



College of the Canyons Academic Senate

October 21, 2021

3:00 p.m. to 4:50 p.m. Via Zoom

Join Zoom Meeting

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Meeting ID: 949 8296 4798

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AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

ADA statement: If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. **Immediate Action Item:**
 - **Resolution to Implement Teleconferencing During a Proclaimed State of Emergency**, David Andrus (pg. 16-17)
5. Committee Appointments:
 - FA 21 Selection Committees (pg. 3)
5. Sub-Committee Summaries:
 - Senate Executive Committee Summary, Sept. 16, 2021 (pg. 11-15)
6. Approval of the Consent Calendar

Academic Senate Summary, Oct. 7, 2021 (pg. 4-10)	Curriculum Committee Summary, October 14, 2021
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B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Curriculum Committee Annual Report, Lisa Hooper
2. Academic Senate Presidents Report, David Andrus
 - [Fall, 2021 ASCCC Resolution Packet](#), David Andrus

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Part-Time Faculty MQE list for Fall 2021 (pg. 18-39)
2. Faculty Professional Development Committee (FPDC) Guidelines & Operating Procedures, Teresa Ciardi (pg. 40-48)
3. Committee on Academic Freedom Conditional Report (Faculty Authored Textbooks), Chris Blakey
 - a. Conditional Report (pg. 49-52)
 - b. [AP 4030 Academic Freedom](#) (for reference only)

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Academic Freedom Final Report-Faculty Authored Textbooks, David Andrus
2. [ISER for Accreditation](#), Dr. Omar Torres
3. BP/AP 2750 (Honorary Degrees), Gary Collis
 - a. BP 2750 (pg. 53-54)
 - b. AP 2750 (pg. 55-60)
4. AP 4105 (Distance Education), Gary Collis (pg. 61-63)
5. AP 4222 (Remedial Coursework), Gary Collis (pg. 64)

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
 - a. CTE Toolkit
2. Academic Senate Legislative Endorsement Policy, David Andrus

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. HyFlex Policy, David Andrus

G. Announcements

- Next Academic Senate Meeting Fall 2021: Nov. 4th, Dec. 2nd
- [ASCCC Fall Curriculum Regional Meeting- Virtual Event](#), October 18th OR Oct. 21st, 2021
- [ASCCC Fall 2021 Plenary Session – Hybrid Event](#), Nov. 4th- Nov. 6th, 2021
- Call for Applications for 2022 Scholarly Presentation, deadline November 12, 2021
- [ASCCC Part-Time Faculty Institute-Virtual Event](#), Feb. 10th – 11th, 2022

H. Adjournment

Fall 2021 Selection Committee list

First Name	Last Name	FTF/Adjunct
Connie	Perez	FTF
Garrett	Hooper	FTF

Academic Senate Meeting Summary for Oct. 7, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	A	At Large Senator	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mike Harutunian	X
VAPA Senator	David Brill	X	At Large Senator	<i>Mike Harutunian proxy for Benjamin Riveira</i>	X
Student Services Senator	<i>Lisa Hooper proxy for Garrett Hooper</i>	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	A
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	<i>Lauren Rome proxy for Aaron Silverman</i>	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members					
Dr. Omar Torres		X	Dr. Paul Wickline		X
Marilyn Jimenez		X	Nicole Faudree (COCCA President)		X
Dan Portillo (Warren Heaton AFT Rep)		A	ASG Student Representative (Collin Shneur)		X

Guest							
Chris Blakey	X	Dr. Kathy Bakhit	X	Leslie Carr	X	Mojdeh Mahn	X
Dianne Avery	X	Erin Delaney	X	Linda Beuregard-Vasquez	X	Teresa Ciardi	X
Dr. Jasmine Ruys	X	Kelly Cude	X	Lisa Sawyer	X		

A. Routine Matters

1. Call to order: 3:04 pm
2. Public Comment: none
3. Approval of the Agenda
 - I. Motion to approve the agenda by Tammera Rice, seconded by Ambika Silva. Proxy for Garrett Hooper (yes), Proxy for Lauren Rome (yes), Proxy for Aaron Silverman (yes). Unanimous. Approved.

4. Committee Appointments:
 - I. FA 21 Selection Committees (pg. 3)
 - II. Advisory Committee for Faculty at PDC (pg. 3)
 - III. Dr. Hernan Ramirez, Dreamers Together Taskforce Faculty Chair
 - IV. Garrett Rieck, Rep for PPL, Academic Staffing Committee
7. Sub-Committee Summaries: none
8. Approval of the Consent Calendar
 - Motion to approve the consent calendar by Lisa Hooper, seconded by Lauren Rome. One abstention from Regina Blasberg. Proxy for Garrett Hooper (yes), Proxy for Lauren Rome (yes), Proxy for Aaron Silverman (yes). Unanimous. Approved.

Academic Senate Summary, Sept. 23, 2021 (pg. 4-10)	Curriculum Committee Summary, September 30, 2021
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B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Faculty Professional Development Annual Committee Report, Teresa Ciardi
 - I. Teresa shared a quick power point slide presentation on behalf of the FPDC. The Vision Resource Center is now the new operating system for FLEX. This new system allows employees to register for professional development training and also allows them to track their FLEX hours. There is now only one request form for FLEX credit as opposed to multiple forms. The operating procedures and guidelines are checked annually. The committee collaborates with other entities such as CETL. The FPDC also assists with offering and tracking all OnlineLIVE and Online trainings twice a year. The FPDC also works with the chairs of the Administrative and Classified Professional Development Committees. Chairs will come together and share ideas and best practices. A list of faculty members representing each of the Schools was shared. The list will be updated as it did contain some errors. There is a vacancy in the Schools of Applied Tech and VAPA. As a reminder, David did put out a call at the last meeting regarding committee vacancies.
 - II. Vision Resource Center: There are some people who really like this new program but others who do not as it can be tedious to look up FLEX hours. It can be difficult to locate certain classes on certain platforms such as only those for COC. There is also a lag time when someone completes FLEX hours to having them added to the transcript. Teresa clarified that adjunct hours are added first so they can be paid then full-time faculty hours are added. Leslie Carr and Sarah Dettman are the individuals that add hours to the system. Teresa requested to have any comments or concerns regarding the new system forwarded to Teresa and Leslie Carr.
2. Academic Senate Presidents Report, David Andrus
 - I. COCF/Senate Joint Taskforce: This taskforce was created by the Academic Senate to address evaluation documents for Online/Online Live. The group met and provided great qualitative analysis. David and Nicole have reported back to Dr. Torres. The group will prioritize OnlineLIVE evaluation documents for the current semester.
 - II. Academic Senate/COCF Joint Town Hall Meetings: There are three joint townhall meeting times that have been identified and will be held later this month. Many people have been feeling disconnected and while many can stay connected with technology there are many concerns about the future of the teaching profession. There is an overlap with work conditions and academic and professional standards and it helps to bring people together as this informs leadership. The meetings are not meant to be directly related to negotiations. There will also be some discussion concerning what are

the unintended consequences of removing people from the physical campus, what will the profession look like post pandemic? What should faculty attitudes, willingness and work conditions be? What will student experiences be, especially for new students as they're experience is only through a pandemic remote environment. These townhalls were created as a forum in which faculty can be heard from their different vantage points respectfully in a professional and civilized manner.

- III. IE2 Steering Committee: There is a full IE2 Committee meeting scheduled for October 12th from 3:00pm-5:00pm. Many of these conversations are related to Guided Pathways and also overlap with what will be discussed in the COCFA/Senate Townhall meetings. The idea is to listen to everyone and discuss what are the best ways to help students stay on the path. There needs to be emphasis on self-help and awareness of current conditions and of what everyone is going through. There may be some break out rooms to discuss how to go from surviving to thriving.
- IV. Curriculum Committee Update:
 - a. Emergency DLA: This Emergency DLA will expire at the end of the calendar year. Lisa Hooper notified everyone last semester. There was also a call out to everyone to get their DLA's for their courses and not rely on Emergency DLA's. There are some people who are not aware that courses being taught via remote and which are relying on Emergency DLA will no longer be allowed. There will be no roll over of the Emergency DLA. It was also clarified that the Emergency DLA and all provisional and full online through mutual agreement DLA, are expiring. These were enacted only in the event of an emergency.
 - b. FOMA DLA: If the district decides we are in a local emergency the FOMA DLA will not apply either. This means that faculty will need to rely on the Permanent DLA.
 - c. Permanent DLA's: This will allow for courses to be offered either 100% online, Hybrid or both. The Permanent DLA will be revised in order to capture any combination of new modalities. Currently there is only 100% Online or Hybrid. Hybrid means some face to face component on campus. There are some courses which do not do well online. These typically require direct observation of skill attainment. It is the responsibility of the Curriculum Committee to make sure that all appropriate modalities are applied based on the type of course being taught. Most departments on campus have gone through and applied for permanent DLA's. Faculty should be evaluating their courses if they have a permanent DLA to determine what it allows, for example, 100% Online or Hybrid?
 - d. Master List of DLA courses: If anyone has any questions they can reach out to their Curriculum School Rep or the Curriculum Committee Chair, Lisa Hooper. There is a current master list of courses that have permanent DLA's. Patrick Backes has been tasked with this and has been submitting this information to the State. Lisa will share an extensive Curriculum Committee report at the next meeting
 - e. Online Labs: The current Curriculum Committee Articulation Office and faculty member has not head back from USC as to whether or not they are going to accept Online Labs going forward. Only Permanent DLA's will be in effect in the spring.
- II. Non-COC Emails: There are still many faculty who use non-coc emails for campus business. In terms of Senate Elections, it has been made clear that everyone must use a coc-email. There are various important reasons for this relating to current provisions

in how Senate Elections are conducted; equity and various other principles. David asked school senators and adjunct senators to make sure they report out to their constituents and remind them that they must use their campus email for official campus and Senate business.

- III. FLEX Policy: David has met with Regina to go over some of the particulars regarding the dynamic nature of HyFlex. There is a need to adopt a policy similar to one adopted for OnlineLIVE. Special thanks to Dr. Torres and Lisa Hooper for reviewing this document. The next step will be to get another revision to this document and then call together a work group which will include Ed Tech. This document may come through on the Oct. 21st or the Nov. 4th meeting.
- IV. Ethnic Studies Courses: There is a drive for Ethnic Studies courses on campus. David met with Katie Coleman from the EMP group. Guidance has also been sought from the State in terms of the implementation of Ethnic Studies courses and submissions. There has been some discussion with Rian Medlin in HR about identifying faculty members both full-time and part-time who meet the minimum qualifications for Ethnic Studies. Those faculty may have already been assigned to teach or hired to teach in other disciplines. David has asked School, Adjunct and At-Large Senators to put a call out and if anyone thinks they meet the MQ's to please reach out to David and/or message Rian Medline in HR.

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

None

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Faculty Professional Development Committee (FPDC) Guidelines & Operating Procedures (pg. 11-19)
 - I. As reminder, all Senate Sub-Committee procedures are approved by the Academic Senate. The goal was to make the language more positive for example instead of, "non-members will not be allowed to vote," this was changed to "all members will be voting members." The procedures were also simplified and were aligned with current district goals.
 - II. Division representation on FPDC: The list of Schools also needed to change. There is one other change that will be made under Section B, C and G. as the School of MSHP has two divisions: MSE and HPPS. The Senate Constitution does state that Divisions will have senators and not just Schools. The current language also included a lot of language on state guidelines and COCFA contracts. Other committees will need to analyze if they have adequate representation for their Divisions if their committees call for that.
 - III. Title 5 Language: The committee unanimously feels that the legal language at the end of the document is not necessary. Sometimes legal language changes and this would require regular changes to the procedures. There are others who feel the procedures should include Title 5 language to describe what professional development actually is, why it is offered and why it needs to be tracked. This is specifically outlined in Title V 55724.a.4, section A. and B. This section outlines how faculty can holistically develop themselves professionally. This is an important aspect of the shared governance model in terms of identifying roles and responsibilities. The area of professional

development is also called out in the 10 +1 and it may be helpful to have faculty reference this language directly in the procedures.

- IV. Conferences: The guidelines state that, “proposals should be uploaded 21 days prior to completion of the activity.” Proposals are reviewed in the order that they are received. If any proposals are not reviewed those will be moved up on the list at the next meeting.
 - V. HPPS Senator: At Large Senators and At-Large Committee representatives can report out in School meetings in the absence of a School or Division Senator or committee rep. As a reminder when Senators and elected committee members vote they are voting based on the constituency that elected them.
 - VI. Teresa will meet with the committee to discuss the procedures. This item will return on the Oct. 21st agenda as an action item.
2. Embedded Tutors Report, Mojdeh Mahn & Erin Delaney
 - I. Instructional issues are at the heart of what the Academic Senate does. This program places tutors in the classroom to help students successfully complete their courses. Embedded tutors are students that are further along in their academic journey than other students in a class. These students work under the guidance of faculty to provide additional student support such as attending live classes or being emended in a CANVAS shell, participate in discussion boards and provide feedback on assignments and drafts. Embedded tutors are there to provide additional feedback to students to help them turn in better assignments and projects. Some tutors are also holding workshops on behalf of faculty in the TLC. There are tutors who are doing group tutoring sessions, breakout sessions and who are holding open office hours. There is a great deal of team work that happens. Students may have a different relationship with a tutor than they would with an instructor. Students may feel more comfortable and less intimidated to talk to a tutor. Students can also pass a student along to an instructor if the student asks a question that is beyond the tutor’s responsibility to answer. There are some students who still have not attended classes in person. Many students experience disasters, such as the wild fires, not to mention consequences of the pandemic. Many students feel they now have a friend they can talk to in an embedded tutor. Other students are forming groups outside of class. Some students have created a social media chat group. The embedded tutor is also there to provide moral support as many students are right out of high school. The number of drops has reduced with the help of tutors. Students are also getting better accountability. The tutors are also learning themselves. A few student testimonials were shared. It was discussed in IE2 that there are many students who are falling off of the educational grid nationwide. If any faculty are interested in this program they can reach out to Mojdeh Mahn to discuss different variables. The current program is run with one time funds, however the argument can be made that there needs to be annual dedicated funding toward embedded tutors in the instructional budget.
 3. Academic Freedom Committee Conditional Report (Faculty Authored Textbooks), Chris Blakey (pg. 20)
 - I. Conditional Report (pg. 21- 24)
 - II. AP 4030 Academic Freedom (*for reference only*)
 - III. There was some discussion last year regarding concerns about particular textbooks that faculty authored and which have a high price point. There was also discussion regarding if there is more than one book to choose from or secondary sources which can be more affordable. A related conditional report was shared with the Senate. If this document is

adopted by the Senate it will be considered a “final report” per the Administrative Procedure. The questions to be discussed are, does Academic Freedom allow for faculty members to require students to purchase their own author textbooks? It is not a violation of Academic Freedom for faculty members to require their students to buy their own authored textbooks. Faculty have broad freedom to assign texts that they feel are appropriate for their courses. The second section of the report challenges concerns and qualifications. The Academic Freedom American Association by university professors’ states in their founding documents from 1940 a statement that students have the right to learn. It is important that textbooks are not being used for personal gain at the expense of their students. There are also some relevant concerns addressed by the California Community College System, such as equity, fairness and inclusion. There were also some comments regarding how to mitigate some of those concerns. AP 4030 provides the guidance for the AF Committee. If this document is adopted the final version would be forwarded to the CEO and CIO and added to the Senate website. There is then the option to adopt a resolution or a philosophical statement about best practices. There was a reminder that COC is a 2-year institution dealing with transfer studies at the 100 level with a plethora of available textbooks. There are DEI concerns.

- IV. There are others who feel that the institution should be proud if a professor writes and is using their own textbook as many professors could be experts in their field. Barnes & Noble also has some restrictions or policies on what can be bought or sold here on campus. Should there be a statement that if a textbook is sold that the faculty member does not receive compensation? The precedent being placed is that reports coming from Academic Freedom are purely intellectual and philosophical statements, most likely to be adopted by the Senate as a whole. The Senate could adopt a resolution that would cite the report. Others feel it is important to consider the affordability of textbooks in everything that is being done. It is important to find a balance between access, fairness and inclusion and being a local expert in a particular field, as well as academic standards. There are some students who have moved away from purchasing textbook through Barnes & Nobel and searched for other vendors as it is difficult for students logistically and financially. There are times when there are 15 sections for a class and each section has a different textbook. This raises questions about what is in the best interest of students.
- V. There is also some discussion regarding the academic freedom of departments, instructors and assigning OER vs published textbooks. This item will return as an action item. A best practices sheet can be created.

4. Academic Senate Legislative Endorsements, David Andrus (pg. 25-26)

- I. David was recently approached to place a piece of federal legislation on a Senate agenda. The issue is relevant in many ways but not directly related to the Senate’s 10+1 mandate. Legislation on an agenda that the Senate is being asked to endorse may set a precedent. The question is, when should or shouldn’t legislation be placed on an agenda for consideration of an endorsement? If it is an item that is directly related to 10 +1 that may be an easier for the Senate to take a position on. There are many issues that people feel strongly about. Legislation is complex and when something is voted on there may be unintended consequences which has riders and amendments that are totally asymmetrical to the original intent of the legislation. This is sometimes an intentional practice to get people to vote against a piece of legislation as commonly understood within political science. Should a criteria list be created that Senate Presidents should have to adhere too that will help create an objective basis to

make such decisions? The faculty body also represents students as well and many resolutions which have passed through were socially related. Others feel that faculty need to be more of advocates for students and for themselves personally. Due to the volume of legislation being so great, how can it be discerned what to and what not to support? The general consensus among senate leadership is to limit areas of legislation to the 10 +1 as this could help to eliminate some of the more peripheral legislative actions. The idea is to create a process by which to evaluate legislation. It is the best practice for the Senate President to listen to the will of the Senate. However, when the Senate President is unable to go back to their constituents and there is a deadline then the President serves as a trustee of the Senate's will.

- II. This document would likely exist as a Senate standing policy or procedure that could be used as a tool for the Senate President to come to such determinations.

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
 - a. [CTE Faculty MQ Toolkit](#)
 - b. The CE Committee will be discussing the CTE toolkit at the next meeting on Monday and will bring back feedback to the Academic Senate.
2. Election Committee Results/Certification

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. HyFlex Policy, David Andrus

G. Announcements

- Next Academic Senate Meeting Fall 2021: Oct. 21st, Nov. 4th, Dec. 2nd
- [ASCCC Fall 2021 Academic Academy – Virtual Event](#), Oct. 7th – Oct. 9th, 2021
- [ASCCC Fall Curriculum Regional Meeting- Virtual Event](#), October 18th OR Oct. 21st, 2021
- [ACCCC Area C Meeting Fall 2021-Virtual Event](#), Oct. 16, 2021
- [ASCCC Fall 2021 Plenary Session – Hybrid Event](#), Nov. 4th- Nov. 6th, 2021
- Call for Applications for 2022 Scholarly Presentation, deadline November 12, 2021
- [ASCCC Part-Time Faculty Institute-Virtual Event](#), Feb. 10th – 11th, 2022

H. Adjournment: 4:57 pm



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

September 16, 2021
11:00 a.m. to 12:00 p.m.

SUMMARY

Attendees: Alisha Kaminsky, Christopher Blakey, Claudia Acosta, David Andrus, Garrett Rieck, Gary Collis, Gary Quire, James Temple, Julie Johnson, Lisa Hooper, Marilyn Jimenez, Miriam Golbert, Nicole Faudree, Rebecca Shepherd, Robert Wonser and Teresa Ciardi.

A. Routine Matters

1. Call to order: 11:03 am
2. Public Comment:
 - I. A clarification was made that in a previous Senate Executive Committee meeting, MQE, CETL, Scholarly Presentation and Const. & By-laws Committee Chairs were added as voting members to this committee. The way in which the Academic Senate By-laws are written does allow for the ability of the Executive Committee to expand its membership as was done the last academic year. Marilyn will work on updating the list. As a reminder, on the senate agenda, the committee appointment lists will be finalized.
3. Approval of the Agenda
 - I. Motion to approve the agenda by Rebecca Shepherd, seconded by Gary Quire. Unanimous. Approved.

B. Reports:

1. ASCCC Leadership Conference Report Out (Julie Johnson)
 - I. DEI Practices: Much of the conference focused on embedding DEI practices into all aspect of campus life, hiring and the classroom. There is an importance to creating a culture of accountability around DEI. An example was shared from Los Rios Community College where a “*Self-Reflection for DEI in Faculty Evaluation*” was implemented. This is a great way to have a conversation with the union and Academic Senate. It is important to have a reflection question that is not tied to any sort of rubric is a great way to incorporate what practices of DEI are being used in the classroom. Julie brought this item up at the recent Equity Minded Practioners workgroup. The workgroup has created a sub-group that is discussing how to introduce DEI into different aspects of either faculty professional development or faculty evaluations.
 - II. Brown Act Presentation: There was a speaker who spoke about emails and replying all. It was explained that if someone were to reply-all in a conversation this would be considered a “*serial meeting.*”

C. Action

1. Adoption of May 20, 2021 Ex. Comm. Summary (pg. 2-5)
 - I. Motion to adopt to the summary from May 20, 2021 by Nicole Faudree, seconded by Rebecca Shepherd. Unanimous. Approved.

D. Discussion

1. Committee Meeting Options 2021/22 Academic Year (Jim Temple, David Andrus)
 - I. Hybrid meeting for fall 2021: There have been many questions from committee chairs in regards to how will on campus committee meetings be held? Jim outfitted several rooms on campus to be in a HyFlex mode. There are about 8 rooms which have been outfitted with technology. There are some issues with using these rooms both as classrooms and as conference rooms due to scheduling. There was a reminder that the current COCFA MOU does not prevent anyone from being on campus. Everyone just needs to follow all protocols so people can attend hybrid meetings.
 - II. New Technology for Hybrid meetings: Large monitors and equipment are now sitting in some of these rooms. Some rooms are being used by faculty to teach. There is now a small group of rooms that can be used for fall and winter and monitors and equipment will be moved around this week. The rooms will be available on Monday. The monitors are 85 inches which also have computers built into them and are touch screen. There is a wireless keyboard, mouse and microphone. The computer runs on Windows and accepts USB drives, has a zoom camera on top of the monitor and there is also a bottom camera which can display everyone sitting at a table. The camera can be switched out for a more telescopic view of a room. There are external speakers which are small black square equipment pieces. These are available to connect wirelessly to the TV and can be placed around a room. There are also power outlets in the center of the tables for changing devices and connecting USB ports. It is not recommended to use the microphones or speakers on individual laptops at the same time as this can create backfill noise coming through on the larger TV. As a point of clarification, a host can launch the meeting from the larger TV via zoom and people in the room can also connect to the meeting via their own laptops. Attendees can also share their screen from their laptops. Will the host be able to continue to project themselves in zoom as there are talking or will the camera be pointed at all in the room? Will the screen only project those who are joining via zoom?
 - III. How to Book a technology room: Currently there are 5 rooms equipped with technology. These include, Bonelli Hall 307 & 310, Mentry 247 & 253 and CCC-400. By Monday these rooms will be available for booking through the Tamis System and each room will be set up with an instruction sheet. This list of rooms will be forwarded to all committee chairs. Any questions relating to the technology and equipment can be forwarded to Jim Temple. The Senate Planning team will be meeting with Jim soon to do a test run of a meeting.
 - IV. Technology Assistance: There was a question regarding if committee chairs will have access to a student worker to help operate the equipment? There are currently Classroom Production Assistants which work in the classrooms. If anyone is interested in booking one of the rooms Computer Support can set up a time to meet with a chair and go over the technology set up. There can also be someone assigned to the room that can assist with getting the equipment set up. All rooms also have a phone and anyone can call the helpdesk.
 - V. Academic Senate HyFlex policy: There was a reminder that in this current semester term the Academic Senate will be adopting a HyFlex policy to define this

modality. There is a pedagogical component to how this technology should be used. This knowledge of equipment will allow people to run meetings more effectively. In regards to some CETL OnlineLIVE courses there is a huge range of teaching proficiency with zoom and how faculty are using it. Having FLEX training is very important.

VI. Brown Act Emergency Order Updates: Everyone is waiting to see what will happen with the emergency orders set for the Brown Act as Governor Newsom stated these would be lifted and all meeting will return to normal as of Oct. 1st. It is not clear if the emergency order will be extended. There is currently legislation in the works that will extend emergency orders until January 2022. After Oct. 1st, if the emergency order is not extended, people can still attend meeting via zoom. The difference will be that if anyone teleconferences in their address will need to be published and the location will need to be made available to the public for public comment and participation. This will also apply if someone is teleconferencing in from the Canyon Country or Valencia campus. There is also a concern regarding counseling faculty as their office square footage is not very large and it will be challenging to maintain social distancing and adhere to public health concerns. ASCCC President, Dolores Davidson will be meeting with the state Chancellors Office as they are advocating for extension of these orders.

VII. Brown Act Transparency for Public Meetings: There is much support for the Brown Act as it provides transparency for public meetings. At the ASCCC Spring 2021 Plenary session there were some people advocating for a permanent extension of the emergency order in order to allow more participation though teleconferencing in public meetings. There has been some push back from Political Scientists which stated that transparency is very important and who are not interested in continuing with remote meetings. There was a reminder that the Academic Senate is a sub-committee of the Board of Trustees and therefore is beholden to the Brown Act.

VIII. Possible Brown Act Violations: There was also a clarification that if there is a violation of the Brown Act the remedies are very progressive in the sense that if an action was taken the committee could go back and remedy that action. The Brown Act remedies vary by violation. For example, if someone from the public claims an agenda was not posted 72 hours prior, the committee would need to go back and fix it. If this is not fixed, there is a short window of time for filing a lawsuit against the District or entity. Other committees such as the Policy Review Committee make recommendations to the Senate. Committee chairs should run their meetings in a transparent, lawful way. There was also a reminder that the Academic Senate By-Laws include a reasonable person standard which applies to committees, with the exception of the Academic Senate and Curriculum Committee. There is also the option for committee chairs to forward their meeting agenda to both David and Marilyn to have them posted somewhere on the website. There are many Academic Senate Presidents throughout the state who voiced their concerns regarding the rigidity of the Brown Act. There are many agendas that may not be written for the general public, there are other committees which utilize Microsoft Teams for committee work. Is this violating some specificity requirement of the Brown Act? If there are any members of committees who may have concerns about the Brown Act committee chairs can refer them to David.

2. Fall 2021 Committee Membership Appointments and Intranet Committee Updates

- I. There was a reminder that last semester an announcement was made at the last Senate Executive Committee meeting to all chairs to confirm their committee memberships. Thank you to everyone for confirming your committee membership and forwarding that information to both David and Marilyn. It was a bit more challenging confirming membership to Collegial Consultation committees as many do not have faculty chairs or co-chairs. These people were tracked down and these lists will be confirmed soon. There was another reminder that the COC intranet has a committee page. Committee chairs should have access to their list and it is important that these lists are updated. Any questions regarding access to the intranet committee list can be directed to Hsiawen or Jim in IT. IT also has to add any new staff to the database in order for committee chairs to add members to their list. If anyone has a need to define further their committee membership they can reach out to David. It is also advisable to have School/Division Senators help recruit members from their areas.
3. Academic Senate Local Faculty Awards
 - I. There was some discussion last academic term about developing a local awards process. The statewide Senate has three awards, Stanback-Stroud Diversity Award, Hayward Award (focuses on Excellence & Teaching) and the Exemplary Program Award. Congratulations again to Garrett Rieck who was a recipient of the Exemplary Program Award last year. There was some discussion about having the Senate Executive Committee review the awards of any faculty who put in for those awards. For example, if there is more than one faculty members who puts in for the Hayward award how will it be decided who would be the nominee to advance to the statewide ASCCC for consideration? There are limits on how many nominees local Senates can forward for consideration. The idea is to build into the Executive Committee this process for vetting multiple applications. There are rubrics that the state uses to evaluate applications. In the recent Call to Action Coalition meeting there was a need to continue to recognize those doing work with DEI and academic excellence. The question is regarding how could the process for the local award process be distinguished from the state process? There is a need to celebrate COC faculty both full-time and part-time but it needs to be decided what these awards are going to look like in tandem with the statewide process so as to not overlap in terms of process and evaluation of application submissions.
 - II. It is not clear yet if the new award process will live within the Senate By-laws or the Senate Executive Committees procedures. The colleges Alpha Nu Xi Chapter of the Phi Theta Kappa International Honor Society has regional and international awards. Entries for these are the same, if a student receives an international award they are automatically entered into the regional award on the same category. The other idea is to have multiple diversity awards and have only one advance to the state. A decision needs to be made as what will be the awards categories. Some suggestions include DEI, Adjunct Faculty of the Year as this can really help some adjuncts stand out in resumes and job applications. Julie and Robert conducted a CETL Flex session and faculty were very much interested in recognizing faculty through an award process, for example Excellence in the Classroom. It is important that the process and credibility is not undermined. We need an objective, transparent process. There was a suggestion to also bring in the three adjunct faculty into the award screening process. David will build a proposal for possible award categories. There was a suggestion to set up breakout sessions at the next

meeting to allow time for committee members to discuss the possible award structure and share with the main group. The idea is to either schedule a 90-minute meeting or have the meeting solely focus on this discussion.

III. Constitution & By-Laws Committee update: The committee is working on revisions to the Constitution which includes a pending proposal for one of the three adjuncts to possibly be an officer of the Senate. This will allow for inclusiveness for adjuncts, but is merely a working proposal at this time. There is currently a joint agreement/MOU with COCFA and the Senate but there is not one with AFT and the Senate. There needs to be since so much of what the Senate is charged with in its 10+1 overlaps with AFT negotiated items. David will work on building this agreement. As a reminder, a recent taskforce was created to deal with evaluation. This is part of the 10 +1 issues for the Senate and there is a need for Senate involvement prior to the union adoption.

4. Committee Survey Results (Questions?)

I. If there is anyone who has any questions regarding the survey results they can reach out to David. The Senate did review these results and there was not much input. The Senate will conduct another survey possibly in the spring.

5. Committee Needs? Future Business?

I. If anyone has any Return to Campus Coalition issues from a committee perspective please contact David. Currently Nicole, David, Mary and Miriam all sit on this committee. As a reminder this coalition does not have any authority. Rather, it is more so a place for everyone to come together, share their perspectives and ensure all areas on campus are being responsive to faculty and classified needs.

II. Meeting will continue to be scheduled on the third Thursday of the month so as to not overlap with the Program Viability Committee meeting times.

E. Unfinished Business

F. Announcements

- Next Academic Senate Meeting Fall 2021: Oct. 7th, Oct. 21st, Nov. 4th, Dec. 6th
- ASCCC Fall 2021 Academic Academy – Virtual Event, Oct. 7th – Oct. 9th, 2021.
- ASCCC Fall 2021 Plenary Session – Hybrid, Nov. 4th- Nov. 6th.
- ACCCC Area C Meeting –*TBD*
- Fall Meeting Dates *TBD* – Likely Thursdays 11am to Noon.
 - Work will be done to enhance the announcement section. Hispanic Heritage month is coming up 9/15-10/15. There may be a new Announcements page on the Academic Senate website to highlight academic programs, involvements and celebrations. If anyone has any announcement requests feel free to email David and Marilyn.

G. Adjournment: 12:03pm



THE COLLEGE OF THE CANYONS ACADEMIC SENATE

RESOLUTION

No. 2021/22-01

RESOLUTION TO IMPLEMENT TELECONFERENCING REQUIREMENTS DURING A PROCLAIMED STATE OF EMERGENCY

WHEREAS, the Ralph M. Brown Act requires that all meetings of a legislative body of a local agency be open and public, and that any person may attend and participate in such meetings;

WHEREAS, the Brown Act allows for legislative bodies to hold meetings by teleconference, but imposes specific requirements for doing so;

WHEREAS, on March 17, 2020, in order to address the need for public meetings during the present public health emergency, Governor Newsom issued Executive Order No. N-29-20, suspending the Act's teleconferencing requirements; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order No. N-8-21, continuing the suspension of the Brown Act's teleconferencing requirements through September 30, 2021; and

WHEREAS, these Executive Orders allowed legislative bodies to meet virtually as long as certain notice and accessibility requirements were met; and

WHEREAS, the State Legislature amended the Brown Act through Assembly Bill No. 361 (AB 361) on September 16, 2021; and

WHEREAS, AB 361 amended the Brown Act so that a local agency may use teleconferencing without complying with the regular teleconferencing requirements of the Act, where the legislative body holds a meeting during a proclaimed state of emergency and makes certain findings; and

WHEREAS, Government Code section 54953 requires that the legislative body make additional findings every 30 days in order to continue such teleconferencing.

RESOLVED, the College of the Canyons Academic Senate finds, determines, declares, and orders the following:

1. That the foregoing recitals are true and correct and the Academic Senate incorporates them by this reference.

2. The Academic Senate finds, by a majority vote, the following:

a. That there exists a proclaimed state of emergency;

AND either:

- i. The Academic Senate is meeting to determine one of the following, or more than 30 days have passed since the Academic Senate met and determined one of the following and the Academic Senate now re-determines one of the following:
 - a) State or local officials have imposed or recommended measures to promote social distancing; OR
 - b) As a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

OR

- ii. The Academic Senate has made the determination set forth in subdivision (i), above within the last 30 days and now makes the following determination:
 - a) The Academic Senate has reconsidered the circumstances of the state of emergency; AND
 - b) Any of the following circumstances exist:
 - 1. The state of emergency continues to directly impact the ability of the members to meet safely in person.
 - 2. State or local officials continue to impose or recommend measures to promote social distancing.

3. The Academic Senate President is authorized to take all steps and perform all actions necessary to execute and implement this Resolution in compliance with Government Code section 54953.

4. That this Resolution shall take effect immediately upon its adoption.

Adopted, Academic Senate, xxxxxxxxxxxx

Adjunct Faculty Fall 2021

Name	Position Title	Discipline Assignment	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Heredia, David	Adjunct – Animation	Multimedia	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to Animation or the equivalent; OR - Any associate degree and six (6) years of professional experience directly related to Animation or the equivalent.	BFA Animation from School of Visual Arts, 12.7 years of full-time equivalent professional experience directly related to Animation or the equivalent
Evans, Katlin	Adjunct – Art	Art	Master’s in fine arts, art, or art history OR Bachelor’s in any of the above AND Master’s in humanities OR the equivalent. <i>(NOTE: "Master’s in fine arts" as used here refers to any master’s degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also, art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing or other nonplastic arts.)</i>	Master of Fine Arts: Art (Drawing and Painting), CSU Fullerton

Aparicio, Ashley	Adjunct – Biological Sciences	Biological Sciences	Master’s in any biological science OR Bachelor’s in any biological science AND Master’s in biochemistry, biophysics, or marine science.	MS Biology from University of Nebraska at Kearney
Tabbakhian, Melia	Adjunct – Biological Sciences	Biological Sciences	Master’s in any biological science OR Bachelor’s in any biological science AND Master’s in biochemistry, biophysics, or marine science.	MS in Physiology and Biophysics from University of Southern California
Vallejo, Benigno	Adjunct – Biological Sciences	Biological Sciences	Master’s in any biological science OR Bachelor’s in any biological science AND Master’s in biochemistry, biophysics, or marine science.	MS in Biology from University of California, Los Angeles (UCLA)
Jones, Sonia	Adjunct – Business	Business	Master’s in business, business management, business administration, accountancy, finance, marketing or business education OR Bachelor’s in any of the above AND Master’s in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor’s in economics with a business emphasis AND Master’s in personnel management, public administration, or JD or LL.B. degree OR the equivalent.	Doctorate in Business Administration from Argosy University, Orange County

Anderson, Marcus	Adjunct – Business	Business	Master’s in business, business management, business administration, accountancy, finance, marketing or business education OR Bachelor’s in any of the above AND Master’s in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor’s in economics with a business emphasis AND Master’s in personnel management, public administration, or JD or LL.B. degree OR the equivalent	PhD in Educational Leadership/Higher Education from University of Phoenix Master’s in Business Administration from University of Phoenix, MS in Education Administration from Lamar University
Abdelmalak, Bushra	Adjunct – Chemistry	Chemistry	Master's degree in chemistry. OR - Any bachelor's degree in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry	MA Chemistry, University of Virginia
Wheeler James	Adjunct – Coaching (Physical Education/Kinesiology)	Coaching	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent	BS Criminal Justice, Southern Oregon University, plus 9.6 years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent
Banks, David	Adjunct – Coaching	Coaching	Any bachelor's degree and two (2) years of	BA Liberal Arts & Sciences from Iowa

	(Physical Education/Kinesiology)		<p>full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;</p> <p>OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent</p>	State University of Science & Technology and 6.5 years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent
Rosselle, James	Adjunct – Culinary Arts	Culinary Arts	<p>Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;</p> <p>OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.</p>	AA Culinary Arts from Le Cordon Bleu and 17.26 years of professional experience related to the teaching assignment
Jacquet, Anthony	Adjunct – Culinary Arts	Culinary Arts	<p>Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;</p> <p>OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.</p>	BA in English from San Diego State University and 19 years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent

Franco, Lauren	Adjunct – DSP&S Counselor	Community College Counselor of Students with Disabilities	<p>Master’s degree, or equivalent foreign degree, in rehabilitation counseling; or Master’s degree, or equivalent foreign degree, in special education, AND twenty-four (24) or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; or Master’s degree in counseling, guidance, student personnel, psychology, career development, or social welfare; AND either twelve (12) or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities; or Master’s degree in counseling, guidance, student personnel, psychology, career development, or social welfare; AND two (2) years of full-time equivalent experience in one or more of the following:</p> <ul style="list-style-type: none"> A. Counseling or guidance for students with disabilities; or B. Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in 	MA College Counseling and Student Services and BA Deaf Studies from California State University, Northridge (CSUN) which includes twelve (12) or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities
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			<p>which the responsibilities of the position were predominantly or exclusively for persons with disabilities.</p> <p>AND the ability to demonstrate clear evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. College of the Canyons prefers to hire faculty with demonstrable skills in academic computing and classroom use of computers.</p>	
Obritz, Michele	Adjunct- DSP&S Counselor	Community College Counselor of Students with Disabilities	<p>Master's degree, or equivalent foreign degree, in rehabilitation counseling; or Master's degree, or equivalent foreign degree, in special education, AND twenty-four (24) or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; or Master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; AND either twelve (12) or more semester units in upper division or graduate level course work specifically in</p>	<p>MS in Rehabilitation Counseling from California State University, Los Angeles (CSULA) and BA in Communicative Disorders from California State University, Long Beach (CSULB) which include twelve (12) or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities and 14.3 years of full-time equivalent experience in Counseling or guidance for</p>

			<p>counseling or rehabilitation of individuals with disabilities; or Master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; AND two (2) years</p> <p>A. Counseling or guidance for students with disabilities; or</p> <p>B. Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.</p> <p>AND the ability to demonstrate clear evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. College of the Canyons prefers to hire faculty with demonstrable skills in academic computing and classroom use of computers.</p>	<p>students with disabilities</p>
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Many, Carey	Adjunct – EMT	Emergency Medical Technologies	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR - Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	MS in PhysEd/Exercise & Sport Science and 7.9 years full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent
Wilson, Ian	Adjunct – EMT	Emergency Medical Technologies	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR - Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	BS in Nursing from the University of Texas, Arlington and 7 years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.
McLean, Foster	Adjunct – Fire Technology Instructor	Fire Technology	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR - Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	Masters of Public Administration and BS Environmental and Occupational Health from California State University, Northridge (CSUN) and 19.10 years of professional experience directly related to the faculty member’s teaching assignment or the equivalent

Jimenez, Velia	Adjunct – Health Science	Health	<p>Master’s degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition or public health. OR - Bachelor’s degree in any of the above AND master’s degree in public health, or any biological science. OR - Equivalency: An official transcript documenting successful completion of any Master’s degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.</p>	Master of Public Health from California State University of San Marcos
Griffin, Edward	Adjunct – Medical Laboratory Technician	Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	MS in Immunohematology from George Washington University, Washington D.C, BS in Applied Science and Technology from Thomas A. Edison State College, N.J. and 28 years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.

Herrera, Annabelle	Adjunct – Medical Laboratory Technician	Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)	Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.	BS in Medical Technology from the University of Baguio, Philippines, evaluated by IERF (International Education Research Foundation) and 7.5 years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.
Cantos, William	Adjunct - Music	Music	Master’s degree in music OR bachelor’s degree in music AND master’s degree in Humanities OR Equivalency: An official transcript documenting successful completion of any Master’s degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	Master of Music from the New England Conservatory of Music

Jeffrey, James	Adjunct - Music	Music	Master's degree in music OR bachelor's degree in music AND master's degree in Humanities OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MFA in Performer/Composer from California Institute of the Arts
Lara, Patricia	Noncredit – Career Skills (Short Term Vocational)	Vocational (short-term): Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship	MS Educational Counseling from University of Southern California (USC), MA in Sociology from California State University, Northridge (CSUN) and 6.6 years of occupational experience related to the subject of the course taught or the equivalent

			instructors in that occupation, as specified in title 5 section 53413.	
Marchesan, Ann	Noncredit – Career Skills (Short Term Vocational)	Vocational (short-term): Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	MA in School Counseling from Loyola Marymount University, BS in Marketing from California State University, Northridge (CSUN) and over 8 years of occupational experience related to the subject of the course taught or the equivalent
Pearson, Jade	Noncredit – Career Skills (Short Term Vocational)	Vocational (short-term): Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-	MS Counseling / College Counseling and Student Services from California State University, Northridge (CSUN) and 7.9 years of occupational experience related to the subject of the course taught or the equivalent

			time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	
Reed, Theresa	Noncredit – Career Skills (Short Term Vocational)	Vocational (short-term): Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	MA Education/Adult Education and Training from University of Phoenix and 20.11 years of occupational experience related to the subject of the course taught or the equivalent

Ryan, Jennifer	Noncredit – Career Skills (Short Term Vocational)	Vocational (short-term): Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	MA of Special Education from University of Phoenix and 11 years of occupational experience related to the subject of the course taught or the equivalent
Stevenson, Carol	Noncredit – Career Skills (Short Term Vocational)	Vocational (Short-term) Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential	BA in Communications from California State University, Northridge (CSUN) and 19.6 years of occupational experience related to the subject of the course taught or the equivalent

			authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413	
Cross, Melanie	Noncredit – Career Skills (CSEC)	Vocational (short term): Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413	Doctor of Nursing Practice from the Western University of Health Sciences and 13.8 years of occupational experience related to the subject of the course taught or the equivalent

Edmond, Jessica	Noncredit English as a Second Language	English as a Second Language (ESL)	<p>A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.</p> <p>OR- a bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.</p> <p>OR- a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.</p> <p>OR- possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL</p>	MA in Teaching of ESL from California State University, Northridge (CSUN)
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<p>Fedun, Jenifer</p>	<p>Noncredit English as a Second Language</p>	<p>English as a Second Language (ESL)</p>	<p>A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.</p> <p>OR- a bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.</p> <p>OR- a bachelor's degree with any of the majors specified in the above paragraph; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.</p> <p>OR- possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.</p>	<p>Master of Teaching English to Speakers of Other Languages (TESL) from Arizona State University</p>
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Trujillo, Liznergly	Noncredit – Career Skills (Short Term Vocational)	Vocational (short-term): Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full- time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	BS in Education from Universidad Central De Venezuela evaluated by International Education Evaluators (IEE – NACES member) and 5 years of occupational experience related to the subject of the course taught or the equivalent
Birdwell, Laurie	Adjunct - Noncredit Green Gardening (Short Term Vocational)	Vocational (short-term): Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear	California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter, and 6.5 years of occupational experience related to the subject of the course taught or the equivalent.

			<p>California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter;</p> <p>OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.</p>	
Eisengart, Daniel	Adjunct - Noncredit Surveying (Short Term Vocational)	Vocational (short-term): Noncredit	<p>Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent;</p> <p>OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent;</p> <p>OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter;</p>	BS Applied Mathematics from University of California, Los Angeles (UCLA) and 16.4 years of occupational experience related to the subject of the course taught or the equivalent
Juarez, Alma	Adjunct - Noncredit Photography (Short Term Vocational)	Vocational (short-term): Noncredit	<p>Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent;</p>	BFA in Fine Art from Art Center College of Design and 11.5 years of occupational experience related to the subject of the

			<p>OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent;</p> <p>OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter;</p> <p>OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.</p>	course taught or the equivalent
Mehrpoo-Jacobson, Nikki	Adjunct - Paralegal Law	Legal Assisting (Paralegal)	<p>JD or LL.B.</p> <p>OR - Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;</p> <p>OR - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.</p>	JD from Pepperdine University

Cabrera, Joshua	Adjunct - Physics	Physics	<p>Master's in physics, astronomy, or astrophysics</p> <p>OR - Bachelor's in physics or astronomy AND master's degree in engineering, mathematics, meteorology, or geophysics</p>	MS in Applied Physics from Columbia University in New York City
Doshi, Niraj	Adjunct - Physics	Physics	<p>Master's in physics, astronomy, or astrophysics</p> <p>OR - Bachelor's in physics or astronomy AND master's degree in engineering, mathematics, meteorology, or geophysics</p>	Doctor of Philosophy in Biomedical Physics from University of California, Los Angeles (UCLA)
Colville, Claudia	Adjunct - Spanish	Foreign Languages	<p>Master's in Spanish</p> <p>OR - Bachelor's degree in Spanish AND master's degree in another language or linguistics.</p> <p>OR - Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.</p>	MA in Spanish from California State University, Northridge (CSUN)
Gutierrez, Donna	Adjunct - Welding	Welding	Any bachelor's degree and two (2) years of full-time equivalent	BA in Psychology from California State University,

			professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	Northridge (CSUN) and 3 years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent
Carrillo, Andres	Adjunct - Welding	Welding	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AS in Welding Technology from College of the Canyons and 6.9 years of professional experience directly related to the faculty member's teaching assignment or the equivalent

College of the Canyons
Faculty Professional Development Committee (FPDC)
Guidelines and Operating Procedures, Effective 12/03/2020 (Draft edits submitted October 2021)

I. Mission Statement

The mission of the College of the Canyons Faculty Professional Development Committee (FPDC) is to promote, improve, and sustain the professional development, growth, and well-being of faculty.

II. Organizational Structure

The FPDC is a sub-committee of the Academic Senate. As such, we follow Academic Senate policy at the local and state levels. FPDC works jointly with the Professional Development Coordinating Committee (PDCC).

III. Committee Chair(s)

The committee chair(s) are appointed by the Academic Senate and are expected to serve a 2-year term. They may serve more than one term.

IV. Connections/Associations with other committees

Academic Senate Standing Committees:

Center for Excellence in Teaching and Learning (CETL)

Committee for Assessing Student Learning (CASL)

Program Review (PR)

Collegial Consultation Committees:

Accreditation Committee

College Planning Team (CPT)

Institutional Effectiveness and Inclusive Excellent Steering Committee (IE²)

President's Advisory Council on Budget (PAC-B)

Other:

Professional Development Coordinating Committee (PDCC)

V. Duties and Functions

- A. FPDC plans Professional Development (FLEX) activities for faculty and develops the Faculty Professional Development Week schedules.
- B. FPDC peer-reviews faculty proposals and reports
- C. ~~FPDC evaluates and updates guidelines and operating procedures as needed and submits As a sub-committee of Academic Senate, FPDC provides summaries of meeting minutes, Professional Development (FLEX) week schedules, and recommendations for changes in professional development policies~~ to the Academic Senate.
- D. The FPDC evaluates the outcomes of professional development workshops and activities, and the dissemination of these results, with the goal of improving the college's faculty professional development programs.

VI. Committee Membership

- A. Members are appointed by the Academic Senate and are expected to serve a minimum of one full academic year but may resign from the FPDC at any time.
- B. ~~Appointed representatives will be voting members of the Faculty Professional Development Committee. The FPDC is open to all, but the goal is to include at least~~
 - a. ~~One full-time faculty representative from each academic school, with possible alternates to participate in case of absences.~~
 - i. ~~Math, Science, and Health Professions~~
 - ii. ~~Business~~
 - iii. ~~Applied Technologies~~
 - iv. ~~Student Services~~
 - v. ~~Visual and Performing Arts~~
 - vi. ~~Humanities~~
 - vii. ~~Kinesiology/PE/Athletics~~
 - viii. ~~Learning Resources~~
 - ix. ~~Social and Behavioral Sciences~~
 - a. School of Applied Technologies
 - b. School of Business
 - c. School of Humanities
 - d. School of Kinesiology
 - e. School of Learning Resources
 - f. Math, Science and Engineering Division
 - g. Health Professions and Public Safety Division
 - h. School of Personal and Professional Learning

- i. School of Social and Behavioral Sciences
 - j. School of Visual and Performing Arts
 - k. 2 full-time faculty at large representatives
 - l. 2 adjunct faculty at large representatives
 - m. 1 ASG representative
- C. The Director of Professional Development or designee is a non-voting member of FPDC. The chair(s) and committee work in consultation with the Director or designee.
- D. Any change in membership structure of the committee must be approved by the Academic Senate.
- E. If a new academic school is created, it will immediately be entitled to representation within the committee.

VII. Voting

- A. All appointees have voting rights **and decisions are made by majority vote.**
- B. The chair(s) may vote only if **he/she is** also acting as **his/her** school's appointed representative.
- C. A quorum will be 50% of the total current voting members of the committee.
- ~~D. Decisions will be made by a majority vote.~~
- E. **While** Alternates may attend in place of school representatives, **and they may vote if designated as will not have voting rights unless the appointed representative has given permission and notified the chair(s) for his/her proxy to vote.**
- F. All who attend FPDC meetings may participate in discussion, ~~but only appointed members will have voting rights.~~

VIII. Responsibilities of Committee Members

- A. Attend and participate in **all** regularly scheduled FPDC meetings.
 - a. If a member is unable to attend, the member must notify the chair(s).
 - b. The member is encouraged to ask another faculty member from the school to participate as a proxy.
- B. Undertake due diligence in reviewing faculty proposals and reports and participate in the voting for faculty proposals.
- C. Participate in the development and scheduling of fall and spring Professional Development (FLEX) week activities.
- D. Act as a liaison to their school, report to and solicit feedback from their constituencies.

- E. Work with chair(s) to review guidelines and operating procedures when necessary.

IX. Additional Responsibilities of Committee Chair(s)

- A. Participate in the Professional Development Coordinating Committee.
- B. In consultation with the Director of Professional Development:
 - i. Schedule FPDC meetings and develop meeting agendas
 - ii. Plan Professional Development (FLEX) activities
 - iii. Facilitate committee discussions **and committee work.**
 - iv. Maintain minutes
- C. Recruit committee members as needed
- ~~D. Provide a summary of the minutes to Academic Senate~~
- ~~E. Determine division of labor for review of proposals and reports~~
- F. **May** Evaluate proposals and reports **during off-contract periods between the last FPDC meeting of the semester and June 30**, independent of regular members.
- G. Notifications of committee decisions on faculty proposals may be provided by the Director of Professional Development or the FPDC Chair(s).

X. Meetings

- A. Meeting dates and times for the next academic year shall be finalized by the last meeting of the current academic year.
- B. Agendas will be made available at least 72 hours prior to the meeting.
- C. The Director of Professional Development will disseminate all supporting materials to committee members one full week prior to regularly scheduled meetings.
- D. Meetings are open to all.

XI. Guidelines for Professional Development (FLEX) Credit

- A. The primary goal of the activity must be professional growth as described in Title V or the Education Code relating to professional development.
- B. To assist with program review and accreditation, the professional development activity must also meet one or more of College of the Canyons' Strategic Goals:
 - ◆ Access
 - ◆ Success
 - ◆ Engagement
- C. Per the COCFA contract, Article 12 F.1., full-time instructional faculty must complete 41 hours of professional development per academic year.
- D. Faculty may fulfill their 41 hours of professional development obligation with any committee approved activity.
- E. Workshops and activities that have been consistently approved by FPDC will be ~~placed upon~~ **included on** a pre-approved list ~~once approved by Academic Senate.~~ The pre-approved list may be routinely updated and will be published on the

FPDC internet site. Pre-approved activities will be automatically added to the current professional development management system, after required information has been received.

- F. For an activity to be considered for Professional Development (FLEX) credit, faculty must submit a proposal (unless otherwise indicated on the pre-approved list):
 - i. Through the current professional development management system
 - ii. Within 21 calendar days of activity completion
 - iii. With supporting documentation for the hours proposed
 - iv. Prior to activity whenever possible
- G. Proposals submitted in order to satisfy faculty professional development obligation hours will be reviewed by the FPDC in the order they are received, ~~with the exception of individual project proposals, which may be considered ahead of all other proposals.~~
- H. Proposals submitted after the last committee meeting in spring, but before June 30th will be reviewed by the committee chair(s). Proposals submitted in winter and in summer after June 30th may be considered after the start of the regular semester or by the committee chair(s).
- I. If an activity is completed during an off-contract period, the deadline to submit proposals does not begin until the first day of the FLEX week of the regular semester following the off-contract period.
- J. Faculty proposals that are denied, or for which additional information is requested, may be re-submitted. The faculty may present additional information, either in person or in writing, at the next FPDC meeting.
- K. Professional development hours will be ~~counted~~ ~~accounted for in the following rate~~:
 - i. 1:1 for participation in an approved workshop or activity
 - ii. 2:1 for the facilitator of a workshop or activity
- L. Professional development (FLEX) credit shall not be awarded if faculty receive any form of compensation from College of the Canyons for the activity.

XII. Guidelines for ~~Specific Proposals~~ —~~proposal forms shall be available electronically via the current professional development management system.~~

- A. ~~The proposal form will be available on the current professional development management system.~~
- B. ~~Proposals should be submitted in advance of the activity and must be submitted within 21 days of completion of the activity.~~
- C. ~~Conferences require uploading the conference agenda reflecting the day(s) and hours of the conference. Links to conference information will not suffice. If a conference overlaps with classroom teaching time and/or office hours, the faculty should deduct the classroom teaching time and office hours (unless office hours are rescheduled) and claim the remainder of the time as FLEX credit. A report on travel will be required.~~

- D. Independent project proposals must be received by the Monday following Spring Break to be considered for credit during the current academic year. A detailed timeline of dates and hours planned for project work is required. Faculty must complete and submit a report which includes a reflection on professional growth and any products that resulted, upon completion of the project and prior to the end of the fiscal year during which the project work is being completed.
- E. Outreach that results in professional growth will require both a proposal and a report which includes a reflection on professional growth and any products that resulted.
- F. Training by Non-COC Providers requires the same documentation as conferences.
- G. Workshops are events that are presented or hosted at COC.
- H. Mentorships require goals and must document hours spent working toward those goals. Complete all elements of the “Mentorship Template for FLEX” which is available on the Professional Development website and the Alliances website. Mentorships may include:
 - 1. The Professional Development Mentor Program which is designed for COC employees (Administrators, Faculty, and Classified Staff) to learn from each other through one-on-one mentorships.
 - 2. Alliance Mentors who lead an alliance and/or mentor students in the alliance. Any faculty who attends an Alliance meeting or event is eligible for FLEX credit.
 - 3. ASG Club Advisors who guide student club activities and/or mentor students in the club.
 - 4. ISP Mentorship of potential international students and/or international students taking classes at COC, and ISP Mentorships with faculty abroad.

~~A. Conference Attendance~~

- ~~i. Proposals shall be submitted prior to the conference, or within 21 days after attendance.~~
- ~~ii. A copy of the conference agenda reflecting the day(s) and hours of the conference is required. Note: links to conference information are not sufficient.~~
- ~~iii. If a conference overlaps with classroom teaching time and/or office hours, the faculty should deduct the classroom teaching time and office hours (unless office hours are rescheduled) and claim the remainder of the time as FLEX credit.~~
- ~~iv. The Conference proposal and report may be submitted together.~~

~~B. Independent Project~~

- ~~i. Due to the amount of work involved for an independent project, it is strongly recommended that faculty wait for approval of the proposal prior to beginning the project.~~

- ii. ~~Proposals must be received by the Monday following Spring Break to be considered for credit during the current academic year.~~
- iii. ~~Proposal must include a detailed timeline of dates and hours planned for project work.~~
- iv. ~~Faculty must complete and submit an Independent Project report upon completion of the project and prior to the end of the fiscal year during which the project work is being completed.~~

~~C. Outreach~~

- i. ~~Proposal should be submitted prior to the outreach, or within 21 days after the event.~~
- ii. ~~Faculty must complete an Outreach Event Report within 21 days of the event.~~
- iii. ~~The Outreach proposal and report may be submitted together.~~

~~D. Training by a Non-COC Provider~~

- i. ~~Proposal should be submitted prior to the training, or within 21 days after attendance or completion.~~
- ii. ~~Documentation of the hours must be submitted, such as an agenda or certificate of completion.~~
- iii. ~~Non-COC provider training may include any training from a non-COC entity that will result in professional growth.~~

~~E. Workshop~~

- i. ~~Workshops are events that are presented at COC typically by COC employees.~~
- ii. ~~Proposal must be submitted prior to the workshop.~~

~~F. Mentor Programs~~

- i. ~~Mentor programs may include:

 1. ~~The Professional Development Mentor Program which is designed for COC employees (Administrators, Faculty, and Classified Staff) to learn from each other through one-on-one mentorships~~
 2. ~~Alliance Mentors who lead an alliance and/or mentor students in the alliance~~
 3. ~~ASG Club Advisors who guide student club activities and/or mentor students in the club~~
 4. ~~ISP Mentorship of potential international students~~~~
- ii. ~~All mentor program proposals should be submitted in advance of beginning the mentorship, or within 21 days after mentorship has begun.~~
- iii. ~~Proposal templates will include goals/outcomes of the mentorship and planned dates and times for proposed meetings.~~
- iv. ~~Faculty must complete and submit a report upon completion of the mentorship, or prior to the end of the current fiscal year, describing the professional growth achieved and whether goals/outcomes were met, along with detailed documentation of dates and times meetings occurred and what was accomplished/discussed at each meeting.~~

XIII. Faculty Professional Development Committee decisions will be in accordance with Title V 55724.a.4, Education Code section 87153, and College of the Canyons Board Policies

XIV. ~~Is it necessary to include this language in FPDC guidelines and operating procedures?~~

Legal and Contractual Requirements and Guidelines Regarding Professional Development (FLEX)— The following statutes, regulations, Board Policies, and contractual requirements guide FPDC's work:

- A. Title V 55724.a.4: The activities which college personnel will be engaged in during their designated staff, students, and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:
 - i. course instruction and evaluation;
 - ii. staff development, in-service training and instructional improvement.
 - iii. program and course curriculum or learning resource development and evaluation;
 - iv. student personnel services;
 - v. learning resource services;
 - vi. related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
 - vii. department or division meetings, conferences and workshops, and institutional research;
 - viii. other duties as assigned by the district;
 - ix. the necessary supporting activities for the above.
- B. Education Code section 87153 states the authorized uses of professional development (FLEX) funds allocated shall include:
 - i. Improvement of teaching.
 - ii. Maintenance of current academic and technical knowledge and skills.
 - iii. In-service training for vocational education and employment preparation programs.
 - iv. Retraining to meet changing institutional needs.
 - v. Intersegmental exchange programs.
 - vi. Development of Innovations in Instructional and administrative techniques and program effectiveness.
 - vii. Compute and technological proficiency programs.
 - viii. Courses and training implementing affirmative action and upward mobility programs.
 - ix. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not limited to, programs designed to develop self-esteem.

C. College of the Canyons Board Policies Concerning Faculty Professional Development:

- i. BP 7215.B.1.f: Those areas in which the Board of Trustees will "rely primarily on" the advice and judgment of the Faculty Academic Senate include: The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development).
- ii. BP 7215.B.2.d: Areas specified by Title V {Subsection 53200 c.} as "Academic and Professional Matters" where the Board of Trustees and the Academic Senate obligate themselves {or their Trustees and the Academic Senate obligate themselves {or their designee(s)} to reach mutual agreement, resulting in written resolution, regulations or policy include: Financial policies of faculty professional development activities.

D. If a conference overlaps with classroom teaching time and/or office hours, the faculty can deduct the classroom teaching time and office hours (unless office hours are rescheduled) and claim the remainder of the time as FLEX credit.

**Committee on Academic Freedom
Conditional Report:**

**Academic Freedom & Faculty Authored
Textbooks**

May 7, 2021

Chris Blakey
Chair

Tricia George
Member

Karyl Kicenski
Member

Lauren Rome
Member

Prepared for College of the Canyons Academic Senate

Case: Does academic freedom allow for faculty members to require students to purchase their own authored textbooks?

I. **Academic Freedom:** It is not a violation of academic freedom for faculty members to require students to purchase their own authored textbooks.

A. Faculty members have the right, protected under the principles of academic freedom, to determine what textbook(s) to use in their own courses. This right may, in certain instances, need to be coordinated with other instructors or courses (in the cases of multiple sections of the same course, or sequenced course offerings, respectively). But ultimately, faculty members may decide what materials they will use for their courses.¹

B. The American Association of University Professors (AAUP) similarly states: “Although instructors are ethically obligated to follow approved curricular guidelines, ‘freedom to teach’ affords instructors wide latitude to decide how to approach a subject, how best to present and explore the material, and so forth.”² This right extends to their assigning commercially published textbooks they have authored themselves, including reasonable royalties accrued. Indeed, if a faculty member is an acknowledged expert in their field, assigning self-authored textbooks is both ideal and desired.

C. “Professors have long assigned to their students works of which they were the author. The practice ranges from assigning commercially published textbooks they have written to having students buy a volume they have written and published or course packs made up of their own materials they have photocopied. Not only individual professors, but also academic departments and programs, sometimes prepare instructional materials, such as laboratory manuals, that are sold to students. Some professors place their works on electronic reserve, making them freely available to students. None of these practices is by itself cause for concern...”³

II. **Challenges/Concerns/Qualifications:** Because, however, students in a college class are a “captive audience,” forced to purchase textbooks assigned by the instructor in order to achieve a satisfactory mark, and students as well may not be able to either borrow or share such textbooks, it is necessary to consider a number of concerns/qualifications.

A. According to the AAUP, those concerns include “...*quality, cost, availability [of the textbook assigned], and the need for coordination with other instructors or courses.*”⁴

¹ “The Freedom to Teach,” *AAUP, Policy Documents and Reports, 11th ed.* (Baltimore: Johns Hopkins University Press: 2015, 28).

² “Freedom in the Classroom,” *Reports and Publications: AAUP*, (June, 2007). <<https://www.aaup.org/report/freedom-classroom>>. Indeed, “[a]cademic freedom gives faculty members substantial latitude in deciding how to teach the courses for which they are responsible.” Nelson, Cary. “Defining Academic Freedom,” *Inside Higher Ed* (Dec. 10, 2010). <<https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom>>

³ “On Professors Assigning Their Own Textbooks to Students,” *AAUP Committee on Professional Ethics*. (Nov, 2004). <<https://www.aaup.org/report/professors-assigning-their-own-texts-students>>

⁴ *Ibid* (emphasis is the committee’s)

B. An additional concern may be when professors appear to be taking advantage of their own academic freedom for *personal gain* at the expense of students by assigning a book they wrote, even if that is not their intent.

C. One final set of concerns includes the *unique role of the community college* in the state of California.

1. The California community college (CCC) system was built to democratize higher education, to ensure that all students have equal and equitable opportunities to take full advantage of a quality education. Education outcomes ought to be the result of students' abilities, will and effort, rather than their personal circumstances.

a. Therefore, CCCs function to ameliorate "opportunity gaps."⁵

2. Three concerns may animate the role of a community college in relationship to the academic freedom of an instructor.

a. CCCs emphasize access for students. Access refers to "the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs."⁶

b. CCCs emphasize fairness for students. Fairness refers to the goal of removing obstacles to the full development of talent that stem from economic and social circumstances over which individual students have no control. If students' achievements are more likely to result from their abilities and factors that students themselves can influence, such as their will or effort, educational systems are fairer. Such systems are less fair the more they are conditioned by contextual characteristics or "circumstances" that students cannot influence.⁷

c. CCCs emphasize inclusion for students. Inclusion refers to the objective of ensuring that all students, particularly those from disadvantaged backgrounds or traditionally marginalized groups, have access to high-quality education and reach a baseline level of skills.⁸

III. **Potential Recommendations:** If in fact course materials written by an instructor are assigned in the instructor's class, the following recommendations may mitigate concerns highlighted above.⁹

⁵ This term refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. (*LSU Libraries: Diversity, Equity, & Inclusion (DEI) Resources*. <https://guides.lib.lsu.edu/c.php?g=1052777&p=7644571>)

⁶ *ibid*

⁷ For example, gender, race or ethnicity, socio-economic status, immigrant background, family structure or place of residence. PISA 2015 Results (Volume I): Excellence and Equity in Education © OECD 2016

⁸ *Ibid*

⁹ "On Professors Assigning Their Own Textbooks to Students," *AAUP Committee on Professional Ethics*. (Nov, 2004). <https://www.aaup.org/report/professors-assigning-their-own-texts-students> See also, "Faculty Assigning Their Own Textbooks: New CUNY Policy Resolves Conflicts," *University Faculty Senate, CUNY* (August 2016).

- A. Course materials may be made available by the instructor digitally.
- B. Any royalties earned in a given semester by the faculty member assigning the materials may be donated back to the college in a manner deemed appropriate (For example scholarship or library fund).
- C. Course materials may be made available through the library reserves, ideally, in multiple copies.



BP 4110 ~~2750~~ Awarding of Honorary Degrees

Reference:

Education Code Sections 72122 ~~and~~ 94302

~~The Board of Trustees of the Santa Clarita Community College District (District) may authorize the conferral of honorary degrees on the District's behalf to deserving individual recipients. The District may not confer an honorary degree without such authorization. Honorary degrees may be awarded by the Santa Clarita Community College District. All honorary degrees shall be conferred by the Board of Trustees of the Santa Clarita Community College District in the name of the Santa Clarita Community College District. The Board of Trustees shall approve the recipient(s) and determine the number of honorary degrees to be awarded in any academic year.~~

See Administrative Procedure AP

~~2750~~ Approved 06/11/08

Last Reviewed w/o Changes 6/11/13



BP 4110 Honorary Degrees

Reference:

Education Code Sections 72122

The Board of Trustees of the Santa Clarita Community College District (District) may authorize the conferral of honorary degrees on the District's behalf to deserving individual recipients. The District may not confer an honorary degree without such authorization.

See Administrative Procedure

AP Approved 06/11/08

Last Reviewed w/o Changes 6/11/13



AP 27504110 Awarding of Honorary Degrees

1. Authorization Guidelines

- A. ~~The Board of Trustees shall determine the number of honorary degrees to be awarded in any academic year.~~
- B. Only ~~the~~ Board of Trustees may authorize ~~shall approve~~ recipients of all the conferral of an honorary degrees by the Santa Clarita Community College District (District) and only honorary Associate of Arts and honorary Associate of Science of degrees may be conferred.
- C. ~~The following categories of honorary degrees shall be recognized for conferral by the Board of Trustees:~~
 - i. ~~Associate of Arts~~
 - ii. ~~Associate of Science~~

2. Purpose ~~For Which Honorary Degrees May be Conferred~~

The District may award an honorary degree for the purpose of

- A. ~~To recognize~~ Recognizing excellence and extraordinary achievement in a significant areas of human endeavor, ~~within which are embodied the objectives and ideas of the Santa Clarita Community College District, or,~~
- B. ~~To honor~~ Honoring meritorious and outstanding service to the advancement of the California community college systems; collectively, ~~or~~ to College of the Canyons, individually; to the State of California; to the United States; or to humanity ~~at large, or,~~
- C. ~~To recognize~~ Recognizing women and men a person whose lives-life and significant achievements exemplify ~~should serve as examples of~~ the Santa Clarita Community College District's values aspirations for its diverse student body.

3. Eligibility Criteria for the Awarding of Honorary Degrees

- A. ~~Honorary degrees may be awarded to recognize achievements in all parts of the world. Honorary degrees awarded may represent a wide diversity of fields of endeavor.~~
- B. ~~A~~ Nominees for an honorary degrees must ~~be~~ (1) enjoy widely-recognized distinction distinguished in their respective fields, endeavors and ~~and the~~

~~eminence of persons nominated must be widely recognized. Nominees must have demonstrated intellectual and humane values that are consistent with the aims of higher education or (2) a current or former District Trustee, employee, or student, unless ineligible as set forth below, who the Board of Trustees determines, consistent with one or more of the purposes for which the District confers honorary degrees, is uniquely deserving in light of exceptional and atypical circumstances, and with the highest ideals of the person's chosen fields.~~

~~C.A.~~

~~D.—Although a nominee's service or benefactions to the District College itself do not in themselves justify the awarding of an honorary degree in itself, — However, nothing in these criteria shall preclude nominees who are in political life, or who are neither shall service and benefaction by a qualified nominee preclude an honorary degree. —benefactors of the Santa Clarita Community College District, or who have assisted the District in noteworthy ways.~~

~~E.B.~~

~~4. — Limitations on Eligibility~~

~~C. — Honorary degrees shall not be awarded to:~~

- ~~A.i. — Incumbent members of the Board of Trustees of the Santa Clarita Community College District.~~
- ~~B.ii. — Any current employee of the college dDistrict.~~
- ~~C.iii. — Incumbent elected officials.~~

~~5.4. Selection Procedures for Selecting Honorary Degree Recipients~~

~~In all steps of these procedures, utmost care will be taken to ensure confidentiality. A breach of confidentiality could seriously embarrass the Santa Clarita Community College District and those individuals under consideration for the receipt of an honorary degree.~~

- ~~A. — Recommendations of persons to receive honorary degrees are encouraged from aAny member of the Santa Clarita community College District community, including Trustees, employees the Chief Executive Officer of the District, faculty, students, administrative staff, classified staff, alumni, campus Advisory Board members, Foundation Board members, and others — friends may nominate a person to receive an honorary degree. Persons may be nominated either ante mortem or posthumously. — of College of the Canyons.~~
- ~~B. — All recommendations Nominations shall must be submitted through to the District's Chief Executive Officer (CEO) of the District. The~~

~~recommendations will be in writing on the appropriate a form that the District shall create and make available upon request, accompanied by -and- will include relevant backup materials supporting documentation.~~

~~B.C.~~ Within 30 days of the CEO's receipt of a completed nomination form, the CEO shall notify the Board of Trustees and the President of the Academic Senate of the nomination.

~~G.D.~~ The Academic Senate President of the Academic Senate (or designee) and one other faculty member chosen by the Academic Senate President shall meet with the Governing Board in Closed Session to review the nomination(s) received.

~~E.~~ The Board of Trustees, meeting in Closed Session, shall exercise its sole discretion to determine make the final determination whether the District will confer an honorary degree on a qualified nominee. and will, by virtue of its exclusive authority in this matter, "award" the degree to the nominees they feel are most deserving.

~~F.~~ Following the Board of Trustees's decision to confer an honorary degree, the CEO, the Academic President, and the faculty representative previously selected to participate in the Board of Trustees' consideration of nominations, shall collaboratively prepare a Citation delineating the justification for conferral of the honorary degree.

~~G.~~ All persons involved in any manner in the process of nominating a person to receive an honorary degree shall maintain the strictest confidentiality over information pertinent to that nomination, including the existence of the nomination itself, until after the District has publicly announced the Board of Trustees' decision to confer the honorary degree. Until such public announcement, no information related to the nomination may be divulged to persons lacking legitimate business need for the information.

~~D.~~

6.5. Conferral Ceremony of Degree

~~A.~~ Honorary degrees may only be conferred on the recipient during commencement. any Santa Clarita Community College District function which the Board of Trustees considers appropriate.

~~B.A.~~ Normally, the following The following District representatives shall will participate in the commencement ceremony at which the honorary degree is presented to perform the following duties conferral ceremony:

- ~~i.~~ The District's CEO Chief Executive Officer of the District (or designee) shall will read the Citation.
- ~~ii.~~ The President of the Board of Trustees (or designee) will shall deliver confer the honorary degree and issue the diploma to the awardee.

- iii. ~~The Assistant Superintendent/Vice President of Instruction and Student Services or Academic Senate President will cap the degree recipient.~~

Revised 12/04/13



AP 4110 Honorary Degrees

1. Authorization

Only the Board of Trustees may authorize the conferral of an honorary degree by the Santa Clarita Community College District (District) and only honorary Associate of Arts and honorary Associate of Science of degrees may be conferred.

2. Purpose

The District may award an honorary degree for the purpose of

- A. Recognizing excellence and extraordinary achievement in a significant area of human endeavor, or
- B. Honoring outstanding service to the advancement of the California community college system, to College of the Canyons, to the State of California, to the United States, or to humanity, or
- C. Recognizing a person whose life and achievements exemplify the District's values.

3. Eligibility

- A. A nominee for an honorary degree must (1) enjoy widely-recognized distinction in their endeavors and have demonstrated intellectual and humane values that are consistent with the aims of higher education or (2) a current or former District Trustee, employee, or student, unless ineligible as set forth below, who the Board of Trustees determines, consistent with one or more of the purposes for which the District confers honorary degrees, is uniquely deserving in light of exceptional and atypical circumstances.
- B. Although a nominee's service or benefactions to the District shall not justify the awarding of an honorary degree in itself, neither shall service and benefaction by a qualified nominee preclude an honorary degree.
- C. Honorary degrees shall not be awarded to:
 - i. Incumbent members of the Board of Trustees.
 - ii. A current employee of the District.
 - iii. Incumbent elected officials.

4. Selection Procedures

- A. Any member of the District community, including Trustees, employees, students, alumni, Advisory Board members, Foundation Board members, and others may nominate a person to receive an honorary degree. Persons may be nominated either ante mortem or posthumously.
- B. Nominations must be submitted to the District's Chief Executive Officer (CEO) on a form that the District shall create and make available upon request, accompanied by relevant supporting documentation.
- C. Within 30 days of the CEO's receipt of a completed nomination form, the CEO shall notify the Board of Trustees and the President of the Academic Senate of the nomination.
- D. The Academic Senate President (or designee) and one other faculty member chosen by the Academic Senate President shall meet with the Governing Board in Closed Session to review the nomination(s).
- E. The Board of Trustees, meeting in Closed Session, shall exercise its sole discretion to determine whether the District will confer an honorary degree on a qualified nominee.
- F. Following the Board of Trustees' decision to confer an honorary degree, the CEO, the Academic President, and the faculty representative previously selected to participate in the Board of Trustees' consideration of nominations, shall collaboratively prepare a Citation delineating the justification for conferral of the honorary degree.
- G. All persons involved in any manner in the process of nominating a person to receive an honorary degree shall maintain the strictest confidentiality over information pertinent to that nomination, including the existence of the nomination itself, until after the District has publicly announced the Board of Trustees' decision to confer the honorary degree. Until such public announcement, no information related to the nomination may be divulged to persons lacking legitimate business need for the information.

5. Conferral Ceremony

- A. Honorary degrees may only be conferred on the recipient during commencement. The following District representatives shall participate in the commencement ceremony at which the honorary degree is presented to perform the following duties:
 - i. The District's CEO (or designee) shall read the Citation.
 - ii. The President of the Board of Trustees (or designee) shall deliver the honorary diploma to the awardee.



AP 4105 Distance Education

References:

- Title 5 Sections 55200 et seq.;
- Title 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
- ACCJC Accreditation Standard II.A.1;
- ACCJC Policy on Distance and Correspondence Education (revised June 2021)

1. Consistent with federal and state regulations pertaining to financial aid eligibility, the District must authenticate and verify that the student who registers in a Distance Education course is the same student who participates in and completes the course or program and receives academic credit. No student shall be charged additional fees associated with verification of student identity.

The Vice President of Instruction or designee shall make available for faculty members to utilize while teaching a Distance Education course one or more of these methods to authenticate or verify the student's identity:

- A. Secure credentialing/login and password for users, including the District-provided Learning Management System;
- B. Proctored examinations; or
- C. After consultation with the Academic Senate, new or other technologies and practices that are effective in verifying student identification

Faculty teaching a Distance Education course who accept the electronic *submission* of coursework that impact a student's grade, must verify student identity by requiring enrolled students to submit such electronic coursework through the District-provided Learning Management System or the District-provided student email account. Coursework impacting a student's grade that an instructor allows or requires a student to digitally submit through software or computerized applications other than the District-provided Learning Management System, such as publisher-provided digital homework platforms, must be accessible to the student through integration with, or a hyperlink from, the District-provided Learning Management System.

Nothing in this procedure precludes faculty teaching Distance Education courses from requiring students, as part of their coursework, to utilize or access the internet, software, or computerized applications.

The Vice President of Student Services shall establish procedures for providing students a statement of the District's process to protect student privacy and provide to each student a statement of such process at the time of registration.

2. Definition: Distance Education means education that uses one or more technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interactions between students and the instructor, either synchronously or asynchronously.
 - A. The internet.
 - B. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
 - C. Audioconferencing.
 - D. Other media used in a course in conjunction with any of the technologies listed in the paragraph above.
 - E. The definition of Distance Education does not include correspondence education.
3. Course Approval: Each proposed or existing course offered via Distance Education shall be reviewed and approved separately. Separate approval is required if any portion of the instruction in a course or a course section is designed to be provided through Distance Education.

Distance Education courses shall be approved under the same conditions and criteria as other courses. The review and approval of new and existing Distance Education courses shall comply with BP 4020 and AP 4020 *Program and Curriculum Development*.

4. Addendum to Course Outline: No new or existing course may be delivered through Distance Education before an addendum to the course outline of record has been approved according to the District's curriculum approval procedures. The addendum shall address the following:
 - A. How course outcomes will be achieved in a Distance Education mode.
 - B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
 - C. How the portion of instruction delivered via Distance Education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
5. Certification: When approving Distance Education courses, the Academic Senate shall certify the following:

- A. Course Quality Standards: The same standards of course quality are applied to Distance Education courses as are applied to in-person courses.
 - B. Course Quality Determinations: Determinations and judgments about the quality of Distance Education courses were made with the full involvement of the curriculum committee and its established procedures.
6. Duration of Approval: All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.
7. Instructor Contact: Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:
- A. Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.
 - B. Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.
8. Substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:
- A. Providing direct instruction.
 - B. Assessing or providing feedback on a student's coursework.
 - C. Providing information or responding to questions about the content of a course or competency.
 - D. Facilitating a group discussion regarding the content of a course or competency.
 - E. Other instructional activities approved by the District's or a program's accrediting agency.

Approved: xx/xx/xxxx

Reviewed and Endorsed by CPC: xx/xx/xxxx



AP 4222 Remedial Coursework

References:

Education Code Section 78213,
Title 5 Section 55035,
ACCJC Standard II.A.4

Remedial coursework consists of nondegree-applicable basic skills courses.

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for remedial coursework. The Vice President of Student Services or designee shall refer a student who exhausts this unit limitation for further remedial work to appropriate adult noncredit education services.

No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework, shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester that they take a transfer-level English or mathematics course, but only if discipline faculty determine the support will increase their likelihood of passing the transfer-level English or mathematics course. The discipline faculty shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.

A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified by the Vice President of Student Services (or designee) as having a learning disability are exempt from the limitations of this procedure.

District catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Approved xx/xx/xx

Reviewed and Endorsed by CPC: xx/xx/xx