dec 2016
    - Corrections are continuing
    - To be in conjunction with COCI
    - Stand Alone is included (but additional information will be coming before release of PCAH)
- Credit hour calculations – major changes
- Grade "P" for ADTs is allowable
- Guidelines for double counting GEs
- Program Goal classification for credit programs
    - Transfer
        - ADT
        - IGETC/CSU GE Breadth cert
    - CTE (must have CTE TOP Code)
        - Cert of Achievement
        - AS degree (some degrees may include programs with transfer prep)
    - Local
        - Includes programs developed for transfer that are not ADTs
        - Address community need
        - Many include transfer or local GE
- Additional documentation options for transfer prep degree submissions
- More options for Local community degrees/certs documentation

**Break Out Session – Zero-Textbook-Cost Degree Grant Program (Z-Degrees)**

Dolores Davison, ASCCC
LeBaron Woodyard, Dean Academic Affairs, Chancellor's Office

OER defined in Ed Code Section 78052 (b)(4) – has a very specific definition that includes "high-quality"; OER is beyond textbooks, but is available and free of cost to students.

- AB 2261 (Ruskin, 2008) created Open Edu Resources Center for CA (OERCC) at Foothill College
- SB 1052& 1053 (Steinberg, 2012) created CA OER Council (COERC) includes all three higher ed segments, as well as Cool4Ed (Ca Open Online Library) which is subpart of MERLOT.
    - Identify the *48* most commonly transferred courses between systems (started with C-ID)
    - Identify materials and OER that would be reviewed by faculty for those courses
    - Those texts had to be reviewed by at least one faculty from each of the three segments
    - Reviews are posted on Cool4Ed – good and bad reviews are posted
    - The Reviews can be helpful for those faculty thinking of adopting OER
    - Concern is the lack of ancillary materials

- AB 798 (Bonilla, 2015) provided grant opportunity for CSU and CCC that transition to OER textbooks in their course and could demonstrate cost savings of at least 30% for students.
    - $1000/section of courses that adopted OER – max of 50 sections or $50,000
    - Almost all of CSUs applied and about 19 CCC – all that applied that met the criteria received the award – these were just announced last week
    - A second round will go out F17
    - COERC will either seize to exist or will be reformatted since there are no UC's participating in AB 798
- Zero-Textbook-Cost degree – created in 2016 in AB 1602 (Higher Education Trailer Bill) – there was change to this bill from the original bill to what was passed – was a first limited to only new degrees and amount of grants possible
    - Provides grants for CCC for "developing and implementing AS degrees and CTE cert programs earned by completing course that eliminate conventional textbook costs by alternative instructional materials and methodologies"
    - Intent to reduce cost of ed and time to complete degree due to high cost of textbooks in the same semester
    - May also help with equity issues, access, and success who might not afford materials
    - Emphasis is to use existing OER rather than create new (this won't fund faculty to write new)
    - RFA – is for planning and implementing
- Grant Requirements – Sustainability
    - Grants cannot result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students.
    - One planning grant per College
    - Existing AS degree – look at ADT first and must justify why that is not chosen
    - Or new CTE cert that has high value in the regional market
    - Each degree must contribute to the overall elimination of textbook costs for students
    - CDCP? Non-credit certs – can this grant be applied to a new CDCP cert? YES
    - Discretionary student printing is not considered a cost as part of this program (free access is a must – OpenStax model works)
    - One degree/grant max of 2 grants
    - Ensure faculty have flexibility to update and customize degree content
    - Must be identified in college catalogs and class schedule
    - Must involve Academic Senates
    - Has to be a multimember team approach – need a collative set (*Z-Textbook Committee*)
        - Faculty
        - Admin

        - Other content-focused staff (librarian, instructional design, tech experts)
        - Can include personnel from other colleges in CCC, UCs or CSUs
    - Post each degree and contents in an online clearinghouse – pursuant to Item 6870-101-0001 of Budget Act of 2016 or a successor website – state wants to make sure that the investment is available for open use – Virginia (Tidewater Community College)
    - All OER must be added to Ca Digital Open Source Library (established in Section 66408)

Questions

- Is this a cohort model to help create a pathway for Z-degree students?
- Will there be priority registration?
- All courses must be open and can't deny access – so maybe the cohort model is a good idea.
- What about Z-degree students who drop out? Are they counted?
- Is the OER book listed on the course outline of record? – can you list just examples of textbooks that can be used?
- UC/CSU – need a letter confirming their support of this – but agreement that can't be collection links.

- Grant is a competition – need to have many sections involved.
- Report to Legislature expected in 18-19 about the success of this program.
- Can't buy equipment/property/buildings with the grant – that is part of capital outlay
- Can you pay adjunct faculty a stipend?

**Grant Requirements – include Professional Development & Assessment Materials**

- May use fund to obtain professional development and tech assistance (contract with districts) to assist in the development of degrees
- Testing and assessment materials posted online as part of the clearinghouse and will be safeguarded to insure the *integrity of the materials* (clearinghouse has its own funding to support its infrastructure)
- Faculty are not prohibited from providing sample test and assessment materials to students

**Two types of grants - colleges can apply for both grants – due Dec 12, 2017**

- Planning grants – up to $35,000 – have to have first phase to run Jan 1 2017-Sep 30 2017
- Implementation grants – up to $150,000 – **have one year to implement** – Jan 1, 2017 to Dec 31, 2017 – priority for implementation of an existing AS-T degree and for adaption of existing OER rather than new content
- Second Implementation grant RFA will come out in Spring 2017

Getting a planning grant doesn't guarantee that a college will get an implementation grant – it is a completion

**Implementation Report to the Legislature by Jun 30, 2019**

- Shall include # of degrees developed and implemented per district
- Savings to students
- Number of students that completed ZTC degree program
- Recommendations for expanding, increasing or improving these efforts