



College of the Canyons Academic Senate

May 20, 2021

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

Join Zoom Meeting

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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. Committee Appointments:
 - Mark Daybell, Interim Photography Department Chair
 - Anna Jane Almeda, Instructional Resource Committee
 - Theresa Winter, Professional Development Committee
 - Summer 2021 Selection Committees (pg. 3-4)
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

Academic Senate Summary, May 6, 2021 (pg. 5-12)	Curriculum Committee Summary, May 13, 2021
Program Viability Committee Proposals , Garrett Rieck <ul style="list-style-type: none"> • Solar Program approved for discontinuance (3/18) • Sport Medicine AS Degree approved for discontinuance (3/18) • Network Technology including Cybersecurity approved for substantial modification (4/22) • Fire Academy Program (5/6) 	

B. Reports

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

1. Scholarly Presentation Committee Annual Report, Sara Etheridge

2. Area F Ethnic Studies CSUGE Report Update, Lisa Hooper
3. Academic Senate Presidents Report, 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. Graciela Martinez, Counseling, revised Discipline Memo (pg. 13-14)
2. Academic Senate Faculty Office Procedures, David Andrus
 - a. Office Procedures (pg. 15-22)
 - b. Appendix A (pg. 23-25)
3. AP 4250 Academic Probation, Gary Collis (pg. 26-30)
4. AP 4251 Progress Probation, Gary Collis (pg. 31-35)
5. BP/AP 3250 Institutional Planning, Gary Collis
 - a. BP 3250 (pg. 36)
 - b. AP 3250 (pg. 37)

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 Committee Procedures, Chris Blakey (pg. 38-42)
2. Fall 2021 Senate Meetings (Zoom or Campus), David Andrus
3. Preliminary Report from CBL Committee
4. Template Language Full-Time Faculty Job Description, Dr. Omar Torres (pg. 43-50)

E. Unfinished Business

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

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.

G. Announcements

- Next Academic Senate Meeting Fall 2021: August 26th (Senate Retreat), Sept. 9th, Sept. 23rd, Oct. 7th, Oct. 21st, Nov. 4th, Dec. 6th
 - Special Celebration Meeting: June 3, 2021
- [2021 Faculty Leadership Institute, -Virtual Event, June 17, 2021 to June 19, 2021](#)
- [2021 Curriculum Institute-Virtual Event, July 7, 2021 to July 9, 2021](#)

H. Adjournment

Summer 2021 Selection Committee list

First Name	Last Name	FTF/Adjunct
Adina	Carrillo	FTF
Amy	Foote	Adjunct
Anh	Vo	FTF
Bernardo	Feldman	FTF
Christina	Chung	FTF
David	Michaels	FTF
Desiree	Goetting	FTF
Dilek	Sanver-Wang	FTF
Erin	Delaney	FTF
Gary	Quire	FTF
Gretchen	Stanton	FTF
Heather	Dotter	FTF
Heaven	Warner	FTF
Heidi	McMahon	FTF
Holly	Hitt-Zuniga	FTF
Jason	Burgdorfer	FTF
Jason	Oliver	FTF
Jeremy	Goodman	FTF
Jeremy	Patrich	FTF
Juan	Renteria	Adjunct
Keith	Kawamoto	FTF
Kelly	Burke	FTF
Kelly	Cude	FTF
Kristi	Miura	FTF
Larry	Alvarez	FTF
Liz	Shaker	FTF
Marco	Llaguno	FTF
Mark	Daybell	FTF
Mary	Bates	FTF
Mary	Corbett	FTF
Michael	McCaffrey	FTF
Miriam	Golbert	FTF
Nicole	Faudree	FTF
Patricia	Foley	FTF
Rebecca	Eikey	FTF
Regina	Blasberg	FTF
Robert	Wonser	FTF
SB	Tucker	FTF

Shannon	Doronio	FTF
Shaunasey	Lane	FTF
Teresa	Ciardi	FTF
Tim	Baber	FTF
Tina	Waller	FTF
Tony	Law	FTF
Wendy	Brill-Wynkoop	FTF

Academic Senate Summary for May 6, 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	X	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	Mary Corbett (via phone)	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	<i>Tammera Rice proxy for Lauren Rome</i>	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	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	A
Marilyn Jimenez	X	Nicole Faudree (COCA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)	A

Guest							
Alisha Kaminsky	X	Dilek Sanver-Wang	X	Joy Shoemate	X	Paul Wickline	X
Anh Nguyen	X	Dr. Kathy Bakhit	X	Kelly Burke	X	Ryan Thuele	X
Collette Gibosn	X	Helen Graves	X	Maral Markarian	X	Siane Holland	
Dr. Daylene Meuschke	X	James Glapa-Grossklag	X	Michelle LaBrie	X	Wendy Brill-Wynkoop	
Desiree Goetting	X	Dr. Jasmine Ruys	X	Mike Harutunian	X		
Dr. Diane Fiero	X	Jennifer Smolos	X	Patty Robinson			

A. Routine Matters

1. Call to order: 3:03pm
 - There were some tech issues with getting some of the links to work on the agenda. It is recommended to have most view the agenda and its link in Google Chrome.
2. Public Comment: none

3. Approval of the Agenda
 - Motion to approve the agenda by Rebecca Eikey, seconded by Tammera Rice. Proxy Vote for Lauren Rome (Yes). Unanimous. Approved.
4. Committee Appointments:
 - [Tenure Committee list 2021-2022](#)
 - Between May 20th and the 1st meeting of the fall there will be new committees formed due to the all the new full-time faculty hires.
 - Jennifer Paris, Bookstore Committee
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
 - Motion to adopt the consent calendar by Aaron Silverman, seconded by Lisa Hooper. Proxy Vote for Lauren Rome (Yes). Unanimous. Approved.

Academic Senate Summary, April 22, 2021 (pg. 3-10)	Curriculum Committee Summary, April 29, 2021
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B. Reports

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

1. [Civic Engagement Committee Annual Report](#), Patty Robinson
 - This report did not load property at the last meeting. All senators are encouraged to review this report.
2. Minimum Qualifications & Equivalencies (MQE) Committee Annual Report, Alisha Kaminsky
 - This is Alisha's first year as chair. Special thanks to Aivee Ortega for helping to train Alisha. In fall 2020 the list of MQE's was finalized. These are the list of disciplines which requires a master's degree and those which do not. The [MQE website](#) now has the most current list of MQs as established by each of the academic departments. The next scheduled update will take place in 2025.
 - The MQE committee has been busy reviewing the local use of functioning equivalency process per Executive Order 2001. This order charged the MQ Committee with the task of ensuring that COC's equivalency process will help improve faculty diversity hiring and reduce barriers to employment. The MQE Committee has been reviewing AP 7121 and has looked at diversity, equity and inclusion. The committee has taken on more work with HR and have been working on their coalition which is the AP 7120A policy on full-time faculty hiring to ensure both where aligned. The MQE will submit potential changes to the Senates Policy Review Committee and College Policy Council. The committee has been in discussion for all of the spring on the possibility of a 3rd option for an equivalency. The hope is to broaden the application pool for candidates without college coursework but who may have extensive industry experience. This is only for disciplines that do not require a Master's Degree.
 - There has been work on designing a process using the State's toolkit. This is to help members of the Human Resources really screen and gather data on how a person might be qualified to teach at our campuses. Ryan Medlin has reached out to local colleges to see who else may be using this tool kit. COC is ahead on this compared to other Districts as there are no other local colleges currently using this tool kit. It is still not clear what this tool kit will look like for potential applicants.

- The committee appointments included Aivee Ortega, James Gilmore, Lee Hilliard, May Powell, Pamela Williams-Paez, Robert Maxwell and Sylvia Duncan. Other members include Rian Medlin and Linda Clark. There are currently two open faculty appointments in VAPA and Physical Education. The committee meets on Mondays from 3:30 -4:30pm.
- It is surprising that no one is using the Associates equivalencies for CTE as there was an attempt to roll these out for ASCCC. There were breakout sessions and articles at ASCCC Plenary. Perhaps ASCCC needs to do more to roll out this Toolkit. The CE Programs have 4-5 new hire positions for fall 2021. Will the toolkit be locked out during the hiring process? How will this be advertised? This is an HR process and the tool kit is a tool that HR may be able to use. The idea is to offer for more assistance and coaching to an applicant who needs to meet equivalency so that they have assistance from someone at the college to walk them through the process. The MQ list has been posted to the MQE Committee website.

3. Academic Senate Presidents Report, David Andrus

- Grad Walk Ceremony: David sent out an email regarding the need for readers for the Grad Walk Ceremony. This is a four-day event. There have been some faculty who have replied. Kelly Dapp may reach out to Michael Monsour in Classified Senate regarding recruiting classified personal to serve as readers. David is asking all school senators to help him remind faculty that the deadline is in the next couple of days as Kelly needs to wrap up. Faculty are encouraged to participate even if it's just for 1 hour, to be a reader.
- Retiree Banquet for Thursday 13th, 2021: This event is from 12pm-1:30 at the PAC Center. Distancing protocols are in place. This event will have a link for virtual participation.
- Academic Senate Emeriti Celebration meeting for June 3rd, 2021: Marilyn will send out a meeting invitation soon. This meeting will be scheduled as a regular meeting and the agenda will go out the Monday of the week of the meeting. This will be in accordance with the Brown Act. This meeting will be held for 1 hour.
- New Faculty Hires: David sent an email to all faculty department chairs who have positions that have been Board approved over the next 18 months. There was a reminder that the Academic Senate President has authority of all faculty committees not just Senate subcommittees. This message communicated that the Academic Senate recently adopted AP 7120A, which is the new faculty hiring Administrative Procedure. In this procedure there is a stated goal for diversity, equity and inclusion for the entirety of the recruitment process. It is important to improve the outcomes of hiring and diversity of faculty. This needs to start at the beginning of the process and all throughout. This is a priority for the District, the Senate and The Senate President so that the District's outcomes are improved.
- Return to Campus Coalition Update: This report has not come through as often to the Senate as many discussions are working conditions related for all three bargaining units. In terms of academic representation there have been extensive conversations at the Instructional Advisory Council, IAC with Dr. Torres and department chairs. Department chairs need to figure out their schedules and the modalities for courses. School Senators tend to report back to their Schools and those who are the most actively involved. There is some concern with some adjunct faculty feeling they are not as involved. There was a request to have a statement coming from Academic Senate informing adjunct faculty that spring has been put on hold and that many departments are waiting until the fall. David will speak with Dr. Torres regarding the need to

improve communication to adjuncts. David and Dr. Torres will be attending an Adjunct Advisory Council. Dr. Torres also held an Adjunct Townhall which had 60-80 adjuncts. It is also important for Department Chairs to update adjunct faculty as often as possible. It has been reported that there are also some departments and Schools that don't have a regular formal structure of meeting and are not doing so. There is nothing at this point for the Senate to vote on regarding return to campus. However, if anyone feels there needs to be larger discussion at the next May 20th meeting faculty can follow up with David.

C. Action Items

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

1. BP/AP 4232 Digital Credentials, Gary Collis
 - a. BP 4232 (pg. 11)
 - b. AP 4232 (pg. 12-14)
 - i. Due such a large impacted agenda the BP/AP's listed in this agenda will be voted on at the same time, unless anyone motions to bifurcate the BP and APs. There have been no other changes made to this policy and procedure.
 - ii. Motion to adopt BP/AP 4232 by Regina Blasberg, seconded by Rebecca Eikey. Proxy Vote for Lauren Rome (Yes). Unanimous. Approved.
2. BP 7215 Academic Senate Participation in Collegial Consultation, Gary Collis (pg. 15-16)
 - a. There have been no other changes made to this policy.
 - b. Motion to adopt BP 7215 by Tammera Rice, seconded by Lisa Hooper. Proxy Vote for Lauren Rome (Yes). Unanimous. Approved.
3. BP & AP 7360 Discipline & Dismissal-Academic Employees, Gary Collis
 - a. BP 7360 (pg. 17)
 - b. AP 7360 (pg. 18-21)
 - i. There have been no other changes made to this policy and procedure.
 - ii. Motion to adopt BP/AP 7360 by Benjamin Riviera, seconded by Erica Seubert. Proxy Vote for Lauren Rome (Yes). Unanimous. Approved.
4. BP/AP 5010 Dual/Concurrent Enrollment, Gary Collis
 - a. BP 5010 (pg. 22-24)
 - b. AP 5010 (pg. 25-28)
 - i. Motion to adopt BP/AP 5010 by Regina Blasberg, seconded by Aaron Silverman. Proxy Vote for Lauren Rome (Yes). One abstention by Jennifer Paris. Approved.
5. 2021/22 Senate/Curriculum Meeting Schedule (pg. 29-32)
 - a. There are 4 calendar options listed on this item. Once a calendar option is approved the Academic Senate website will be updated with the new adopted schedule. It is also important that semester schedules end with a Senate meeting and not a Curriculum Committee meeting so it can adopt the Curriculum Committee work allowing that work to advance to the BoT. The Curriculum Committee is in favor of Option #4 as it is the most functional.
 - i. Option #1 and #2 schedule the Senate Retreat during FLEX week.
 - ii. Option #3 and #4 do not schedule the Senate Retreat during FLEX week.
 - b. There was some concern with Option #1 having no meeting scheduled in November. There are many who feel Veteran's Day should be observed on the actual day. In Option #4 there is a Senate meeting on November 4th and a Curriculum meeting on Nov. 18th.

- c. Once a calendar option is approved the Academic Senate website will be updated with the new adopted schedule.
 - d. Motion to adopt Option #4 by Gary Collis, seconded by Erica Seubert. Proxy Vote for Lauren Rome (Yes). One abstention by Regina Blasberg. Approved.
6. [Curriculum Committee Operating Procedures](#), Lisa Hooper
- a. There have been no other changes made to this procedure.
 - b. Motion to adopt the Curriculum Committee procedures by Erica Seubert, seconded by Gary Quire. Proxy Vote for Lauren Rome (Yes). Approved.

D. Discussion

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

1. Canvas Shell Templates, Joy Shoemate, James Glapa-Grossklag & Helen Graves
 - a. James, Joy and Helen have been working on templates which can be used by all faculty. These templates will be rolled out in various ways across campus. These have been shared and endorsed by the Ed Tech Committee. The reasoning behind building these templates has been mostly due to this past year being so challenging and trying for so many. The templates can assist with best practices for all instructors, not merely instructors that are new to Online or OnlineLIVE instruction. There is no need to have everyone start from scratch and build content into their course while also navigating what it means to teach effectively online. The templates are meant to be an added resource and are completely optional. The templates are separate from the established IOI training requirement. The templates have been built intentionally and are aligned according to best practices with the IOI course design rubric. These templates also make it easier for students to jump right into their learning. Two templates have been designed. One is for Online and the other for OnlineLIVE courses. One template is more for web enhancing a face-to-face course.
 - b. Helen Graves has been hired as an instructional designer and is very well respected in Distance Ed. These templates are meant for faculty who have been given a course at the last minute and who may not have time to build their CANVAS shell as well as for those moving from face to face to online and for those who are new to CANVAS. Based on research students value consistency and these templates help to create a consistent set of principles. CANVAS also has a “copy to” option for each item and allows users to send to whichever shell they need.
 - c. The templates start with a homepage page, modules which include:
 - i. **Sample Syllabus module**, which can be set up in a very student friendly way.
 - ii. **Optional Resources module** with an explanation.
 - iii. **Free Images Websites module**
 - iv. **Discussion module**, which has a prompt in which faculty can insert their own content.
 - v. **Group Project Resource module**, to help faculty introduce groups to their students.
 - d. The face-to-face module is very similar to the Online Template however there are less items as the face to face or web enhanced template does not need as much content. The orientation module has been modified as it doesn't reflect a fully online experience. In the Science disciplines, the content is heavy, student recommendations for the face to face template was to have the instructor set up as week-by-week module structure.

- e. The [CANVAS Course Templates](#) can be found online and Helen will be offering workshops where faculty can learn how to pull content from the different modules into their instructional shells. Helen has also created a video explain the reasoning behind the templates.
 - f. These new CANVAS shells do not change training mechanisms in place for the 36-hour IOI Training. The idea is to add more resources to work in tandem with the training to use the template effectively. The templates are accessibly built. This is meant to give faculty the best practices to replicate.
 - g. There was a suggestion to add a resource in CANVAS that can include announcements for various activities such as workshops and work with the Alliances and Clubs. There has been some discussion in the Ed Tech Committee about trying to centralize calendars so there is one place to find events. This could be something to be added to the templates. The closest thing to this found in the template is the link out to the student resources page. There was a request to have Helen visit departments and divisions as part of the roll out. Special thanks to Dr. Torres for securing the relevant funding. Joy will get in touch with department chairs to schedule times to meet with Helen. Helen has met with Garrett Rieck for non-credit ESL and has provided some changes.
2. Academic Senate Faculty Office Procedures, David Andrus
- a. Office Procedures (pg. 33-39)
 - b. Appendix A. (pg. 40-42)
 - c. Special thanks to Jason Burgdorfer and Marilyn Jimenez for taking the lead with the implementation of these procedures. There is now a new CCC Science building and Boykin Hall going off line for remodeling.
 - d. **Categorizing of Faculty Office:** There are offices which are restricted and in areas where someone cannot access directly and would require the need to go through a common area of classroom. There are some offices that are in areas close to unofficially dedicated classrooms. There is information and equipment that would make it reasonable to expand our definition of restricted for the betterment of faculty convenience and student instruction. This is an instructional need rationale and the proposal is to expand the definition of what is a restricted office.
 - e. **Displaced Faculty:** If faculty are displaced for no reason of their own then these faculty should have priority. If faculty are in Boykin, for example, and have been displaced due to a remodel, once the building and offices are revamped these faculty should have priority to return. In the Boykin remodel there will be 3 offices lost. Not all faculty will be able to return so returning will be based on seniority. If the offices or location has not changed but it is more of an aesthetic change then those faculty should receive priority to their specific previous office.
 - f. **Vacating Offices:** This process can be challenging for Marilyn. She is there to support retiring faculty and collaborates with faculty to assist them with logistics and assist with the physical removal of their property. Many times, faculty whether through retirement or reassignment, have not vacated their office in a timely manner. This can alter the office domino process. The proposal here is to include a 6-week deadline from the moment a reassigned primary office is made available and accessible to them. There have been times when this process will go on for months and there is personal property still in the office. This proposed change informs people there are deadlines. HR will work with the Senate to notify Emeriti faculty since the Senate has no enforcement capabilities.

- g. **Establishment of New Science Building:** For many years faculty have been spread-out throughout campus. This has been done as a way to create cross disciplinary collaboration. Overall, the college has grown so much that our needs have changed. The office of Instruction, Dr. Torres and the Senate President feel that if it is a dedicated Science instructional building that it should be prioritized for science faculty, in part. This opens to the door to the conversation of what is the best practice for students and instruction. Over time it would be great if faculty could be clustered voluntarily as no one will ever be mandated to moved out of their office for such a purpose.
- h. **Aspirational Long-Term Goal and Vision:** There is a long-term goal through attrition, voluntary nature or adoption of a new dedicated building to cluster faculty by discipline. Doing so makes sense for students and aligns with the Guided Pathways framework. With the Science building coming online the idea is to prioritize science faculty when the classrooms they are going to teach in are right outside their office doors. This proposal includes two new sections, one for dedicated new buildings and the other for existing buildings that are repurposed and dedicated to particular instructional disciplines. For example, if 6 science faculty are assigned offices in Canyon Country and the remaining spots are filled by other disciplines as people retiree or resign, science faculty will have priority. The original language removed the possibility of faculty having two offices. There may be a possibility of introducing a non-seniority-based system at the Valencia campus. This is a Guided Pathways idea to make sure the resources for students are provided in a logical manner. David will bring these two areas together in this revision. Recently, the Academic Senate passed a resolution to name the new Canyon Country Science building the Don Takeda Science building. There is a suggestion to change the “dedicated” language as this may communicate those buildings will be dedicated to people, not just instructional focus. Once Boykin is brought back online after the remodel, who would get priority? The science faculty or those who have been displaced? This may be a larger conversation as it is possible that non-science would have priority first and then science faculty second. It can be very isolating for new faculty coming in and it may be more supportive to have faculty clustered in certain areas.
- i. **Health and Safety Exemptions:** There have been some discussion regarding returning to campus. Many of the counseling offices are very small and it will be challenging to provide a confidential space for students and possibly their families while maintaining a 6 or 3 ft social distance. It may be time to think about exemptions and allowing for the space to grow. There may be some opportunity to expand the spaces in the new Canyon Country Student Services offices. However, the plans have already been established. This could be a possible safety conversation with Dr. Torres, Jim Scharge, Dr. Fiero and Rian Medlin. This may also be a working union condition issue.
- j. **Appendix A:** This outlines the office allocation for science faculty. This appendix is an initial allocation as there may be some offices that science faculty will not fill and may be filled by other disciplines. There are new triple offices which will be used for lab techs. There also needs to be an office reserved for an Administrative Dean. Double offices will be reserved for faculty. There are faculty that are splitting load and were reserving some of the double offices as visiting professor offices, prioritized for science faculty. There has been a request from a science faculty member to have an office at each campus as they teach at both. However, this is not possible nor equitable in that the Senate does not have the capacity to honor similar requests for faculty that have the same needs or concerns about splitting teaching loads at the two campuses. There

are lockers available for science faculty to store their items and use the designated visiting professor office space. There may be a need for more over flow space on the Valencia campus as the District is hiring 20 new FTF over the next 18 months.

- k. This Appendix will return for a vote. The procedures will return on the next agenda or in the fall as an “Action” item.
3. AP 4250 Academic Probation, Gary Collis (pg. 43-47)
 - a. These changes were brought to the committee by Dr. Ruys and Aivee and counseling faculty. The old policy had a lot of passive voice and was switched to active voice. Some of the track changes became difficult to read. The main change was to alter the concept of students needing to go through a workshop before they could get out of a probationary status and this then became an intervention. A lot of detail has been added as to what this will look like, including certain exemptions for students who have been gone from the college for 5 years. Also, non-credit courses were taken out of the probationary status area. If students go on probation there is a hold on their account but non-credit courses are exempted. This policy also states that students will not be dropped from their courses during the semester they are put on probation.
 - b. This item will return as an “Action” item.
4. AP 4251 Progress Probation, Gary Collis (pg. 48-52)
 - a. Similar changes were made to this policy as those made to AP 4250. Please see above.
 - b. This item will return as an “Action” item.
5. BP/AP 3250 Institutional Planning, Gary Collis
 - a. BP 3250 (pg. 53)
 - b. AP 3250 (pg. 54)
 - c. This is a systematic review with a possible accreditation basis for the changes. Many of the changes were to clean up the language. This policy and procedure is in respect to legally mandated changes, either through Title 5 or Ed Code, planning documents. This provides the CEO with the requirement to create and foster the document and keep the BoT informed of what the documents contain and as to their status. There was a suggestion to change “Chancellor” to “CEO” throughout the document. This change is also being made on other policy documents.
 - d. This item will return as an “Action” item on May 20th.

E. Unfinished Business

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

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.

G. Announcements

- Next Academic Senate Meeting Spring 2021: May 20
- [2021 Faculty Leadership Institute, -Virtual Event, June 17, 2021 to June 19, 2021](#)
- [2021 Curriculum Institute-Virtual Event, July 7, 2021 to July 9, 2021](#)
- [Senate Executive Committee meeting, May 20, 2021](#)

H. Adjournment: 4:50pm

HUMAN RESOURCES OFFICE

Date: April 20, 2021
To: David Andrus
President, Academic Senate
From: Linda Clark
Senior Human Resources Generalist (Faculty)

Subject: Revised Discipline Assignment for Graciela Martinez

Name: Graciela Martinez

Position: Counselor (CalWORKs/EOPS)

Discipline Assignment: Counseling

The minimum qualifications for the discipline of Counseling:

- ✓ Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent
- A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.

Graciela Martinez meets the minimum qualifications with:

- M.S., Educational Counseling, University of La Verne
-

Position: Counselor (Cal WORKs/EOPS)

Discipline Assignment: Counseling: Extended Opportunity Programs and Services (EOPS)

The minimum qualifications for the discipline of Counseling: Extended Opportunity Programs and Services (EOPS):

- ✓ Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work or career development, or the equivalent;

AND EOPS counselors hired after October 24, 1987, shall:

- (1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages OR

- ✓ (2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages

AND In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

Graciela Martinez meets the minimum qualifications with:

- M.S., Educational Counseling, University of La Verne
- 5.75 yrs. Of counseling in CalWORKs program, International Student Services Program and working with economic disadvantage students.

COLLEGE OF THE CANYONS
Academic Senate Procedures
for Full-time Faculty Office Assignment

ROLE OF THE ACADEMIC SENATE

The Academic Senate is responsible for the general process of assignment of existing office spaces. However, questions of faculty offices touch upon negotiable issues of working conditions. As such the Senate should work collegially with the Faculty Associations as well as the District Administration.

The Senate's primary responsibility is to oversee office assignments. Any questions regarding maintenance and/or repair to faculty offices (including the ordering of office furniture, as needed) should be directed through the standard college work-order process, and not processed through the Academic Senate.

GENERAL GUIDELINES FOR FULL-TIME FACULTY OFFICES

As a working condition, specifics for office guidelines are subject to COCFA the contract. The COCFA Negotiated Agreement will have precedence in case there is a conflict between that document and these policies.

Every full-time faculty member in the Santa Clarita Community College District is entitled to one **"primary" office that serves as their permanently assigned office**. As a minimum, every full-time faculty member should have an office that is equipped with:

- A. District-Provided Furniture:
 - Desk
 - Bookcase
 - File cabinet
 - Desk chair
 - "Visitor" chair
- B. District-Provided Technology
 - Campus phone
 - Computer (Desktop or laptop)
 - Office printer, or access to a nearby common printer
- C. In addition, each office should be furnished with a functioning, lockable door.

Prior to a faculty member moving (or transferring) into a new office, the College should inspect the office to ensure that it is in good working condition.

- The office should be repainted as necessary;
- Carpeting, if present, should be replaced if there are holes or other obvious signs of wear or conditions that could cause a potential trip-hazard for students or faculty members;
- Any furniture that is broken or missing should be repaired or replaced.

CATEGORIZATION OF FACULTY OFFICES

The Academic Senate will maintain a list of all rooms that are designated as faculty offices, including the official square footage assigned to each office and whether the office is a general office or a restricted office.

An office is considered restricted if an individual must travel through a teaching area or specific service area to access the office or if it is determined restricting an office for the exclusive use of a particular academic discipline holds a unique instructional or logistical purpose (e.g., Welding office, Counseling office, Band Director office). Such determinations will be made in collaboration by the Academic Senate President and CIO. An appendix to these procedures shall be adopted by the Academic Senate, and thereafter revised as necessary, listing all restricted offices. The appendix will be developed in collaboration by the Academic Senate President and CIO.

Square footage of rooms is determined by the District's "Certification of Space Inventory".¹ Any challenge to the accuracy of that inventory will be resolved by a measurement of the office conducted by a member of the Senate along with a representative of the Facilities department. Any correction made must be included in the next submission of the Certification of Space Inventory, and a notation of the revised square footage ~~should~~ **shall** be amended in the official Senate list of faculty offices.

Based on the State Architect's guidelines used when designing campus buildings, each faculty office shall contain a minimum of 72 square feet per person.

- A. A single office shall contain 72 - 143 square feet.
- B. A double office shall contain 144 - 215 square feet.
- C. A triple office shall contain 216 – 288 square feet.²
- D. For multiple-person offices, there shall be a minimum of 72 square feet person.

Grandfather Clause: Any future revisions to these guidelines that would increase the capacity of an office (e.g., a 1-person office becomes a 2-person office) will not take effect until the current occupant vacates that office. However, this grandfather clause only applies to changes in the guidelines regarding square footage, not to extended office vacancies in a multi-person office that is not filled.³

DISPLACED FACULTY

Unless otherwise indicated below, faculty members may not lose their office assignment without their consent. A faculty member may be considered displaced as a result of one of the following:

- An office space is **temporarily or** permanently lost due to remodeling;
- An office space is lost as the result of a documented health hazard;
- A faculty member has their full load changed from one campus to another campus by the District.

¹ This is a document that each District is required to submit to the California Community Colleges Chancellor's Office. It details every room on campus, including square footage.

² According to the 2017 plans of the new science building at Canyon Country, the drawings indicate a two-person office with 217 square feet.

³ For example: if a faculty member is a single person in a two-person office that office does not become a one-person office simply because the second space has never been filled by another individual. The designation is based on square footage, not on actual occupancy.

Displaced faculty members may choose any available office space **with the exception of otherwise restricted offices.** Displaced faculty members will have priority over any other faculty member, with more senior displaced faculty having priority over less senior displaced faculty members.

Faculty displaced due to remodeling also have subsequent priority over any other faculty member for the completed remodeled offices from the same building in which the displaced faculty member's original office was located and caused the initial displacement. Seniority will dictate office assignments within any cohort of displaced faculty with the exception that remodeled buildings leaving any original and specific office locations and size categorization unchanged, will be first offered to the original occupant, regardless of seniority.

Faculty members who initiate a request to have their primary teaching load on a different campus *are not considered* displaced.⁴ If a faculty member would like their ~~permanent~~ **primary** office on another campus they must relinquish their current office and choose any available offices based on the assignment policies for that campus.

PROVISIONAL OFFICES NOT ON CAMPUS OF PRIMARY ASSIGNMENT

Every full time faculty member is guaranteed a primary office on one of the two main campuses. However, there are times when a full-time faculty member will be teaching a partial- or full-load ~~or a partial load~~ at a secondary campus. To provide office space for these circumstances, The District should identify a "Visiting Professor" office space on each campus.⁵

Visiting Professor Offices are not designed for exclusive use of one faculty member, and must be shared among those faculty members while they are not teaching on their regularly assigned campus.

Each Visiting Professor Office should contain computer, table/working surface chairs and secure storage for each instructor who will be using the space. If the Visiting Professor Offices are multi- person offices there should be arrangement for spaces to conduct student conferences with enough privacy to satisfy FERPA concerns.

PRIMARY OFFICE VACANCIES — VALENCIA CAMPUS

⁴ This does not apply to faculty members who would like to teach a course on another campus, or even teach a full load on another campus. They would retain their current office on their primary campus, and not be eligible for a permanent office on the secondary campus. To obtain a permanent office on the second campus they would have to relinquish their permanent office on the first campus. If they did not wish to relinquish their current office, they would be eligible for access to a "Visiting Professor" office on the second campus.

⁵ It should be noted that while an Academic Senate Procedure might call for the establishment of Visiting Professor Offices, the actual designation of such rooms cannot be created by Academic Senate alone; it will require cooperation and agreement with the District Administration, COCFA and AFT.

A. Announcement of Vacancies/Domino Effect⁶

To expedite the assignment of faculty offices, vacant offices are divided into two categories:

- Anticipated Vacancies - are the result of a known vacancy arising from a faculty member who is scheduled to retire or otherwise vacate their office; and
- “Domino” Vacancies - are vacancies that arise as a result of individuals moving into anticipated vacancies.

When office vacancies are anticipated, a memo will be sent to each full-time faculty member, asking who is interested in changing offices. This memo will list all Anticipated Vacancies, and a reminder that Domino Vacancies may occur.

Faculty members interested in changing offices will have a week to indicate their priority

interest in any Anticipated Vacancy; ~~they may also indicate if they have any interest in any~~

~~Domino Vacancy that might emerge (e.g., “I am interested in ANY single office that becomes~~

~~available”; “I am interested in any office in the [xx] building that becomes available”; “I am~~

~~interested in any available office with a window”, etc.).~~

B. Vacancies in single offices

Assignments to single offices will be determined by faculty preferences in seniority order.

C. Vacancies in multiple-person offices

When there is a vacancy in a multiple-person office, the remaining faculty member who is in the multiple-person office shall be invited to choose an office partner from any current or newly-hired full-time faculty member, without regard to seniority.

If vacancies in multiple-person offices must be filled to ensure that every faculty member will have a designated office space, vacancies will be filled in reverse seniority of the faculty members who occupy multiple-person offices with vacancies.

If a faculty member in a multiple-person office with a vacancy is unable or refuses to choose an office partner, the Academic Senate President will assign a faculty member to the office if the space is needed.

D. Vacancies – newly hired faculty members⁷

After all current full-time faculty members have been given an opportunity to

⁶ This is not new; it is articulation of existing practice.

⁷ A major procedural flaw in the existing policy is assigning office space to newly hired faculty. The seniority lottery for newly hired faculty members may not occur until a few days until the semester starts (or in some cases after the semester starts). Since the new

transfer to any offices that become available at the end of a semester, the Department Chairs (or designee) for any department that has a newly hired faculty member will meet with the Academic Senate President (or designee) to determine office assignment for newly hired full-time faculty members. When assigning offices to newly hired full-time faculty members the goal should be assigning offices that are in proximity to primary teaching areas and/or other members of their departments. However, this may not always be possible since the only available offices may not be near teaching areas/other department members.

E. Vacating Office Requirements

All faculty that have declared their intent to vacate their primary office must do so within 6 weeks of the relevant notification date. The date of notification is categorically defined as follows:

- **Retirement - last day of full-time faculty service**
- **Resignation – last day of full-time faculty service**
- **Reassignment to New Primary Office – date of official notification by Academic Senate that the newly assigned primary office is vacant and available to be occupied.**

If special accommodations or assistance are necessary to assist in vacating an office, the Academic Senate President must be informed no later than one week after the date of notification. Faculty reassigned to a new primary office that fail to properly vacate by the 6 week deadline may have their new primary office assignment revoked.

Any personal property remaining in a vacated office after the 6 week deadline will be collected by the District and stored until a final, proper determination can be made regarding its disposal or transfer of possession. Faculty are required to surrender any and all keys to their vacated office by the 6 week deadline. Enforcement of personal property collection and office access are the responsibility and purview of the Office of Human Resources.

Vacating offices in a timely manner is essential to the proper implementation of these faculty office procedures. Failure to do so will result in unnecessary disruptions to the work of faculty colleagues and District functions.

F. Canyon Country Campus

Office Vacancies at CCC will be handled in the same manner as Valencia campus, However, the Academic Senate may consider the merits of developing a different paradigm for assigning offices on the Canyon Country Campus. ~~At that time the Senate may also consider the viability and feasibility of introducing a non-seniority based system on the Valencia campus. However, any modification to the office assignment procedures on the Valencia campus will not impact the current~~

faculty members have not established their seniority numbers, they cannot choose an office. This would help allow newly-hired faculty members to better prepare to begin their professional responsibilities at COC by having office assignments made before they reach the campus.

office assignment of any full-time faculty member on the Valencia Campus.
(Moved and revised below.)

G. Aspirational Long Term Goal and Vision

The Senate may consider the viability and feasibility of introducing a non-seniority based system on the Valencia and Canyon Country campuses. However, any modification to the office assignment procedures will not impact the current primary office assignment of any full-time faculty member on the Valencia or Canyon Country campuses.

It is the aspirational long term goal and vision of the Academic Senate that disciplinary faculty cluster their offices for the betterment of students and curricular coordination. Doing so shall not be mandated. But, through attrition. i.e., resignations and retirements, as well as individual volition and the continued development of dedicated academic and disciplinary buildings it is possible to eventually and organically develop disciplinary hubs throughout the campus infrastructure. Such disciplinary hubs might best be clustered with other hubs that are from the same academic School or Division thereby eventually rendering certain buildings defacto dedicated academic and disciplinary buildings.

DEDICATED ACADEMIC AND DISCIPLINARY BUILDINGS⁸

If the District authorizes and constructs new or existing buildings to have dedicated instructional resources, purpose or name to a particular academic discipline(s), Division(s) or School(s), faculty members from those particular instructional cohorts have priority in office assignments in those new buildings.

- A. Newly Constructed Dedicated Buildings** **The newly constructed offices will be reserved to the faculty cohort associated with the new dedicated building. All faculty cohort members will be given the opportunity to request a permanent relocation of their primary office to the new building. All office assignments for those faculty cohort members will be determined by seniority with more senior faculty having priority over less senior faculty members. If vacant offices remain after soliciting faculty cohort interest in permanent relocation, those offices will be assigned as otherwise determined by these procedures. Subsequent to the initial assignment and allocation of faculty offices, all future vacancies in the new building will first be offered to members of the particular faculty cohort by seniority and then to all other faculty as otherwise determined by these procedures.**

⁸ Declaring a District building to be “Dedicated” is not to be confused with *BP & AP 6620 – Naming of District Facilities and Properties*. For purposes of this procedure, “Dedicated” refers to a mutual agreement between the CIO and the Academic Senate to instructionally dedicate buildings as explained in this procedure.

The Academic Senate reserves the right to utilize any newly constructed offices as “Visiting Professor Offices” or for the purposes of housing “Instructional Support Staff”. Such utilization shall not be interpreted to be permanent nor an abdication of those offices to the District by the Academic Senate.

An appendix to these procedures shall be adopted by the Academic Senate for all newly constructed dedicated buildings detailing the intended initial allocation and categorization of faculty offices. The appendix will be developed in collaboration by the Academic Senate President and CIO.

B. Existing Newly Dedicated Buildings

The offices for existing, newly instructionally dedicated buildings will be reserved to the faculty cohort associated and aligned with the new dedicated focus. As office vacancies occur, all faculty cohort members will be given the opportunity to request a permanent

relocation of their primary office to the existing building that has been newly dedicated. If the instructional dedication of the existing building is the result of a remodel, the displacement provision of this procedure will have precedence prior to any cohort faculty being prioritized.

The Academic Senate reserves the right to utilize any offices that are part of an existing newly dedicated building as “Visiting Professor Offices” or for the purposes of housing instructional support staff. Such utilization shall not be interpreted to be permanent nor an abdication of those offices to the District by the Academic Senate.

An appendix to these procedures shall be adopted by the Academic Senate for all existing newly dedicated buildings detailing the intended initial allocation and categorization of faculty offices. The appendix will be developed in collaboration by the Academic Senate President and CIO.

VACANCIES — CANYON COUNTRY CAMPUS

A. Canyon Country Campus

Office Vacancies at CCC will be handled in the same manner as Valencia campus, However, the Academic Senate may consider the merits of developing a different paradigm for assigning offices on the Canyon Country Campus. At that time the Senate may also consider the viability and feasibility of introducing a non-seniority based system on the Valencia campus. However, any modification to the office assignment procedures on the Valencia campus will not impact the current office assignment of any full-time faculty member on the Valencia Campus.

(Moved to “VACANCIES” Section F and revised.)

EXEMPTIONS TO THE OFFICE ASSIGNMENT PROCEDURES

A. Health and Safety Exemptions

In order to assure compliance with ADA regulations, exemptions made be made to the office assignment procedures meet the needs of any special health or physical requirements (e.g. wheelchair accessibility.)

Full-time faculty members shall not be displaced from their current offices without their specific consent. The Displaced Faculty procedures will apply to a full-time faculty member who agrees to relinquish their current office assignment to meet the special health or physical needs of faculty member.

If there are no offices available to meet special health or physical requirements the District will need re-assign/remodel an existing non-faculty office room so as to meet those needs.

B. Exemptions NOT based on health/physical requirements.

To ensure equity in office assignments, the Academic Senate President will appoint a small ad hoc committee of at least three senators to consider any request for exemptions to the office assignment procedures that are not based on health or physical requirements.

In no case may an exemption be made to increase the square footage allowed for any individual faculty member for reasons other than health or safety.

Approved by the Academic Senate April 20, 2017

SCIENCE CENTER OFFICE SUMMARY

**APPENDIX A
INITIAL FACULTY OFFICE ALLOCATION
CANYON COUNTRY CAMPUS – DEDICATED SCIENCE BUILDING**

(23) Faculty and Lab Tech Workstations in 15 Offices

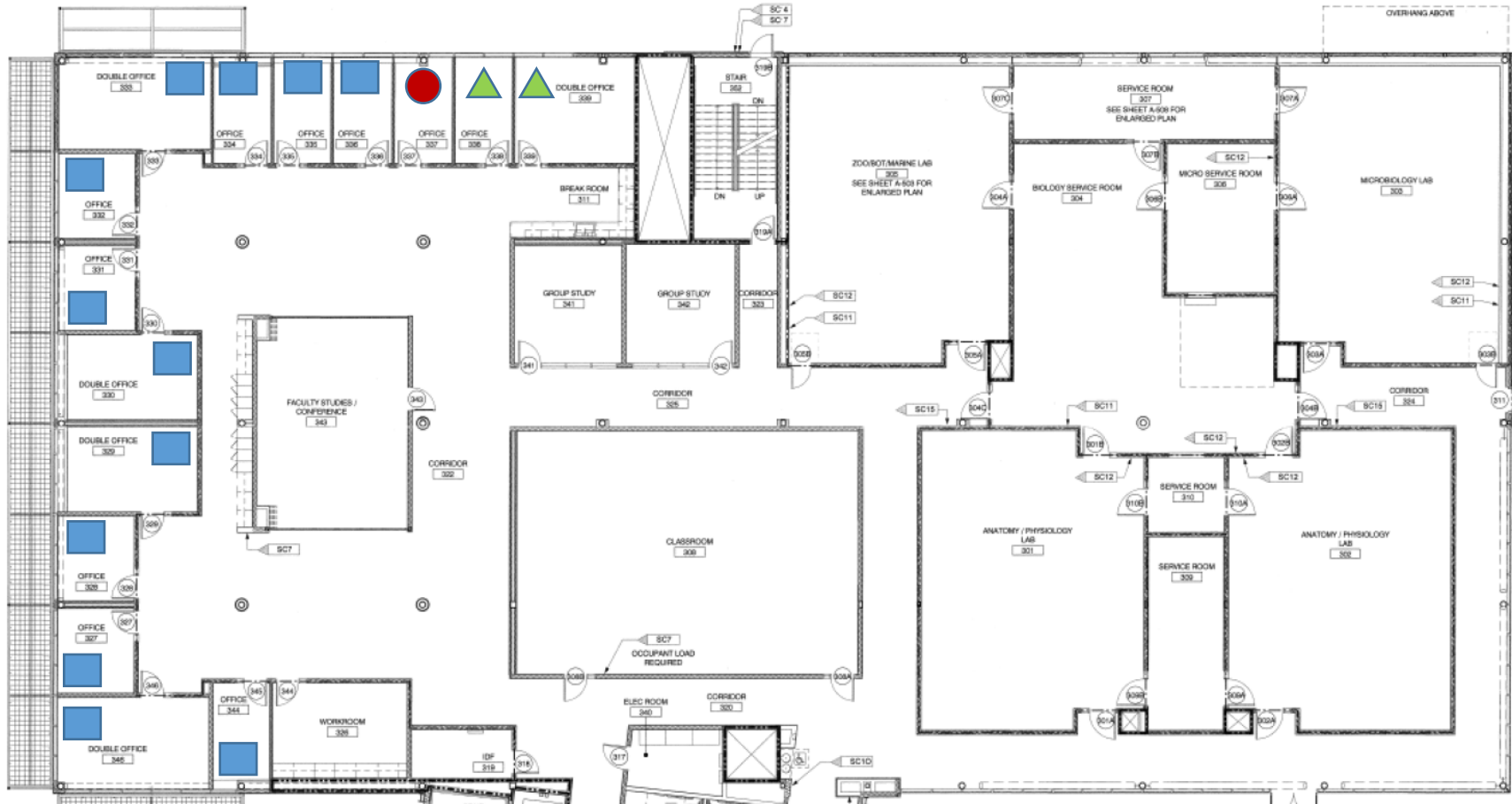
(1) Administrative Workstation in 1 Administrative Office

	Single Offices	Double Offices	Triple Offices
Dedicated to Science Faculty (Primary Offices) (10)	8	1	
Reserved for Science Lab Technicians (6)			2
Reserved for “Visiting Professor Office” (4)		2	
Reserved for All Other Faculty (Primary Offices) (2)		1	
Reserved for Staff Rotation (1)	1		
Reserved for Administration/School Dean (1)	1		
Total Number of Offices 16	10	4	2



16 Faculty Workstations (8 single offices, 4 doubles (2 Primary & 2 Visiting Professor Offices))
2 Staff Workstations (2 single offices)
3 Lab Tech Workstations (1 triple office)

3RD FLOOR SCIENCE CENTER



▲ 3 Lab Tech Workstations (1 triple office)



SCIENCE CENTER OFFICE SUMMARY

AP 4250 Academic Standing – Academic Probation, Subject to Dismissal, and Dismissal

References:

Education Code Section 70902(b) (3); Title 5 Sections 55030-55034

4250.1 Academic Probation (A1)

- A. College of the Canyons will notify each student of his/her/their academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed.
- B. At a minimum, notification will include the following:
 - a. College of the Canyons will notify each student via email that he/she/they have been placed on Academic Probation. Academic Probation occurs after the student completes at least 12 graded units at College of the Canyons and at the end of the student's first fall or spring semester when the student's College of the Canyons cumulative grade point average falls below a 2.0. Academic Probation standing is also referred to as A1.
 - b. The email will contain information on the academic standing status change, the conditional requirements to continue at College of the Canyons, the impact of Academic Probation on enrollment priority and financial aid eligibility, and the resources available.
 - c. College of the Canyons will notify each student via his/her/their My Canyons email address.
 - d. College of the Canyons will send a message to the student's personal email and a text message (if available) to inform the student to check his/her/their My Canyons email for important registration information.
 - e. College of the Canyons will attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. College of the Canyons will place a registration hold on the record of students who are on Academic Probation. The hold will block students from enrollment into credit level courses. Students will have access to noncredit coursework and support services.
- D. At the time the registration hold is placed, College of the Canyons will not drop students from any class they have already enrolled in. The student is responsible for dropping any classes he/she/they no longer want by the appropriate deadlines noted in the academic calendar.
- E. College of the Canyons will remove the registration hold from the student's record after the student participates in an intervention designated for Academic Probation students.
 - a. The intervention is held in person and/or online.
 - b. The student must register for the intervention in advance of the intervention's

- day and time.
- c. The student may register for the intervention on the Counseling website; the link is included in the notification email.
 - d. The intervention is primarily offered in the summer and winter terms. It is also offered during the fall and spring semesters for late-start course enrollment and for the upcoming term's registration time.
 - e. College of the Canyons will remove the registration hold no later than the end of the next business day after the conclusion of the intervention.
- F. A student can be exempt from participating in the Academic Probation intervention.
- a. If one of the following exemption conditions are met, the student can be exempt from participating in the Academic Probation intervention:
 - i. The student did not enroll at College of the Canyons for 5 or more years.
 - ii. The student has earned an associate degree or higher at a regionally-accredited institution subsequent to his/her/their last term of enrollment at College of the Canyons.
 - b. In lieu of the Academic Probation intervention, students must meet with a Counselor to complete an Academic Standing Intervention Exemption Form.
 - c. Academic Probation status does not change for students who qualify for this exemption.

4250.2 Academic Subject-to-Dismissal (A2)

- A. College of the Canyons will notify each student of his/her/their academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed.
- B. At a minimum, notification will include the following:
 - a. College of the Canyons will notify each student of the change in his/her/their academic standing status to Academic Subject-to-Dismissal. Academic Subject-to-Dismissal occurs when the student's College of the Canyons cumulative grade point average falls below a 2.0. for the second consecutive fall or spring semester. Academic Subject-to-Dismissal standing is also referred to as A2.
 - b. The email will contain information on the academic standing status change, the conditional requirements to continue at College of the Canyons, the impact of Academic Subject-to-Dismissal on enrollment priority and financial aid eligibility, and the resources available.
 - c. College of the Canyons will notify each student via his/her/their My Canyons email address.
 - d. College of the Canyons will send a message to the student's personal email and a text message (if available) to inform the student to check his/her/their My Canyons email for important registration information.
 - e. College of the Canyons will attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources

available to continue their education.

- C. College of the Canyons will place a registration hold on the record of students who are on Academic Subject-to-Dismissal. The hold will block students from enrollment into credit level courses. Students will have access to noncredit coursework and support services.
- D. At the time the registration hold is placed, College of the Canyons will not drop students from any class they have already enrolled in. The student is responsible for dropping any classes he/she/they no longer want by the appropriate deadlines noted in the academic calendar.
- E. College of the Canyons will remove the registration hold from the student's record after the student participates in an intervention designated for Academic Subject-to-Dismissal students.
 - a. The intervention is held in person and/or online.
 - b. The student must register for the intervention in advance of the intervention's day and time.
 - c. The student may register for the intervention on the Counseling website; the link is included in the notification email.
 - d. The intervention is primarily offered in the summer and winter terms. It is also offered during the fall and spring semesters for late-start course enrollment and for the upcoming term's registration time.
 - e. College of the Canyons will remove the registration hold no later than the end of the next business day after the conclusion of the intervention.
- F. A student can be exempt from participating in the Academic Subject-to-Dismissal intervention.
 - a. If one of the following exemption conditions are met, the student can be exempt from participating in the Academic Subject-to-Dismissal intervention:
 - i. The student did not enroll at College of the Canyons for 5 or more years.
 - ii. The student has earned an associate degree or higher at a regionally-accredited institution subsequent to his/her/their last term of enrollment at College of the Canyons.
 - b. In lieu of the Academic Subject-to-Dismissal intervention, students must meet with a Counselor to complete an Academic Standing Intervention Exemption Form.
 - c. Academic Subject-to-Dismissal status does not change for students who qualify for this exemption.
- G. Students on Academic Subject-to-Dismissal lose his/her/their enrollment priority and eligibility for the California College Promise Grant.
 - a. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. The appeal form is available in the Admissions and Records office.

- b. If a student earns a 2.0 or higher semester GPA in the most recent fall or spring semester at College of the Canyons:
 - i. The student will not lose their enrollment priority.
 - ii. The student will not lose their eligibility for the California College Promise Grant.
- c. If the student's cumulative College of the Canyons GPA remains below a 2.0, he/she/they will remain on Academic Subject-to-Dismissal status. The student must complete an Academic Subject-to-Dismissal intervention to have the registration hold removed and to continue enrollment.

4250.3 Academic Dismissal (AD)

- A. At a minimum, notification will include the following:
 - a. College of the Canyons will notify each student of the change in his/her/their academic standing status to Academic Dismissal. Academic Dismissal occurs when the student's College of the Canyons cumulative grade point average falls below a 2.0 for the third consecutive fall or spring semester. Academic Dismissal standing is also referred to as AD.
 - b. The email will contain information on the academic standing status change, the conditional requirements to continue at College of the Canyons, the impact of Academic Dismissal on enrollment priority and financial aid eligibility, and the resources available.
 - c. College of the Canyons will notify each student via his/her/their My Canyons email address.
 - d. College of the Canyons will send a message to the student's personal email and a text message (if available) to inform the student to check his/her/their My Canyons email for important registration information.
 - e. College of the Canyons will attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- B. College of the Canyons will require the student to sit out for one fall or spring semester, from credit level courses, subsequent to the term the student was placed on Academic Dismissal.
- C. College of the Canyons will place a registration hold on the record of students on Academic Dismissal. The hold will block students from enrollment into credit level courses. Students will have access to noncredit coursework and support services
- D. At the time the registration hold is placed, College of the Canyons will not drop students from any class they have already enrolled in. The student is responsible for dropping any classes he/she/they no longer want by the appropriate deadlines noted in the academic calendar.
- E. The student will lose enrollment priority when he/she/they return to College of the Canyons in a future term.
- F. The student will not be eligible for the California College Promise Grant.

- G. College of the Canyons will remove the registration hold from the student's record after the student sits out one fall or spring semester and meets with a Counselor upon his/her/their return to College of the Canyons. The Counselor will work with the student to complete a Contract for Probationary Reinstatement.
- H. A student can appeal the one-semester dismissal.
 - a. The student has the right to appeal if there were extenuating circumstances that caused the student's Academic Dismissal.
 - b. Students must submit appeals by the deadline established on the Dismissal Appeal Form. The Dismissal Appeal Form is available on the Counseling website or in the Counseling office.
- I. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. The appeal form is available in the Admissions and Records office.
- J. Academic Dismissal students may continue enrollment for one semester without interruption if he/she/they earn a 2.0 or higher semester GPA in the most recent fall or spring semester at College of the Canyons.
 - a. College of the Canyons will remove the registration hold.
 - b. The student will not lose their enrollment priority.
 - c. The student will not lose their eligibility for the California College Promise Grant.
 - d. The student will remain on Academic Dismissal status if the student's cumulative College of the Canyons GPA remains below a 2.0.

Last Board Review: June 26, 2019

Next Review Date: Spring, 2025

AP 4251 Progress Standing – Progress Probation, Subject to Dismissal, and Dismissal

References

Education Code Section 70902(b) (3); Title 5 Sections 55030-55034

4251.1 Progress Probation (P1)

- A. College of the Canyons will notify each student of his/her/their progress difficulty and the availability of college support services to respond to the progress difficulty before the student is dismissed.
- B. At a minimum, notification will include the following:
 - a. College of the Canyons will notify each student via email that he/she/they have been placed on Progress Probation. Progress Probation occurs after the student attempts at least 12 units at College of the Canyons and at the end of the student's first fall or spring semester when 50% or more of the cumulative units the student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations. Progress Probation standing is also referred to as P1.
 - b. The email will contain information on the progress standing status change, the conditional requirements to continue at College of the Canyons, the impact of Progress Probation on enrollment priority and financial aid eligibility, and the resources available.
 - c. College of the Canyons will notify each student via his/her/their My Canyons email address.
 - d. College of the Canyons will send a message to the student's personal email and a text message (if available) to inform the student to check his/her/their My Canyons email for important registration information.
 - e. College of the Canyons will attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. College of the Canyons will place a registration hold on the record of students who are on Progress Probation. The hold will block students from enrollment into credit level courses. Students will have access to noncredit coursework and support services.
- D. At the time the registration hold is placed, College of the Canyons will not drop students from any class they have already enrolled in. The student is responsible for dropping any classes he/she/they no longer want by the appropriate deadlines noted in the academic calendar.
- E. College of the Canyons will remove the registration hold from the student's record after the student participates in an intervention designated for Progress Probation students.
 - a. The intervention is held in person and/or online.

- b. The student must register for the intervention in advance of the intervention's day and time.
 - c. The student may register for the intervention on the Counseling website; the link is included in the notification email.
 - d. The intervention is primarily offered in the summer and winter terms. It is also offered during the fall and spring semesters for late-start course enrollment and for the upcoming term's registration time.
 - e. College of the Canyons will remove the registration hold no later than the end of the next business day after the conclusion of the intervention.
- F. A student can be exempt from participating in the Progress Probation intervention.
- a. If one of the following exemption conditions are met, the student can be exempt from participating in the Progress Probation intervention:
 - i. The student did not enroll at College of the Canyons for 5 or more years.
 - ii. The student has earned an associate degree or higher at a regionally-accredited institution subsequent to his/her/their last term of enrollment at College of the Canyons.
 - b. In lieu of the Progress Probation intervention, students must meet with a Counselor to complete an Academic Standing Intervention Exemption Form.
 - c. Progress Probation status does not change for students who qualify for this exemption.

4251.2 Progress Subject-to-Dismissal (P2)

- A. College of the Canyons will notify each student of his/her/their progress difficulty and the availability of college support services to respond to the progress difficulty before the student is dismissed.
- B. At a minimum, notification will include the following:
 - a. College of the Canyons will notify each student of the change in his/her/their progress standing status to Progress Subject-to-Dismissal. Progress Subject-to-Dismissal occurs when 50% or more of the cumulative units the student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations for the second consecutive fall or spring semester. Progress Subject-to-Dismissal standing is also referred to as P2.
 - b. The email will contain information on the progress standing status change, the conditional requirements to continue at College of the Canyons, the impact of Progress Subject-to-Dismissal on enrollment priority and financial aid eligibility, and the resources available.
 - c. College of the Canyons will notify each student via his/her/their My Canyons email address.

- d. College of the Canyons will send a message to the student's personal email and a text message (if available) to inform the student to check his/her/their My Canyons email for important registration information.
 - e. College of the Canyons will attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. College of the Canyons will place a registration hold on the record of students who are on Progress Subject-to-Dismissal. The hold will block students from enrollment into credit level courses. Students will have access to noncredit coursework and support services.
- D. At the time the registration hold is placed, College of the Canyons will not drop students from any class they have already enrolled in. The student is responsible for dropping any classes he/she/they no longer want by the appropriate deadlines noted in the academic calendar.
- E. College of the Canyons will remove the registration hold from the student's record after the student participates in an intervention designated for Progress Subject-to-Dismissal students.
 - a. The intervention is held in person and/or online.
 - b. The student must register for the intervention in advance of the intervention's day and time.
 - c. The student may register for the intervention on the Counseling website; the link is included in the notification email.
 - d. The intervention is primarily offered in the summer and winter terms. It is also offered during the fall and spring semesters for late-start course enrollment and for the upcoming term's registration time.
 - e. College of the Canyons will remove the registration hold no later than the end of the next business day after the conclusion of the intervention.
- F. A student can be exempt from participating in the Progress Subject-to-Dismissal intervention.
 - a. If one of the following exemption conditions are met, the student can be exempt from participating in the Progress Subject-to-Dismissal intervention:
 - i. The student did not enroll at College of the Canyons for 5 or more years.
 - ii. The student has earned an associate degree or higher at a regionally-accredited institution subsequent to his/her/their last term of enrollment at College of the Canyons.
 - b. In lieu of the Progress Subject-to-Dismissal intervention, students must meet with a Counselor to complete an Academic Standing Intervention Exemption Form.
 - c. Progress Subject-to-Dismissal status does not change for students who qualify for this exemption.

- G. Students on Progress Subject-to-Dismissal lose his/her/their enrollment priority and eligibility for the California College Promise Grant.
 - a. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. The appeal form is available in the Admissions and Records office.
 - b. If a student completes 75% or more of his/her/their semester units with letter grades (A, B, C, D, F, and FW) in the most recent fall or spring semester at College of the Canyons:
 - i. The student will not lose their enrollment priority.
 - ii. The student will not lose their eligibility for the California College Promise Grant.
 - c. If 50% or more of the cumulative units the student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations, he/she/they will remain on Progress Subject-to-Dismissal status. The student must complete a Progress Subject-to-Dismissal intervention to have the registration hold removed and to continue enrollment.

4251.3 Progress Dismissal (PD)

- A. At a minimum, notification will include the following:
 - a. College of the Canyons will notify each student of the change in his/her/their progress standing status to Progress Dismissal. Progress Dismissal occurs when 50% or more of the cumulative units the student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations for the third consecutive fall or spring semester. Progress Dismissal standing is also referred to as PD.
 - b. The email will contain information on the progress standing status change, the conditional requirements to continue at College of the Canyons, the impact of Progress Dismissal on enrollment priority and financial aid eligibility, and the resources available.
 - c. College of the Canyons will notify each student via his/her/their My Canyons email address.
 - d. College of the Canyons will send a message to the student's personal email and a text message (if available) to inform the student to check his/her/their My Canyons email for important registration information.
 - e. College of the Canyons will attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- B. College of the Canyons will require the student to sit out for one fall or spring semester, from credit level courses, subsequent to the term the student was placed on Progress Dismissal.
- C. College of the Canyons will place a registration hold on the record of students on Progress Dismissal. The hold will block students from enrollment into credit level courses. Students will have access to noncredit coursework and support services.

- D. At the time the registration hold is placed, College of the Canyons will not drop students from any class they have already enrolled in. The student is responsible for dropping any classes he/she/they no longer want by the appropriate deadlines noted in the academic calendar.
- E. The student will lose enrollment priority when he/she/they return to College of the Canyons in a future term.
- F. The student will not be eligible for the California College Promise Grant.
- G. College of the Canyons will remove the registration hold from the student's record after the student sits out one fall or spring semester and meets with a Counselor upon his/her/their return to College of the Canyons. The Counselor will work with the student to complete a Contract for Probationary Reinstatement.
- H. A student can appeal the one-semester dismissal.
 - a. The student has the right to appeal if there were extenuating circumstances that caused the student's Progress Dismissal.
 - b. Students must submit appeals by the deadline established on the Dismissal Appeal Form. The Dismissal Appeal Form is available on the Counseling website or in the Counseling office.
- I. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. The appeal form is available in the Admissions and Records office.
- J. Progress Dismissal students may continue enrollment for one semester without interruption if he/she/they complete 75% or more of his/her/their semester units with letter grades (A, B, C, D, F, and FW) in the most recent fall or spring semester at College of the Canyons.
 - a. College of the Canyons will remove the registration hold.
 - b. The student will not lose their enrollment priority.
 - c. The student will not lose their eligibility for the California College Promise Grant.
 - d. The student will remain on Progress Dismissal status if 50% or more of the cumulative units the student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations.

Last Board Review: June 26, 2019

Next Review Date: Spring, 2025



BP 3250 Institutional Planning

References:

ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5;
Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250,
55510, and 56270 et seq.

The ~~Chancellor~~CEO shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to, ~~t~~The Educational and Facilities Master Plan.

The ~~Chancellor~~CEO shall submit those plans as required by Title 5 to the Board.

The CEO shall inform the Board about the status of planning and the various plans.

The CEO shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure AP 3250

Approved ~~12/04/13~~



AP 3250 Institutional Planning

“Decision Making at College of the Canyons,” known colloquially as the Decision-Making Guide, describes planning processes and is updated ~~annually~~regularly. It also details the roles of each employee group on campus in planning and decision-making in general terms and related to specific committees and plans. Every instructional and ~~academic-~~operational department on campus participates in planning at the department and college-wide levels. Descriptions of committees who develop plans are further described in the Decision-Making Guide.

~~All~~College plans are updated regularly. Most are updated at least once every three years, with many being updated annually. One noteworthy exception is the Educational and Facilities Master Plan which is generally updated every six years. Copies of individual plans are available on the Intranet under the College Information link.

College-wide and appropriate departmental plans are developed in a manner that encourages broad participation from employee groups on campus, providing clear opportunities to be involved in the plan-formulation process and subsequent plan review. Plans are informed by institutional research, especially student outcomes data ~~performance indicators~~ when appropriate. Once completed, the Educational and Facilities Master Plan and other plans as required by Title 5 are presented to the Board of Trustees for approval. Other plans, such as the Strategic Plan and the Technology Master Plan are presented to the Board of Trustees as information items. Plans are submitted to the California Community Colleges Chancellor’s Office (CCCCO) for approval when required, and College plans are appropriately aligned with CCCCCO priorities, such as the Vision for Success, where applicable. ~~More importantly, a~~All plans, including the budget, are interrelated and developed with the purpose of advancing efforts of every department on campus in meeting their departmental and institutional goals in support of the College’s mission. As noted in the Decision-Making Guide, institutional direction is driven by information received from staff, students, and the community and that helps the College deliver a clear vision for the future.

Revised ~~12/04/13~~

Committee on Academic Freedom
Purposes and Procedures V.7 (DRAFT)
2020-2021

I. Purpose

The purpose of the Committee on Academic Freedom (CAF) is the following:

First, the Committee on Academic Freedom will make formal recommendations and/or clarifications to the Academic Senate on matters of dispute or controversy relating to academic freedom, including alleged violations of Board Policy 4030 (Academic Freedom).

Second, the CAF will offer informal advice or guidance on matters of academic freedom to faculty members who request it.

Third, the CAF will undertake initiatives to provide educational opportunities to the campus community with respect to academic freedom.

Fourth, the CAF will take on any other related activity assigned it by the Academic Senate.

II. Membership

Membership as defined by AP 4030 (Academic Freedom) shall consist of the following:

- At least three faculty appointed by the Senate for the term of one academic year, one of whom will be designated chair.
- The President of the College of the Canyons Faculty Association (COCF A), or that person's designee.
- The President of the American Federation of Teachers, Local 6262 (AFT), or that person's designee.
- Additional non-voting members may serve temporarily, at the request of the Senate, when their specialized training or expertise on a particular issue under consideration by the Committee may be helpful.
- The Senate will strive to include both full-time and part-time faculty members on the Committee.
- Given that listening to and trying to understand diverse perspectives are critical issues in our culture right now as well as central values in academia, the Senate will strive to include members from varied backgrounds and experiences on the Committee.

III. General Operational Procedures

1. Any person serving on the Committee in more than one capacity, such as a member appointed by the Senate who is also COCF A President, shall only be entitled to a single vote on committee issues.

2. The Committee is empowered to engage in all action allowed by AP 4030 (Academic Freedom) despite failure of the COCFA or AFT committee members to participate or attend the committee's meetings.
3. Any Committee members having a direct interest in a matter under the Committee's consideration shall disclose the interest and recuse themselves from participation in that matter. In that event, the Senate may appoint a suitable replacement for the limited purpose of participating in the Committee's work on that matter.
4. Committee meetings may be conducted only if a quorum is present. A quorum is defined to be a majority of the Senate-appointed members only. The absence of the President of COCFA and/or AFT, or their respective designees, shall not deprive the Committee of a quorum.
5. Decisions of the Committee shall be made by a vote of a majority of its members during a noticed Committee meeting having a quorum.
6. The Committee shall meet at least twice a semester, but may meet as often as the Committee determines is necessary to complete Committee work.
7. The Committee shall have wide discretion to consider, receive, and solicit information and evidence from outside sources, whether documentary or otherwise, to assist and inform its work and affix weight and significance to the information and evidence. The Committee's exercise of its investigatory and deliberative discretion shall be impartial and reasonable under the totality of the circumstances, as determined by the Committee.
8. If, at any time, after submitting either a formal (conditional) report or an informal statement on a concern involving a possible violation of academic freedom, the Committee is notified, with reasonable evidence, that a retaliatory action has occurred, the Committee will communicate this to the President of the Academic Senate President, as well as the President of the College of the Canyons Faculty Association (if the relevant faculty member is full-time), or the President of the American Federation of Teachers, Local 6262 (if the faculty member is part-time).

IV. Procedures on Requests for Formal Recommendations

When a request for a formal recommendation on a particular matter is made to the Committee on Academic Freedom (CAF), the Committee will undertake to provide a Conditional Report on the matter, subject to the procedures and qualifications outlined below, in accordance with the directives contained in AP 4030 (Academic Freedom) and BP 4030 (Academic Freedom).

1. Matters for initial presentation to the Committee shall be communicated to the Chair of the CAF so the matters may be included on the official meeting agenda.
2. When the source of a request for a formal recommendation is the Academic Senate, the CAF Chair shall present the matter to the Committee for consideration. When the source of the

request is other than the Academic Senate, then the Committee member initially notified of the matter will present the matter to the Committee.

3. After the matter has been adequately presented to the Committee, the Chair shall ensure equitable opportunity for all Committee members to offer initial input on the matter. Any persons in attendance who are not members of the Committee may also offer initial input.
4. After there has been equitable opportunity for initial discussion, the Committee will formulate together an initial plan on how to proceed in its consideration and deliberation on the matter. The Committee will undertake its mission in a deliberate and unhurried manner, with an extended period of time (over multiple meetings or semesters) taken as the norm for its processing of requests for formal recommendations.
5. At subsequent meetings, the Committee shall continue to discuss, gain further input (documentary or testimonial), ask questions, and deliberate about the matter. Persons who are not members of the Committee may continue to offer input when they so desire, or when specifically asked by the Committee to do so.
6. At times deemed appropriate by the Committee, and prior to the creation of a Conditional Report, the committee shall provide notice of a matter to any administrator or department chair who the Committee determines has, or may have, a direct or substantial interest in the matter to allow those parties a reasonable opportunity to provide relevant documentary or other information regarding the matter to the Committee. In doing so, the Committee may opt to describe the case in terms that preserve anonymity (e.g., "Instructor #1, etc.). The Committee will make every effort to preserve confidentiality, where this is possible, but the Committee cannot, however, maintain or promise to maintain confidentiality to the extent such confidentiality is made impossible, impracticable, unlawful, or violative of any other District policy and procedure. Moreover, the Committee has the discretion to decide, after hearing the formal matter, that attempting to preserve confidentiality would be harmful to the Senate, the campus community, or other faculty.
7. After all avenues of relevant information have been satisfactorily explored, and after various possible or alternative positions on the matter have been articulated and clarified to the members' satisfaction, during a CAF meeting, the Chair will call for a motion in favor of one of the possible positions or recommendations that have been discussed. If there is a motion in favor of a position or recommendation, and if there is a second to that motion, a formal vote will then be taken. If it is not the case that a majority finds this initial position favorable, then a motion may be made for a vote on an alternative position. If there is a second, then a formal vote will be taken on this alternative position.
8. When, by majority vote, the Committee favors a particular position or recommendation on a formal matter, the Committee will undertake to formulate a Conditional Report in which it provides its considered view on the matter. This Conditional Report may include dissenting arguments or concerns, where the Committee sees fit. This Conditional Report will be submitted to the President of the Academic Senate, as well as to the parties requesting the report, subject to any restrictions by FERPA and other privacy rules and regulations. Again, the Committee may attempt to preserve anonymity as in IV.6.

9. The Senate may return the Conditional Report to the Committee for its reconsideration, or further consideration of any point related therein, or any related point. If this occurs, the CAF will undertake to do so using the above guidelines in its reconsideration process. After which time, the CAF will submit its revised Conditional Report to the President of the Academic Senate and other relevant parties as noted in IV.6.
10. At any point after the initial discussion of the matter, any member of the Committee may motion that the issue does not in fact raise an issue of academic freedom of such significance to warrant Senate involvement or that a Conditional Report is unjustified or unwise. And if there is a second to this motion, then the Committee will take a vote. If a majority are in agreement, then the matter will be removed from the discussion. The Committee shall, in writing, explain its reasons for declining to issue a Conditional Report to the Academic Senate and to the party or parties that initiated the matter.
11. If, after the CAF declines to issue a Conditional Report, the Senate nonetheless directs the Committee to prepare a Conditional Report, the Committee shall endeavor to do so according to the procedures outlined above.
12. Any Conditional Report that has been submitted by the CAF to the Academic Senate, and which is approved by the Academic Senate, becomes the Final Report on the matter initially presented. The Final Report constitutes the studied interpretation, opinion, recommendation and finding of the Senate on the matter.

V. Procedures on Requests for Informal Advice or Guidance

When a request for informal advice or guidance on a particular matter is made to the Committee on Academic Freedom (CAF), the Committee will undertake to provide such advice or guidance subject to the procedures and qualifications outlined below, in accordance with the directives contained in AP 4030 (Academic Freedom) and BP 4030 (Academic Freedom).

1. Informal matters for initial presentation to the Committee shall be communicated to the Chair of the CAF so the matters may be included on the official meeting agenda.
2. When a faculty member requests informal advice or guidance from the CAF, the Committee member to whom the request was initially made will present the informal matter to the Committee for consideration.
3. When the informal matter has been adequately presented to the Committee, the Chair shall ensure equitable opportunity for all Committee members to offer initial input on the informal matter.
4. After there has been equitable opportunity for initial discussion, the Committee will formulate together a plan on how to proceed in its consideration and deliberation on the matter.
 - a. If the issue is one which allows for a timely response, and the Committee agrees on said response by majority vote, then the Committee will respond as soon as possible to the party requesting advice by way of an informal written statement.

- b. If the issue is one which the Committee believes will require more consideration, the Committee may decide to provide the requesting party its preliminary thoughts on the matter, and will then proceed to deliberate further on the issue.
5. In either case (4.a/4.b), after all avenues of relevant information have been satisfactorily explored, and after various possible positions on the matter have been articulated and clarified to the members' satisfaction, during a CAF meeting, the Chair will call for a motion in favor of one of the possible positions or recommendations discussed. If there is a motion in favor of a position or recommendation, and if there is a second to that motion, a formal vote will then be taken. If it is not the case that a majority finds this initial position favorable, then a motion may be made for a vote on an alternative position. If there is a second, then a formal vote will be taken on this alternative position.
6. When, by majority vote, the Committee favors a particular position on an informal matter, the Committee will formulate an informal written statement of this position or recommendation. The Chair of the CAF will communicate the committee's findings to the party who initially brought the request to the committee. The Chair of the committee may also communicate this position or recommendation to the President of the Academic Senate.
7. If the faculty member requesting advice or guidance on an informal matter asks for confidentiality, the Committee shall preliminarily and presumptively undertake all reasonable measures to maintain the confidentiality of the information disclosed to the Committee and the Committee's advice and guidance. The Committee cannot, however, maintain or promise to maintain confidentiality to the extent such confidentiality is made impossible, impracticable, unlawful, or violative of any other District policy and procedure. Moreover, the Committee has the discretion to decide, after hearing the informal matter, that maintaining confidentiality would be harmful to the Senate, the campus community, or other faculty. In the event that the Committee determines that maintaining confidentiality would be harmful to the Senate, the campus community, or other faculty, it shall present the informal matter to the Senate President who may instruct that the CAF to maintain confidentiality to the extent allowable under this procedure, or prepare a Conditional Report.

**Santa Clarita Community College District
COLLEGE OF THE CANYONS
announces an employment opportunity for
XXX**

**Full-Time Tenure Track
Position # ACAXX-XXX
Review Date: XXX**

This position is a high priority for our District for the 2020-2021 year and is contingent upon continue available district, grant and state funding.

Who We are

The Santa Clarita Community District is committed to achieving educational equity for all students. As presented in our District Strategic Plan, which focuses on Access, Engagement, and Success, “Equity, inclusion, and diversity are not goals in themselves, but ideologies embedded in all actions and planning across all departments and functions of our college and its two campuses.” These areas of focus demonstrate a resolve to focus on student success and confirm that we are at the forefront of change with integrated planning efforts that both evolve and anticipate the needs of our students. We provide students with a rich and dynamic learning experience that embraces differences — fostering healthy inclusion through inquiry, shared dialogue and reflection to ensure that we promote a sense of community, collegiality and cooperation. When you join our team at the Santa Clarita Community College District, you can expect to be part of an inclusive, creative, flexible, innovative and equity-focused community that engages students, each other, and the community in scholarly inquiry, creative partnerships, and the application of knowledge and success.

The College and the District

College of the Canyons is part of the Santa Clarita Community College District and is designated as a Hispanic Serving Institution (HSI), enrolling approximately 32,000 students each academic year. College of the Canyons has a diverse student population that reflects our focus on enhancing the educational attainment and economic well-being of the community we proudly serve. Detailed information about our student population, including data related to student success, can be found on the College of Canyons Office of Institutional Research, Planning and Institutional Effectiveness (IRPIE) website. Additionally, College of the Canyons, was recently honored as a 2021 Bellwether College Consortium award winner, was honored in 2018 and 2019 with the Champion of Higher Education award, was ranked #1 in Los Angeles County during 2019 as the best two-year college for adult learners, and is rated #1 in Los Angeles County for completion rates by college-prepared students. It is distinguished as one of the top transfer institutions in Los Angeles County.

Who We Want

We value the ability to serve students from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities, and orientations. Therefore, we prioritize applicants who demonstrate they understand the benefits diversity brings to a professional educational community. The successful candidate must be an equity-minded individual committed to collaborating with faculty, classified staff, administration, students and community partners who share our commitment to closing equity gaps. The Santa Clarita Community College District seeks leaders possessing a strong grounding in academic and student services programs and a thorough understanding of the primary mission of the community college. We seek employees that value mentorship and working in a collegial, collaborative environment, who are conscientious risk takers and transformational leaders guided by a commitment to helping all students achieve their educational goals.

COLLEGE OF THE CANYONS
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Full-Time Tenure Track
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"BIG PICTURE" RESPONSIBILITY: College of the Canyons is seeking a faculty leader in the area of XXX. This is a 10-MONTH professional, full-time tenure track position beginning August 13, 2021. The position may include a combination of teaching, department, college, and community leadership functions. Assignment may include day, evening, and weekend duties at all District sites.

ESSENTIAL DUTIES:

- XXX
- Develops and revises appropriate credit and noncredit program and course curriculum in response to discipline and workforce needs.
- Maintains office hours and participates in department, division, and college committees and governance.
- Participates in and implements departmental and college program reviews.
- Participates in additional faculty responsibilities, including college decision-making activities related to professional and academic matters. The activities will occur within the department as well as in the larger College setting and at all district campuses.
- Engages in ongoing professional development and preparation related to best practices associated with pedagogy, andragogy, and all instructional (including virtual) teaching modalities to address anticipated student and instructional delivery needs.
- Participates in all course, program and institutional Student Learning Outcome (SLO) assessment processes.
- Performs other duties as assigned.

Minimum Qualifications:

- XXX

Equivalencies*?

***Applicants who meet equivalent qualifications must also submit a Request for Equivalency Form.**

***Note to current COC adjunct instructors in the discipline:** If you were qualified and hired under the previous set of equivalencies, you may still qualify for this position. Please contact Human Resources.

Required licenses/certifications:

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Desirable Knowledge, Skills, Experience and Abilities:

- **XXX**
- Commitment to maintain currency in the discipline, including use of advanced technology required in the discipline.
- Experience with online teaching and pedagogy is desired.
- Strong commitment to professional growth and development, and to the continued innovation and improvement of successful teaching.
- Ability to work effectively with computers and other forms of advanced technology utilized in providing high quality instruction and the understanding and successful use of learning technology.
- Willingness to facilitate and encourage student success by working to develop varied and innovative academic learning environments.
- Ability to communicate professionally and clearly with students and staff, both orally and in writing.
- Demonstrated ability to establish and maintain positive and effective working relationships with on-campus groups (including students, faculty, administrators and staff), as well as, off-campus community and education partners.
- In addition to being well qualified to teach in their respective disciplines, it is desirable that faculty have additional abilities and interests in contributing to other professional pursuits at the College, such as: instructional innovation, second language ability, sponsoring clubs, new program development, student success initiatives and community outreach.
- Demonstrated sensitivity to, and understanding of, the diverse academic, socio-economic, cultural, ethnic and disability backgrounds of community college students.

Professional Responsibilities:

- Faculty members at College of the Canyons facilitate student learning by working to develop every student's abilities and by designing varied and exciting learning environments.
- Faculty members work as team members with all staff, create innovations in teaching and learning methods, and work to provide an environment for students to be partners in learning.
- Faculty members also assist in program planning, carry out related projects and evaluate related department programs and faculty.
- Faculty members carry out their professional responsibilities by participating in the college decision-making activities related to academic and professional matters via meetings, by participating on project teams, by engaging in ongoing and meaningful professional development, and by providing support to students on a one-to-one and small group basis at regularly scheduled times.

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In addition to professional expertise in teaching within the discipline, applicants should possess the following abilities and attitudes that have been identified as important to successful performance in the position.

Professional Abilities:

- Success and commitment as a team player, including the ability to engage in cooperative problem solving;
- Success at initiating, executing and following up on projects, including the ability to set specific objectives and measure achieved results;
- A commitment to the mission and values of the community college;
- A positive attitude, including the ability to foster collegiality;
- Flexibility, including the acceptance of and willingness to change;
- Open-mindedness, including fairness and the ability to see multiple perspectives;
- The willingness to take risks and be innovative;
- A willingness to see complex tasks through to completion; and
- The willingness to accept responsibility for professional and personal growth.

Conditions of Employment :

- Ten-month position; anticipated starting date **August 13, 2021** (start date not negotiable) – **will be updated for Counseling positions**
- Initial Salary Placement on Academic Salary Schedule **X** is dependent on education and experience. Salary range is from: \$59,556 – 94,680 \$annually (adjusted for 12 months of pay per year). Column placement is based on education and step placement will be based on years of professional experience, not to exceed nine (9) years' experience for a maximum placement of Step 10: For details, click on link to [Academic Salary Schedule](#)
- Part of the teaching assignment may be evenings and/or weekends at all District sites.
- The instructor may be expected to deliver instruction utilizing nontraditional delivery methods.
- An excellent benefit package including medical, vision, dental, life and Section 125 is offered.
- Proof of eligibility to work in the United States and signing of loyalty oath per government codes 3100-3109.
- Successful completion of background fingerprint clearance, pre-employment physical examination (disabilities not related to the physical job will not affect the application process) and TB screening.
- Meeting applicable eligibility requirements under CalPERS or CalSTRS if you are a current or former member.
- Board of Trustees approval.
- Official transcript must be submitted upon offer of employment.
- Position is contingent upon funding and is subject to change.

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Physical Characteristics: Additional Physical Characteristics?

Position will require extended periods presenting material in a classroom setting, and frequent periods of movement from one area to another, which may include traversing to different floors of a building. Requires use of a computer and related equipment; frequent exertion of 10-20 pounds of force to move objects; communicating and providing information to others; and travel from site-to-site. In the event of an emergency, employees will be relied upon to serve as emergency workers.

About the District: New version updated 2019

Innovative. Collaborative. Entrepreneurial. These characteristics not only define College of the Canyons, they are embodied by the faculty, staff and administrators who make this college unique among the 115 California Community Colleges.

Established in 1969, College of the Canyons is among the fastest-growing colleges in California and the nation. It is widely recognized as a model community college for enhancing student access, success and equity. Its completion rates rank among the highest in the state. The college has established a well-deserved reputation for bolstering economic development and offering innovative career technical education responsive to industry needs

Guided by visionary leadership, the college serves a 367-square-mile area of northern Los Angeles County that includes the dynamic, growing Santa Clarita Valley. A steady influx of new residents and businesses creates a spirit of possibilities that inspires the college to be flexible, creative and attuned to the community's evolving needs. The growing diversity of the community is mirrored by the college, which qualifies as a Latino-serving institution.

The college's influence in the community is best illustrated by the dozens of collaborative partnerships it has forged with local school districts, government entities and service organizations. Examples include the Performing Arts Center's K-12 Arts Education Outreach initiative, which allows thousands of children to experience the arts each year, and Academy of the Canyons, an early/middle college high school at the Valencia campus that is ranked among the top 10 percent of high schools in the nation.

With campuses in Valencia and Canyon Country, the college offers 92 associate degree programs, including 23 associate degree for transfer (AD-T) options, as well as 71 certificate programs. Classes are offered during traditional fall and spring semesters, as well as shorter, intensive summer and winter sessions. Additional educational opportunities exist at the University Center, whose four-year colleges and universities offer approximately 30 bachelor's, master's and doctoral degree programs, as well certificate and credential programs.

Because of the college's commitment to meeting the needs of the community, local voters have approved two bond measures valued at more than \$240 million since 2001. The

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college also secures substantial funds from the state and millions of dollars in grants each year that allow new, cutting-edge programs to be developed and facilities built to accommodate them.

Given its commitment to growth and innovation, College of the Canyons sets a new standard for what a college can achieve. It is a vital cultural, educational and economic force in the region. Join us to discover unexpected possibilities, the freedom to innovate and an opportunity to shape the future.

APPLICATION AND SELECTION PROCESS: Applicants are encouraged to complete their applications online. Please visit our website at <http://www.canyons.edu/Offices/HumanResources>. If you require assistance, please call the Human Resources Department at (661)362-3427 or our TTY Line at (661)362-5178. Applicants may check the status of their application online and may expect to be notified within approximately 4 - 5 weeks following the Review Date as to the status of their application.

All application materials must be uploaded online or received in the Human Resources Department by the end of the day on the review date in order to assure consideration for this position. Postmark is not acceptable for this purpose. Separate application materials must be submitted for each position applied for. Materials submitted become property of the District and will not be returned, copied, or considered for other openings. The Human Resources Department is located in the University Center, Suite 360 at 26455 Rockwell Canyon Road, Santa Clarita, CA, 91355.

The following application materials are required for your application to be complete. Incomplete applications will not be considered.

- **A District Academic Application.**
- **Letter of interest** (cover letter). In your letter, please address your qualifications and experience as they pertain to the job duties, the demonstrated knowledge, and the abilities section of this announcement. Provides specific details and examples of your direct leadership in achieving the list of minimum and desirable requirements for this position.
- **A detailed resume** summarizing education and experience.
- **College transcripts** verifying educational degree(s) required for the position. Submit unofficial copies of transcripts for application purposes. Copies of college diplomas are not acceptable in lieu of transcripts. **Important note on minimum education requirements:** Units and/or degree(s) earned must have been awarded by a college or university accredited by an agency recognized by the American Council on Post-Secondary Education. Please see our website for evaluation requirements for units and degrees earned at foreign institutions.
- **Confidential Recruitment Source Information** (Voluntary Survey). This is voluntary and is part of the online applicant profile separate from the application.

Additional Application Submission Materials Required:

- Philosophy of Diversity Statement

**Santa Clarita Community College District
COLLEGE OF THE CANYONS
announces an employment opportunity for
XXX**

**Full-Time Tenure Track
Position # ACAXX-XXX
Review Date: XXX**

Supplemental Questions:

1.

It is the applicant's responsibility to ensure that all application materials are fully and correctly submitted. All materials submitted are for this position only and become the property of the District. Materials will not be returned, copied or considered for other openings. Resumes may not be submitted in lieu of the official application form.

The College is expecting to conduct initial interviews the week of XXX and final interviews the week of XXX. This is a tentative schedule and is subject to change.

Please note:

- Skills evaluation of candidates for interview may be required.
- Travel and relocation expenses are the responsibility of the applicant.
- Hiring committees review all complete, qualified application packets. Possession of the minimum qualifications does not guarantee an interview.
- A presentation will be required for those candidates selected for an initial interview.
- Current COC employees who are applying for this position: Please be aware that materials from your personnel file are not included as part of the application file; therefore, please provide the same requested application materials as any other applicant.
- Applicants are encouraged to apply online. If you need assistance with the application process, contact:

**Human Resources Department
(661) 362-3427
TTY/TDD (661) 362-5178 or visit our website at
www.canyons.edu/offices/humanresources**

Position is contingent upon funding. We reserve the right to withdraw, extend the filing date, reopen, or delay filling this position. Recruitment may continue until this position is filled. This recruitment may be used for future vacancies.

EEO POLICY:

Santa Clarita Community College District is an Equal Opportunity Employer
The Santa Clarita Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate on the basis of race, religious creed,

color, ethnic or national origin, ancestry, citizenship status, uniformed service member status, physical disability, mental disability, medical condition, marital status, sex, pregnancy, age, sexual orientation, gender identity, or any other protected basis under the law.

Applicants who have disabilities may request that accommodations be made in order to complete the selection process by contacting the Human Resources Department directly at 661-362-3427.